

# Literacy Professional Learning Planning and Evaluation Inventory

## Introduction

According to the Every Student Succeeds Act (ESSA), high-quality professional learning is sustained, standards-aligned, job-embedded, collaborative, data-driven, classroom-applicable, research-based, differentiated, and responsive to educators' evolving needs. [Appendix A](#) provides a detailed overview of these key principles.

By adhering to these guidelines, leaders can create professional learning opportunities that enhance implementation of high-quality instructional materials and strategies to improve student outcomes. The following tool can be used to plan and evaluate high-quality professional learning, as outlined by ESSA.

## Purpose and Instructions

The purpose of the **Literacy Professional Learning Planning and Evaluation Inventory** is to offer school districts a tool for assessing the integrity of various aspects of professional learning to support the implementation of high-quality instructional materials and evidence-based language and literacy practices. The inventory is divided into three sections: (a) planning high-quality professional learning; (b) supporting professional learning; and (c) sustaining high-quality professional learning.

This inventory may be collaboratively completed by a team of district-level administrators, building-level administrators, and coaches. It is recommended that the team works through each section sequentially during the first administration of this inventory to gain a holistic perspective and identify priorities. During subsequent administrations, a single section may be completed to monitor progress. Allocating 1-2 hours for completion should suffice for most teams.

### BEFORE ADMINISTRATION: PREWORK

- Identify team members and set a meeting date.
- Provide each team member with a copy of the inventory.
- Each team member should review the inventory and note any questions before meeting.

- The team may opt to complete the inventory individually before the meeting to enhance efficiency.
- The team should gather relevant data and sources of evidence before meeting.
  - These might include tangible sources of evidence and/or digital artifacts that can be linked within the inventory.

## DURING ADMINISTRATION

- The team completes the Literacy Professional Learning Planning and Evaluation Inventory together.
  - Each member assigns a score to each item using a 2-1-0 scale in which 2 indicates full implementation and significant strengths, 1 signifies partial readiness progressing toward full implementation, and 0 represents initial readiness.
  - Members use a pencil to circle the number that corresponds with each item's score.
    - If scoring in advance, team members should review data sources before finalizing each score.
    - If scoring during the meeting, team members should review data sources while assigning scores.
    - Each team member may share their individual ratings for each item, if desired; however, this is not necessary, as this is not a consensus-driven process.
- Each member calculates a total score for each section and shares their section scores with the team.
- The team combines each member's scores to calculate a total district score for each section.
- The team compare the district scores to the category maximums to identify a priority area (e.g., planning, supporting, or sustaining professional learning).

## AFTER ADMINISTRATION

- After the first administration, revisit the inventory each spring to adjust the district's professional learning plan, as needed
- Coordinate data collection with other continuous improvement processes to enhance usability and support planning.
  - For example, consider aligning the administration of the Literacy Professional Learning and Evaluation Inventory and the Reading Tiered Fidelity Inventory (R-TFI).
- Use the results to inform ongoing training, coaching, and resource allocation. Supplemental resources to support planning and implementation are included in [Appendix B](#).

## Section 1: Planning High-Quality Professional Learning

Complete this table to evaluate how your district plans high-quality professional learning.

SECTION 1					
ITEM	PLANNING HIGH-QUALITY PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
1.1	We understand how our improvement goals and professional learning goals support our district’s vision and learning priorities. Our professional learning goal(s) are aligned with <a href="#">Ohio’s Plan to Raise Literacy Achievement</a> as outlined in district and building plans.	2	1	0	
1.2	We have conducted a comprehensive needs assessment to better understand our strengths, needs, and opportunities for growth. Our professional learning plan is informed by our needs assessment.	2	1	0	
1.3	We have <a href="#">evaluated our existing approach</a> to professional learning.	2	1	0	
1.4	We examine disaggregated student data to narrow the focus of adult learning. Our professional learning goals are designed to foster the acquisition of the specific knowledge and skills teachers need in order to address diverse student needs (e.g., students with disabilities, gifted learners, English learners).	2	1	0	
1.5	We understand that we must “inspect what we expect”, so our professional learning goal(s) are <a href="#">SMARTIE goals</a> (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable).	2	1	0	
1.6	Our professional learning plan aligns with <a href="#">ESSA’s quality indicators</a> by outlining how professional learning will be sustained, intensive, job-embedded, collaborative, data-driven, and classroom-focused.	2	1	0	

