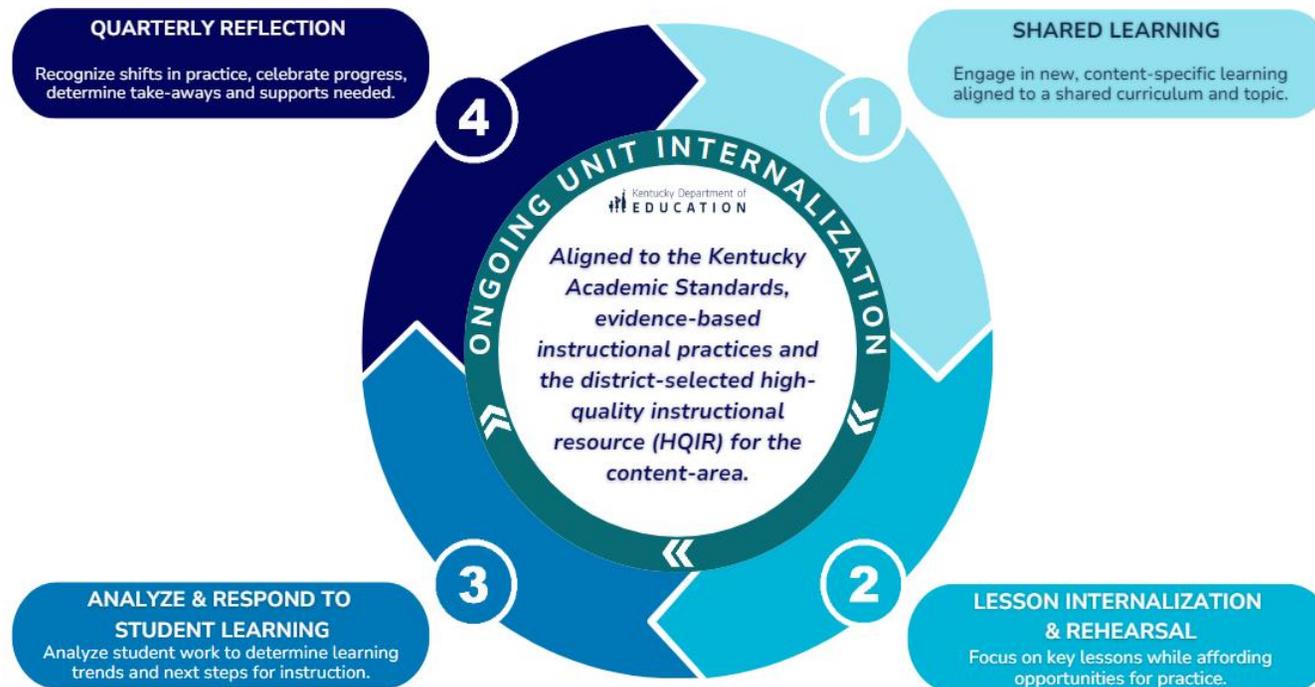


Structuring Professional Learning Cycles

The curriculum-based professional learning (CBPL) experiences identified for each stage (launch, early, ongoing) of implementation by the [CBPL Guidance Document](#) highlight that, first and foremost, CBPL must be grounded in the *Kentucky Academic Standards (KAS)*, evidence-based instructional practices and the district-selected high-quality instructional resource (HQIR) for the content area.

When structuring these types of high-quality professional learning experiences, they should include (1) the sharing and processing of learning to build a common understanding, (2) a chance for educators to internalize and practice the knowledge, understandings and skills they are developing and then (3) space for reflection where results are analyzed to inform next steps. Efficiently organizing these elements into coherent learning cycles leads toward continuous improvement of the quality of instruction and, ultimately, of the student experience and student outcomes. Figure 1.1 illustrates one way CBPL can be organized to target areas of focus in quarterly cycles over the course of a school year.

