Moshassuck Public Schools’ Professional Learning Plan

A Fictional Rhode Island School District

Office of Educator Excellence & Certification Services

2019

Table of Contents

Table of Contents i

Introduction 1

LEA Contact(s) & Role 2

LEA Professional Learning Goals 2

Section A: Definition and Type of Support 2

Definition 2

Type of Support 3

Section B: Data Analysis 3

Section C: Alignment and Measures of Success 4

Alignment 4

Measures of Success 5

Section D: Offerings and Process 6

Offerings 6

Process 7

Section E: Differentiation 8

Introduction

In Rhode Island, each district should offer professional learning experiences to help every educator contribute to the success of children in accordance with the vision of the district. Following a process to develop a professional learning plan can be a key method to align the objectives of professional learning with district vision, and thinking through the process of how those offerings can be continuously refined to maximize a positive impact on practice.

Four kinds of professional learning units (PLUs) are available to educators. The four kinds are those that:

* Enhance educator effectiveness,
* Build curricular implementation knowledge,
* Develop pedagogical knowledge, and/or
* Deepen content knowledge.

Together, these experiences serve as the foundation for a well-supported team of educators with the common purpose of serving students.

This template is to guide districts in the development of an LEA’s professional learning plan for educators, while also serving to ensure alignment with the following state regulations regarding professional learning plans:

LEAs should develop, with employed educators, an LEA professional learning plan, including an operational definition of professional learning activities and the kinds of supports, at a minimum, that an LEA will provide, including time, opportunities, and resources to ensure that there are on-going, school-based activities.

LEAs will identify the needs and interests of all educators based on an analysis of student data, educator evaluation, surveys, and needs assessments. The plan will align to district strategic plans, school improvement plans, and educators’ surveys. The plan will provide examples of allowable professional learning activities.

Each plan will include a process for approving professional learning activities, including how a professional learning unit (PLU) is credited and how the LEA will resolve disputes should they arise.

Plans will differentiate opportunities, as needed, by teachers’, administrators’, and support professionals’ certificate areas in order to ensure relevance.

Answer each prompt fully, thereby ensuring alignment to Rhode Island regulation.

LEA Contact(s) & Role

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LEA Professional Learning Goals

What are your LEA’s prioritized professional learning goals? Include timeframes for monitoring and/or achieving the goals.

1. By the end of the 2021 school year, 100% of K-8 teachers receive the necessary training and support to successfully implement a new, high-quality math curriculum to provide effective, standards-aligned instruction.
	1. Progress to goal will be monitored quarterly, utilizing measures described below.
2. Support new teachers such that 100% of educators in their first year with the district achieve proficiency in core areas of district vision for strong instruction and 90% of educators accept offers for continued employment with the district.
	1. Progress to goal will be monitored quarterly, utilizing measures described below.

Section A: Definition and Type of Support

Definition

What is your operational definition of professional learning activities (district-approved activities)?

Professional Learning Activities in our LEA are defined as having the following attributes:

* The educator and/or supervisor agree it advances an aspect of the educator’s practice.
* The activity aligns to one or more elements in the educator’s evaluation system.
* Verification of the educator’s participation is available.

What process was used to develop this professional learning plan with employed educators?

Data review (sources identified in Section B) led to a draft set of offerings that was vetted with the teacher union leadership, District Evaluation Committee (DEC), and site administrators.

Type of Support

What kinds of supports, at a minimum, will your LEA provide to support on-going, school-based professional learning activities?

|  |  |  |
| --- | --- | --- |
| **Time** | **Opportunities** | **Resources** |
| * We have 3 days dedicated to professional learning during the year.
* We offer optional afternoon and Saturday professional learning sessions.
 | * Educators can apply for competitive grant programs to participate in additional professional learning activities.
* The LEA has a set of required and optional professional learning sessions offered throughout the year.
 | * The LEA has funded a professional learning coordinator and site-level coaches to provide professional learning.
* School sites are given a budget allotment for professional learning.
 |

Section B: Data Analysis

What kind of data did you analyze to identify the needs and interests of educators?

