[District Name]’s

Professional Learning Plan

A Rhode Island School District

Office of Professional Learning

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

Types of Support 2

Section B: Data Analysis 3

Section C: Alignment and Measures of Success 3

Alignment 3

Measures of Success 3

Section D: Offerings and Process 3

Offerings 3

Process 4

Section E: Differentiation 4

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

Name the staff member(s) responsible for the district Professional Learning Plan, and their respective roles:

LEA Professional Learning Goals

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

Section A: Definition and Type of Support

Definition

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

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

Types 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** |
|  |  |  |

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: (Describe) |  |  |  |

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

Section C: Alignment and Measures of Success

Alignment

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

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.

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** |
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Process

How will you approve district-approved activities? Indicate your process steps here for district-approved activities:

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.

Section E: Differentiation

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