Figure 1.1. *Components of Quarterly Professional Learning Cycles*



Key Components of Quarterly Professional Learning Cycles

- 1. Shared Learning** – Typically occurring in a workshop setting and led by district/school leaders, coaches or HQIR/high-quality professional learning (HQPL) providers, shared learning is where leaders and teachers collectively build knowledge, understandings and skills for a specific focus area aligned to the district’s implementation goals and current stage of implementation. Data gathered from surveys, learning walks and student work analysis should also be used to determine professional learning needs.
 - An initial quarterly shared learning session, typically 2-3 hours in duration, may occur on district professional development days, early release days, etc.
 - Subsequent sessions, typically one hour in duration, are provided, perhaps every 2-3 weeks, to anchor and extend learning around the quarterly topic.
 - Sessions are connected to priority indicators from the district’s common observation tool (e.g., [early implementation observation tool](#) for year one, [instructional practice guide](#) for years two and beyond) which are shared with staff and used to calibrate learning walks throughout the cycle.
- 2. Lesson Internalization and Rehearsal** – The job-embedded extension of shared learning that would happen approximately three times a quarter within professional learning communities (PLCs), lesson internalization ([Math](#), [Reading and Writing](#)) and [lesson rehearsal](#) give educators a chance to apply what they are learning around the quarterly topic by focusing on key lessons that support the overall unit goals while also affording opportunities for practice prior to delivering lessons in their classrooms. This work can be supported by internal and/or external coaches, and through examining models of exemplary practice.
- 3. Analyze and Respond to Student Learning** – Also within PLCs and occurring approximately three times a quarter, collaborative [analysis of student work](#) collected from key lessons is used to determine learning trends and inform next steps in instruction. Coaches, internal and/or external, can support data analysis and determining next steps.
- 4. Quarterly Reflection** – In addition to the ongoing reflection that occurs within PLCs throughout the quarter, PLCs (grade-level, school and district leadership) conclude the cycle as they engage in more formal collaborative reflection to recognize shifts in practice, celebrate progress, synthesize important take-aways and determine potential support still needed.
 - May use data from student work samples, learning walks, surveys, etc.
 - Utilizes appropriate tools/protocols to support reflection in PLCs and within school/district leadership meetings (i.e., [quarterly step-back meeting agenda](#)).
- ❖ **Ongoing Unit Internalization** – Recurring throughout the year to prepare for upcoming units, unit internalization ([Math](#), [Reading and Writing](#)) provides a foundation for later work that happens at the level of its individual lessons by establishing them within their scope and context. This work can be supported by internal and/or external coaches.

Districts would typically complete four cycles of professional learning in a given school year, with each quarter targeting a specific area of focus for the content area. This provides educators with a progression of learning that builds over time to improve the quality of instruction and student outcomes.

Yearlong Quarterly Professional Learning Cycle Example: *Launch into Early Implementation*

The focus of shared learning during launch and early implementation is to build understanding of the design principles and arc of learning of the HQIR(s) and how those elements are reflected at the unit and lesson level. This also includes introducing core PLC processes that support educators in internalizing the resource, practicing key aspects and measuring progress. **As core processes are introduced, existing core processes (such as unit internalization) continue within the PLC for each new unit and for internalizing key lessons within the unit.** Figure 1.2 below illustrates one way to structure quarterly PL cycles during the first year of implementation.

Figure 1.2: Example of Launch and Early Implementation Yearlong Quarterly PL Cycles



Yearlong Quarterly Professional Learning Cycle Examples: *Ongoing Implementation*

The focus of shared learning during ongoing implementation is to build understanding of instructional shifts within the KAS and how they are embodied by the HQIR(s). The district's implementation goals, current stage of implementation and data gathered from surveys, learning walks and student work analysis should inform selection of PL topics. **Teachers continue to use core PLC processes (unit internalization, etc.) established in year one to actively engage the learning for each quarterly topic.** Figures 1.3 and 1.4 below illustrate ways to structure yearlong quarterly PL cycles during ongoing implementation for math and for reading and writing.

Figure 1.3: *Example of Ongoing Implementation Yearlong Quarterly PL Cycles for Math*



Figure 1.4: *Example of Ongoing Implementation Yearlong Quarterly PL Cycles for Reading and Writing*

1 Focus	2 Focus	3 Focus	4 Focus
Why Complex Text Matters <hr/> <p>Shared Learning</p> <p>Lesson Internalization and Rehearsal</p> <p>Analyze and Respond to Student Learning</p> <p>Quarterly Reflection</p>	Using Background Knowledge to Comprehend <hr/> <p>Shared Learning</p> <p>Lesson Internalization and Rehearsal</p> <p>Analyze and Respond to Student Learning</p> <p>Quarterly Reflection</p>	Text-Dependent Tasks: Activating Knowledge and Integrating Ideas <hr/> <p>Shared Learning</p> <p>Lesson Internalization and Rehearsal</p> <p>Analyze and Respond to Student Learning</p> <p>Quarterly Reflection</p>	Text-Dependent Tasks: Supporting Analysis With Evidence <hr/> <p>Shared Learning</p> <p>Lesson Internalization and Rehearsal</p> <p>Analyze and Respond to Student Learning</p> <p>Quarterly Reflection</p>