An Overview of the
PPS Professional Learning Plan
December 4, 2018

Expect great things.

Pittsburgh Public Schools

Agenda

- Purpose and Development of the Profession Learning Plan
- Professional Learning Plan (PLP) Highlights
- PLP Connections, Implementation Phases, and Goals
- Monitoring and Accountability Systems
- Questions

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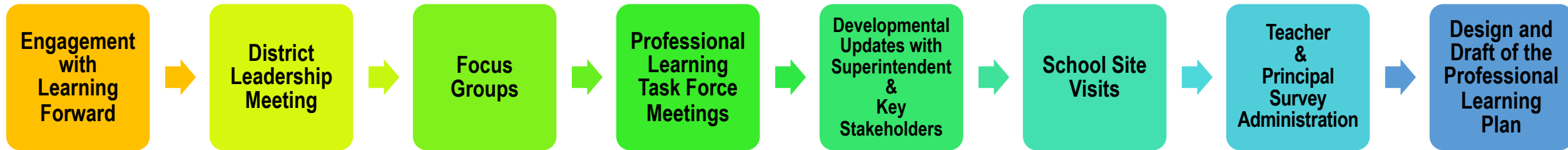
The plan recognizes adult learning as an embedded and ongoing aspect of educators' daily work and integrates every aspect of their work into a cohesive system.

The professional learning of all role groups within the organization is acknowledged as a need, and the plan allows opportunities to create structues, 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.

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Professional Learning Plan Development Process
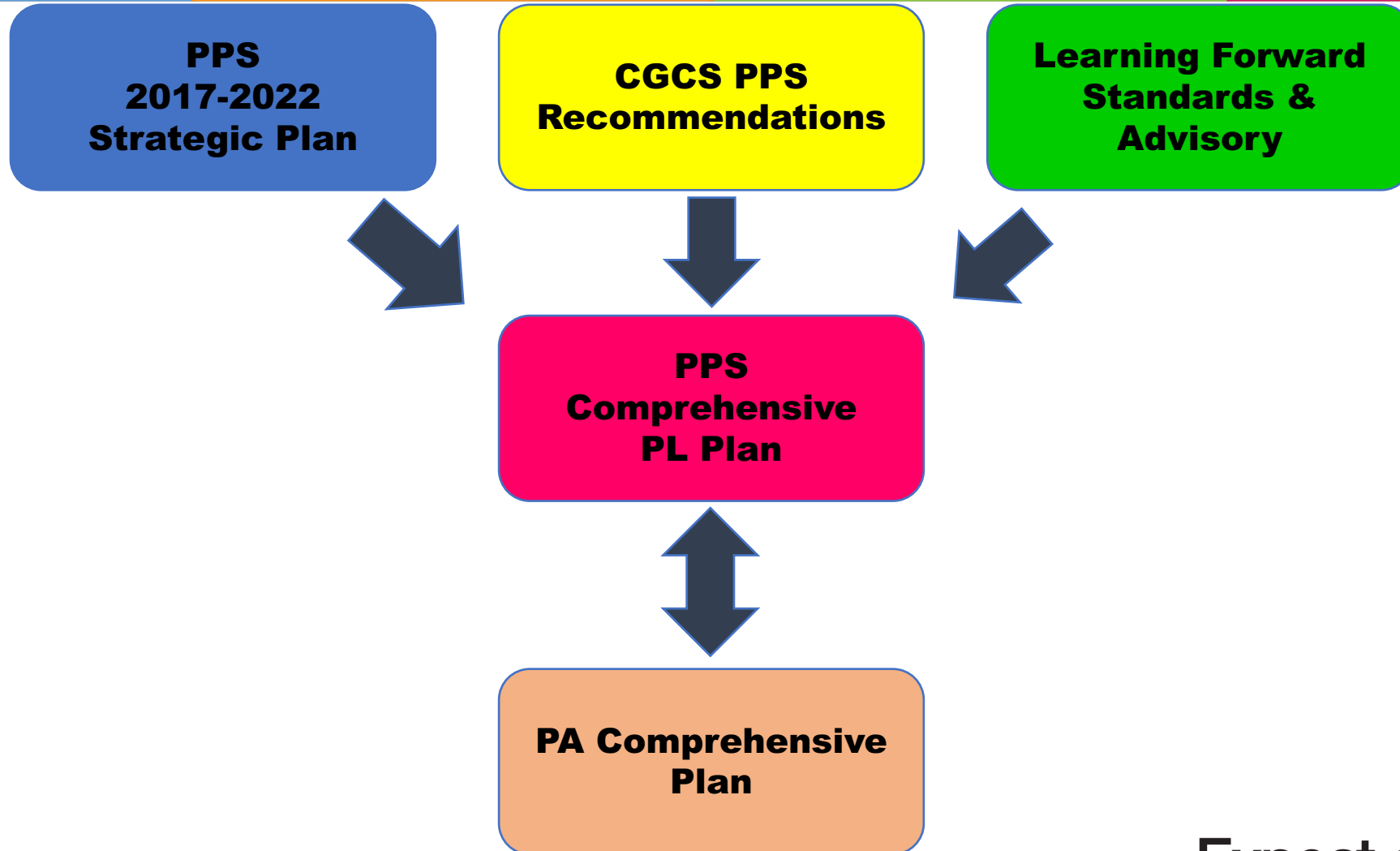
PLP Highlights

