

PRINCIPLES INTO PRACTICE: IDEAS FOR WAYS INSTRUCTIONAL COACHES 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 coaches 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

- Create routines to do the math or read the text for every upcoming lesson with the teachers you support. Discuss and collaborate to design instruction on those problems or that text.
- Share resources with your staff that equip teachers with equitable instructional strategies to provide increased access to grade-level work for all students (for example, [Supporting All Learners with Complex Text](#) or [Math Language Routines](#)).

Teacher- and Student-Centered

- With the teachers you support, discuss what they want from the professional learning you provide. Ask what they need to learn to design and deliver equitable mathematics and literacy instruction to their students. Take action on what you hear.
- Create a library of high-quality resources that teachers can use to supplement their instructional materials if they find they are lacking in representation of multiple perspectives and identities.

Instructionally Relevant and Actionable

- Develop and use consistent protocols to prompt teachers to consider how what you're learning together impacts specific students' learning and their own design for instruction.
- For two weeks, track the content of your feedback and interactions with teachers. Are these interactions connected to content-specific instructional practices like those outlined in the [Instructional Practice Guides for ELA/literacy and Mathematics](#)?
- Use the [Principles for High-Quality, Standards-Aligned Professional Learning](#) to facilitate conversation about the professional learning in your school(s) and/or district. Which of the elements you see are regularly reflected in your professional learning? Which are not? Share this with your school and/or district leaders.

