Moshassuck Public Schools’ Professional Learning Plan

A Fictional Rhode Island School District

Office of Educator Excellence & Certification Services

2019

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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.

To complete this template:

1. Attach your district-created Professional Learning Plan, and any additional documentation, after the section header titled “[District] Professional Learning Plan”
2. Complete the “Regulatory Requirements Crosswalk” starting on page 3 of this document.
3. Address any areas that the district plan does not include, and revise the plan accordingly by explaining how your local team will make the required revisions.

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.

Measure of Professional Learning Goals

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

Regulatory Requirements Crosswalk

|  |  |
| --- | --- |
| **Area and Sub Level(s)** | **District Plan Reference** |
| Develop, with employed educators, an LEA professional learning plan. |
| * Operational definition of professional learning activities
 | 6 |
| * Supports from the LEA including, at a minimum, time, opportunities, and resources that support ongoing school-based professional learning activities
 | 6 - 8 |
| Identify needs and interests of all educators based on analysis of: |
| * Student data
 | 6, 7 |
| * Educator evaluation
 | 6, 7 |
| * Surveys
 | 6, 7 |
| * Needs assessments
 | 6, 7 |
| Alignment of educator, district and school needs through the review of but not limited to: |
| * District strategic plans
 | 4 |
| * School improvement plans
 | 4 |
| * Educator surveys
 | 6, 7 |
| * Other: (Describe) Walkthroughs
 | 5 |
| Provide examples of allowable professional learning activities |
| * Examples of professional learning activities
 | 6 - 8 |
| Develop a process for approving professional learning activities |
| * Layout approval process for crediting professional learning activities for PLU (1 hour of an approved professional learning activity equals 1 PLU)
 | 8 |
| * Consider a new or existing dispute resolution process
 | 8 |
| * Ensure school-based activities are ongoing, such as:
	+ Data analysis meetings
	+ Student work review teams
	+ Curriculum implementation teams
	+ Improvement cycle activities
	+ Induction activities
	+ Mentoring activities
	+ Structured professional learning communities
 | 6 - 8 |
| Align and differentiate opportunities for the following certificate areas to ensure relevance: |
| * Teachers
 | 6 - 8 |
| * Administrators
 | 6 - 8 |
| * Support professionals
 | 6 - 8 |

Moshassuck Professional Learning Plan

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 yearlong 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, standards-aligned instruction.
2. Support and retain effective new teachers.

Professional learning activities in Moshassuck district are consistent and aligned, as noted in the crosswalk, within 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.

Implementing Fantastic Math

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 local 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. For 24 educators on the implementation team, service on this team will result in 60 Professional Learning Units, reflecting their 60 hours of participation.

**Coaching**. Throughout the district, 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. Engaging with a coach is a Professional Learning Activity worth 12 Professional Learning Units per quarter.

**Initial Training**. A three-day initial training session for those using the curriculum is a Professional Learning Activity worth 18 Professional Learning Units.

A one-day initial training session for teachers not using the Fantastic Math curriculum, but intended to create a common language around mathematical practices throughout the district is a Professional Learning Activity worth 6 Professional Learning Units.

**Principal Training**. A three-day initial session intended for those who will observe and support those teaching Fantastic Math is a Professional Learning Activity worth 18 Professional Learning Units.

**Collaborative Planning**. Teachers, and other support professionals, plan regularly to meet the needs of students. 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. Protocols are developed from our curriculum implementation team for use by all professionals to remain “future-focused” on student products and needs. Collaborative planning is a Professional Learning Activity worth 18 Professional Learning Units per school year.

Supporting New Teachers

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 20 new teachers is assigned an induction coach. Each coach and new teacher pairing will meet for a minimum of 90 minutes per week, where they will collaboratively identify goals and objectives, select measures to monitor progress, and structure observations and reflection time. Coaches also model skills through co-teaching, supporting lesson design, and analyzing student work. Participation as a coach or a new teacher is a Professional Learning Activity worth 36 (PLUs) for the school year.

Other Opportunities

Every Moshassuck educator has a role to play in addressing our students’ performance in math, and in supporting our new educators. Therefore, we encourage all educators to engage in one of our priority Professional Learning Activities. Other Professional Learning Activities are available from Moshassuck to support this work, each of which involves ongoing yearlong collaboration in a structured professional learning community, and is worth 18 Professional Learning Units:

* Student work analysis with new teachers
* Analyzing student data for school psychologists
* Recognizing patterns in arts education classes
* Principal training to support curriculum implementation

It is also possible for educators to create or seek complementary experiences that support our work to serve all students. Limited grant funds are available to support this purpose.

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. Disputes are resolved through our regular processes for dispute resolution.

All Moshassuck professionals are encouraged to contribute to the betterment of our students through participation in strategic experiences to increase professional capacity and collaboration.