



Professional Learning Plan

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Chief Academic Officer

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Expect great things.

Agenda

- Revisit Purpose and Development of the Profession Learning Plan
- Revisit PLP Connections, Implementation Phases, and Goals
- Monitoring and Accountability Systems
- Questions

Expect great things. 

Purpose of the Professional Learning Plan

“Every student learns when every educator engages in effective professional learning.”

Dr. Stephanie Hirsh - Executive Director, Learning Forward

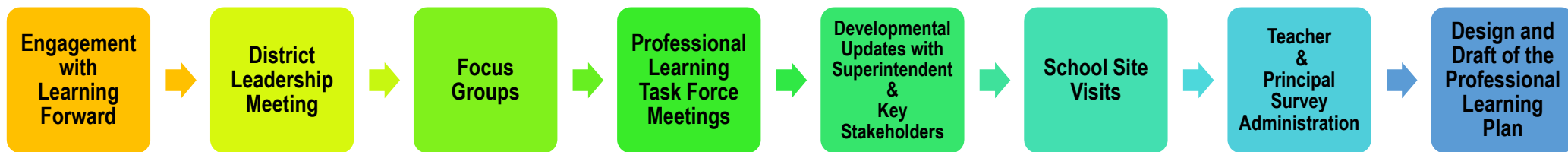
The purpose of the Comprehensive Professional Learning Plan (CPLP) is to create a professional learning system that tightly integrates the multiple structures and systems that influence the learning of teachers and school leaders, all in service of improving instruction and student learning.

The plan recognizes adult learning as an embedded and ongoing aspect of educators' daily work and integrates every aspect of their work into a cohesive system.

The professional learning of all role groups within the organization is acknowledged as a need, and the plan allows opportunities to create structures, processes, and procedures for supporting the learning of all. However, the primary focus and starting point of the professional learning plan are teachers and school leaders, as they are the individuals who are closest to student learning.