Content

- Aligns to PPS Strategic Plan priorities, timing, goal structure

- Three Primary PPS Drivers:

  - PPS goals-driven structure and prioritization

  - Improvement of Professional Learning (PL) processes

- Every Student Succeeds Act (ESSA) definitions alignment

- Learning Forward standards alignment and process guidance

Process

- Implementation process and ongoing PLP management for continuous improvement in professional learning

- Codification of PL decision making processes

- Plan development process led by OPL in collaboration with Learning Forward to incorporate best practices in strategic planning and professional learning while adapting for PPS context and priorities

- Broad PPS stakeholder input and feedback

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Connections

Connections

Strategic Theme #3
Provide appropriate instructional support for teachers and staff.

Objectives

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

Strategic Initiatives

PHASE 1

1b. Align instructional support efforts to ensure collaboration between school administrators and staff around the school's professional development focus.

PHASE 2

1a. Ensure that all professional development for teachers and staff follows research-based and culturally relevant practices.

1c. Provide differentiated instructional support that is based on data and deployed through school-based, district-wide, and online learning opportunities.

1d. Ensure that supervisory and support staff who engage in instructional conversations with teachers receive differentiated learning opportunities to be effective in their roles.

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Connections
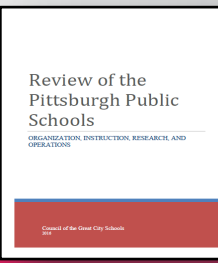
The CGCS' most relevant recommendations include:

43: Develop a Comprehensive PD Plan (SY2017-18)

44: Consistent PD on rigor, literacy and math (SY2017-18)

45: Differentiate PD for school and district staff (SY2018-19)

46: PLCs in every school (now)

50: Evaluate all PD (SY2018-19)

51: Review student work regularly to support PD (SY2017-18)

52: Establish school leader pipeline (now)

53: Develop feedback loop to central office (now)

54: Assistant Superintendent role in and need for PD (SY2017-18)

Review of the Pittsburgh Public Schools

ORGANIZATION, INSTRUCTION, RESEARCH, AND OPERATIONS

Council of the Great City Schools
2016
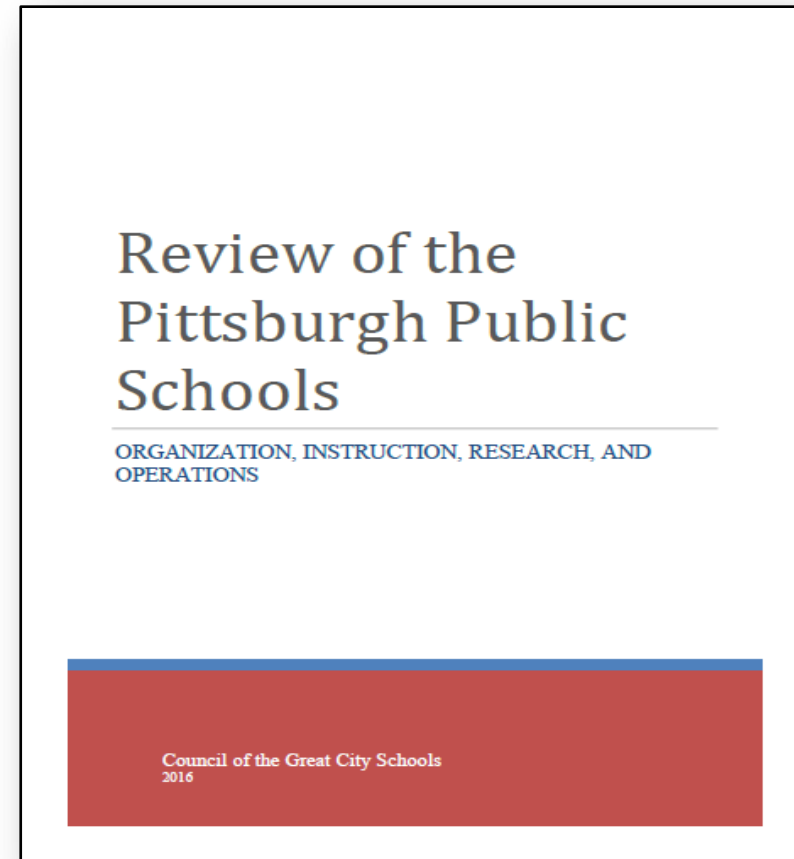
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Phasing the Work to Address Immediate Priorities

