

PROFESSIONAL LEARNING: PLANNING TOOL

LPS Professional Learning Vision & Definition

We envision all adults participating in **strategic, robust, differentiated, and engaging** professional learning that ensures all students experience optimal learning conditions.

We define high quality professional learning as the **strategic support** provided to educators that when implemented results in quality teaching and learning practices for ALL students in classrooms and schools.



How to use this document?

This evidence-based tool is designed to be used to support the advanced planning, facilitation, and evaluation of professional learning from both internal and external providers at both the school and district level. This is also a “look for” tool that can be used for coaching.

This tool will be shared with external partners so they know what we expect in professional development services. Lastly, this tool can be useful for providing feedback to PL presenters.

There will be a corresponding PL feedback/evaluation tool that teachers/participants will use to formally evaluate PL during the 2023-2024 school year. This tool will be on Teachpoint and evaluation will be provided after all PL starting in SY23-24.

Strategic	Robust	Differentiated	Engaging
<i>Is the experience well-planned and is it a match to the needs of the learners?</i>	<i>How rich and relevant is the learning experience?</i>	<i>Does the learning experience build the capacity of ALL participants?</i>	<i>Does the experience give all participants the opportunity to actively apply learning?</i>
☐ Session is aligned to organizational priorities and designed to positively impact student outcomes ☐ Session purpose is framed using data, research-based evidence or participant-based context. ☐ School/district leaders demonstrate their investment in this professional learning experience through allocation of resources, leader’s participation, cycles of follow through, alignment of other supports. ☐ Session has clear objectives and outcomes that reflect understanding of adult learning theory. ☐ Questions are planned in advance to support participants in deep analysis and reflection.	☐ Session learning builds upon prior participant knowledge ☐ Session is tightly aligned and relevant to their everyday work. ☐ Time is provided to participants to discuss and plan how they will apply session learnings. ☐ Participants develop action steps and timelines to apply their learning.	☐ Session objectives are equitable and inclusive. ☐ Session Learning ensures all participants have tailored access points aligned to individualized contexts. ☐ Group discussion is used as a catalyst to improving the learning of all participants. ☐ Participants have options for demonstrating their learning. ☐ Provider plans opportunities for participants to give feedback during the session and makes adjusts in response, if needed ☐ Pacing has a sense of urgency and is also monitored to be at a “just right speed” for participants	☐ Participants have situational practice/work time during the session ☐ Provider interacts with working groups to probe and clarify misconceptions. ☐ When collaborating, protocols are provided for support ☐ Participants analyze, think, reflect and assimilate the new knowledge they acquire

