

Professional Learning Plan Process

To ensure that a professional learning plan is data driven and created with all required stakeholders the following steps will happen annually:

1. Developing a professional learning plan is a year-long process. New and innovative practices are always being sought out while current practices are being scrutinized. Ideas for future trainings and workshops are discussed during the regularly scheduled school improvement team meetings. Once a plan has been developed it goes to the full staff for discussion and final approval.
2. Parents are one of the many stakeholders of our district and must be a part of the creation of a school's professional learning plan. To that end, schools must actively recruit parents to be at the school improvement team meetings where professional learning is discussed and planned. At the time a professional development plan is in its final stage the plan should be brought to the PTA or the parent organization to review and give feedback.
3. All schools should be making data-driven decisions when it comes to professional learning. When student achievement data is available (usually the spring), a comprehensive school data analysis is conducted by the school improvement team under the leadership of the school principal. Having these data dialogues and digging deep into the data will make clear the strengths and challenges as it relates to achievement. Professional learning then can be recommended to address the areas of challenges. Staff will have to look into professional learning opportunities that are research-based and effective.
4. All professional learning trainings/in-services will be well documented. Each training/in-service will have a written agenda with the objectives and a schedule of events. Sign-in sheets are also required to track the names and number of participants in the training/in-service. At the conclusion of the training/in-service, a formal evaluation will be emailed to teaching staff by the Department of Improvement and Innovation to assess the effectiveness of professional learning sessions. All three of these documents will be used to decide whether the trainings/in-services were cost effective, well-received by the intended audience, and is aligned with the school and district improvement plans.