

**COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 6: Identify and implement learning progressions aligned to the Iowa Teaching Standards and Iowa Standards for School Leaders that define best practices and that specify clearly differentiated levels of performance.**

**DEFINITIONS:**

- Learning Progressions – Describe effective teaching and/or leadership practices with more specificity than standards alone, provide guidance about how practice might be improved and outline possible professional learning experiences likely to lead to improvement. The progressions describe teaching/leading across multiple dimensions with increasing complexity and sophistication.

**KEY POINTS:**

*Key assumptions underlying the recommendation to use and refine the Iowa Teaching Standards and the Iowa Standards for School Leaders with the use of learning progressions includes:*

- *Teaching and leading are complex. They are learned and developed over time and should not be viewed as linear.*
- *Growth occurs through reflection, experience, feedback, or professional learning. It is dependent on context, particularly levels of support.*
- *The focus of learning progressions is on practice not the individual.*
- *Clear and comprehensive professional standards, criteria and learning progressions that define best practices and that specify clearly differentiated levels of performance will increase the effectiveness and collective capacity of Iowa educators.*

- Learning progressions should be implemented to enhance the current Iowa Teaching Standards and Iowa Standards for School Leaders by giving educators clear exemplars of performance. Much like an innovation configuration map, *“The progressions are a support tool to promote and improve teacher effectiveness and growth. They describe the increasing complexity and sophistication of teaching practice for each Model Core Teaching Standard across developmental levels so teacher candidates, practicing teachers and other educators can see what increasingly effective practice looks like to show desired change over time.”* (A Resource for Ongoing Teacher Development, 2013. p.10)
- Progressions are most powerful when used to guide formative experiences and should NOT be used as a scoring scheme or rating scale for high stakes summative judgments.
- The focus of these progressions is ALWAYS on the practice of teaching or leading and how to improve the educator’s professional practice. The progressions guide mentors, coaches, and school leaders in providing feedback to teachers and school leaders on their performance, including areas of growth and potential learning experiences as part of the educator’s individual professional development plan and the continuous improvement process.
- The progression framework guides educators through self-reflection, promotes an ongoing self-assessment tool related to the framework, stimulates ongoing professional growth and development, and encourages a school culture focused on student learning.