

Professional Learning Plan

Teacher:

Date:

Subject/grade level:

West Virginia College and Career Readiness Standards"

Professional Learning objective(s):

Materials:

Differentiation strategies to meet needs of adult learners:

Phase 1: Build Knowledge

During this initial stage the individual is developing awareness and building knowledge. This phase focuses on increasing information about the topic, understanding "what it is" and developing the deeper conceptual understanding awareness, including comprehending models, theories, principles and generalizations of the topic. For example if the professional learning content is on differentiated instruction, the participants are learning what differentiated instruction is, about the model(s) used and how it informs teaching.

Phase 2: Develop Skills

During this phase, the focus is on learning "how to do it". What skills and processes do you need to know to be able to apply your understanding of the topic? If we continue with the example of differentiated instruction, teachers are learning how to differentiate instruction through lesson planning, instructional delivery and assessment based on the model you have learned.

Phase 3: Apply to Practice

This phase emphasizes preparing, implementing and refining practice. The learner is beginning to determine when and how they prepare to implement the new learning. For example, if the initiative focuses on vocabulary, when and how do they teach vocabulary using their new understanding? This phase also includes beginning use and experimentation with the new procedures in the classroom. At this point, it is particularly important that learners are supported without being distracted or deterred by a high stakes evaluation. Next, the learner refines their practice, moving towards high quality, consistent application of the new practices. To get to this level, supports for implementation look quite different than during earlier phases. Collaboration becomes key to being able to refine and share practice. A coach may provide support for refinement, as well as a collaborative learning team or peer coach.

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Phase 4: Improve Results

By Phase 4, collaboration becomes central to improving results and extending impact. Improving results includes assessing progress, reflecting on the results of that assessment and ensuring a continuous improvement cycle is implemented. This phase is necessarily done by groups of people versus each learner separately, given that it represents shared understanding of what effective practice looks like and how to improve collective impact of the innovation. Assessing teacher implementation of vocabulary strategies, analyzing student work and assessing students' vocabulary knowledge might measure improving vocabulary. On the other hand, differentiated instruction might be measured by analyzing lesson plans and student success with related performance tasks. Ongoing results analysis will guide the adjustments, additional support and monitoring required to achieve success. Collectively, these activities support the individual to grow and collaborative teams to refine strategies that work in their setting while the organization remains on track for continuous improvement.

Phase 5: Extend Impact

In the final phase, emphasis is on how progress made by individuals, by collaborative learning teams and how the organization is maximized. Impact may be extended to other groups. For example, if the vocabulary initiative was focused on English language arts classes, applying the lessons learned to mathematics vocabulary instruction can extend the impact. Or, if focused on upper elementary, the initiative may be extended to middle grades classes. Successful differentiated instruction focused on improving instruction for English Language Learners may be extended to include other groups or all students. Finally, the initiative may show promise for impacting additional schools within a district or even beyond the district or local community. How will you maximize the impact of the intensive efforts that have gone into implementing this improvement effort?

Based upon work completed by Salt River Schools, Scottsdale, Arizona, September 2017

Additional documents:

Professional Development Planning and Implementation

Professional Development Design

Professional Development Evaluation