Rhode Island Professional Learning Standards (RIPLS) Self-Audit Tool

Attract ▸ Prepare ▸ Recruit & Hire ▸ Support & Grow ▸ Retain

Introduction

"All things are difficult before they are easy" – Thomas Fuller

This Audit Tool is a strategically-designed companion document for the Rhode Island Professional Learning Standards (RIPLS). Its purpose is to support teams of educators and district leaders in conducting an audit of local professional learning and the systems that contribute to this work. Auditing is one strategy to improve the effectiveness of local professional learning systems.

The aim of this tool is to accomplish the following:

- Support the user(s) to assess the alignment of local practices with the RIPLS.
- Elicit discussion among stakeholders about current professional learning practices.
- Support the prioritization of actions to improve professional learning practices and systems.

SurveyWorks data continues to indicate significant opportunities for growth in professional learning. We hope that this tool, along with the RIPLS, is a valuable resource in making professional learning relevant and valuable for all educators so that they can more effectively support our students in achieving outstanding outcomes.

Structure of the Audit Tool

Below you will find descriptions of the various features of the audit tool. We hope these descriptions will help to orient you towards the tool and make it easier to use.

Standards / Indicators: The standard and indicators are located at the top of each page. There is one page of the rubric dedicated to each of the eight standards.

Rows: Each row is designed to align to either the key idea captured by the standard or one of the indicators associated with the standard. The descriptor in the first cell in each row is designed to illustrate what full implementation of that aspect of the standard would look like.

Columns: The columns are meant to represent the continuum of implementation that is possible for each aspect of the standard or indicator. For simplicity we have broken this continuum into four categories: we do not do this, we do this to some extent, we do this, we do this and have evidence that it is working.

Overall Rating Arrows: The line beneath the cells is designed to capture the overall level of implementation for a standard. After completing ratings for each of the rows, the team should place a mark on the line at the place that they feel best captures the overall rating for that standard.

Notes on Current Practices and Possible Future Practices: These spaces are provided for people to use to take notes, either during the pre-work or during the conversation with the team. Current practices can include notes on both areas the team feels are strong and those that need improvement. Future practices is a space to capture ideas and possibilities for how to move towards stronger implementation of a standard.

Recommended Pre-Audit Actions

We recommend that you consider the following steps to maximize the effectiveness of this audit process:

- **Engage multiple stakeholders.**
    - Teams that consist of individuals from a variety of roles will experience professional learning initiatives in different ways and bring important perspectives to the audit.
- **Focus the audit on a single professional learning initiative**.
    - A singular focus (e.g. efforts to support implementation of a new curriculum, professional learning on use of new technology, induction coaching program, etc.), particularly during the first audit with your team, will help the team to be specific and concrete in their reflections, and to provide a more detailed picture of professional learning. Conclusions drawn from a close examination of a single initiative are often applicable to the system as a whole.
- **Schedule an appropriate amount of time to conduct the audit.**
    - Set aside the necessary time (at least 60-90 minutes) for the group to come together, understand the audit process, discuss ratings, identify strengths / challenges, and determine next-steps.
- **Gather available evidence before conducting the audit.**
    - As pre-work for the session (after focus has been determined), designate who should gather the appropriate evidence that will be used to support the team's ratings. Evidence may vary considerably by standard, and will help to ground the conversation in actual practices and results rather than intended practices or expected results.

Conducting the Self-Audit

- **Assign roles**
  - In order to complete this process in an efficient manner, it will be helpful to assign roles to team members at the meeting. Common roles include keeping track of time, making sure everyone is being heard, taking notes, summarizing to check for understanding, and naming when the group has veered into unrelated topics.
- **Create or revisit norms for constructive conversations**
  - Using norms are important when seeking to build consensus around a topic like professional learning which is experienced in a variety of ways. Common norms include listening to understand, monitoring airtime, staying present throughout the meeting, and valuing honest dialogue from all team members.
- **Come to agreement on ratings for each standard**
  - Teams can approach coming to agreement in a variety of ways. One possible structure is:
    - Each team member silently rates each row and notes rationale / evidence.
    - Team members share ratings and discuss areas of misalignment.
    - Group collectively decides where to place a mark on the overall rating arrow.
- **Conduct root-cause analysis and action planning**
  - Use the prompts provided to identify high-leverage standards that can be used to improve professional learning for your school or district.
  - Use the prompts to determine who else needs to get this information, how you might present it to them, and by when this will occur.