Phase 1: Build Systems and Reinforce Pedagogical Fundamentals

PLP primary focus 2019-2022

Phase 2: Build Differentiation Based on Need & Demand

Phase 3: Optimize District-Wide Continuous Improvement

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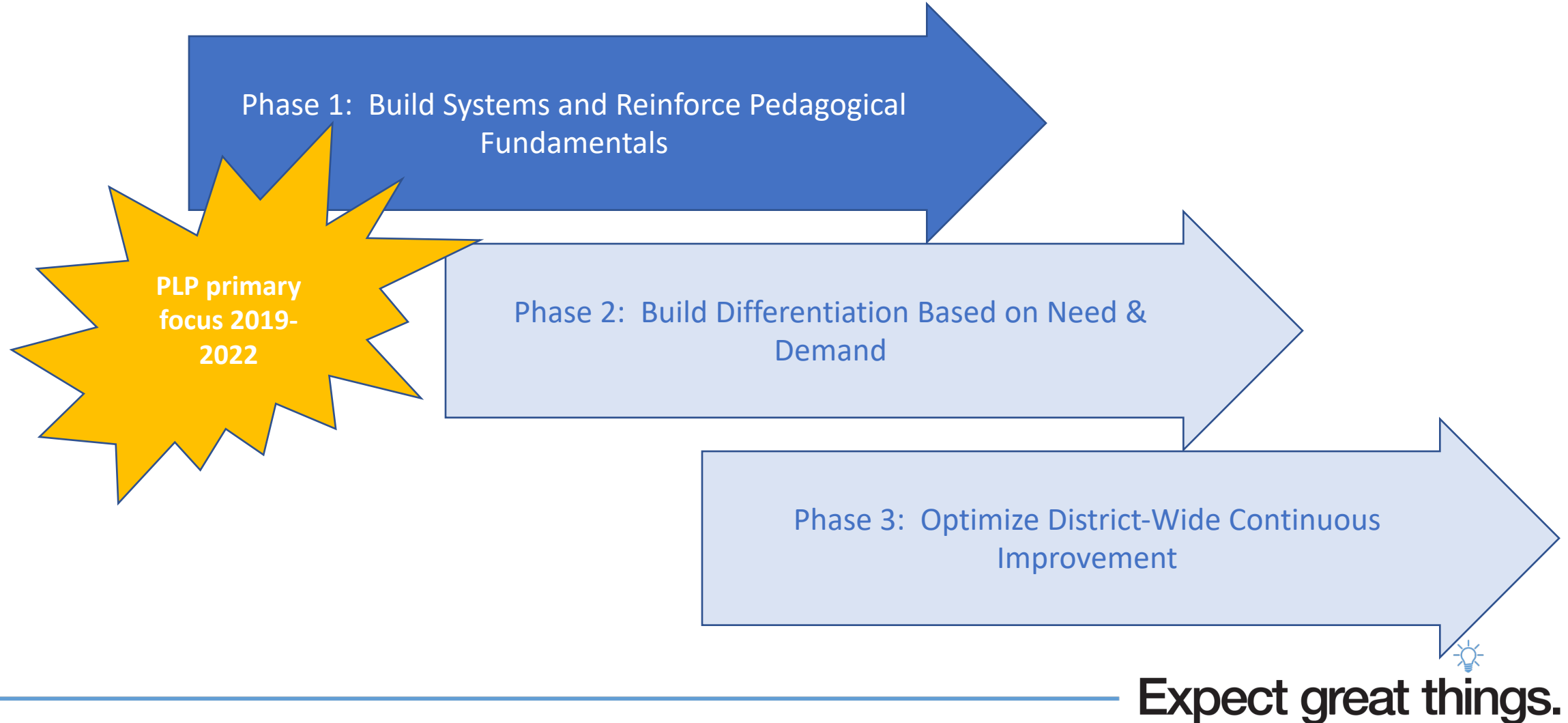
Professional Learning Plan Goal Categories

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.