SECTION 1					
ITEM	PLANNING HIGH-QUALITY PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
1.7	We have analyzed <a href="#">professional learning topics</a> that have already been addressed, may need more support, or may need to be prioritized in the future.	2	1	0	
1.8	We strive to leverage in-person and virtual professional learning (e.g., <a href="#">Ohio's Literacy Academy on Demand</a> ) to achieve our professional learning goals and improve student outcomes.	2	1	0	
1.9	We cultivate shared leadership by working together to create a shared vision and engaging in collaborative decision-making.	2	1	0	
1.10	Our professional learning opportunities are anchored in research, standards, and evidence of effectiveness. Trainers are <a href="#">highly qualified</a> .	2	1	0	
1.11	We have identified instructional priorities specific to our high-quality instructional materials, including specific evidence-based language and literacy strategies/routines (e.g., Elkonin boxes, explicit vocabulary routine, phoneme-grapheme mapping).	2	1	0	
1.12	We have a <a href="#">plan for training educators and leaders</a> in new high-quality instructional materials and evidence-based language and literacy strategies.	2	1	0	
1.13	We have a <a href="#">plan for coaching</a> to support and refine the use of high-quality instructional materials and evidence-based language and literacy strategies.	2	1	0	
<b>SECTION 1 TOTAL</b>					
(Add circled numbers down the columns and calculate a total sum.) ____ + ____ + ____ = ____					

## Section 2: Supporting Professional Learning

Complete this table to evaluate how your district supports professional learning.

SECTION 2					
ITEM	SUPPORTING PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
2.1	We provide educators and district and school leaders with professional learning that is sustained, intensive, job-embedded, collaborative, data-driven, and classroom-focused. Virtual and in-person formats are used.	2	1	0	
2.2	We provide differentiated support to educators with varied experiences and expertise (e.g., veteran users of high-quality instructional materials, new hires).	2	1	0	
2.3	We provide additional layers of support to individual or groups of educators who would benefit from extra support (e.g., in certain components of the curriculum, in specific evidence-based language and literacy strategies and routines).	2	1	0	
2.4	A <a href="#">learning progression</a> is used to move teachers from direct training, toward application with support (e.g., collaborative teaming, coaching), and transfer (e.g., differentiation).	2	1	0	
2.5	We provide a range of professional learning opportunities to meet the needs of all adult learners. <a href="#">Varied formats</a> provide opportunities for direct training, collaboration, coaching (e.g., instructional, peer, <a href="#">systems</a> ), creativity, and problem-solving within our professional learning cycles.	2	1	0	
2.6	We <a href="#">monitor the implementation of professional learning</a> , seeking input from educators and collecting evidence of effectiveness at student, educator, and organizational levels.	2	1	0	
2.7	We use data to recalibrate the frequency, objectives, structures, and facilitators of professional learning.	2	1	0	
2.8	We use data to recalibrate and refine a <a href="#">school-wide coaching logic model</a> . We identify specific activities, initial outcomes,	2	1	0	

SECTION 2					
ITEM	SUPPORTING PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
	intermediate outcomes, and intended outcomes related to program design, personnel, professional development, coaching, support for coaches, print and electronic resources, and the evaluation of coaches/the coaching program.				
2.9	We have collective bargaining agreements/contracts, calendars, daily schedules, and incentive systems that support ongoing high-quality professional learning.	2	1	0	
2.10	We identify resources (e.g., <a href="#">time</a> , materials, technology, personnel) and/or structures necessary to provide ongoing professional learning opportunities.	2	1	0	
2.11	We allocate resources (e.g., time, materials, technology, personnel) to support the highest professional learning priorities and leverage resources across initiatives.	2	1	0	
2.12	We leverage internal and external facilitators while striving to increase our internal capacity to lead and support professional learning.	2	1	0	
2.13	We have developed a written plan for instructional leaders outlining educator supports (e.g., clear look-fors, the frequency of walkthroughs, the process for giving and receiving feedback, options for providing additional coaching and support).	2	1	0	
2.14	We communicate and maintain high expectations for collaborative planning time.	2	1	0	
2.15	We ensure that the supports provided are aligned with our vision for our selected high-quality instructional materials and evidence-based language and literacy practices.	2	1	0	

