Quality Professional Learning at a Distance Module
Guidance and Resources

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Educator Excellence and Equity Division

CALIFORNIA DEPARTMENT OF EDUCATION
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Objective

To support local educational agencies (LEAs) with remote professional learning (PL) by providing:

- Quality PL at a distance guidance

- Remote PL examples from California LEAs

Resources

All resources mentioned during this module are available on the CDE Quality Professional Learning at a Distance web page at www.cde.ca.gov/ci/pl/distancepl.asp.

- You can find these module slides available there now.

Quality Professional Learning Standards

Characteristics of PL that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Equity

Quality PL is designed to ensure equitable outcomes.

- Data disaggregated by student groups to identify the most critical student needs.

- Improves educator understanding of the cultural, intellectual, social, emotional, and physical needs of each learner.

- Educator access is equitable.

- **Resources:** Equity and Access chapters of California Curriculum Frameworks, Asset-Based Pedagogies, CDE Distance Learning Guidance, and Collaborative for Academic, Social, Emotional Learning (CASEL) resources

Design and Structure

Quality PL is designed and structured to be ongoing, intensive, and embedded in practice.

- Purpose and focus are clear and agreed upon.
- Systematized and differentiated with opportunities to analyze practice and apply learning.
- Scheduling is convenient for educators.
- Facilitated with great care.
- Provide opportunities to engage with content and peers in a variety of ways.
- **Resources:** Learning Forward, Future Ready Schools, CDE PL Stories, Improvement Science, and Continuous Improvement

Data

Quality PL is rooted in student and educator needs demonstrated through data.

- Collect/analyze data from early efforts to transition to distance learning (DL).
- Important data: academic/instructional, social-emotional learning (SEL), wellness, and communication.
- Collect/analyze data regarding remote PL events and instructional supports.
- Provide data support.
- **Resources:** Smarter Balanced Interim Assessments, California Healthy Kids Survey (CHKS), and CHKS Learning from Home Survey.

Content and Pedagogy

Quality PL is focused on content and pedagogy.

- Build shared understanding of quality DL.

- Logic models help design the path forward.

- Instructional leaders build confidence with DL environment.

- Remote PL sessions facilitated with adult SEL in mind.

- **Resources:** CDE Distance Learning Guidance, California Curriculum Frameworks, Learning Forward, and the National Standards for Quality Online Learning (NSQOL).

Collaboration and Shared Accountability

Quality PL is collaborative with an emphasis on shared accountability.

- Use video conferencing, tools to stay in touch, and a voice in PL decisions.
- Community of practice models continue:
  - With digital tools to try new approaches and share results
  - Common planning
  - Peer observation
  - Receiving support
- Collaboration extends beyond school and district boundaries.
- **Resources:** Learning Forward, Continuous Improvement, instructional leadership resources, etc.

Resources

Quality PL is supported by adequate resources.

- Ensure all educators have necessary resources and equipment.

- Leverage funding flexibilities and opportunities.

- Identify and make use of local expertise and experience to support PL.

- Use strategic planning to focus resources on immediate needs without losing perspective on long-term growth.

- **Resources:** Federal and state funding guidance, Labor Management Initiative

Alignment and Coherence

Quality PL is coherent and aligned with other standards, policies, and programs.

- Federal and state requirements and expectations have changed.

- Learn about and continue to monitor these changes and align local policies, structures, and practices.

- Continue to use and adapt current curriculum, learning management systems, and PL structures to maintain continuity.

- **Resources:** CDE COVID-19 guidance, California Curriculum Frameworks and other state policy and guidance documents

Aligning Remote Professional Learning to Quality Professional Learning Standards

Designed to ensure equitable outcomes

Designed and structured to be ongoing, intensive, and embedded in practice
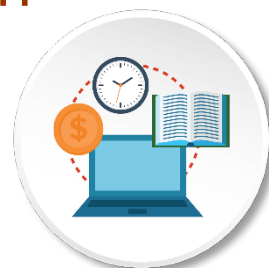
Rooted in student and educator needs demonstrated through data

Focused on content and pedagogy

Collaborative with an emphasis on shared accountability

Supported by adequate resources

Coherent and aligned with other standards, policies, and programs

Pause for Reflection

- What is the status of remote PL for your school or district? (Ex: very few, some, or many remote PL opportunities?)

- Which QPLS will be most challenging for remote PL?

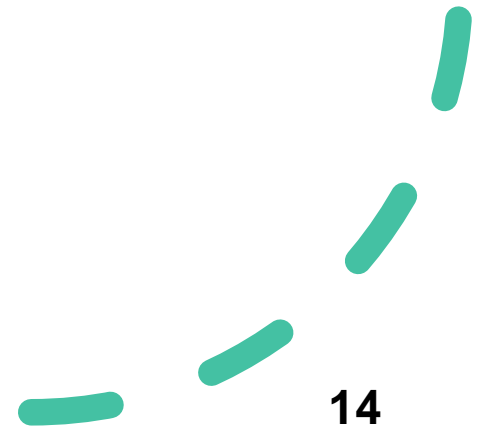- What are some potential benefits of remote PL?

California Remote PL Stories

Glendale Unified School District

Long Beach Unified School District

Action Steps

- For detailed guidance and resources, review Quality PL at a Distance web page at www.cde.ca.gov/ci/pl/distancepl.asp
- Ensure remote PL leverages best practices in:
  - Equity
  - Design and structure
  - Data
  - Content and pedagogy
  - Collaboration and shared accountability
  - Resources
  - Alignment and coherence

Educator Excellence and Equity Communications

CDE Professional Learning Web Page

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Learn about **Collaboration in Common**

Thank You and Be Well!