

Appendix 18

Planning for Sustained Professional Learning

Student Outcome:

What do we want our students to be able to know and do?

Teacher Outcome:

If we want the above, what do we need our teachers to be able to know and do?

Time Frame:

Year One:

Year Two:

Year Three:

How long will we have to do this work? Consider the goals and the coherence with other initiatives. What is realistic? Consider breaking the teacher outcome into yearly goals. Include evaluation topics for each year.

Content Focus:

How does this professional learning fit within content? How do the current curricular materials support or hinder this learning

Coherence:

What other initiatives/focus might schools have? How will this fit with that work? How will this be communicated to all stakeholders? What mechanisms exist currently for professional learning? How will they be used for this work? What other groups may be impacted by this work (Title 1, special education, administrators)? How will they be a part of the learning? What infrastructure mechanisms might need to be addressed (instructional time, grading practices) that would impact or hinder this learning?

Learning Design:

Considering the above, how will teachers interact with the learning? Using the columns below, consider how the learning can be situated in the three columns. What protocols might support the learning? What conceptual inputs will help? Where might a workshop make sense? Who will facilitate this learning?

PLC

How will PLCs be structured to support this work? How will teachers have voice and choice? How might they direct their own learning?

Coaches

What is the role of the coach? How will they be supported in their own learning? What expectations do they have for supporting ongoing learning?

Inquiry

How might inquiry be framed around this innovation? How will inquiry dovetail with the PLC work?