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of Data Analyzed** | **Teachers** | **Administrators** | **Support Professionals** |
| Student data | ✓ | ✓ | ✓ |
| Educator evaluation | ✓ | ✓ | ✓ |
| Surveys | ✓ | ✓ | ✓ |
| Needs assessment | ✓ | ✓ | ✓ |
| Other: Walkthroughs | ✓ | ✓ | ✓ |

What were the biggest takeaways from the data analysis? If you collected data using different category labels, please append alternate table.

Five data points led us to examine our existing math curriculum:

* RICAS math scores are lower than those in comparable schools in the state.
* 82% of teachers state that they mostly or always created curriculum materials apart from what is provided.
* Learning walk results show that nearly half of students were engaged in math tasks below grade-level standards across 30 classrooms at the time of the walk.
* 55% of students disagreed that “teachers provided math instruction based on my needs or interests”.
* A needs assessment revealed the math curriculum to be the least well understood of our adopted curricula.

As a result, a team of stakeholders assembled to select a new curriculum and create a plan to support teachers in its adoption.

An implementation team is currently leading the work around creating and sustaining professional support around the adoption of Fantastic Math.

Three data points led us to prioritize the Moshassuck induction coaching program for new teachers:

* Students assigned to long-term substitutes were less likely to pass RICAS assessments.
* Moshassuck has averaged 28 new teachers over the last three years, a critical cohort for short- and long-term student success.
* 90% of new teachers who return for a second year say the relationship with a mentor is “important” or “very important” to their success.

Each of this year’s 33 new teachers is assigned an induction coach. Each coach and new teacher pairing will participate in joint training, collaboratively identify goals and objectives, select measures to monitor progress, and structure observations and reflection time. Coaches also model skills through co-teaching.

Section C: Alignment and Measures of Success

Alignment

How is your professional learning plan supporting and moving towards your district’s vision?

Moshassuck Public Schools is a fictional public school district in central Rhode Island. It serves approximately 7,500 students in 12 schools. Half of its students qualify for a free or reduced lunch, and just over a third are learning English as an additional language.

The district consists of six PK-8 schools, two K-5 schools, one 6-8 middle school, and three high schools. We have an Office of Professional Learning with three employees, who oversee eight full time coaches throughout the district, each based in a school serving elementary grades. We have content specialists who also serve as teachers in middle and high schools.

We engaged leaders from the union, school sites, and the district in a year-long strategic planning process, a portion of which was to identify objectives for professional learning in the coming year. Our primary objectives are to:

1. Adopt a high quality math curriculum and support every teacher to use the curriculum as a tool to provide effective instruction.
2. Support and retain effective new teachers.

Professional learning activities in Moshassuck district are consistent and aligned with a given professional’s role in supporting students. Each school further identifies complementary professional learning opportunities and overall objectives in their school improvement plans. Teachers also have the ability to apply for grant opportunities to participate in individual professional learning.

Measures of Success

What measures have you developed and/or selected, and what benchmark/goal setting have you conducted with regard to the success of professional development activities? In addition to educator satisfaction, include measures of both educator and student outcomes that expect to achieve as a result of your professional learning.

1. Measures for Goal 1
	1. % of teachers effectively utilizing core elements of new curriculum (instructional routines, content-specific pedagogy, assessment) as measured by curriculum aligned walkthrough tool
	2. % of teachers reporting level high level of satisfaction with PL to support curriculum implementation, as measured by teacher survey
	3. Increase in % of students meeting or exceeding proficiency on curriculum aligned interim assessments
	4. Year over year increase in % of students meeting or exceeding proficiency on summative assessments
2. Measures for Goal 2
	1. % of new educators achieving proficiency in core areas of district vision for strong instruction as measured by district observation tool
	2. % of teachers reporting high levels of growth and relevance from their time with the induction coach, as measured by teacher survey
	3. Any gap between new and experienced teachers % of students meeting or exceeding proficiency on formative and summative assessments decreases to no more than 10%
	4. % of teachers who accept offers for employment in next school year

We are measuring the outcomes of our professional learning in four ways:

1. We will collect feedback forms at the end of any session that ask Likert items as well as open-ended items regarding usefulness.
2. We will work with a partner to conduct a Professional Learning Audit, which includes classroom observations from a sample of classrooms before and after a substantial number of sessions to measure changes in practice.
3. We will interview educators about their practice, and include questions intended to see whether professional support explains choices made by educators.
4. We will examine student work from before and after the professional learning and curriculum training to identify whether the characteristics of the work have improved.