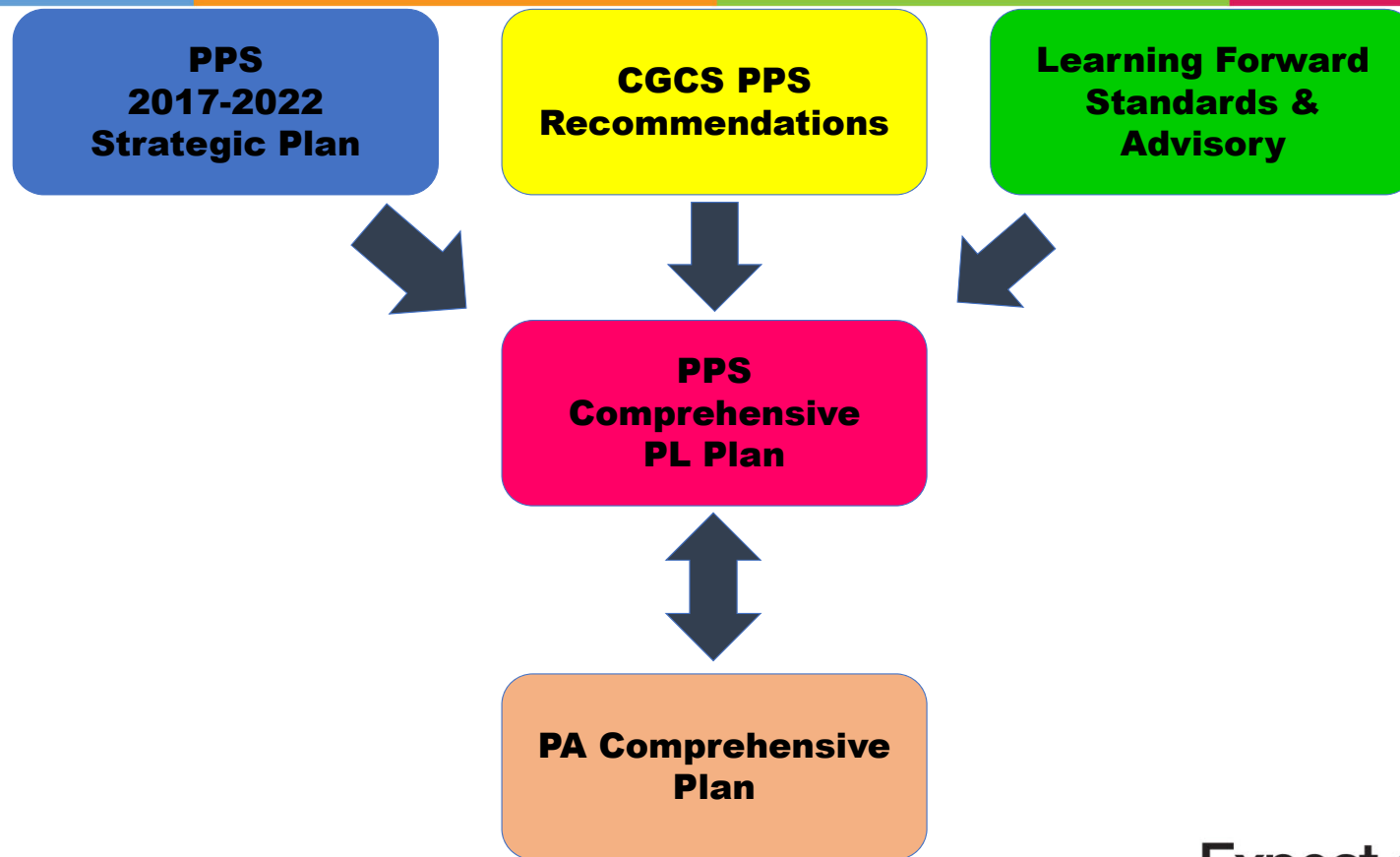
 **Expect great things.**

Professional Learning Plan Development Process



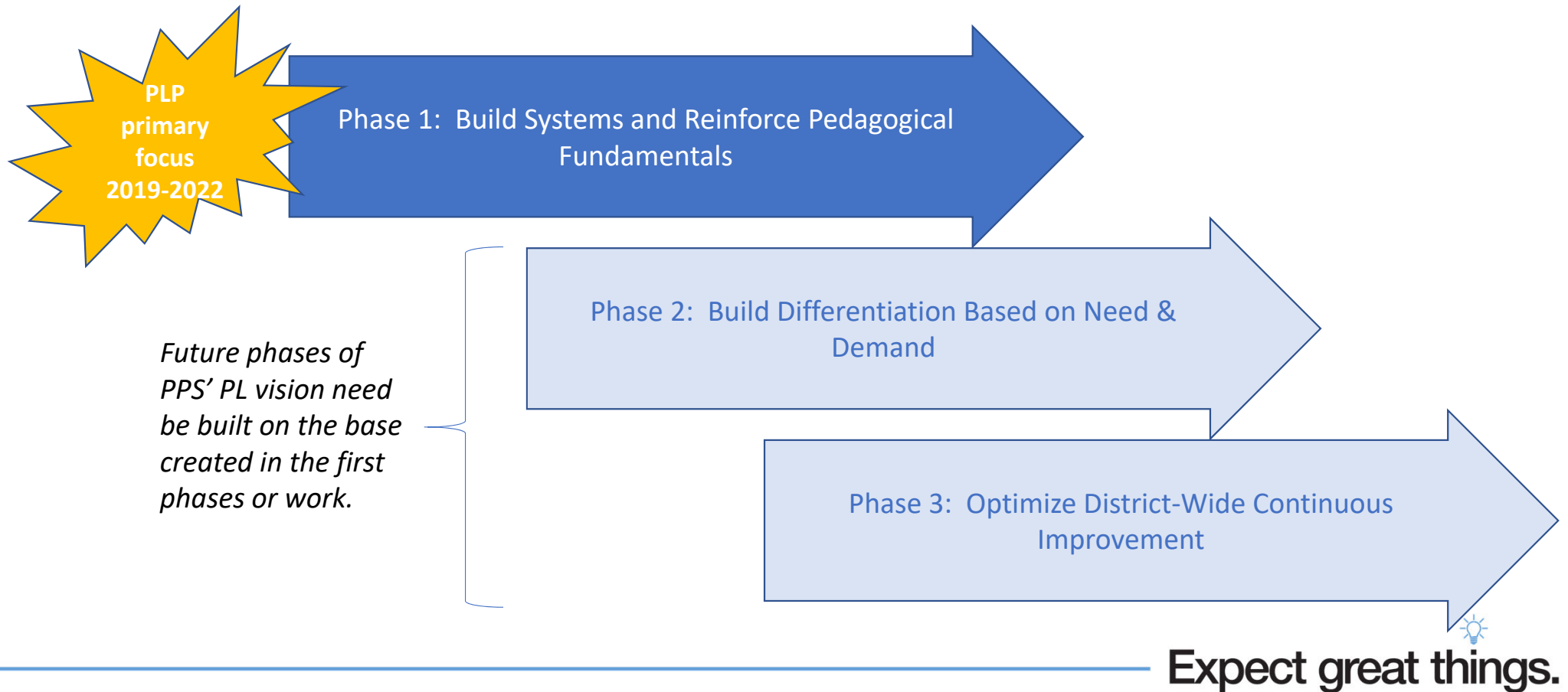
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Connections



