Delaware’s instructional vision is that every learner leaves school ready for success in college, career, and life. Two critical pillars support the vision: One, that teachers provide students with high quality, standards-aligned instruction every day. Two, that school and district leaders provide teachers with standards-aligned instructional materials and professional learning.

WHAT IS HIGH QUALITY PROFESSIONAL LEARNING?

Research indicates that high-quality instructional materials (HQIM) improve outcomes for students in substantial, cost-effective, and scalable ways. However, implementing HQIM effectively requires a shift in how teachers teach. Therefore, teachers and leaders need high-quality professional learning (HQPL) that demonstrates how to use HQIM to meet the learning needs of every student.

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THE DELAWARE DEPARTMENT OF EDUCATION (DDOE) DEFINES HQPL AS:

SPECIFIC:

It deepens educators’ understanding of what to teach and how to teach it.

RELEVANT:

It’s connected to the instructional materials teachers are expected to use in their classrooms rather than isolated teaching strategies that are unrelated to what students are learning. HQPL should also be relevant to a teacher's subject area and grade-level as much as possible.

EQUITABLE:

It helps teachers make smart, deliberate adaptations to their instructional materials so that all students have the appropriate support they need and also takes into consideration educators’ own learning needs and provides them with the appropriate support.

ONGOING:

It’s provided regularly and often throughout the year to ensure educators receive the support they deserve.

ENGAGING:

It creates an engaging space in which educators can ask questions, collaboratively develop and discuss ideas, practice new skills, receive feedback from others, and reflect on their learning.
WHY IS HQPL IMPORTANT?

Teachers must know the lesson content and structure inside and out to be able to teach new HQIM to students. Teachers also need ongoing professional learning after their initial training, as questions arise as the school year proceeds. Setting up teachers for success helps ensure student success. With proper training, teachers are free to use their creativity to bring new curriculum to life for each student. Research shows that students fare better when instruction and teacher training are closely linked. Teachers also report that substantial professional learning contributes to their job satisfaction and retention.

WHAT IS THE STATE’S ROLE IN ENSURING EDUCATORS HAVE ACCESS TO HQPL?

As with high quality instructional materials, the DDOE’s role in HQPL is helping to identify providers and materials and leaving the selection to those closest to students: district and school leaders. To achieve these goals, the DDOE provides school systems with tools, resources, and guidance that will support them in making informed decisions about HQIM and HQIM-aligned professional learning.

DDOE LED INITIATIVES

2017

- Joined Council of Chief State School Officers’ network of states focused on scaling HQIM and aligned PL

2018

- Identified HQIM as those rated green on EdReports

2019

- Redesigned Reimagining Professional Learning Grants to focus PL plans on HQIM
- Began providing direct support to schools and school systems on the adoption and implementation of HQIM

2020

- Launched the Delaware Professional Learning Partners Guide to point districts to high-quality professional learning providers
- Hosted first-ever Professional Learning Summit

2021

- Removed the funding cap and makes RPL grants fully competitive
- Launched Digital DE, a free online hub of best-in-class, digital instructional and PL resources

WHAT TO CONTACT?

reimaginingpl@doe.k12.de.us
or visit our website

For additional details on any of these initiatives, view our Supporting HQIM Adoption and Implementation overview.