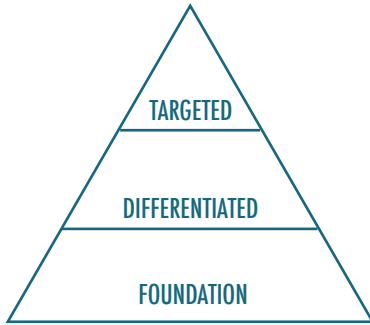




Professional Learning Plan



Because people are often at different levels in terms of what they know and are able to do, it is necessary to match training programs to the needs of a staff, team or organization. This three-tier approach is useful for sorting out professional and leadership training priorities; it offers a differentiated and scaffolded approach anchored in the goals of the team or school, and the specific continuous learning needs of practitioners.

FIRST: Define the PD Themes that will enhance individual and organizational capacity to implement your plan successfully. The PD themes fall into 3 levels:

- **“FOUNDATION”:** PD that **ALL** (or most) practitioners need to strengthen effectiveness of teaching, leadership, and organizational practices
- **“DIFFERENTIATED”:** PD that **SOME** practitioners (or selected teams, groups, etc.) need to strengthen effectiveness of teaching, leadership, and organizational practices
- **“TARGETED”:** PD that **A FEW** practitioners (or specific individuals) need to strengthen effectiveness of teaching, leadership, and organizational practices

“A teacher can never truly teach, unless he is still learning himself.”

A lamp can never light another lamp, unless it continues to burn its own flame.”

—Rabindranath Tagore (1861-1941)
Nobel Prize Laureate in Literature

Professional development is the continuous learning of adults. Its main purpose is to strengthen the practitioner’s capacity to carry out her/his professional responsibilities effectively, in order to accomplish personal, team, or organizational priorities. Thus, the professional learning plan must be tightly aligned to both the Instructional Focus and the continuous learning needs of teachers, leaders and staff.

SECOND: Make Time for Professional Learning & Collaboration, so that practitioners can engage regularly in PD and in evidence-based collegial exploration of the impact of professional practices on student learning.

THIRD: Compile your Professional Learning & Collaboration Calendar, so that you carve out “sacred time” throughout the year and can plan ahead for high-quality PD experiences.

Becoming a high-trust, high-performing practitioner or team demands ongoing professional learning, collegial collaboration, and “accountable talk” among practitioners. Providing the time must be a conscious commitment on the part of school and district leaders; using the time well to advance personal and team growth and effectiveness is a responsibility of the practitioners.