Section D: Offerings and Process

Offerings

What types of district-offered activities will you make available for staff? In the list, please include the ongoing activities, including some that are school-based for each educator group.

| **Activity** | **Specific LEA Offering** | **Applicable Group(s)** | **PLU Value per Year** |
| --- | --- | --- | --- |
| Coaching | Eight school-based instructional coaches will work with teachers to plan, and engage in reflective coaching cycles. Coaches will frequently observe short portions of lessons, and provide content-specific feedback to observed teachers. | Teachers using the “Fantastic Math” curriculum | 12/quarter |
| Initial Training  | Three-day professional learning experiences for those using the new curriculum. | Teachers using the “Fantastic Math” curriculum | 18 |
| Initial Training | A one-day session for teachers *not* using the Fantastic Math curriculum intended to build common mathematics language and practices throughout the district. | All teachers | 6 |
| Principal Training | Three-day initial session intended for those who will observe and support those teaching Fantastic Math. | Any who observe and/or support teachers of math | 18 |
| Student work review teams/collaborative planning | Staff meetings focused on review of student work. Teachers using Fantastic Math will have a particular focus on completing the work students will do in an upcoming lesson, while reflecting on student work from a prior lesson. | Administrators & Teachers | 30 |
| Job-alike team meetings (across sites) | Teachers and Support Professionals | 24 |
| Curriculum implementation teams | Site-based and grade/department level meetings across sites; job-alike team meetings (across sites) | Teachers (recruitment/application process) | 24 |
| Principal meetings (across sites) | Administrators (recruitment/application process) | 24 |
| Improvement cycle activities | Communities of Practice meetings (across sites) | Administrators, Teachers, and Support Professionals | 30 |
| School improvement-related meetings | Administrators, Teachers, and Support Professionals | 12 |
| Induction activities | 90-min. weekly meetings between induction coaches and mentees, in addition to observations, modeling co-teaching, lesson-design, and analyzing student work | Teachers and Support Professionals (new hires) | 24 |
| Mentoring activities | Meetings of mentors and mentees | Teachers and Support Professionals (beginning years) | 10 |
| Analyzing student data for support professionals | Specific for support professionals, these sessions dive into skills and strategies for using our data to drive support for students | School psychologists, social workers, school counselors, school nurse teachers, & library media specialists | 18 |
| Recognizing patterns in arts education | Examining the arts standards with an eye towards patterns, these sessions fit with the direction of our curriculum adoption | Arts educators | 18 |

Process

How will you approve district-approved activities?

Educators must submit documentation of potential district-approved activities through our district portal *before* attending the professional learning activity to ensure the PLU meets the district’s criteria. In submitting, both the educator and supervisor agree three criteria are met:

1. The educator and/or supervisor agree it advances an aspect of the educator’s practice.
2. The activity aligns to one or more elements in the educator’s evaluation system.
3. Verification of the educator’s participation is available, such as an agenda, work sample(s), and/or syllabus.

Keep in mind that educators can receive Professional Learning Units beyond local offerings, such as college coursework or other professional learning regionally or nationally that meet Professional Learning Unit requirements. Moshassuck reviews about a 10 percent sample of the submitted documentation for completeness.

Indicate your process steps here for district-approved activities:

1. Educator collects documentation.
2. Educator submits documentation through district-created PLP Sample Online Portal®.
3. Educator’s evaluator reviews then confirms criteria are met.
4. LEA maintains documentation, auditing a sample for completeness, rendering approval unless an issue is flagged.

Consider how disputes will be decided. Should a disagreement occur, consider whether existing dispute resolution processes will be equipped to handle additional instances and whether the format will apply to the types of disputes that may emerge. If nothing appropriate exists, consider adding a dispute resolution process as it relates to the approval process for PLUs.

Disputes are resolved through our regular processes for dispute resolution.

Section E: Differentiation

How will you align and differentiate opportunities for different certificate areas for teachers, administrators, and support professionals? (Part of addressing this question involves the use of the third column in the above district-offered activities chart.)

We have invested time and focus on site administrators, given staff feedback and the key role they have in developing educators professionally. We have established instruction-focused job-alike meetings across sites to enable those educators whose assignment is unique to their school site and other specialists to collaborate across sites on common topics that directly impact students, while they also participate in on-site activities.