

**DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY**

Statutory Authority: 14 Delaware Code, Section 122(a) (14 **Del.C.** §122(a))

FINAL

ORDER

288 Standards for Professional Learning

I. SUMMARY OF THE EVIDENCE AND INFORMATION SUBMITTED

Pursuant to 14 **Del.C.** §122(a), the Delaware Department of Education ("Department") proposes the adoption of 14 **DE Admin. Code** 288 Standards for Professional Learning. The proposed regulation sets forth the professional learning standards for educators in Delaware public schools, how the standards are applied, and how the standards are enforced. The proposed evidence-based standards demonstrate that high-impact professional learning is an essential improvement lever for schools, empowering all educators to engage and teach every student in their schools and systems, and make it clear that the purpose of professional development is for educators to develop the knowledge, skill, practices, and dispositions they need to help students perform at higher levels.

Notice of the proposed regulation was published in the *Register of Regulations* on June 1, 2024. The Department received one written submittal concerning the proposed regulation. Susannah Eaton-Ryan, Chairperson of the State Council for Persons with Disabilities ("SCPD"), commented that "SCPD commends the DOE for incorporating equity principles into the standards for professional learning" and suggested that "disability and ableism be explicitly included when discussing equity practices."

**II. ASSESSMENT OF THE IMPACT ON ACHIEVEMENT OF THE STATE'S GREENHOUSE GAS EMISSIONS
REDUCTION TARGETS AND RESILIENCY TO CLIMATE CHANGE**

The Secretary of Education has reviewed the proposed regulation as required by 29 **Del.C.** §10118(b)(3) and has determined that any assessment of the impact of the proposed regulation is not practical.

III. FINDINGS OF FACTS

The Department considered SCPD's comment and determined not to make any changes as a result of the comment. The Department finds that disability and ableism are part of the equity principals, including equity practices, foundations, and drivers. The Department further finds that the proposed evidence-based standards demonstrate that high-impact professional learning is an essential improvement lever for schools, empowering all educators to engage and teach every student in their schools and systems, and make it clear that the purpose of professional development is for educators to develop the knowledge, skill, practices, and dispositions they need to help students perform at higher levels. The Department also finds that the proposed regulation, which sets forth the professional learning standards for educators in Delaware public schools, how the standards are applied, and how the standards are enforced, is consistent with the laws of the State and is necessary for the maintenance, administration, and supervision throughout the State of a general and efficient system of free public schools. Accordingly, the Department finds that it is appropriate to adopt 14 **Del. Admin. Code** 288 Standards for Professional Learning.

IV. DECISION TO ADOPT THE REGULATION

For the foregoing reasons, the Department concludes that it is appropriate to adopt 14 **DE Admin. Code** 288 Standards for Professional Learning. Therefore, pursuant to 14 **Del.C.** §122(a), 14 **DE Admin. Code** 288 Standards for Professional Learning, attached hereto as Exhibit A, is hereby adopted.

V. TEXT AND CITATION

The text of 14 **DE Admin. Code** 288 Standards for Professional Learning adopted hereby shall be in the form attached hereto as Exhibit A and said regulation shall be cited as 14 **DE Admin. Code** 288 Standards for Professional Learning in the *Administrative Code of Regulations* for the Department.

VI. EFFECTIVE DATE OF ORDER

The effective date of this Order shall be ten days from the date this Order is published in the *Register of Regulations*.

IT IS SO ORDERED the 26th day of August, 2024.

Department of Education

Mark A. Holodick, Ed.D., Secretary of Education

288 Standards for Professional Learning

1.0 Content

Pursuant to 14 Del.C. §122(a), this regulation identifies the standards for professional learning that serve to connect professional learning and student learning and are based on Learning Forward's Standards for Professional Learning (2022). The standards are a comprehensive, research-based, field-informed framework that describe the conditions and characteristics of professional learning that leads to improved educator practice and students learning.

2.0 Definitions

The following words and terms, when used in this regulation, shall have the following meaning:

"Educator" means a person who is licensed and certified by the Department to engage in the practice of instruction, administration, or other related professional support services, or who has been issued a permit to practice in Delaware public schools.

"Department" means the Delaware Department of Education.

"Professional learning" means activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom focused. Professional learning does not include stand-alone, 1-day, or short-term workshops.

3.0 Prerequisites for Professional Learning

3.1 The prerequisites before an educator engages in the frames in Section 5.0 are fundamental, necessary for effective learning, and reside where professional learning intersects with professional ethics.

3.2 The prerequisites for professional learning are set forth in subsections 3.2.1 through 3.2.4.

3.2.1 An educator's commitment to all students is the foundation of effective professional learning.

3.2.2 Each educator involved in professional learning comes to the experience ready to learn.

3.2.3 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

3.2.4 Like all learners, educators learn in different ways and at different rates.

4.0 Framework of the Standards for Professional Learning

4.1 The framework of the standards consists of 3 frames: the rigorous content for each learner; transformational processes; and conditions for success frames.

4.2 Subsections 4.2.1 through 4.2.3 set forth the standards within each frame.

4.2.1 The standards within the rigorous content for each learner frame describe the essential content of adult learning that leads to improved student outcomes.

4.2.2 The standards within the transformational processes frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

4.2.3 The standards within the conditions of success frame describe aspects of professional learning context, structures, and cultures that undergird high-quality professional learning.

5.0 Frames

5.1 The standards in subsections 5.1.1 through 5.1.3 are core constructs that outline the professional learning objective educators are required to attain within the rigorous content for each learner frame.

5.1.1 Equity practices. Educators understand students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

5.1.2 Curriculum, assessment, and instruction. Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand and implement curriculum through instruction. Curriculum includes the core instructional or curriculum materials, aligned assessments, scope and sequence frameworks to pace learning, lesson plans, and supplemental student materials to achieve learning goals.

5.1.3 Professional expertise. Educators apply standards and research to their work, develop the expertise to their roles, and prioritize coherence and alignment in their learning.

5.2 The standards in subsections 5.2.1 through 5.2.4 are core constructs that outline the professional learning objective educators are required to attain within the transformational processes frame.

5.2.1 Equity drivers. Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

- 5.2.2 Evidence. Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to place educator learning and measure and report the impact of professional learning.
- 5.2.3 Learning designs. Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
- 5.2.4 Implementation. Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
- 5.3 The standards in subsections 5.3.1 through 5.3.4 are core constructs that outline the professional learning objective educators are required to attain within the conditions for success frame.
 - 5.3.1 Equity foundation. Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
 - 5.3.2 Culture of collaborative inquiry. Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
 - 5.3.3 Leadership. Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
 - 5.3.4 Resources. Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

6.0 Applicability

- 6.1 The Department applies the standards to guide and approve learning, facilitation, implementation, and evaluation of professional development or professional learning.
- 6.2 School districts and charter schools shall apply the standards to guide learning, facilitation, implementation, and evaluation of professional development or professional learning.

7.0 Enforcement of Standards

Failure to apply this regulation could result in professional development or professional learning not being approved or denied funding opportunities.

28 DE Reg. 288 (10/01/24) (Final)