

# Professional Learning Plan Template

Professional Learning Plan

|                                            |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------------------------|--|--|------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Topic:                                     |  |  |                                                                        |                          |                          |                          |                          |                          |                          | Days/Dates:              |                          |                          |                          |                          |                          |                          |                          |                          |                          | Overall duration:        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Purpose:                                   |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| PL objectives:                             |  |  | By the end of this session teachers will be able to:                   |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|                                            |  |  | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Teachers' prior knowledge and experiences: |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| ATSS Standards:                            |  |  | Standard 1                                                             |                          |                          |                          | Standard 2               |                          |                          |                          | Standard 3               |                          |                          |                          | Standard 4               |                          |                          |                          | Standard 5               |                          |                          |                          | Standard 6               |                          |                          |                          | Standard 7               |                          |                          |                          |                          |
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| Session steps:                             |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          | Assessment:              |                          |                          |                          |                          |
| Introduction:                              |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Body:                                      |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Closing:                                   |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Additional supports:                       |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          | Resources/Preparation:   |                          |                          |                          |                          |
| Extension:                                 |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
| Reflection on session:                     |  |  |                                                                        |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |

# Sample Professional Learning Plans For Teachers

**Marcel A. Müller**



## **Sample Professional Learning Plans For Teachers:**

*Best Practices in Professional Learning and Teacher Preparation* National Assoc For Gifted Children, Angela Novak, 2021-09-03 Several states offer additional teacher preparation programs by providing either an endorsement or certification in the field but these are often pursued by teachers specifically enrolled in gifted coursework rather than in general education programs Practitioners and researchers agree that time and energy should be spent on training teachers in how to address the needs of gifted and talented students both within the regular classroom and in specialized programs This three book series acknowledges this need and provides specific strategies for professional development in a variety of settings using various methods Drawing on both literature in the field and research based best practices in professional learning this series provides the reader with a foundation for designing and implementing effective professional development experiences for educators working with gifted learners This volume Provides strategies and curricular materials resources for working with gifted learners in specific content areas i e mathematics science social studies literacy languages and the arts Discusses the importance of training teachers to use high quality curriculum Builds off of research on talent development cultural awareness and social justice in education Details instructional strategies that are appropriate for challenging gifted learners including developing growth mindset A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice

*Supervision and Evaluation for Learning and Growth* Daniel R. Tomal, Robert K. Wilhite, Barbara Phillips, Paul A. Sims, Nancy Gibson, 2015-03-18 This CHOICE award winning author has teamed up with national school resource experts to write a comprehensive book on supervision and improvement of learning Everything you need to know about supervision and student learning professional development coaching and evaluation standards and creating an environment for professional growth are covered The book starts with a history of supervision and then addresses models and standards for effective teaching state and federal frameworks supervision and evaluation for effective instruction and strategies for effective professional learning and growth plans Benefits and Features of Book A comprehensive book covering all aspects of teacher supervision and professional development including an original framework for instruction Each chapter objectives are aligned with the new ELCC ISLCC TLEC and InTASC for accreditation and Learning Forward standards on professional learning Many federal and various state data sources are included Each chapter contains a comprehensive case study and exercises for practical application Provides a blend of academic theory and practical perspectives on how to implement and execute supervision and evaluation Several handy resources are included in the appendixes

*Teacher Collaboration for Professional Learning* Cynthia A. Lassonde, Susan E. Israel, 2009-12-09 Teacher Collaboration for Professional Learning contains the essential information tools and examples teachers and school leaders need to create manage and sustain successful collaborative groups Designed to be a hands on resource this practical guide

shows you how to Advocate for collaborative teacher learning Develop and sustain collaborative research groups Organize and conduct productive research projects Address issues of ethics leadership and group dynamics Evaluate and sustain collaborative learning activities Based on data from a major survey Teacher Collaboration for Professional Learning features extensive case examples from model research communities collaborating within schools across districts in partnership with universities and as online networks The book also offers a wealth of reproducible templates as well as reflection questions and exercises invaluable tools for organizing study groups Teacher Learning and Leadership Ann Lieberman,Carol Campbell,Anna Yashkina,2016-08-25 Teacher Learning and Leadership asserts that teachers should be put at the center of creating developing organizing implementing and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside It argues that there is tremendous potential for the good of students and the professionalization of teaching when teachers work collaboratively to develop their own and their colleagues professional knowledge and practices and are supported by school and system leaders unions and government The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in depth case study to illustrate its points It demonstrates how professional development built around collaboration teacher leadership curriculum development technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers thereby instilling a genuine sense of pride and accomplishment in their work This book is a sincere outreach from the authors who advocate for the professional development of by and for teachers as individuals and importantly as a collective profession The authors argue that projects like the TLLP a joint initiative between the Ontario Ministry of Education and the Ontario Teachers Federation can radically and positively transform teachers knowledge skills and practices The book provides an important model for school change led by teachers rather than experts in partnership with school and system leaders and is a fascinating read for all those concerned with teaching teacher development and educational change