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Phasing the Work to Address Immediate Priorities



Professional Learning Plan Goal Categories

The Professional Learning Plan sets goals in four complementary and critical areas:

- **Content & Pedagogy**
 - Professional learning enhances teachers' knowledge of content and understanding of how to plan and teach curriculum to ensure student learning.
- **Coherence & Relevance**
 - Professional learning experiences provided at the district, school, and teacher-levels are coherent and relevant and designed to improve teachers' practice.
- **Measurement & Impact**
 - District-wide professional learning initiatives include a plan for measuring impact on teacher practice and student learning, using consistent, normed tools.
- **Professional Learning Culture**
 - Schools maintain a culture where professional learning is valued as an essential component to improving our craft and careers as educators.

Expect great things. 

CPLP Goals Summary

Content & Pedagogy

- | | |
|-----|--|
| I | Professional learning focus areas will align to the highest district priorities on curriculum, instruction, and assessment, including, for SY2018-2021, pedagogical fundamentals to drive Strategic Plan outcomes in the following: <ul style="list-style-type: none">• ELA• Mathematics• Achievement gap closure |
| II | Professional learning and Professional Learning Community (PLC) operations will align to support implementation of key district initiatives, including Multi-Tiered Systems of Support (MTSS) and continuous improvement practices, beginning in SY2018-2019. |
| III | Teacher evaluation and student assessment data will be used in conjunction with teacher input to inform professional development and student learning priorities, with immediate effect; to be measured by Teaching and Learning Conditions Survey (TLC) 6.2d, regarding the role of teachers in developing the content of in-service professional development programs. |

CPLP Goals Summary

Coherence & Relevance

- I Annual professional learning priorities will be set and executed based on a new, common rubric and survey data beginning in SY2019-2020 (see draft rubric included below in Part X: Resources, Section 1); 100% of district-delivered professional learning will align to PPS strategic plan priorities each year beginning in SY2018-2019.

Measurement & Impact

- I The effectiveness of the three largest professional learning initiatives, ranked by cost and/or teacher time, will be measured by classroom observation data evidencing changes in teacher practices by SY2019-2020; rigorous evaluation methods of effects on student learning outcomes will be considered during the first year of this effort.
- II All professional learning initiatives will be measured for impact on teaching practices by consistent perceptual surveys across initiatives, beginning in SY2018-19. Improvement in district-wide perceptions of professional learning-related classroom impact will increase annually based on the TLC Survey. Items targets include 5% annual increases on Q8.1 and 8.4, concerning teacher perception of professional learning delivery.
- III Continuous improvement cycles that use feedback and outcome data to revise professional learning content and delivery are embedded in all district-led professional learning initiatives by SY2021-2022.



