



Professional Learning Focus: A framework on personalized learning

Alignment to Learning Forward Standards

- The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.
- This session aligns to the following standards:
 - **Learning Communities**
 - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
 - **Leadership**
 - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
 - **Implementation**
 - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

“If we create a culture where teachers believe 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

Type of Professional Learning

Compliance-Based

- Blood-borne pathogens
- FERPA
- Standards of Performance
- Proper use of technology

Performance-Based

- Specific to your content area
- Focused on areas of interest for you
- Helps you grow as a professional
- Recharges your battery
- Improves student achievement

A new component for TLE

“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.”

Implementation Timeline

- 2016-17 school year: The State Department of Education shall work with school districts to develop **individualized programs of professional development (Professional Learning Focus)**.
- 2017-18 school year: School districts shall incorporate the **Professional Learning Focus** on a pilot program basis.
- 2018-19 school year and beyond: School districts shall fully incorporate and put into operation the growth goal as well as the qualitative components of TLE.

A collaborative effort

- 4 State Dept. reps
- Teacher, principal, superintendent reps from 8 school districts
- Tulsa Model and Marzano framework developers
- Oklahoma State School Board Association
- Oklahoma Public Schools Resource Center
- Oklahoma Education Association
- National Board Certified Teachers
- Professional Oklahoma Educators
- Cooperative Council for Oklahoma School Administrators

Working Group Purpose

Provide a structure that offers educators *autonomy* to develop professional growth focused on the key strategies/behaviors that impact student learning and teacher mastery.

Learning from the past

- Overly prescriptive
- Offer guidance and best practice over mandates and excessive requirements
- Continuous support and training
- Utilize real world feedback
- Focus on the product rather than a rating

Basic Premise of the Professional Learning Focus

- Establish an annual professional learning focus for the teacher or administrator that is developed by the teacher or administrator in collaboration with the evaluation
- Align the goal with a specific area in the TLE framework
- Allow teachers or administrators to engage in personalized learning that they choose
- Support constant learning and growth of all educators

PL Focus is not...

- A way to quantitatively measure professional learning
- A pathway for the evaluator to dictate what your professional growth goal should be
- Additional PD points
- A waste of time?

Redefine Professional Development

- Sit and get vs. Search and learn
- Capitalizing on the expertise in the next room
- Make the most of your PLCs and faculty meetings
- Constant focus on student learning
- Developing value in professional growth

How do I do this?

- *A Professional Learning Focus must be established every year regardless of exemption status*
 - PL Focus should be introduced and explained to participants at the beginning of the year
 - PL Focus should be established by the end of the first quarter of the school year
 - “Established” means designed collaboratively by participant and evaluator as well as approved by evaluator
 - PL Focus documentation should be completed by the end of the school year. However, the intended goal may extend over multiple years.

PL Focus Templates

- [TLE Website](#)

Example timeline

- August– Introduce the PL Focus process at beginning of school faculty meeting
- September– Use PLC or department meetings to talk about individual PL Focus goals in a collaborative manner
- October– Teachers submit their written PL Focus on designated template
- December-March– Use observation post-conferences to complete one or more checkpoints
- April-May– Use PLC or department meetings to talk about progress of PL Focus goals and possible next steps
- May– Attach completed PL Focus template to evaluation for documentation

How do I do this?

- *School districts are responsible for monitoring compliance. Documentation should include:*
 - Identified area of focus (associated with indicator or element from district-approved TLE qualitative framework)
 - Identified resources requested to attain goal
 - Minimum of one documented checkpoint visit
 - Best practice is to complete at least two checkpoints during the year
 - Reflective component where educators may provide feedback related to their PL Focus
 - Signature and date lines for evaluator and educator
 - Templates will be made available, but districts may choose to create their own document
- *Professional Learning Focus documentation should be attached to final evaluation*

How do I do this?

- *PL Focus is developed by the teacher or administrator in collaboration with the evaluator*
- *PL Focus is tailored to address a specific area identified through the qualitative component of the TLE (i.e. Tulsa Model, McRel, Marzano)*
 - *At least one specific indicator/element should be documented as the primary PL Focus*
- *Participants are supported by resources available and supplied by districts and Oklahoma State Department of Education*

How do I make this work?

- You aren't alone
- Emphasize processes that are already in place
- Encourage creativity
- Reconsider your approach to professional development

Training

- Introduction of PL Focus
- Frequent presentations of the PL Focus framework and pilot year guidance
- Audience-Specific Presentations
 - Webinar sessions for evaluators (multiple sessions)
 - Webinar sessions for participants (multiple sessions)
- Training Modules
- Short videos intended to provide guidance without overwhelming viewers
 - Modeling the PL Focus process
 - Use video from pilot programs
 - How to write meaningful goals
 - Redefining Professional Development



Pilot year

- For the 2017-18 school year, school districts shall incorporate the PL Focus on a pilot program basis
- Every school shall participate in the PL Focus pilot year
- Districts may choose to have at least 25% of the teaching faculty participate in the pilot year

Will the PL Focus cost money?

- It depends on your approach.

Will the PL Focus take more personal time away from educators?

- This can be accomplished during the contract day.

Will the PL Focus process be worthwhile?

That's up to you!