EXAMPLE – PL Initiative Focused on Amount of Student vs. Teacher Voice in Lessons

Standard and Indicators

4. HQPL is evaluated to measure the impact related to the intended goals and objectives.

4.1 Formative evaluations measure progress toward identified goals and objectives.

4.2 Summative evaluations measure the attainment of identified goals and objectives.

4.3 Data and evidence inform continuous efforts to improve the quality and outcomes of professional learning.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
PL impact on classroom practices and student outcomes is regularly evaluated to understand progress towards intended system goals or activity objectives.		X		
Formative evaluations are frequently used to measure progress towards goals or objectives while PL activities or initiatives are ongoing.			X	
Summative evaluations are frequently used to determine if PL initiatives or activities met their intended goals or objectives.	X			
Continuous efforts (both short and long cycle) utilize gathered formative and summative data to improve the quality and outcomes of PL.		X		

Not Implemented   Partially Implemented   Fully Implemented

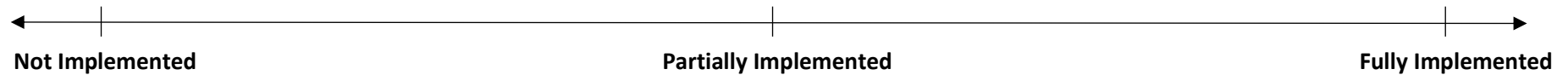| Notes on Current Practices	Notes on Possible Future Practices
- Impact of PL initiative was regularly (weekly) evaluated via classroom walkthrough tools designed to measure the amount of student vs. teacher voice in lessons. Student outcome data to show impact on understanding and lesson mastery was not included. - Weekly data from walkthrough data was used to evaluate the impact of workshops and coaching on increasing student voice in lessons. - No final teacher / student data was gathered to determine if the overall initiative was successful. - Formative data was used to make adjustments during the initiative, but there was not a process in place to evaluate the overall effectiveness of the initiative and inform future PL initiatives.	- Include a measure of student engagement in lessons as part of walkthrough tool. Engagement should increase as voice increases. - Review written responses from students to see if increased opportunity to speak in lessons is translating to stronger written responses over time. - Determine a way to measure and evaluate the overall effectiveness of the PL initiative at the start of the initiative, including naming exactly how the initiative will impact students (e.g. engagement, metacognition, articulation of understandings, written work etc.). Then follow through on it. - Utilize summative evaluation of initiative to inform future initiatives.

Self-Audit Tool

Standard and Indicators
1. HQPL has clear goals and related objectives that articulate desired educator outcomes and student outcomes.
1.1 The goals of a professional learning system articulate a coherent rationale that connects learning to intended student outcomes.
1.2 The learning objectives of professional learning activities specify changes in educators' knowledge, beliefs, and/or practices necessary to achieve the intended student outcomes.
1.3 Educator input shapes professional learning that aligns with applicable professional standards, individual professional growth goals, and/or improvement priorities of the state, district, or school.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
Professional learning initiatives have clear goals that name desired educator/student outcomes. Goals are broken down into smaller, related objectives.				
The link between desired educator and student outcomes is clear, logical, and is articulated in planning for professional learning.				
Professional learning activities consistently have objectives that name the change in educator knowledge, beliefs, and/or practices that will be achieved through the learning activity.				
Professional learning system goals are aligned with multiple other aspects of the education system (i.e. strategic plan, curriculum adoption cycle, evaluation system, etc.) and include input from educators.				

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Not Implemented   **Partially Implemented**   **Fully Implemented**

Notes on Current Practices	Notes on Possible Future Practices

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Standard and Indicators

2. HQPL planning utilizes ongoing analysis of data relevant to identified goals and objectives.

2.1 Multiple sources of qualitative and quantitative student and educator data and information inform decisions about professional learning goals and learning objectives.

2.2 Structured data analysis leads to a collective understanding of the targeted areas for improvement as well as the appropriate professional learning to address those areas.