SECTION 2					
ITEM	SUPPORTING PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
<b>SECTION 2 TOTAL</b>					
(Add circled numbers down the columns and calculate a total sum.) ___ + ___ + ___ = ___					

## Section 3: Sustaining High-Quality Professional Learning

Complete this table to evaluate how your district sustains professional learning.

SECTION 3					
ITEM	SUSTAINING HIGH-QUALITY PROFESSIONAL LEARNING	2	1	0	NOTES/EVIDENCE/DATA SOURCES
3.1	We provide onboarding, mentoring, and coaching to new hires to ensure that all educators know how to utilize our high-quality instructional materials.	2	1	0	
3.2	We provide onboarding and mentoring to new district and school leaders to support the implementation of high-quality instructional materials and improve systems.	2	1	0	
3.3	We provide all educators with ongoing coaching and support to refine the implementation of high-quality instructional materials and evidence-based language and literacy practices.	2	1	0	
3.4	We link teacher and administrator evaluation to comprehensive professional learning, including use of evaluation data to inform reflection and goal setting, formative feedback, and long-term planning for high-quality professional learning.	2	1	0	
3.5	Although there is an expectation of continuous improvement, teachers who require intensified support are able to select from comparable options (e.g., real-time observations with a coach, recorded lessons soliciting feedback from a coach). Our approach affords educators some choice in how they continue to refine their implementation of high-quality instructional materials.	2	1	0	
3.6	We have policies and curricula in place to support the use of high-quality instructional materials for English language arts and evidence-based language and literacy strategies.	2	1	0	



<b>SECTION 3</b>					
<b>ITEM</b>	<b>SUSTAINING HIGH-QUALITY PROFESSIONAL LEARNING</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NOTES/EVIDENCE/DATA SOURCES</b>
3.7	We continuously use various forms of student and adult data to guide decision-making about high-quality professional learning. Walkthrough forms are used to support implementation. Universal look-fors may be used for school-wide practices, while more targeted look-fors may be used for individualized coaching needs.	2	1	0	
3.8	We have a two-way communication and engagement strategy (e.g., emails, collaborative discussions, surveys) that keeps all stakeholders informed of our plan to deliver, support and sustain high-quality professional learning.	2	1	0	
<b>SECTION 3 TOTAL</b>					
(Add circled numbers down the columns and calculate a total sum) ___ + ___ + ___ = ___					

## Scoring

As a team:

- Determine your district totals by compiling and summing each individual rater’s total scores from Sections 1–3, then enter the total in the District Totals column.
- Calculate the category maximum by multiplying the highest achievable score for each section by the number of staff who provided individual ratings (represented by *N* in the Category Maximum column).
- Evaluate your district totals *in comparison* to the category maximums and engage in discussions about your overall readiness in each of the three section categories.
- Review your individual ratings and the supporting evidence provided for each item within a section. Distinguish among categories to further identify levels of readiness:
  - A score of 2 indicates full implementation and significant strengths.
  - A score of 1 suggests partial readiness, progressing toward full implementation.
  - A score of 0 signifies initial readiness with areas of greatest need.
- Identify specific items and categories for attention in your district planning. Discuss potential steps to enhance readiness for comprehensive professional learning.

Section Categories	Individual Rater Totals	District Totals	Category Maximum
Planning Professional Learning (Section 1)			$26 \times N =$ $(13 \times 2)$
Supporting Professional Learning (Section 2)			$30 \times N =$ $(15 \times 2)$
Sustaining Professional Learning (Section 3)			$16 \times N =$ $(8 \times 2)$

## Priorities and Next Steps

Use this organizer to pinpoint priorities (e.g., supporting professional learning) and target specific items (e.g., Item 2.1). Assign tasks, designate owners, and set deadlines. Establish a progress-monitoring schedule to review progress and set new goals, as part of your district's exist continuous improvement process.

