**Design and Delivery of Professional Learning to Colleagues**

**In Our Home School/District**

1. Purpose: The What and the Why: *What is our vision for student-engaged learning in our school or district? Why do we believe student-engaged assessment to be an important lever for improving student engagement and learning in our school or across our district?*
2. Transfer of Learning: *How will we move student-engaged assessment practices into practice?* Among the alternative approaches you may wish to consider are:
3. **Small-scale Implementation.** This approach might begin with focused implementation within a limited number of classrooms, including those of our PCN team members. Teachers engaged in this work will plan collaboratively with your school’s instructional partner/coach. Collaborative planning will include such activities as unwrapping of the CCR standards driving lessons, wording of student-friendly learning targets, development of checks for understanding, and other related activities. Additionally, we will periodically reflect together on “how it’s going.”
4. **School-wide Implementation.** We are planning to take our learning back to all of our faculty/staff. Our plan includes one or more of the following strategies:
5. *Workshop(s) for entire faculty* to establish knowledge base for student-engaged learning. We will customize materials from PCN meetings to plan professional learning that is contextualized to our faculty.
6. *Follow-up, job-embedded learning* in grade-level or content-area teams. We will attempt to integrate learning about student-engaged assessment into the collaborative planning/lesson design of our teams/PLCs. Planning and reflection in team meetings would be similar to that described for teachers engaged in a small-scale implementation, II-A above.
7. *Follow-up support by instructional partner/coach, administrators, and other support staff (e.g., district curriculum/instructional consultants.)*
8. **District-level Implementation.** As a district team, we plan to share learning with colleagues across our district using one (or more) of the following strategies:
9. *Workshop(s) for school teams who will take learning back to their faculties.* The purpose of this professional learning will be to establish knowledge base for student-engaged learning. We will customize materials from PCN meetings to plan professional learning that is contextualized to our district. We will encourage and support school teams as they plan to transfer learning to their schools using, perhaps, the model for school-wide implementation described in II-B above.
10. *Workshop(s) for individuals within our district who volunteer or are selected to represent their school.* Our team will dialogue with these individuals to determine what they will do as a result of their learning. We may offer options of either (a) small-scale implementation (A above), or (b) school-wide implementation (B above.)

1. Learning Targets for Proposed Professional Learning: *What are our long-term learning targets? What do we hope to accomplish prior to the 2nd Quarterly Meeting?*
2. What do we hope to accomplish by year’s end?
3. What specific goals do we intend to drive our work prior to the 2nd PCN Quarterly Meeting? Where are we now with regard to each identified goal?

|  |  |
| --- | --- |
| **Short-Term Learning Targets—What do we hope targeted teachers will learn and be doing prior to our next PCN QM?** | **Current Status—Including strengths on which we can build** |
|  |  |
|  |  |
|  |  |

1. Team Tasks, Roles and Responsibilities:

|  |  |  |  |
| --- | --- | --- | --- |
| **A. Key Activities**, including workshops, if any, follow-up support, etc. | **B. Context or Setting** for activity (e.g., team meetings, faculty meetings, etc.) | **C. Schedule and Timing**—How frequently and/or by what proposed dates will we complete these activities? | **D. Team Member Responsibilities** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**E. Other Considerations:**

1. Support: Consider the support that your team will require in order to attain learning targets and successfully implement the plan delineated in IV above. Think about the kind of support that each of the following might provide and how your team will go about communicating with and soliciting such support.

|  |  |  |
| --- | --- | --- |
| 1. **Individuals/Groups Whose Support We Need**
 | 1. **Type of Support Needed**
 | 1. **Team Member Responsible for Communicating and Coordinating with Identified Support Individual/Group**
 |
| 1. Principal and Other Building Administrators
 |  |  |
| 1. District Office Staff, Particularly KLN Team
 |  |  |
| 1. Parents/Families
 |  |  |
| 1. Other
 |  |  |

**Template for Planning and Design of Professional Learning**

|  |
| --- |
| **Learning Target:** |
| **Key Concepts/Skills** | **Learning Strategy or Protocol**  |
|  |  |
|  |  |
| **Learning Target:** |
| **Key Concepts/Skills** | **Learning Strategy or Protocol** |
|  |  |
|  |  |
| **Learning Target:** |
| **Key Concepts/Skills** | **Learning Strategy or Protocol** |
|  |  |
|  |  |