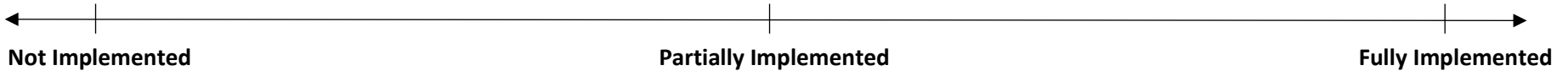| Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
Goals for PL systems and smaller activity objectives that will lead to those goals are consistently planned based on analysis of relevant data.				
Data used for analysis is directly relevant to the identified system goals and related activity objectives.				
Multiple sources of qualitative and quantitative data/information for both students and educators are considered as part of analysis.				
Structured data analysis protocols or processes are used to ensure all stakeholders are clear on the areas for improvement and aligned PL steps to address those areas.				

← Not Implemented   Partially Implemented   Fully Implemented →

Notes on Current Practices	Notes on Possible Future Practices

Standard and Indicators

3. **HQPL is strategically-resourced and sustained over time to support the identified goals and objectives**.

3.1 Strategic planning process supports the identification of local resources (i.e. time/scheduling, fiscal resources, materials, technology, and personnel) available and needed to support identified goals and objectives.

3.2 Resource allocation provides sustained support over time for implementation of learning.

3.3 Resource allocation supports varied forms of professional learning that are planned in a logical and coherent manner.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
Resources are consistently utilized strategically such that PL is supported over time, avoiding isolated offerings / initiatives.				
Strategic planning process leads to thorough identification of all resources that are available to support PL goals / objectives.				
Resources are consistently deployed over time so that implementation of learning is sustained.				
Resource allocation varies appropriately based on the type of professional learning, facilitating a coherent collection of PL opportunities.				

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Not Implemented   **Partially Implemented**   **Fully Implemented**

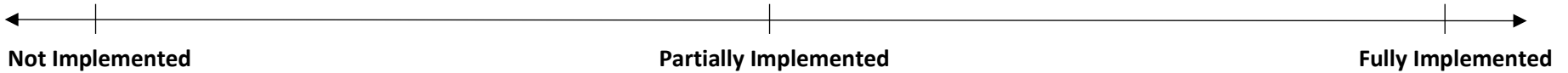| **Notes on Current Practices**	**Notes on Possible Future Practices**

Standard and Indicators

4. HQPL is evaluated to measure the impact related to the intended goals and objectives.

4.1 Formative evaluations measure progress toward identified goals and objectives.

4.2 Summative evaluations measure the attainment of identified goals and objectives.

4.3 Data and evidence inform continuous efforts to improve the quality and outcomes of professional learning.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
PL impact on classroom practices and student outcomes is regularly evaluated to understand progress towards intended system goals or activity objectives.				
Formative evaluations are frequently used to measure progress towards goals or objectives while PL activities or initiatives are ongoing.				
Summative evaluations are frequently used to determine if PL initiatives or activities met their intended goals or objectives.				
Continuous efforts (both short and long cycle) utilize gathered formative and summative data to improve the quality and outcomes of PL.				

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Notes on Current Practices	**Notes on Possible Future Practices**

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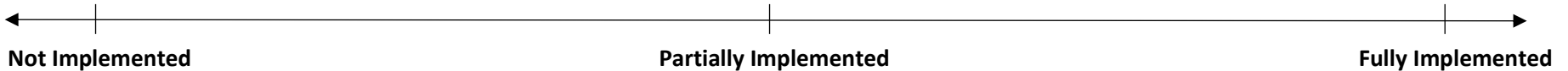
Standard and Indicators

5. HQPL promotes collaboration among educators to encourage a shared responsibility to achieve the identified goals and objectives.

5.1 Responsibility for the design, implementation, and outcomes of professional learning is shared.

5.2 Protocols, processes, and strategies facilitate collaboration throughout professional learning to support implementation of learning.

5.3 Professional learning is grounded in a culture of trust, collaboration, and continuous improvement.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
PL is consistently constructed to promote teacher collaboration.				
Team members embrace shared responsibility for designing, implementing and achieving desired outcomes of PL.				
Intentional protocols, processes, or strategies consistently support the ability of educators to help each other to implement PL.				
A culture of trust, collaboration, and continuous improvement permeates PL work.				

