

PROFESSIONAL DEVELOPMENT PLAN

Developing the Professional Plan for the Year

When planning a comprehensive professional development program for your school, here are some important things to keep in mind.

Effective professional development is...

- **Directly focused on helping to achieve student learning goals and supporting student learning needs.**
- **A collaborative endeavor - teachers and administrators work together in planning and implementation.**
- **School-based and job-embedded.**
- **A long-term commitment.**
- **Differentiated.**
- **Tied to the district goals.**

Focus for Professional Study

Why?—Comes directly from goals for student learning and achievement

Content of Professional Study

What do you want teachers to understand with depth in order to enhance student learning and achievement?

Learning Community Goals

How will you build a community in which members learn together and deepen their understanding of the above content?

Planting the Seeds for Professional Studies

Launching the Study

- **How**, in the opening keynote, will I inspire energy, commitment, and build community around the school goals? Will I...
 - Share a piece of literature
 - Build a common vision (*I dream of a school where...*)
 - Share my own goals as the principal teacher in the building
 - Tell a teaching/learning story
 - Develop an apt metaphor

- **How** will I structure the days prior to school opening? How will I use different configurations to develop the focus?
 - Meeting in grade teams
 - Meeting by departments
 - Whole staff
 - Study groups
 - Individual conferences

- **What** rituals and routines will I put into place that will support the learning community?
 - Rotating roles as facilitator/recorder/knowledge purveyor
 - Using student work to inform instruction
 - Taking notes on classrooms and professional study
 - Keeping a professional journal

- **Who** can help facilitate in my school?
 - Know expertise in school (teacher-leaders, facilitators, members of other cohort schools)
 - Defuse the naysayer

- **How** will you know the professional development sessions were worthwhile?
 - Written artifacts (e.g., curriculum calendar, District Pacing and Planning Guides, study group notes, reflections)
 - Observational evidence
 - Quality of talk at meeting
 - Teacher initiated follow-up plan
 - Teacher leaders emerge

- **What** role will I play (apart from the keynote)?
 - Facilitate whole/small groups
 - Sit in on discussions and feedback
 - Hold individual conferences

- **What** network resources will be helpful?
 - Content-focused workshops
 - Network staff developers
 - Facilitators in school
 - Suggested professional literature (books, articles, etc.)

- **What** resources can I offer my colleagues in my network?
 - Which principals/facilitators/teachers can lead workshops for others?
 - What's working in my school?
 - Best Practices sharing

How will I balance professional study time with administrative operational responsibilities?

- When will you provide time for teachers to engage in individual professional planning time?
- When will you share mandated information such as child abuse/suicide prevention, fire/safety rules?
- When will you address the school's administrative needs such as registration, attendance procedures, etc.?
- What systems do you have in place for setting up supplies, emergency cards, and more?
- What is the plan for the first day of school?

How will I sustain the study? (Sowing the seeds)

- Faculty Meetings
- 90 Minutes per week of Professional Study
- Facilitation
- Department/Grade Level Meetings
- Study Groups
- Book Groups
- Inter-visitation within the school and at other sites

PROFESSIONAL DEVELOPMENT PLAN

Goal	Activity	Responsibility	Schedule	Resources	Expected Outcome	Reflection on Outcome for Planning Next Steps