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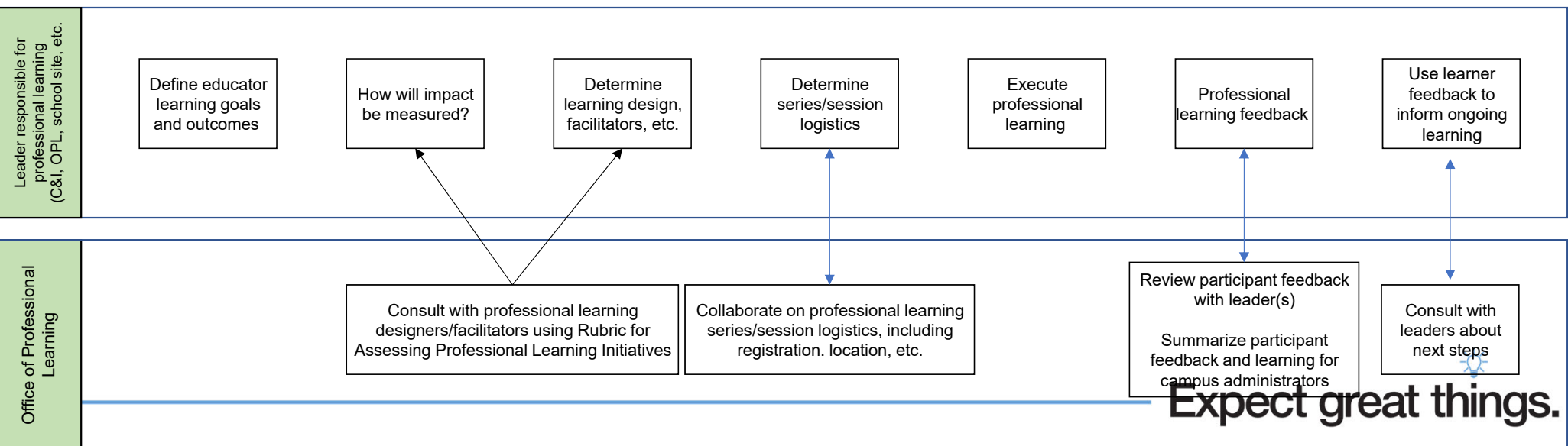
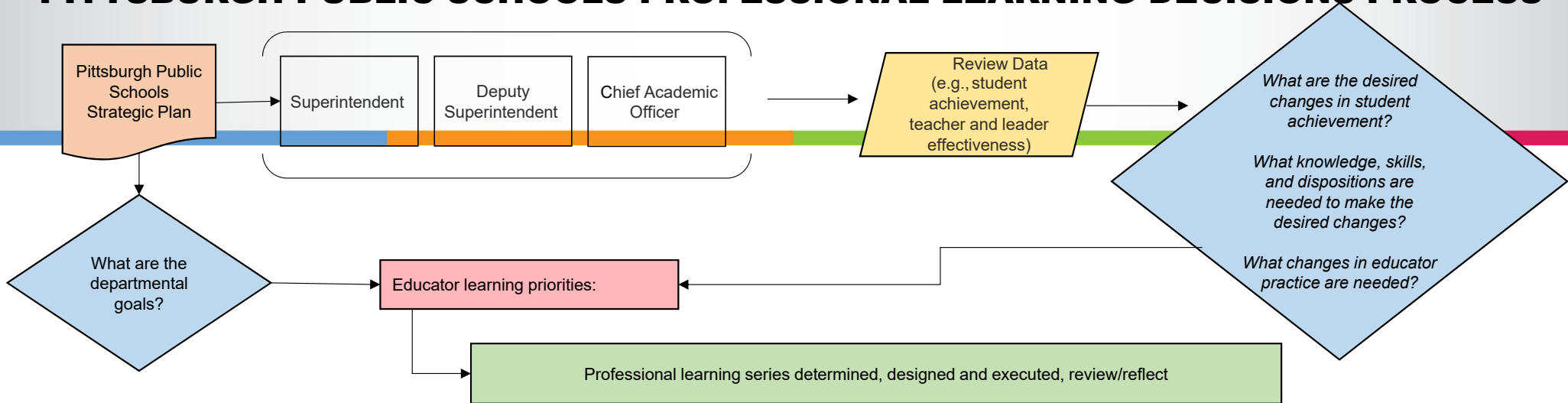
CPLP Goals Summary

Culture

- I Demand for voluntary professional learning will increase by 20% by the close of SY2019 based on the measurement of participation rates.
- II Teacher self-reporting of professional growth mindset will increase annually based on the TLC Survey. Items targets include 5% annual increase on Q6.1, concerning teacher leadership dimensions, and Q10.5 f and g, which concern empowerment of teacher decision-making, and self-perception of teaching effectiveness.

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PITTSBURGH PUBLIC SCHOOLS PROFESSIONAL LEARNING DECISIONS PROCESS



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Strategic Theme #3

Provide appropriate instructional support for teachers and staff.

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Objectives

- Impact student outcomes by increasing teacher knowledge through a **cohesive** system of instructional support.

PHASE 1 (1b)

Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.

PHASE 1 (1c)

Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.

PHASE 2 (1a)

Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.

PHASE 1 (1d)

Ensure that supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles

 Expect great things.

Create Systems of Cohesive Instructional Support

- Summer Leadership Academy
- Leading and Learning Institute
- Assistant Principal Training
- District Professional Development (August and January)
- Departmental Professional Learning
- Coach Training
- Instructional Teacher Leadership Development
- New Teacher Professional Development

Expect great things. 

Current State of Systems

- Two days of training with all content area teachers
- Eight half-days of professional learning
- Professional Learning Communities (PLCs) vary by school
- Instructional coaches lead PLCs
- Limited opportunities for professional learning for all PPS staff.

PHASE 1 (1c)

Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.

PHASE 2 (1a)

Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.

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Desired State of Systems

- Training Offered in Multiple Modes throughout the year
- Split half-day PD with schools to support Strategic Plan
- Build PLCs into the master schedule
- Restructure facilitation of PLCs
- Build common planning opportunities into the master schedule

} 2019-2020

} 2020-2021

PHASE 1 (1c)

Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.