**Transforming Teaching Through Curriculum-Based Professional Learning** James B. Short,Stephanie Hirsh,2022-08-12 The future of professional learning starts here Even the most experienced teachers provided with the highest quality instructional materials benefit from additional support to ensure student success Simply adopting new instructional materials is unlikely to significantly change teacher practice Ensuring a level of excellence that benefits all students calls for an approach to professional learning that is anchored in the use of high quality curriculum and grounded in immersive learning experiences for all teachers Transforming Teaching Through Curriculum Based Professional Learning offers a framework for practitioners looking to undertake this work The curriculum based professional learning detailed here enables teachers to deepen their understanding of the essential components of successful curriculum implementation and work together to provide instruction that has a positive impact on student engagement and learning Features include Detailed case studies based on actual schools and districts that illustrate the elements of curriculum based professional

learning in action Detailed guidance on the roles and responsibilities of teachers administrators and other stakeholders Comparison charts that show the distinctions between curriculum based professional learning and more traditional forms of professional development Elements icons that help readers navigate each chapter of the book Teachers jobs are changing in real time When they are supported with both high quality instructional materials and curriculum based professional learning they can position our schools to achieve the dual goals of equity and excellence

**Professional Learning Communities by Design** Lois Brown Easton,2011-07-14 This practical guide to the successful implementation of Professional Learning Communities is focused on the intentional learning and actions of teachers who wish to help struggling students succeed and narrow achievement gaps The author includes a range of professional learning designs protocols and tools that can be applied to various PLC contexts Each chapter includes an installment of a realistic and meaningful case narrative that describes what happens as faculty members work toward improving learning for all students Provided by publisher The Handbook of Leadership and Professional Learning Communities C. Mullen,2009-10-13 Contributors offer ideas applications and resources for helping leaders and educators tackle the challenges of building successful professional learning communities This wide ranging text will prove indispensable for any democratically accountable leader committed to organizational change through communities of practice

Professional Learning in Action Victoria J. Risko,MaryEllen Vogt,2016-07-01 Risko and Vogt provide a unique and progressive approach for engaging the professional learning of teachers of literacy reading specialists literacy coaches and instructional leaders content specialists and administrators Their deliberate use of Professional Learning signals the importance of educators engaging in authentic and inquiry based decision making They describe and provide examples of needs assessments and progress monitoring activities that are embedded within differentiated professional learning activities such as book clubs lesson study family literacy groups and peer and literacy coaching Actions and decisions are directed by questions generated by teachers coaches and administrators as they engage in collaborative and self directed efforts to advance their knowledge and resolve dilemmas that impact instruction and students learning Book Features Provides authentic examples for implementing professional learning PL that addresses and resolves authentic dilemmas educators and students face Synthesizes current research on effective professional learning with a literacy emphasis Describes evidence based and differentiated professional learning opportunities that engage instructional changes that are situated within meaningful and school based applications Advances knowledge about applications of professional learning that is collaborative substantive situated dynamic intense and personal Makes explicit connections to Common Core and similar State standards based instruction Includes reflection and self study questions at the end of each chapter Professional Learning in Action will help close the knowing doing gap The authors have developed a systematic way to ensure that teachers are members of collaborating learning groups that harness the power of collective teacher efficacy From the Foreword by Douglas Fisher professor of educational leadership San Diego State University A must

read for educators involved in supporting high quality literacy teaching Current research about the importance of job embedded authentic professional learning serves as the foundation for the many practical ideas in this book Rita M Bean professor emerita University of Pittsburgh This book will make a compelling contribution as a guiding resource for teachers and for those who support teachers professional learning It is focused on the needs of adult learners respectful of teachers knowledge and responsive to dynamic changes in educational standards Maryann Mraz University of North Carolina at Charlotte

