

Professional Learning Action Plan – LEARNING COMMUNITIES

Standard: <i>Professional Learning that improves the learning of all students...</i> Desired Outcomes:		① What we are doing now ... (current)	② What we want to do ... (desired)	③ Barriers	④ Boosters	⑤ Strategies
LEARNING COMMUNITIES						
Teacher	Principal					
	<i>1.4: Creates and maintains a learning community to support teacher and student learning.</i>	Administration works with faculty to create clear goals and has a low level of accountability placing us at level four.	We want to move to level two where admin receives differentiated goals from each team and supports the teams by providing articles and videos. (level two)	Admin finding time to ensure accountability of each learning team.	Teams are already in place with common planning times. They just need more clear direction and goals.	Each team will need to present their goals to their grade level administrator by then end of August 2010. Each grade level administrator, based on each teams goals, will supply the team with mandatory materials as part of professional learning –earning the teachers PLU’s by the end of September 2010.
	<i>1.3: Understands and implements an incentive system that ensures collaborative work.</i>	This is very limited at my school. Teachers are told to work together, so some teams do this well while others use their time to vent, watch CNN, or rush through the time because they have more important things to do. (Level 4)	If an incentive system for working together was implemented, and the incentive was worthwhile enough, then I do believe that these teachers who are more engaged in collaboration, lesson planning, student work analysis, and backwards design would see the results of increased student achievement and met school improvement goals. (Level two)	Those teachers who would still be resistant to change and who would potentially sabotage the school’s efforts.	It’s difficult to resist the lure of competition and incentives based on performance. Plenty of teachers and groups will want to participate.	The first team from each grade level who get their students data analyzed and imputed first into the system earns “lunch on us” from the leadership team. Teams can submit a proposal to attend a workshop together and why. Those chosen will go as a team to receive the training.
<i>1.1: Meets regularly with colleagues during the school day to plan instruction.</i>	<i>1.1: Prepares teachers for skillful collaboration</i>	This type of training is strictly in the “reactive” stage. If a member complains loudly enough, there is a reaction from admin to get involved. (Level 4/5)	By year end, to get to level two, the teachers who will lead or facilitate needs receive training on how to effectively do so. The teams need training on conflict resolution and the protocol for resolving disputes.	Translating this professional learning action into increased student achievement.	Teams with common planning are already set up. Roles are normally taken. The person who takes on the role of leader	Team leaders will receive facilitator training twice at the beginning of each semester. Teams will receive conflict resolution and protocol training once during pre-planning.

					will simply receive training and each groups will be submit to a one time conflict resolution training.	
<i>1.2: Aligns collaborative work with school improvement goals.</i>	<i>1.2: Creates an organizational structure that supports collegial learning.</i>	We are currently at level three. Teachers work in grade level, subject matter, interdisciplinary, and vertical team meetings.	Our one year goal should be to reach level one where participants document and demonstrate how their work aligns with school goals and how student performance increased as a result of their meeting together .	The personality conflicts that result when working with others.	Teachers now are required to work in these teams, they are just not required to justify how their time is being spent or to prove their efforts resulted in increased student achievement.	Teams will be required to go before the leadership team with documentation on how their efforts are increasing student achievement once each semester.
<i>1.3: Participates in learning teams, some of whose membership extends beyond the school.</i>	<i>1.5: Participates with other administrators in one or more learning communities.</i>	My principal believes that she is currently at a level five. She reports high levels or participation with her administrative team as well as with county administrators.	The desire is to maintain level five status.	The need to participate more actively in teacher related functions and trainings.	As teachers are better prepared lead, time will be alleviated to continue participation leaning communities.	Train teacher team leaders. Continue to participate in those communities that are most critical to our school improvement goals and cutting out participation in those that do not directly help us to meet our goals.

For the standard selected by the school for focus, translate the SAI results into *current* (what we are doing now) and *desired* (what we want to do...) *professional learning behaviors* using the Innovation Configuration (IC) maps and the current School Improvement Plan (SIP). Utilize this chart to document the plan. Use the **desired** behaviors and the **barrier/booster analysis** to create steps for improving Professional Learning that will support the implementation of the School Improvement Plan.

- ① What is the level of behavior/practice identified by the staff for this Desired Outcome?
- ② What is the next level of behavior/practice from the IC on that Desired Outcome that the school wants to pursue in the SIP?
- ③ What will currently hinder our efforts to make these changes?
- ④ What will currently support our efforts to make these changes?
- ⑤ What actions will we take to increase the current level of Professional Learning Standards use in supporting the implementation of the SIP?

Adapted from NSDC. (2001). Planning chart for action ideas. *Tools for Growing the NSDC Standards*. p. 16-17.

