

## Professional Learning Plan 2016-2017

The themes and accompanying action plans below are the result of conversations held in February and March of 2016 with teachers, teacher leaders, building administrators, and district administrators. Feedback from those events indicate that if the ultimate intention of professional learning (PL) is to advance the quality of instruction, then professional learning ought to:

- Be driven by and further the building's school improvement plan (SIP)
- Be data-driven
- Be differentiated
- Be frequent
- Result in teacher mastery of instructional practices

If these are the intentions of professional learning, then:

- PL, particularly on Friday afternoon, must be planned with thoughtful purpose by building leadership.
- Support from the Office of Learning and Leadership must fuel building endeavors.

We believe that by addressing the themes we will advance student learning through attending to the learning needs of our adults.

**THEME: Weekly PL time must be planned with thoughtful purpose.**

**GOAL: To meet the professional learning needs of teachers**

**EXPECTED RESULTS:**

- Skill(s) and/or knowledge gained by teachers will align with the building's SIP.
- Skill(s) and/or knowledge gained by teachers will be determined by data.
- Skill(s) and/or knowledge gained by teachers will be differentiated to his/her classroom setting.
- Skill(s) and/or knowledge gained by teachers will result in greater mastery due to incremental, embedded acquisition.
- Skill(s) and/or knowledge gained by teachers will change instructional practices.

ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE	OUTCOMES
As an extension of their school improvement planning, each building will articulate in their school improvement plan (SIP) how they intend to use PL time to further their SIP.	By June 2016	Principal(s), Instructional Design Strategists (IDS) & Building Leadership Team (BLT)	The SIP will articulate each building's PL plan.
Data will be reviewed regularly to reflect on the quality of building PL and to plan next steps.	According to 6-week cycles	Principal(s), IDS & BLT	Data will drive the PL content.
Observation/co-planning will reinforce the work of Professional Learning Communities (PLC) and building-based PL as frequently as possible.	Weekly	Principal(s) & IDS	Teachers will have more opportunity to acquire and refine instructional strategies.

<b>THEME: Support from the Office of Learning and Leadership must fuel building endeavors</b>			
<b>GOAL: To provide focused, targeted support for building leaders</b>			
<b>EXPECTED RESULTS:</b>			
<ul style="list-style-type: none"> <li>• The quality of instruction will advance when building PL is aligned with the building's SIP.</li> <li>• The quality of instruction will advance when building PL is determined by data.</li> <li>• The quality of instruction will advance when building PL is differentiated to his/her classroom setting.</li> <li>• The quality of instruction will advance when building PL promotes incremental, embedded acquisition.</li> </ul>			
<b>ACTIONS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>OUTCOMES</b>
Support and advise each BLT as they articulate in their SIP how they intend to use PL time to further their SIP, as well as how they implement the plan throughout the school year.	Written by June 30, 2016. Updated on 6-week cycles.	The PL Team, PK-5 Executive Director, Executive Director of Personalized Learning, Deputy Superintendent, Turn Around Consultants	The SIP will articulate how the BLT use PL time and how that time furthers their building's SIP.
Conduct PL for principals/IDS on the design and delivery of PL.	Monthly Principal/IDS Meetings	The PL Team, PK-5 Executive Director, Executive Director of Personalized Learning, Deputy Superintendent, Turn Around Consultants	Strategic planning of PL will increase the quality of adult learning.
Review the development and utilization of an on-line PL resource repository.	Monthly	OLL Facilitators	The resource repository will be available to building leaders.
Engage the IDS/Principals in designing the work of PLC, building-based PL, and observation/co-planning in such a fashion that it will reinforce one another when possible.	Weekly/Biweekly	The PL Team, PK-5 Executive Director, Executive Director of Personalized Learning, Deputy Superintendent, Turn Around Consultants	Teachers will have more opportunity to acquire and refine instructional strategies.

Engage the IDS/Principals with the structures and use of an instructional framework.	Monthly Principal/IDS Meetings	The PL Team, Deputy Superintendent, PK-5 Executive Director	Building leaders will become familiar with the format of instructional frameworks.
Enhance each building's capacity to conduct and utilize their own feedback to drive PL decisions.	By August 2016	The PL Team	Building PL will be driven by feedback data.
Develop a staff attendance policy for the 2016-2017 school year.	By May 2016	OLL Administrators/CREA Officers	PL participants are accountable for attendance.