

Quarterly Review and Updates to Plan: Staff – Professional Learning

S	STUDY: To be completed quarterly and at end of school year	
Summarize Data to Date	<p>The team has surveyed schools on the current implementation of professional learning communities (PLCs) and found that 25 schools are using PLC models. We still need data from other schools, and we will collect this during the October PLI. Currently, various departments are collaborating and will imbed the PLC model for teachers of math in kindergarten (age 5) to grade 6.</p> <p>Survey data related to the level of learning from various institutes this summer was collected and analyzed. The data has been shared with departments in the district that plan the upcoming adult learning.</p> <p>Data was collected from districts to help inform our planning of a potential professional learning system for our district.</p> <p>The district has created a protocol for developing professional learning for teachers and administrators that must include expectations for application/implementation. While the protocol was developed and distributed, this process will continue throughout the course of the school year. There are several methods in place to measure learning and implementation: checks for understanding, walkthroughs, artifacts. All the required professional learning has been offered and/or will be available throughout the year.</p> <p>School leaders stated that professional development sessions are helping to advance their instructional capacity in their roles. During the early start (ES) Teacher Institute (500 surveys) and the traditional start (TS) Teacher Institute (499 surveys), almost 1,000 surveys were completed. On a scale of 1–5, with 1—completely disagree and 5—completely agree, the results from those surveys indicated the following:</p> <ul style="list-style-type: none"> ● That the institute advanced the development of their instructional capacity was rated at 3.9 (ES) and 3.88 (TS). ● That time was allocated effectively to deepen their understanding of the presented material through sharing and reflection was rated at 3.8 (ES and TS). ● That the professional learning sessions offered evidence-based strategies that promote improvements in teaching and learning was rated at 4 (ES) and 3.9 (TS). ● The statement that the sessions have prepared me to effectively deliver instruction to my students was rated at 3.8 (ES) and 3.8 (TS). 	
Color Coding	<p>On your action plan, color code the steps that you planned for this past quarter: (7)</p> <p>Green – Action step completed (3)</p> <p>Yellow – Action step in progress (4)</p> <p>Red – Action step was not started as planned (0)</p>	
<p align="center">Analyze how this data gives evidence to your progress on the plan (refer to the measures you listed).</p> <p>Data collected and analyzed during the summer demonstrated that we were able to create more targeted professional learning, and we also know that the process of collecting and analyzing data is more of an ongoing process.</p>	<p align="center">Analyze the data that gives evidence to lack of progress toward the plan (refer to the measures you listed).</p> <p>Data collected from other districts regarding professional learning systems took longer to acquire than expected. We believe that we need to work through the next quarter developing options for consideration, using the</p>	

<p>All of the professional learning is now recorded in the Learning Management System (LMS), which allows us to gather more accurate data to monitor our progress on this action plan.</p> <p>We are making connections between professional learning that is required by federal, state, and local entities. This information is helping us to know better that we are meeting requirements.</p>	<p>current system and all the data collected. Then we will be able to present the options to the strategic planning committee for feedback and final adjustments.</p>
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A	ACT: Revise or continue with implementation based on data analysis
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What will you change about your plan for the next quarter?

We extended the collection and analysis of professional learning data to be a continuous process. We have changed the action step to reflect this ongoing practice. We also extended the action steps for application and implementation work to be continuous as well.

The action steps related to developing options for a professional learning system require additional time. These action steps have been extended to the end of January.