Planning Professional Learning			
Item	Task	Owner	Deadline
Supporting Professional Learning			
Item	Task	Owner	Deadline
Sustaining Professional Learning			
Item	Task	Owner	Deadline

## Glossary

**Coaching:** Coaching is a collaborative professional relationship in which an experienced and knowledgeable individual, known as the coach, works with an educator to refine instructional strategies, implement curriculum effectively, improve student learning outcomes, and enhance overall classroom effectiveness. The central emphasis of instructional coaching is on refining instructional strategies, implementing curriculum effectively, and achieving educational objectives.

**Differentiated support:** Differentiated support refers to professional learning and coaching that is personalized to address specific teaching practices, content areas, or instructional strategies that align with the varied needs of educators.

**Educator:** An employee who provides instruction to students (e.g., classroom teacher, interventionist, paraprofessional).

**Evidence-based:** Programs, strategies and activities for language and literacy instruction that are rooted in practices that have that have been evaluated and proven to improve student outcomes, aligned with rigorous research in reading and cognitive science that inform how students learn to read proficiently and why some students have difficulty with reading.

**High-Quality Instructional Materials (HQIM):** Instructional materials that provide standards-aligned instructional content, a coherent and grade-level appropriate scope and sequence, evidence-based instructional strategies and embedded formative assessments that support data-driven instruction and educative materials that provide implementation support for educators to ensure all students' learning needs are met. High-quality instructional materials are critical for instructional equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation. High-quality instructional materials act as a common language and platform for engaging all partners in students' educational experience by incorporating student and educators supports.

**Intensified support:** Intensified support refers to targeted support provided to educators who might benefit from more frequent, concentrated, or comprehensive assistance. This intensified support may involve increased frequency of coaching sessions, personalized professional development plans, and more in-depth collaboration to enhance teaching practices. Intensified support is offered to help educators overcome challenges, refine instructional techniques, and improve their effectiveness in the classroom.

**Mentoring:** Mentoring is a dynamic and personalized professional relationship in which an experienced and knowledgeable individual, known as the mentor, provides guidance, support, and wisdom to a less experienced individual, referred to as the mentee. This collaborative partnership is designed to foster the mentee's overall development, offering insights into career advancement, skill enhancement, and personal growth.

**Ohio's Plan to Raise Literacy Achievement:** [Ohio's Plan to Raise Literacy Achievement](#) is designed to be a working document to meet state, regional, and local needs for supporting language and literacy development.

**Professional learning goal:** An objective designed to support educators and administrators with the continuous refinement of knowledge, skills, and practices, in alignment with state, district, and building priorities. The ultimate goal of a professional learning goal is to enhance the effectiveness of teaching and learning.

**Professional learning:** Professional learning is a comprehensive and coherent system to develop educator capacity and capability (Learning Forward, 2011).

**Professional development:** The learning activities for educators, teachers, principals, and district leaders within an education system that provide the knowledge, skills, and leadership behaviors necessary to facilitate students' personal growth and academic success (Every Student Succeeds Act, 2015; Learning Forward, 2011).

## Appendix A

### ESSA'S DEFINITION OF HIGH-QUALITY PROFESSIONAL LEARNING

- **Sustained Duration:** Ongoing professional learning enables educators to continuously refine their knowledge and skills.
- **Aligned with Standards and Assessments:** Alignment with academic content standards and assessments ensures that professional learning equips educators to help students meet or exceed expectations.
- **Job-Embedded:** Practical and relevant learning experiences are integrated into the daily work of educators to improve implementation of high-quality instructional materials and evidence-based strategies. This is accomplished through collaboration, coaching, and mentoring.
- **Collaborative:** Collaborative professional learning cultivates a supportive and dynamic learning community. Educators share experiences and exchange ideas to improve student outcomes.
- **Data-Driven:** Professional learning is informed by various data sources, including student performance data and adult implementation data. Identified needs and challenges are strategically addressed.
- **Classroom Application:** High-quality professional learning is applicable to the classroom. With ongoing support, educators are able to effectively implement what they have learned.
- **Research-Based:** High-quality professional learning equips educators with effective strategies and approaches.
- **Differentiated:** High-quality professional learning is differentiated to meet the needs of educators with various levels of experience and expertise. It also accommodates different subject areas and instructional contexts.
- **Flexible and Responsive:** Professional learning is flexible and responsive to the evolving needs of educators.

