



# Shifts in Professional Learning in Littleton Public Schools

From	To
From external training: classes offered for LPS credit primarily originating from the district	To job-embedded learning: classes offered for LPS credit primarily originating from school sites
From the expectation that learning occurs infrequently (on the few days devoted to professional development- Inservice Days)	To an expectation that learning is ongoing and occurs as part of routine work practice
From classes for LPS credit that follow a training model	To LPS credit for customized professional learning offered through coaching cycles, lesson study, and action research
From learning individually through courses and workshops	To learning collectively by working together
From assessing impact on the basis of teacher satisfaction	To assessing impact on the basis of evidence of improved student learning
From relying on outside experts	To tapping and building on internal expertise
From increasing the number of staff development days or periods	To rethinking the scheduling in the workday to ensure daily learning experiences
From professional development as an expenditure	To professional learning as an investment

Adapted from the following resources:

The Learning Educator: A New Era in Professional Learning, Hirsh & Killion, NSDC, 2007  
 Learning by Doing: DuFour, DuFour, Eaker, & Many; Solution Tree, 2006.