[District Name]’s

Professional Learning Plan

A 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

Measure of Professional Learning Goals 2

Regulatory Requirements Crosswalk 3

Area(s) for Revisions and/or Improvement 2

[District Name] Professional Learning Plan 3

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

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.

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.

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 |  |
| * Supports from the LEA including, at a minimum, time, opportunities, and resources that support ongoing school-based professional learning activities |  |
| Identify needs and interests of all educators based on analysis of: | |
| * Student data |  |
| * Educator evaluation |  |
| * Surveys |  |
| * Needs assessments |  |
| Alignment of educator, district and school needs through the review of but not limited to: | |
| * District strategic plans |  |
| * School improvement plans |  |
| * Educator surveys |  |
| * Other: (Describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Provide examples of allowable professional learning activities | |
| * Examples of professional learning activities |  |
| 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) |  |
| * Consider a new or existing dispute resolution process |  |
| * 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 |  |
| Align and differentiate opportunities for the following certificate areas to ensure relevance: | |
| * Teachers |  |
| * Administrators |  |
| * Support professionals |  |

Areas for Revision and/or Improvement

Based on the Crosswalk, use this section to create an action plan to address any gaps that surfaced between your district’s professional learning plan, and the regulations.

[District Name]’s Professional Learning Plan

Attach, insert, and/or hyperlink to your district’s professional learning plan for reference.