

## **Professional Learning Plan - Guidance Document 2019-2020**

The purpose of the Professional Learning Plan shall be to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students.

These plans provide an opportunity for schools, school districts and BOCES to articulate how they will provide substantial need-based professional development opportunities for their educators, the expectation for educators' participation in the professional development, the alignment of the offered professional development to State standards, student needs, principles of effective professional development, and how the schools, school districts or BOCES will measure the impact of the offered professional development. New York State Professional Development Standards have been developed to further assist schools, school districts and BOCES with their Professional Learning Plans.

This guidance document was developed by the New York State Professional Standards and Practices Board to assist schools, school districts and BOCES in the design and writing of their Professional Learning Plans. The document is formatted to highlight the required components of Professional Learning Plans and includes suggested items that might be included to ensure you are meeting the requirements of the plan.

### **General Requirements:**

The PLP Committee should be developed in collaboration with a professional learning team that consists of:

- ❖ Superintendent
- ❖ School Administrators
- ❖ Teachers - upon designation by the teachers' collective bargaining organization
- ❖ Parent - at least one designation by the established parent group(s)
- ❖ Curriculum Specialists - upon designation by the teacher's collective bargaining organization
- ❖ Higher Education - if a qualified candidate is not available, the plan should describe the efforts made to include a representative

The PLP Committee shall convene before October 1st and be provided at least 180 days to develop its recommended professional learning plan.

The PLP shall be adopted, or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting.

[See Appendix A for information specific to New York City.]

**Content of Plan:**

The plan outlines the goals, objectives, strategies, activities and evaluations standards for PL. The plan describes:

- The needs analysis utilized, that includes quantitative and qualitative information regarding teacher and leader practice and student outcomes. (It may be conducted at the building, district, and/or BOCES level.)

Suggested Items to Address/Include:
<ul style="list-style-type: none"><li>✓ Describe how needs analysis was conducted</li><li>✓ Describe who was included in the needs analysis</li><li>✓ Include timeline for administration/implementation of needs analysis</li><li>✓ Include results of the data collected</li><li>✓ Provide sample of quantitative and qualitative documents used</li></ul>

- How professional learning related to educator practice and curriculum development are culturally responsive and reflect the needs of the community that the school, school district or BOCES serves.

Suggested Items to Address/Include:
<ul style="list-style-type: none"><li>✓ Describe the demographics of the community (provide data where applicable)</li><li>✓ Describe links between Professional Learning (PL) activities and the needs of the community</li><li>✓ Describe how culturally responsive practices will be and/or are imbedded in PL topics/activities/opportunities</li><li>✓ Describe how PL connects to needs analysis</li><li>✓ Include sample of surveys/questionnaires used and data collected (e.g., parent, community)</li></ul>

- How the school, school district or BOCES provides all teachers and school leaders it employs substantial PL opportunities tailored to the needs of educators that are directly related to student learning outcomes (as identified in the school districts’ or BOCES report card and other sources as determined by the school, school district or BOCES).

Suggested Items to Address/Include:
<ul style="list-style-type: none"><li>✓ Describe or provide a chart indicating PL activities provided: include anticipated hours to be completed, mandatory topics, choice topics, audience, timeline, resources, CTLE hours, TESOL hours and providers/trainers</li><li>✓ Describe how and where PL activities addresses needs analysis (e.g., School Report Card, state and local assessments, benchmark assessments etc.)</li></ul>

- How professional learning is aligned with NY teaching, leadership, and learning standards, assessments, student needs, adult learning theory, and current research in education including but not limited to linguistic, cultural diversity, and special needs, and culturally appropriate and responsive practice.

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describe specific references to Professional Learning Standards and any other applicable standards</li> <li>✓ Describe alignment with assessments, student needs and adult learning theory</li> <li>✓ Describe links to current research</li> </ul>

- How PL is provided across grade levels

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describe how each grade level PL is addressed and consideration given to differences in needs of teachers at various levels and content areas</li> <li>✓ Describe how district provides differentiated PL based on grade level/band and content area</li> </ul>

- How the schools, school districts or BOCES will measure the impact of PL on student achievement and teachers' and educational leaders' practices

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describe how the PL will be evaluated on a yearly basis and the criteria used to determine success</li> <li>✓ Describe types of data to be collected, how data collection will occur and when (e.g., test scores, surveys, portfolio, etc.)</li> <li>✓ Describe dissemination/communication impact of PL</li> <li>✓ Include sample of data collection instruments</li> </ul>

The school, school district or BOCES describes how teachers, school leaders, and other school personnel are expected to participate in professional learning. The plan:

- Outlines an estimate of the average number of hours each teacher/leader is expected to participate in PL in the school year(s) covered by the plan

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describe specific number of hours for both teachers and school leaders</li> <li>✓ Include a chart of positions with accompanying hours expected (i.e. teacher, TA, admin, etc.)</li> </ul>

- Describes expected participation in CTLE as well as other professional learning opportunities provided

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Include in description/chart CTLE hours to be completed for mandatory and choice topics</li> </ul>

- Describes how professional learning is continuous and sustained.