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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: • ELA • Mathematics • Every Student Succeeds Act
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.

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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 perceptional 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.

Expect great things.

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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There are four parts to the recommended implementation process.

1 Setting Good Goals

2 Current State Assessment

3 Milestone Planning

4 Detailed Activity Planning

- How many goals should we have?
- What makes a good goal?

- Where are we now relative to our goals?
- How do we know?
- How aggressive is our goal in relation to our current state?

- What are the major steps associated with getting to success?
- How will we know if we're on track?

- What needs to happen in the immediate time frame to help us achieve our first milestone?
- Who is going to be responsible for these tasks?

All four parts are the core components of the public plan, but milestone planning and detailed activity planning are continuous and may change based on the needs of the district.

Expect great things.

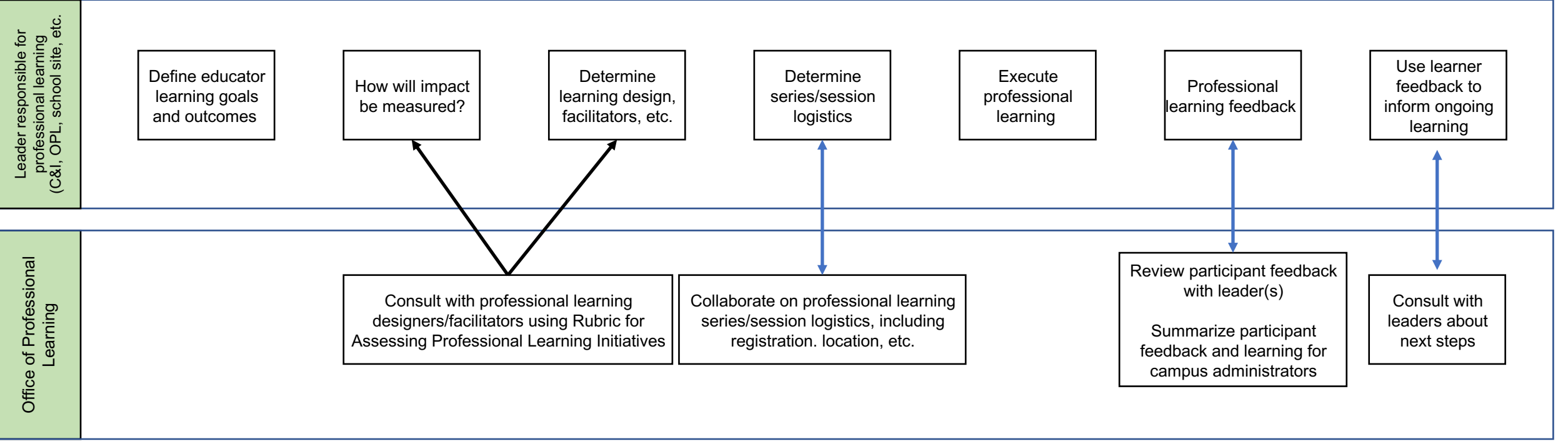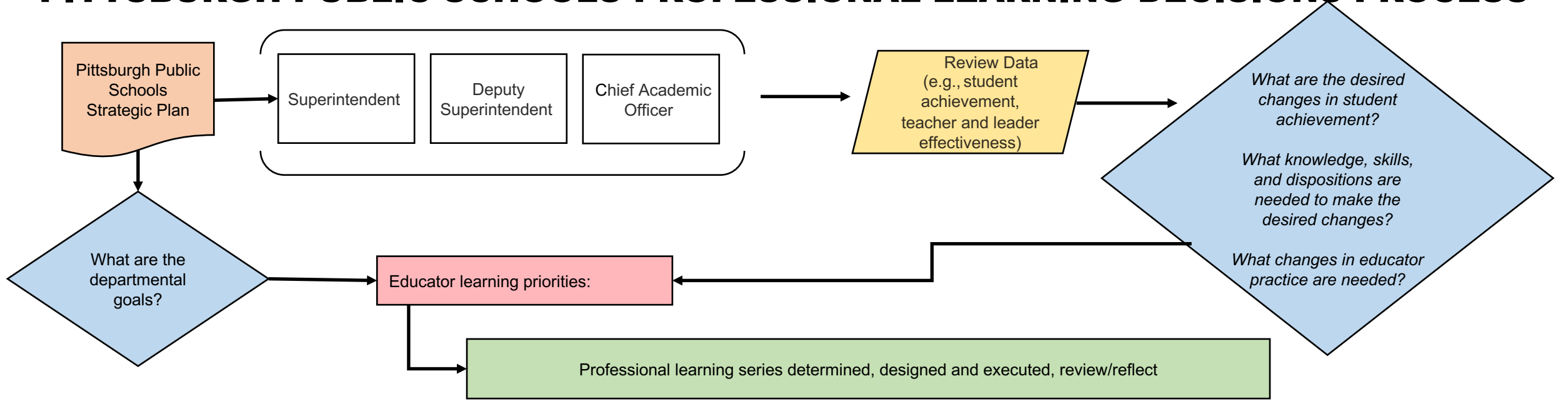# Professional Learning Operations: Process Improvement