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Not Implemented   **Partially Implemented**   **Fully Implemented**

Notes on Current Practices	Notes on Possible Future Practices

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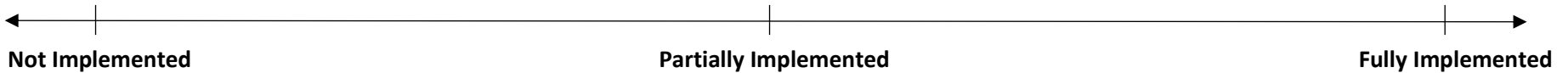
Standard and Indicators

6. **HQPL advances an educator's ability to apply learnings to their context**.

6.1 Professional learning is relevant to participants' professional context (i.e. grade level, content area, role).

6.2 Ongoing professional learning includes opportunities (e.g. coaching) for educators to practice, give and receive feedback, and reflect on their learning.

6.3 Professional learning focused on content is rooted in the curriculum educators use to teach that content.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
PL is either job-embedded or consistently contains intentional opportunities to apply learning to educator's context.				
PL is consistently designed to be relevant to all participants.				
PL consistently includes opportunities for practice, feedback, and reflection on learning.				
PL focused on a content area (e.g. math) is rooted in implementing / adjusting the curriculum for that area (e.g. Eureka Math).				

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Not Implemented   **Partially Implemented**   **Fully Implemented**

Notes on Current Practices	**Notes on Possible Future Practices**

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Standard and Indicators

7. **HQPL incorporates effective, evidence-based, adult learning strategies**.

7.1 Professional learning incorporates strategies to connect new learning with learners' prior knowledge and experiences.

7.2 Professional learning incorporates strategies for active engagement of learners.

7.3 Professional learning includes models of the practices needed to attain goals and learning objectives.

7.4 The structure and delivery of professional learning meets the unique learning needs of educators.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
Learners' prior knowledge and experiences are acknowledged and built upon during PL opportunities.				
Strategies for active engagement are consistently used during PL.				
New or unclear practices are clearly modeled for educators.				
As needed, professional learning opportunities are structured accommodate different learning needs (e.g. intentional use of multiple modes of communicating material).				

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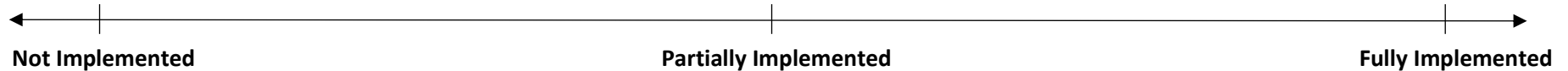| Notes on Current Practices	Notes on Possible Future Practices

Standard and Indicators

8. HQPL is guided by a skillful person or well-conceived activity that provides structures and information necessary to meet the identified goals and objectives.

8.1 The facilitation of professional learning demonstrates the relevant expertise, skills, and/or deliberate planning necessary to guide the learning to meet the goals and objectives.

8.2 Educators are supported to become facilitators of professional learning by growing their knowledge, skills and practices.

Description of Full Implementation	Rating			
	We do not do this	We do this to some extent	We do this	We do this and have evidence that it is working
The structures and information present in PL are consistently of high quality and lead to the intended learning process and outcomes.				
All forms of PL are guided from a place of relevant expertise and skill.				
All forms of PL clearly reflected a detailed planning process, such that time is maximized, learning is clear, and participants are actively engaged.				
Intentional efforts are made to grow the skills of interested educators so that they become leaders of future professional learning.				

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Not Implemented   **Partially Implemented**   **Fully Implemented**

Notes on Current Practices	Notes on Possible Future Practices

Action Planning

1. Based on your ratings, which standard(s) do you think you should focus on to have the biggest impact on professional learning in your school / district? Note, this may include areas of strength as well as weaknesses.

2. If not already present, who are the people / roles that need to be at the table in order to act on utilizing this standard to improve professional learning?

3. What information from this self-audit do you want those people / roles to know and understand? How will you present this information to them?

4. By when can you commit to having the next conversation about the results of this self-audit with the people / roles named above?

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