

Aligning to the Learning Forward Professional Learning Standards

ReVision Learning's Collegial Calibrations™ professional learning model is designed to ensure that supervisors, evaluators, and instructional coaches receive the support they need to improve their practice in helping increase levels of teacher effectiveness through high quality feedback.

Districts that engage in the Collegial Calibrations™ process ensure that...

- a learning community exists and is committed to continuous improvement and educator learning;
- leaders develop their own capacity to ultimately impact teacher effectiveness;
- leaders are prepared to design actionable learning outcomes for teachers' professional growth;
- data and formative measurement are the driving force to professional learning;
- professional learning is rooted in research and literature and implemented in alignment with established learning models;
- those responsible for instructional leadership understand the influence of change research in their practice and drive new learning through on-going performance feedback;
- instructional leaders are provided the tools and resources to link teacher practice with student outcomes.

As a professional learning model, Collegial Calibrations™ supports the establishment of supportive leadership and effective teaching practices. Instructional leaders are able to take an active role in their continuous development with the support of an expert facilitator who emphasizes on-going learning cycles for improved knowledge, skills, practices, and dispositions.

Below is a table that summarizes the alignment described above. We have shared this as part of our facilitator training to serve as a quick reminder to all who lead the Collegial Calibrations™ sessions of how we meet expectations for professional learning through our work with educators.

Learning Forward Professional Learning Standard	Collegial Calibrations™ Professional Learning Model
Learning Communities	Evaluators/Coaches work in professional learning groups to support collective learning of high quality feedback while generating more calibrated approaches to reviews of teacher practice.
	Facilitators generate cycles of learning for each group while helping district leadership to recognize the actions and steps needed to become a learning organization.

Leadership	Evaluators/Coaches solidify the knowledge, skills, practices and dispositions to ensure they can practice instructional leadership in their districts/schools.
Resources	<p>Evaluators/Coaches learn the methods of collecting effective evidence about teaching and learning to support the establishment of new learning for teachers.</p> <p>Facilitators are provided blended learning support through ReVision Online Learning professional learning modules.</p>
Data	<p>Evaluators/Coaches are provided formative data on ReVision Learning Supervisory Continuum to support their own learning while revealing valuable data about the implementation of teacher practice within the district.</p> <p>Facilitators use formative data to build their instruction in alignment with participants' needs.</p>
Learning Designs	<p>Evaluators/Coaches engage in live, authentic reviews of teacher practice and are encouraged to set their own learning goals according to initial baseline data and on-going formative feedback.</p> <p>Facilitators model quality instructional strategies in delivery of each session and employ technology solutions to support adult learning.</p>
Implementation	<p>Evaluators/Coaches identify strategies for communicating adaptive messages to teachers regarding the purpose of instructional leadership functions.</p> <p>Facilitators provide support for participants to grow along six indicators of the ReVision Learning Supervisory Continuum through targeted, supportive, constructive feedback.</p>
Outcomes	<p>Evaluators/Coaches examine teacher practice and its influence on student outcomes through concentrated study of teacher performance rubrics.</p> <p>Facilitators set specific expectations for learning in alignment with the ReVision Learning Supervisory Continuum</p>