## Appendix B

### SUPPLEMENTAL RESOURCES TO SUPPORT PROFESSIONAL LEARNING

RESOURCE	PLANNING	SUPPORTING	SUSTAINING
<a href="#">EdReports- How to Articulate an Instructional Vision During a Materials Adoption</a> : Professional learning goals should support the district’s vision and learning priorities. Use this resource to help adoption committees communicate the expectations for teaching and learning that create a foundation for what the district considers effective instruction in a classroom.	X		
<a href="#">Professional Learning Planning Guide (PLPG)</a> : This resource provides school systems with a searchable database of national and local professional learning providers to support the adoption and implementation of high-quality instructional materials. Providers included in this database have been evaluated and passed criteria in three gateways: 1) Content and HQIM expertise; 2) Quality of professional learning design; and 3) Using data to plan and improve.	X		
<a href="#">Fordham Institute- For Maximum Impact Align Professional Learning with High Quality Instructional Materials</a> : This article from The Thomas B. Fordham Institute discusses recommendations for strong professional learning aligned with HQIM and a brief review of research.	X		
<a href="#">Learning Policy Institute- Report Brief- Effective Teacher Professional Development</a> : This report brief outlines features of effective professional development and implications for policy and practice. Links to the full report, fact sheet, and recorded webinar are available at the top of the webpage.	X	X	X

RESOURCE	PLANNING	SUPPORTING	SUSTAINING
<a href="#">The Elements: Transforming Teaching through Curriculum-Based Professional Learning</a> : This report by Carnegie Corporation of New York calls for transforming teaching and student learning by anchoring professional learning in high-quality curriculum materials.	X	X	X
<a href="#">What Works in Professional Development?</a> : This research synthesis, by Thomas R. Guskey and Kwang Suk Yoon, provides practical guidance for professional learning.	X		
<a href="#">Does It Make a Difference? Evaluating Professional Development</a> : This article, by Thomas R. Guskey, describes his five critical levels for evaluating professional development. This process can be used to collect and analyze different forms of adult data to plan, support, and sustain professional learning opportunities.	X	X	X
<a href="#">Ohio Standards for Professional Development</a> : The Ohio Standards for Professional Development articulate the conditions, processes and content required for an effective system of professional learning. School and district leaders responsible for designing, implementing, and evaluating systems of professional learning should use the standards to design, implement, and evaluate the system’s professional learning program.	X	X	X
<a href="#">Learning Forward- Standards for Professional Learning</a> : Standards for Professional Learning offer educators the latest knowledge and insights to design, implement, and sustain high-quality professional learning. The Standards lead to environments in which educators and students have equitable access to powerful learning.	X	X	X



RESOURCE	PLANNING	SUPPORTING	SUSTAINING
<a href="#">Instruction Partners- Professional Learning Conditions and Practices</a> : Detailed action plans, rubrics, and guidance to help leaders strengthen two essential PL structures: 1) collaborative planning and 2) observation and feedback.		X	X
<a href="#">Rivet Education- Framework for High-Quality Curriculum-Aligned Professional Learning</a> : This framework was developed by Rivet Education to synthesize the latest research on professional learning aligned to HQIM implementation.	X	X	X
<a href="#">The Research Partnership for Professional Learning (RPPL)- Dispelling the Myths: What the Research Says About Teacher Professional Learning</a> : This research brief evaluates common claims about professional learning against the research evidence.	X		
<a href="#">Learning Forward- Make the Most of Conference Learning</a> : This article from Learning Forward includes tools designed to support individuals and/or teams in organizing and making sense of everything learned at a conference - from keynote speakers, session presenters, other educators, and vendors - and provides a means for taking actionable steps.		X	X