

PRINCIPLES INTO PRACTICE: IDEAS FOR WAYS TEACHERS CAN TAKE ACTION

The [Principles for High-Quality, Standards-Aligned Professional Learning](#) are an evidence-based articulation of what attributes need to be present in effective professional learning.

Principle 1: Professional learning must be content-focused. Professional learning builds teachers' content knowledge and pedagogical content knowledge necessary to teach the concepts of their discipline.

Principle 2: Professional learning must be teacher- and student-centered. Professional learning promotes collective responsibility for students' learning and cultivates a dynamic culture for adult learning.

Principle 3: Professional learning must be instructionally relevant and actionable. Professional learning is anchored in the instructional priorities of teachers' daily work and is sustained in a coherent system of collaborative planning, classroom practice, observation, feedback, and continuous cycles of inquiry grounded in evidence of student learning.

There are many short-term and long-term actions that teachers can take. The following is a list of sample ideas, developed in collaboration with practitioners, that could begin to make these needed changes a reality. One of these actions alone will not lead to professional learning that fulfills the entirety of the Principles; however, the ideas below, and ideas of your own, can be a good place to start.

Content-Focused

- Bring the next lesson's text or math problems to your collaborative planning time and engage your colleagues in discussing the math problems or text. Collaborate with your colleagues to create a routine to sustain this practice as part of preparing for each lesson.
- Gather grade-level or grade-band colleagues to dig into content-specific learning together! Use the [Building Knowledge Mini Course](#), [Foundational Skills Mini Course](#), the [Progressions Documents for Mathematics](#), and other content-specific [professional development resources](#).
- Identify ways you find it challenging to provide students with access to grade-level content in your curriculum. Consult resources such as the [Supporting All Learners with Complex Texts](#) or the [Designing Shifts-Aligned Interventions in the Math Classroom](#) blog posts. Share your needs and ideas with your colleagues and instructional coach.

Teacher- and Student-Centered

- Get a group of colleagues to take the [Teaching Tolerance 13 Common Beliefs Survey](#) with you. Discuss your answers and implications for your classroom, students, and school community.
- Review your instructional materials to consider how representative they are of multiple identities and

perspectives. Start with resources like the The Metropolitan Center for Research on Equity and the Transformation of Schools' [Culturally Responsive Curriculum Scorecard](#) or the The Great Lakes Equity Center's [Assessing Bias In Standards and Curricular Materials for ELA/literacy](#). If you find they are lacking, consider how to supplement with high-quality tasks and texts. Better yet, do this with a group of your colleagues so you can support and challenge one another.

Instructionally Relevant and Actionable

- Use Student Achievement Partners' [Student Work Analysis Activity](#) at your next PLC to review student work to support you and your colleagues in determining progress and designing the next cycle of learning in mathematics and literacy for students and yourselves.
- Bring the [Principles for High-Quality, Standards-Aligned Professional Learning](#) to your next PLC and use them to facilitate conversation about the professional learning in your school. Which of the elements of the Principles do you regularly see reflected in your professional learning? Which are not? What support might you need? Share recommendations or questions with instructional leaders.

