

Professional Learning Plan Outline Choice Boards

Overview:

Teachers create goal.

Teachers choose activity options from the choice board to achieve that goal.

Cadre supports teachers in achieving their goal.

How will you incorporate the 5 key principle of effective PD into your plan:

- I. The duration of professional learning must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
Ongoing support.
 - i. Teachers will be in control of their learning. The PL cadre, a team of teachers, will support teachers as they work to implement learning.
 - ii. Teachers set their own goals. Goals can be made for semester long or year long learning. Cadre helps them achieve their goals.
- II. There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
 - i. The PL cadre will support teachers as they learn and implement new strategies.
 - ii. The PL cadre is a team of teachers willing to work to support other teachers. The cadre will support each other.
- III. Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
 - i. Teachers may learn on their own, in workshop/seminar, or from other teachers.
 - ii. The PL cadre will create some PL 'lunch and learns' and after school learning briefs.
 - iii. Other teachers can request the opportunity to present their learning.
- IV. Modeling has been found to be highly effective in helping teachers understand a new practice.
 - i. PL cadre members are available for modeling and will practice modeling in workshops/seminars/briefs. Cadre members are also available to come into class to model strategies with students or cover a class for a teacher to observe another teacher.

- V. The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).
 - i. Teachers are encouraged to teach and support each other.

- VI. How will you foster collaboration?
 - i. Teachers are encouraged to present information learned to others.
 - ii. Cadre members will begin as ready collaborators, then through social motivation, it will expand. We plan to utilize the 4DX and Influencer models to purposefully spread collaboration.

- VII. Who will lead what components?
 - i. PL cadre members will lead. All cadre members will be available by conference period.

- VIII. Audience and their needs
 - i. In the first year, the teachers willing to jump on-board are the target. Social motivation will encourage others, then a targeted effort will attempt to pick up the others who have been reluctant.

- IX. Instructional Design of your PL (will you use BHAG & 3 Column Table or UbD Template or something else)
 - i. There is a mission statement that could be transformed into a BHAG. I would prefer for the vision to include specific focus for learning.

- X. Schedule/timeline
 - i. T-Tess goals pertaining to professional learning are achievable within the school year. The program will take the school year to become full-bodied with presenters and staff-run professional learning opportunities.

- XI. Types of resources you will need
 - i. Access to outside sources (like webinars, books, and edchats) to encourage teachers to engage in learning.
 - ii. Supplies will vary as we support teachers presenting to other teachers.
 - iii. Handouts for evidence of learning, application, reflection, and adjustment.
 - iv. Tools to support coaching