Professional Learning Action Plan - EVALUATION

Standard: <i>Professional Learning that improves the learning of all students...</i>		① What we are doing now ... (current)	② What we want to do ... (desired)	③ Barriers	④ Boosters	⑤ Strategies
Desired Outcomes:						
EVALUATION						
Teacher	Principal					
5.1: <i>Contributes a variety of data to evaluate the impact of professional learning.</i>	5.1: <i>Develops a comprehensive plan for conducting ongoing evaluation of professional learning and professional development programs.</i>	While our school does a good job at collecting and analyzing data to set learning goals, we as an SIP leadership team haven't taken real time to evaluate and link those scores to the professional development program that may have contributed to the rise in those scores. It is taken for granted that there was a direct impact, but our efforts to see the link need to be very intentional. (Level 4)	We desire to identify changes in classroom practices and assess the extent to which school culture and organizational structures, policies, and processes have changed and identify changes in knowledge and skill that result from participation in a staff development program. (Level two)	Teachers may be ignorant and lack training on what exactly to identify.	We do currently collect plenty of data and analyze student data pretty thoroughly, so this would be a logical "next step"	The administration will send out a survey after professional development asking what classroom practice was changed or enhanced as a result of the professional development program. The data will be collected and analyzed for discussion and future goal setting by the school improvement leadership team.
5.2: <i>Collects and analyzes classroom data to determine the impact of professional learning.</i>	5.2: <i>Evaluates school-based professional learning and professional development using a variety of data.</i>	We are at level four in this area. Teachers analyze and report data to administration that turns it over for goal setting by the leadership team.	We desire to be at level one by the end of the school year where we are determining what the impact professional development had on the data.	Teachers may be ignorant and lack training on what exactly to identify.	We do currently collect plenty of data and analyze student data pretty thoroughly, so this would be a logical "next step"	The administration will develop and send out a survey after professional development asking what classroom practice was changed or enhanced as a result of the professional development program. The data will be collected and analyzed for discussion and future goal setting by the school improvement leadership team.
	5.3: <i>Designs formative and summative evaluations of school-based professional learning.</i>	Administration is working at level four standards which state that there is established baseline information about professional development and student learning that is used to compare beginning of the year results to end of the year results.	We desire to work at level one where both formative and summative evaluations of professional development are conducted and where the results are used to improve the quality of the program as well as to identify the impact on teacher practices and student learning.	An organizational system for designing and implementing the evaluations is not currently established	The principal is a big believer in data driven instruction and would welcome the research of applicable and relevant models.	A researcher will need to be designated in order to find a model program design and implementation schedule. Once found, by October of 2010, a team will need to disburse evaluations and collect data for analysis.

Professional Learning Action Plan - DESIGN

Standard: <i>Professional Learning that improves the learning of all students...</i> Desired Outcomes:		① What we are doing now ... (current)	② What we want to do ... (desired)	③ Barriers	④ Boosters	⑤ Strategies
DESIGN						
Teacher	Principal					
<i>7.1: Participates in a variety of appropriate professional learning designs aligned with expected improvement outcomes.</i>	<i>7.1: Ensures that professional learning designs align with expected outcomes.</i>	We are operating at level one in this area. Teachers and administrators engage in numerous collaborative interactions all aligned with school improvement goals.	We desire to maintain our level on school and student improvement focused goals through our professional learning processes.	We could run the risk of getting too comfortable and not increasing our rigor and relevance each year.	We have over 30 collaborative efforts in place. It is easy for teachers and administrators to plug in to learn and grow. Also, our principal is eager to provide PL to those who request it.	The school improvement leadership team will evaluate the professional learning programs in order to increase the rigor, relevance, and relationships. Strategies include providing a need assessment, providing more on-line training, and meeting teachers at the point of their need.
<i>7.2: Participates in long-term and in-depth professional learning.</i>	<i>7.2: Provides long-term, in-depth, sustained professional learning efforts.</i>	This process standard was one where my school received a level two. The programs that deal with our school improvement goals are revisited, analyzed, and reported several times throughout the year.	We desire to reach level one where the goal is to implement new instructional practices and to receive feedback on those specific skills.	This year, the barrier is definitely financial. With severe budget cuts, many professional learning opportunities will be sacrificed this year.	There are enough teachers with the knowledge necessary to provide training to the rest of the staff. These resources need to be explored.	Create an “expert” survey where teachers highlight areas they feel competent enough to teach others. These teachers will constitute a pool of professional learning resources.
<i>7.3: Implements new classroom practices as a result of follow-up support</i>	<i>7.3: Establishes expectations for implementation of new classroom practices.</i>	While new classroom practices are encouraged, they are not mandated. Many teachers walk away from professional learning initiatives doing exactly what they were doing before the training. (level three)	We can move to level one if administration would act as a classroom coach, viewing, encouraging, and critiquing, and providing feedback for the expected new practices.	With the loss of an administrator due to our county’s reduction in force initiative, administration may find being a classroom coach too much to handle.	The school improvement leadership team stayed pretty much intact even with the RIF process. These lead teachers can be used as coaches.	Provide in-house training by the administration for the lead teachers advising them on coaching and adult assessment techniques. Use these lead teachers to help establish and evaluate the expected new practices.

