

School-Based Professional Learning Plan

Domain 0: Foundation

Standard 0.1: Leadership Professional Learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improved educator practice and student outcomes.

Indicators:

- ❖ Setting high standards for educator and student performance.
 - ☐ Defining high academic standards and behavioral expectations.
 - ☐ Communicating policies and practices to support high standards for student achievement and educator practice.
 - ☐ Modeling high standards and positive expectations for improved student learning.
- ❖ Developing expertise in self and others regarding effective professional learning and leadership.
 - ☐ Continuously improving the knowledge, skills and practices of school professional learning leaders.

School Name	Principal Name	School Year

Domain 1: Needs Assessment and Planning

Standard 1.1: Professional Learning Needs Professional Learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Indicators:

- ❖ Prioritizing professional learning based on identified needs.
- ❖ Developing school learning plans that align professional learning goals to student learning needs.
- ❖ Continuously analyzing and interpreting multiple types of data sources.
 - ☐ Collaboratively analyzing and interpreting data to identify root causes of student and educator underperformance.
 - ☐ Identifying trends, patterns and outliers to determine progress toward professional learning goals.

PL Date	Hrs	Professional Learning Needs (Goals)	Data Used to Identify Needed Goals
Aug 5 PLD	8	District Kick-Off: Motivation	District Strategic Plan
Back to School PLD	8		
Back to School PLD	8		
Aug 20 PLD	8	Teachers will learn about the updated Marzano Framework	FLDOE requirement to update the Instructional Evaluation System
Sept 18 ER	2		
Oct 14 TWD	2		
Nov 5 PLD	8	<i>Rigor - Facilitated by Center for Model Schools at School Sites</i>	<i>District Strategic Plan and Model Schools Feedback</i>
Dec 11 ER	2		
Jan 3 TWD	2		
Feb 12 ER	2		
Feb 14/Mar 24 TWD	2		

Apr 30 – ER	2		
May 30 – TWD	2		

Standard 1.2: Professional Learning Resources Professional Learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Indicators:

- ❖ Prioritizing and aligning resources for investment in professional learning (fiscal, human, material, technology, time).
- ❖ Analyzing data collected on resource utilization and impact on desired outcomes.
- ❖ Integrating multiple sources of funding in order to fully support identified professional learning needs.
- ❖ Determining appropriate curricular resources to support professional learning needs.
 - ☐ Anchoring professional learning in the deep study of curriculum and instructional materials.
 - ☐ Developing a multiyear resource plan that identifies and allocates sufficient resources.

PL Date	Hrs	Resources, Platforms, or Programs	Uses
Aug 5 PLD	8	Model School Consultant(s), District Personnel	Deliver professional learning, motivate instructional staff for new school year
Back to School PLD	8		
Back to School PLD	8		
Aug 20 PLD	8	School-Based Trainers, Marzano Success Map and Protocols, Marzano Taxonomy Trifolds, Marzano Elements/FEAPS Crosswalk, District Created Training PPT, Materials for Activities	Deliver professional learning, engage participants, ongoing resource, follow up support
Sept 18 ER	2		
Oct 14 TWD	2		
Nov 5 PLD	8	<i>Rigor - Facilitated by Center for Model Schools at School Sites</i>	<i>District Strategic Plan and Model Schools Feedback</i>
Dec 11 ER	2		
Jan 3 TWD	2		
Feb 12 ER	2		
Feb 14/Mar 24 TWD	2		
Apr 30 – ER	2		
May 30 – TWD	2		

Domain 2: Learning

Standard 2.1: Learning Outcomes Professional Learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Indicators:

- ❖ Using identified student learning needs to make professional learning content/outcome decisions.
- ❖ Defining clear expectations and outcomes.
 - ☐ Delineating the knowledge, skills, dispositions and practices needed to improve student outcomes.
 - ☐ Focusing primarily on developing content knowledge and content-specific instructional strategies and interventions.

- ❖ Creating coherence by ensuring outcomes build upon previous professional learning or knowledge.
- ❑ Collecting, analyzing and using data about educators' past learning, knowledge and skills to plan and implement future professional learning needs and programs.

Standard 2.2: Learning Designs Professional Learning includes use of research and evidence-based learning designs to continually improve educator practice and student outcomes.

Indicators:

- ❖ Considering the desired outcomes and educator and student learning needs in the selection of learning designs.
- ❖ Utilizing face-to-face, online, and blended learning designs that focus on sustained individual, team, and school learning.
- ❑ Determining when face-to-face learning design model is necessary and when blended or online learning design models can be utilized.
- ❖ Engaging in a shared cycle of inquiry, action, research, data analysis, planning, implementation, reflection and evaluation that drives continuous improvement.
- ❑ Examples: Learning communities, lesson study, online networks, coaching, mentoring.