The Professional Learning Task Force formed working groups that have made recommendations regarding the systems and structures critical for implementation:

- **Decision-Making Authority**

- **Standards for Quality Assurance**

- **Teacher Career Pathways**

- **Data, Research, and Approach to Continuous Improvement**

Expect great things.

PITTSBURGH PUBLIC SCHOOLS PROFESSIONAL LEARNING DECISIONS PROCESS

Pittsburgh Public Schools Strategic Plan

Superintendent

Deputy Superintendent

Chief Academic Officer

Review Data (e.g., student achievement, teacher and leader effectiveness)

What are the desired changes in student achievement?

What knowledge, skills, and dispositions are needed to make the desired changes?

What changes in educator practice are needed?

What are the departmental goals?

Educator learning priorities:

Professional learning series determined, designed and executed, review/reflect

Leader responsible for professional learning (C&I, OPL, school site, etc.)

Define educator learning goals and outcomes

How will impact be measured?

Determine learning design, facilitators, etc.

Determine series/session logistics

Execute professional learning

Professional learning feedback

Use learner feedback to inform ongoing learning

Office of Professional Learning

Consult with professional learning designers/facilitators using Rubric for Assessing Professional Learning Initiatives

Collaborate on professional learning series/session logistics, including registration. location, etc.

Review participant feedback with leader(s)

Summarize participant feedback and learning for campus administrators

Consult with leaders about next steps

Monitoring & Accountability Systems

"District monitoring of implementation and effectiveness is just as important as the identification of goals and strategies."

(Ikemoto, Taliaferro, Fenton, & Davis, 2014, p. 16)

One of the primary reasons district reforms and plans fail is the fact that more time is spent on the design of the plan and strategies than on implementation and progress monitoring (Ikemoto et al., 2014, p. 16). To that end, the district will engage in routine and systematic goal monitoring to assess progress and to determine what is necessary for effective implementation of the plan.

The process will defend against a root cause of the frequent demise or under fulfilment of many well-intentioned plans in school districts around the country, namely that the plans cease to be living documents that guide ongoing learning and improvement.

Ancillary to this overarching plan is a set of detailed activity plans for each goal. These activity plans contain milestones, metrics, process steps and timing, and clear roles and responsibilities to allow for ongoing tracking of progress.

Expect great things.

Monitoring & Accountability Systems Objective & Function

A primary objective of the system will be to review progress on the goals and adjust timelines and resource allocation as necessary based on progress and the overall prioritization of the Comprehensive Professional Learning Plan (CPLP) team.

The primary format will be a live meeting of the CPLP team, occurring twice per year at the outset, which can be modified depending on cadence of key milestones. Each meeting agenda will:

- Review goals, milestones, and evidence of progress
- Require the exchange and analysis or discussion of data and allow for continuous improvement cycles based on the evidence gathered
- Provide updates to the Chief Academic Officer post discussion to frame key issues and summarize progress

Expect great things.

Accountability System Questions

The following questions adapted from various sources may be used to guide the goal monitoring process:

- What progress has been made toward each goal, and what evidence do you have of this progress?
- What steps will you take to continue progress on each goal and when will you do it?
- What progress has been made on the activities related to the goals?
- If you are unable to make the progress you anticipated, what were the roadblocks?
- What have you done already to overcome the roadblock? What have you not done?
- What can you realistically control or change?
- What adjustments or changes (if any) would you like to make to the goals?
- What additional resources or support are needed?
- How do you feel about the progress?

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Questions

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