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describe how PL for new teachers, leaders, and other school professionals, builds and extends learning experiences from initial preparation</li> <li>✓ Describe ways in which partners in institutions of higher education are involved in the design and/or implementation of PL</li> <li>✓ Describe timeline of connected activities, spanning a whole year or multiple years.</li> <li>✓ Include examples of ongoing PL opportunities such as PLCs, workshop series, related threads or topics</li> </ul>

- Addresses how the methods and approaches for delivering professional learning have been shown to be effective and are appropriate for adult learners.

Suggested Items to Address/Include:
<ul style="list-style-type: none"> <li>✓ Describes collaborations with faculty in institutions of higher education that are aimed at exploring effectiveness/appropriateness; this may include the research protocol for such exploration</li> <li>✓ Describe how adult learning theory is incorporated into PL opportunities</li> <li>✓ Describe process for ensuring PL methods and approaches are research based, effective, and reflect best practice</li> <li>✓ Description of the process for collecting feedback to inform future professional learning opportunities</li> </ul>

The school, school district or BOCES identifies how it will provide teachers and educational leaders it employs with opportunities to complete 100 hours of continuing teacher and leader education (CTLE). The plan describes:

- How a holder of a professional certificate in the certificate title of English to speakers of other languages or bilingual extension will be provided with a minimum of 50 Percent of PL clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners

Suggested Items to Address/Include:

- ✓ Include in description/chart PL opportunities w/CTLE hours for ESOL teachers

- How a minimum of 15 percent of PL clock hours will be provided for all other professional certificates in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Suggested Items to Address/Include:

- ✓ Include in description/chart how PL includes strategies and best practices for addressing the needs of ELL's w/CTLE hours for teachers

- How a minimum of 15 percent of PL clock hours will be provided for holders of a level III teaching assistant certification addressing the needs of English language learners and integrating language and content instruction for English language learners

Suggested Items to Address/Include:

- ✓ Include in description/chart how PL includes strategies and best practices for addressing the needs of ELL's w/CTL hours is provided to Level III Teaching Assistants

The plan describes other opportunities the schools, school districts or BOCES provides to its educators to support their professional growth (e.g., coaching, induction, professional learning communities)

Suggested Items to Address/Include:

- ✓ Include listing of building, district and regional (TRC,BOCES, etc.) offerings or catalog
- ✓ Describe of other topics and PL opportunities available (e.g., conferences, higher education coursework, professional organizations)

The plan describes a provision for the training, where applicable, in school violence prevention and intervention, child abuse recognition, the needs of children with autism, and the Dignity for All Student Act (DASA) of employees for all staff.

Suggested Items to Address/Include:

- ✓ Describe how required certification trainings occur within the district and/or region
- ✓ Describe process for ongoing training of these topics for all staff

### **Mentoring Requirements:**

The plan shall describe how the schools, school districts or BOCES will provide a mentoring program for teachers in the classroom teaching service and leaders in the educational leadership service who must participate in a mentoring program to meet the teaching experience requirements for professional certification.

Suggested Items to Address/Include:
<ul style="list-style-type: none"><li>✓ Describe how mentoring program</li><li>✓ Describe the role of the school leader and/or district administration in supporting effective mentoring practices</li><li>✓ Describe the role of the mentors</li><li>✓ Describe the preparation of mentors (e.g., theory of adult learning, theory of teacher/leader development, elements of mentoring relationship, peer coaching techniques, and time management methodology)</li><li>✓ Describe types of mentoring activities (e.g., observing instruction, instructional planning, peer coaching, team coaching, culturally appropriate and responsive practices, and school culture)</li><li>✓ Describe time allotted for mentoring</li><li>✓ Describe how the mentoring program will be assessed for effectiveness</li><li>✓ Describe how revisions to the mentoring program are made</li><li>✓ Include sample of mentoring program documents (e.g., mentor application, recording keeping logs, evaluations, training requirements, resources)</li></ul>