**Florida’s Professional Learning Standards**

**Gap Analysis Template**

District:

Learning Activity To Be Analyzed:

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| **Domain 2: Learning** | | | |
| **Standard 2.2: Learning Designs** – Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes. | | | |
| **Indicator**  *(i.e., examples of the standard*  *in practice)* | **Questions To Consider** | **Current State** | **Potential Actions To Take** |
| Considering the desired outcomes and educator and student learning needs, interests, and experiences in the selection of learning designs | Does the activity consider specific educator or student learning needs (e.g., using formative assessments, helping students examine their reasoning, specific student standard)?  Does the activity move beyond basic comprehension and allow educators to apply the learning they are expected to use?  Does the activity consider the interests of the educators (e.g., educators have choice)?  Does the activity consider the areas of expertise of the educators (e.g., music, language arts, U.S. History)?  Does the activity consider the level of expertise of the educator (e.g., first-year, beginning, veteran, alt cert)? |  |  |

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| **Indicator**  *(i.e., examples of the standard*  *in practice)* | **Questions To Consider** | **Current State** | **Potential Actions To Take** |
| Utilizing face-to-face, online, and blended learning design models that focus on sustained individual, team, and school learning | What is the learning format for this activity (e.g., online module, face-to-face workshop, job-embedded, blended)?  Does the activity focus on individual, pairs, team, or whole-school learning?  Does the activity occur regularly over a period of time or is it a one-time occurrence? |  |  |
| Supporting collaboration among educators to deepen professional practice and foster a sense of collective responsibility for improving student outcomes | Does the activity encourage educators to collaborate to increase student learning (e.g., providing feedback to each other about their practice, visiting each other's classrooms)?  Does the activity foster a sense of collective responsibility (e.g., educators feel ownership for the learning of all students and increasing the effectiveness of other educators)?  Does the activity promote peer accountability among educators (e.g., regular attendance, splitting of responsibilities, sharing resources)? |  |  |

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| Enabling educators to construct new, relevant, and personalized learning through processes such as active engagement, modeling, application, assessment, reflection, feedback, and ongoing support | Is the learning for the activity relevant to educators (e.g., covers concepts for upcoming units, applicable to the grade levels taught)?  Does the activity allow educators to construct new learning (e.g., presents information not previously known, provides for inquiry or research)?  Does the activity allow educators to interact with the content and other educators during the learning process?  Does the activity include modeling of skills and procedures or allow for simulated application experiences?  Does the activity enable educators to assess their application of the new learning and receive feedback from peers? |  |  |

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| Engaging in a shared cycle of inquiry, action, research, data analysis, planning, implementation, reflection, and evaluation that drives continuous improvement (e.g., learning communities, Lesson Study, online networks, coaching, mentoring) | Does the activity explicitly utilize a cycle of continuous improvement to further learning?  Elements of a cycle of continuous improvement include the following:   * Use of data to determine student and educator learning needs; * Identification of shared goals for student and educator learning; * Engagement in learning activities to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments; * Selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals; * Application of the learning in the classroom with support; * Use of evidence to monitor and refine implementation; and * Evaluation of results. |  |  |