











Tulsa Public Schools

2017-2018 Professional Learning Focus Plan

September 5, 2017





Multiple Roles: Triple Track Agenda

•Track 1: Learner



Building your own knowledge before leading others

• Track 2: Contributor



Providing input on a plan or resource still under development

• Track 3: Designer



Applying your understanding of new knowledge and the process for learning it to your school context



Learning Outcomes



Participants will be able to



Learn the purpose and procedures behind assigning a Professional Learning Focus Plan

Contribute to their own learning in their teaching practice by deciding on an area for growth and development over the course of the year.

Design their own Professional Learning Focus plan, including learning experiences to push growth and development.



Conditions for Success

Excellence

- We go all in all the time
- · We are focused and present

Personal Responsibility

- We start on time
- We find the third way

Intentionality

- We embrace our roles as learners, contributors or designers
- We listen and plan for the smallest details

Growth Mindset

- We ask and answer questions
- We give and seek honest and frank feedback

Respect and Humility

- We actively listen and participate
- We take risks and own our challenges





"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

- Dylan Wiliam











Core Idea

Our educators are experts in their work and leaders in their classrooms. Incorporating their voice in this process is essential, both for their own development and for our success as a district.

The Professional Learning Focus Plan Tulsa Public Schools

What is the Professional Learning Focus Plan?

• A professional development initiative to give teachers the opportunity to **own the mastery of their critical work**.

What is the plan's purpose?

 The plan allows teachers to design their own strategy for continuous improvement by providing them the autonomy to choose an area of growth they wish to focus on throughout the course of the year.

How does the plan work?

• Teachers at each school will partner with their evaluating school leader and work as a team to engage in finalizing and executing their individual plans, ensuring the teacher reaches their desired goals and outcomes.





The Professional Learning Focus Plan Tulsa Public Schools

Why is the district offering the Professional Learning Focus Plan to teachers?

- To empower and support teachers in facilitating their own personalized plan for professional learning.
- To comply with the new requirements of House Bill 2957:

"Every policy of professional development adopted by a school district board of education shall provide for the development of a focused and individualized program of professional development for the teacher or administrator that is consistent with the qualitative component of the TLE."





Professional Learning Focus

What to know more? Check out this two-minute video!







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Fall 17

• At least 25% of teachers at each site initiate PL Focus Plans

Spring 18

All
 participating
 teachers have
 checkpoint
 with school
 leader by May

Fall 18

 100% of teachers in the district engage in the process





Teachers will work with their school leader to design SMART Goals for professional growth by identifying action steps and leveraging resources to improve their area of focus.









Timeline for Implementation













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Sept.

- Present new opportunity to staff
- Identify teachers to participate in 2017-18

Oct.

• Engage 25% or more of teachers to the PLF process

Nov. to March

•Connect with teachers as needed/requested to provide supports for growth.

May

 Conduct all final checkpoint conversations with staff by May 11, 2018





Professional Learning Focus Plan Assignment Process









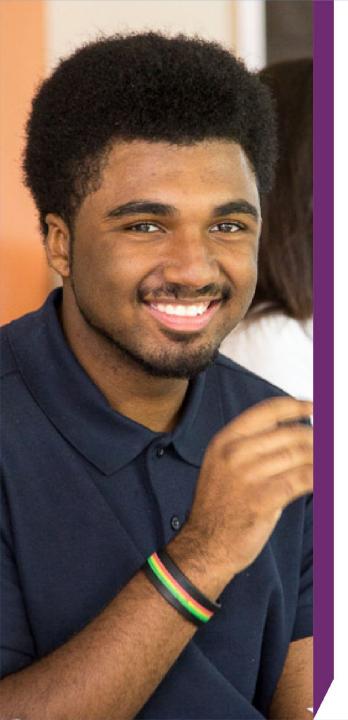




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Step	Instructions
1	Evaluator assigns Professional Learning Focus (PLF) Plan process to teacher via TalentEd.
2	Teacher completes the first portion of the process (PLF Plan) and submits to evaluating administrator for review.
3	Teacher and evaluator meet to review the plan together. Evaluator signs form after conclusion of the meeting. Form then goes to teacher to be signed.
4	Teacher implements various action steps in classroom. Evaluating school leader acts as support throughout the process.
5	Near the end of the school year (prior to 5.11.18 , at a date designated during step 3), the teacher completes the PLF Checkpoint Form and sends it to the evaluator for final review.
6	Evaluator and teacher meet for final checkpoint conference at the end of the year to reflect and determine progress and next steps
7	Following conference, teacher and evaluator determine whether teacher is ready to close out the PLF Plan, or if it should continue into the next school year.





Exemplar Plans













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View exemplar plans.



Core Idea

Our educators are experts in their work and leaders in their classrooms. Incorporating their voice in this process is essential, both for their own development and for our success as a district.



"At the core, none of us were meant to be **common**, we were born to be **comets**; darting across space and time, leaving our mark as we crash into everything. A **crater** is a reminder that something amazing happened *right here*. An indelible impact that shook up the world.

Are we not astronomers searching for that next shooting star?"