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Creating Congruity and Consistency

Multiple Modes of Professional Development

- Face-to-face training
- Blend of face-to-face and online webinars or podcasts
- Pre-recorded webinars or podcasts
- Live webinars

Sessions may be conducted in several formats- Face to Face,
Virtual, Facilitated Virtual

Expect great things. 

Creating Congruity and Consistency

Split half-day sessions

1. Assistant Superintendent in conjunction with appropriate district staff will develop training modules for districtwide professional development.
2. Office of Professional Learning will provide training to identified school-based staff to turn-key professional learning to staff. – 90 minutes whole group sessions.
3. School-based staff will work with individuals providing training to develop final 90 minute breakout sessions at each site.

Sessions may be conducted in several formats- Face to Face,
Virtual, Facilitated Virtual

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Professional Development Support Areas

Assistant Superintendent

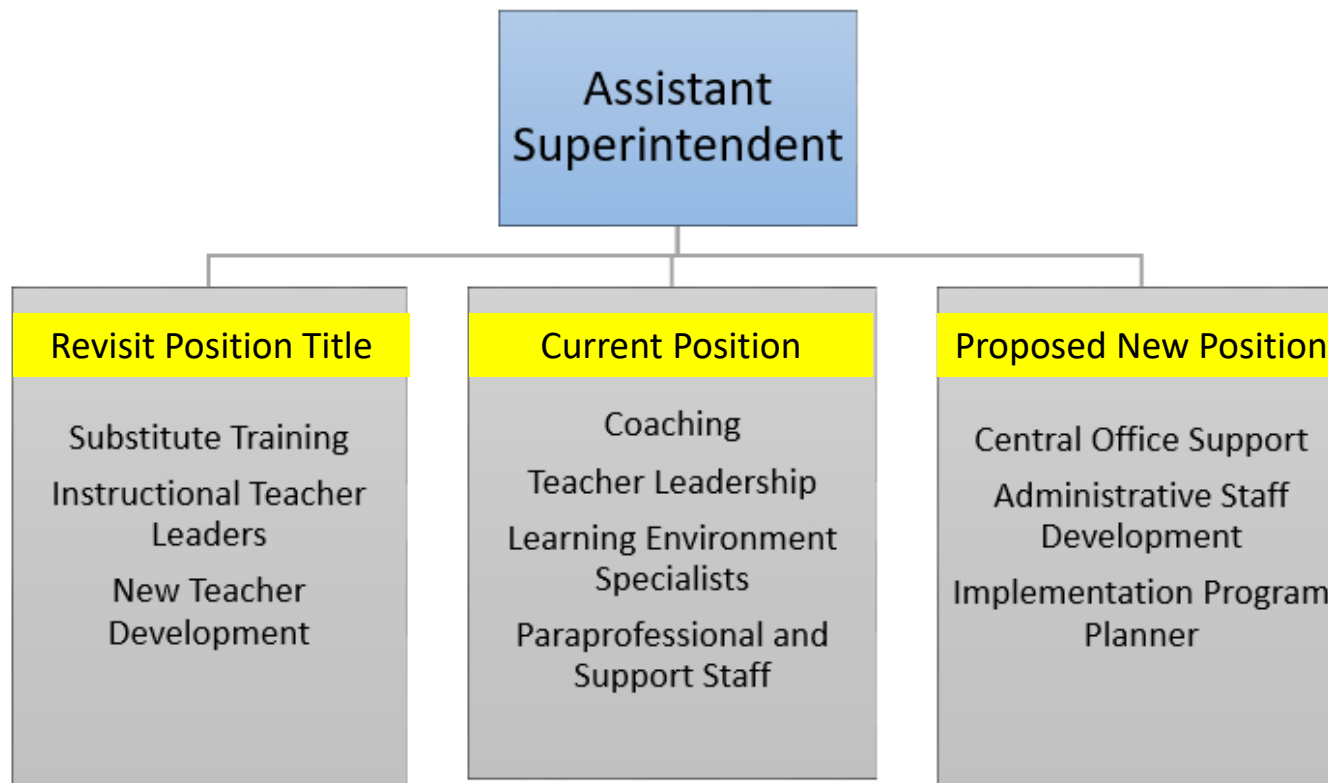
- **Summer Leadership Academy**
- **Principal Pipeline**
- **Assistant Principal Pipeline**
- **New Principals**
- **Learning Leadership Institute**
- **Culturally Responsive Education**

Office of Professional Learning Staff

- **New Teacher Development**
- **Substitutes**
- **Teacher Leadership**
- **Teacher Development**
- **Coaches**
- **Central Office Support and Development**

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Professional Development



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Thank you

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