7.4: Uses technology as a component of professional learning when appropriate.	7.4: Promotes technology as a professional learning tool.	We are at level four where the faculty and staff routinely use CD, e-mail, internet, and distance learning to support professional development.	We desire to move to level two where teachers participate in more on-line courses, maintain a professional portfolio, and conduct action research.	Teachers who deem themselves technology challenged may resist the additional demand for technology usage.	All teachers use technology such as email and internet, so the learning curve for the added use of technology should not be that great.	The goal is to replace at least two face to face professional learning programs with on-line programs. Teachers will be mandated to keep a professional portfolio such as required by the new Georgia Keys Assessment.
--	---	--	---	--	--	---

For **the standard selected by the school for focus**, translate the SAI results into *current* (what we are doing now) and *desired* (what we want to do...) *professional learning behaviors* using the Innovation Configuration (IC) maps and the current School Improvement Plan (SIP). Utilize this chart to document the plan. Use the **desired** behaviors and the **barrier/booster analysis** to create steps for improving Professional Learning that will support the implementation of the School Improvement Plan.

- ① What is the level of behavior/practice identified by the staff for this Desired Outcome?
- ② What is the next level of behavior/practice from the IC on that Desired Outcome that the school wants to pursue in the SIP?
- ③ What will currently hinder our efforts to make these changes?
- ④ What will currently support our efforts to make these changes?
- ⑤ What actions will we take to increase the current level of Professional Learning Standards use in supporting the implementation of the SIP?

Adapted from NSDC. (2001). Planning chart for action ideas. *Tools for Growing the NSDC Standards*. p. 16-17.

Professional Learning Action Plan – FAMILY INVOLVEMENT

Standard: <i>Professional Learning that improves the learning of all students...</i>		① What we are doing now ... (current)	② What we want to do ... (desired)	③ Barriers	④ Boosters	⑤ Strategies
Desired Outcomes:						
FAMILY INVOLVEMENT						
Teacher	Principal					
<i>12.1: Develops partnerships with families and other community stakeholders.</i>	<i>12.1: Develops partnerships among teachers, families, and community stakeholders.</i>	Working at a level three capacity, we have four community sponsors and a small parent participation in PTSA.	We desire to have the sponsors we currently have to get more involved as well as develop relationships with at least two more sponsors. We desire to increase parent participation in PTSA by at least 10%.	Finding time to promote Floyd and create positive experiences that will change the community’s perception of the school is a constant struggle.	Our school has continued to make AYP and the amount of school violence has significantly decreased.	Get at least one more community sponsor. Boost PTSA parent involvement by 10% by offering memberships at a free or reduced cost.
<i>12.2: Implements strategies to increase family and caregiver involvement.</i>	<i>12.2: Implements strategies to increase family involvement.</i>	We ask parents to sign up to be “room” parents and to join PTSA. Parents are invited to the many school related student awards, performances, clubs, and learning focused initiatives. (level two)	We desire to get more families involved in the students learning by providing more educational activities geared towards parents.	In our title one community, obstacles such as transportation, motivation, and extremely high transiency rates remain a challenge to our parents.	There are parents who want to get involved but are just not being asked.	Parents, at open house and again at student led conferences, will receive a sign-up sheet for school activities they would like to participate in.
<i>12.3: Uses technology to increase communication between school and home about student learning.</i>	<i>12.3: Uses technology to increase family involvement.</i>	Technology is being used widespread throughout the building by pretty all faculty and staff in order to reach out and communicate through parents.	We desire to make technology more available to our parents by increasing involvement in open lab nights where parents can come in, use the computer labs, and check pinnacle, teacher blogs, and tutorials, and homework help for their student.	The potential for misuse of computers and related equipment.	The computer labs are already set up and ready for this type of endeavor.	One evening each week, parents, with a supervisor in the lab, will be invited to use the computers. Training will be provided on how to access pinnacle, teacher blogs, and other helpful resources.

For the standard selected by the school for focus, translate the SAI results into *current* (what we are doing now) and *desired* (what we want to do...) *professional learning behaviors* using the Innovation Configuration (IC) maps and the current School Improvement Plan (SIP). Utilize this chart to document the plan. Use the **desired** behaviors and the **barrier/booster analysis** to create steps for improving Professional Learning that will support the implementation of the School Improvement Plan.

- ① What is the level of behavior/practice identified by the staff for this Desired Outcome?
- ② What is the next level of behavior/practice from the IC on that Desired Outcome that the school wants to pursue in the SIP?
- ③ What will currently hinder our efforts to make these changes?
- ④ What will currently support our efforts to make these changes?
- ⑤ What actions will we take to increase the current level of Professional Learning Standards use in supporting the implementation of the SIP?