PL Date	Hrs	Learning Outcomes	Learning Design (Delivery Method)
Aug 5 PLD	8	Teachers will be motivated to begin the school year and share that motivation and excitement with their students	Motivational kick off delivered district wide, face to face at Event Center
Back to School PLD	8		
Back to School PLD	8		
Aug 20 PLD	8	Teachers will effectively implement and utilize the Marzano Framework Instructional Strategies to increase their skillset thereby positively impacting and increasing student performance	Face to face at school site
Sept 18 ER	2		
Oct 14 TWD	2		
Nov 5 PLD	8	<i>Rigor - Facilitated by Center for Model Schools at School Sites</i>	<i>District Strategic Plan and Model Schools Feedback</i>
Dec 11 ER	2		
Jan 3 TWD	2		
Feb 12 ER	2		
Feb 14/Mar 24 TWD	2		
Apr 30 – ER	2		
May 30 – TWD	2		

Domain 3: Implementing

Standard 3.1: Implementation of Learning Professional Learning includes multiple opportunities to implement new learning with on-going support and actionable feedback to continually improve educator practice and student outcomes.

Indicators:

- ❖ Setting clear goals and maintaining high expectations for implementation of learning with fidelity.
- ❖ Sustaining implementation of new learning by providing multiple opportunities for practice in authentic settings with ongoing and varied support.
 - 📋 Examples: Coaching, modeling, peer groups, co-teaching, co-planning, study groups.
- ❖ Providing opportunities for frequent feedback and reflection to analyze and adjust practice in relation to established expectations.
- ❖ Monitoring and assessing the degree of implementation to identify and resolve challenges related to integration of professional learning.
 - 📋 Collecting data to monitor the degree and fidelity of implementation of major professional learning programs and initiatives, and the effectiveness of implementation supports.
 - 📋 Identify barriers and refine professional learning or implementation supports to resolve challenges.

PL Date	Hrs	Monitoring of Teacher Implementation of New Learning (classroom walk-throughs, etc.)	Methods of on-going support and feedback (coaching, PLCs, etc.)
Aug 5 PLD	8	Observation	Coaching
Back to School PLD	8		
Back to School PLD	8		
Aug 20 PLD	8	Classroom walk throughs, iObservation tool, teacher evaluations	Coaching
Sept 18 ER	2		
Oct 14 TWD	2		
Nov 5 PLD	8	<i>Rigor - Facilitated by Center for Model Schools at School Sites</i>	<i>District Strategic Plan and Model Schools Feedback</i>
Dec 11 ER	2		
Jan 3 TWD	2		
Feb 12 ER	2		
Feb 14/Mar 24 TWD	2		
Apr 30 – ER	2		
May 30 – TWD	2		

Domain 4: Evaluating

Standard 4.1: Evaluation of Professional Learning Professional Learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

Indicators:

- ❖ Monitoring formative educator practice and student learning data to assess professional learning and make adjustments as needed.
- ❖ Developing and conducting a comprehensive plan to evaluate the effectiveness of school plans for professional learning.
 - 📋 Developing a comprehensive plan for selecting professional learning programs or initiatives before implementing to lay the groundwork for subsequent evaluation regarding the effectiveness.
- ❖ Conducting summative evaluation at the end of a program to assess the overall impact and make decisions regarding future professional learning.
 - 📋 Making decisions regarding future professional learning and programs using summative evaluation data, expanding effective programs and strategies, and adjusting or eliminating ineffective programs and strategies.
 - 📋 Reporting and communicating the evaluation findings to identified stakeholders.

☐ Assessing the evaluation process, knowledge and skills of the evaluation team, resources and methodologies used, and finds to improve future evaluations.

PL Date	Hrs	Method(s) of Evaluation	Outcomes and Next Steps
Aug 5 PLD	8	Observation of teacher interaction with students and peers, classroom culture	Improved school culture and student motivation
Back to School PLD	8		
Back to School PLD	8		
Aug 20 PLD	8	Cumulative classroom walk-through data	Teacher feedback, growth plans, focus areas for ongoing professional learning
Sept 18 ER	2		
Oct 14 TWD	2		
Nov 5 PLD	8	<i>Rigor - Facilitated by Center for Model Schools at School Sites</i>	<i>District Strategic Plan and Model Schools Feedback</i>
Dec 11 ER	2		
Jan 3 TWD	2		
Feb 12 ER	2		
Feb 14/Mar 24 TWD	2		
Apr 30 – ER	2		
May 30 – TWD	2		