The Personalized Continuing Professional Learning of Teachers Orit Avidov-Ungar, 2023-11-23 Taking a personalized and global approach this timely volume links theory with application in the context of continuing professional development CPD for teachers exploring current scholarship on teachers CPD and charting the shift towards continuing professional learning CPL Chapters look at concepts such as motivation expertise career trajectory life story and empowerment as well as their influences and respective roles in the personalization of teachers professional growth during their career Presenting the principles of personalization and their significance for teachers CPL this book provides a global perspective and model that clarifies the practical implications of the move towards teachers personalized CPL including the necessary changes in both teachers attitudes and teacher education frameworks Offering a unique and innovative multidimensional template model that works as a tool for teachers interested in structuring their professional learning this book will be useful to practitioners and researchers involved with teachers professional development school leadership school management as well as international and comparative education research more broadly

**Constructing an Online Professional Learning Network for School Unity and Student Achievement** Robin Thompson, Laurie Kitchie, Robert Gagnon, 2011-09-21 What if your professional learning community was available 24 hours a day every day of the year Would you like to have a place to share lesson plans student work a new curriculum and to provide a discussion forum for all stakeholders You can even with only a basic understanding of technology The authors explain how they created an online professional learning network to share a new core curriculum providing a framework for constructing such a network to fit your school s needs The many benefits include enhanced communication among teachers administrators and the community easy access to professional development for many more participants implementation of best practices and instructional strategies for improved teacher performance increased understanding of and commitment to educational goals

UNESCO ICT Competency Framework for Teachers UNESCO, 2011-12-31

**Breaking Down the Monolingual Wall** Ivannia Soto, Sydney Snyder, Margarita Espino Calderón, Margo Gottlieb, Andrea Honigsfeld, Joan Lachance, Marga Marshall, David Nungaray, Rubén Flores, Lyn Scott, 2023-09-15 Your guide to culturally and linguistically sustaining practices in your dual language classroom and school It s time to set the record straight Multilingualism is a tremendous asset that must be nurtured and valued and the most effective pathway to multilingualism is dual language education Despite significant evidence attesting to the cognitive social emotional and economic benefits of multilingualism the majority of our classrooms

and schools are monolingual Encouragingly recent shifts in state policies have increased the demand for dual language programming in our schools This increased momentum brings new challenges including the need for more bilingually authorized teachers high quality instructional resources and accurate assessment and accountability in the target languages of instruction With contributions from ten experts in multilingual education *Breaking Down the Monolingual Wall* outlines the systemic and pedagogical approaches necessary for successful multilingual and dual language programs The book supports educators to Shift the paradigm from one that is subtractive and deficit based to one that is additive and assets based Embed culturally and linguistically sustaining practices in their instruction Understand how to promote multilingualism in the context of teaching academic content Develop assessments as for and of learning in multiple languages Lead high quality dual language schools and programs Recruit and retain highly qualified bilingual educators Offering a comprehensive overview of bilingual policies and historical context all educators should understand *Breaking Down the Monolingual Wall* is an invaluable guide to creating dual language learning environments that build on the precious assets of our multilingual students and families

**Elevate School-Based Professional Learning** Joellen Killion, William A. Sommers, Ann Delehant, 2022-12-13 Collaborative staff development in education is the vehicle to student success and research shows that the closer professional learning is to daily practice the more meaningful and impactful it will be Written with deep respect for the work educators do in their classrooms each day this practical resource illustrates the importance of school based professional learning and offers guidance on how to implement it This book provides essential knowledge and tools so that teachers teacher leaders staff development coordinators instructional coaches principals and district leaders can Collaboratively study and solve issues unique to their schools Conduct professional learning and skill application in tandem Access collaborative learning tools and techniques for implementing assessing maintaining growing and reflecting on school based professional learning Learn how to collect and analyze data to determine the focus of their school based professional learning Understand how to reach learning goals by developing essential knowledge attitudes skills aspirations and behaviors Gain insight into the personal and systemwide benefits of school based professional learning and how to meet and move beyond the challenges of implementing this model Contents Introduction Chapter 1 Discovering Why School Based Professional Learning Works Chapter 2 Sharing Responsibility for School Based Professional Learning Chapter 3 Analyzing Data to Design School Based Learning Chapter 4 Preparing to Design School Based Professional Learning Chapter 5 Planning School Based Professional Learning Chapter 6 Implementing and Supporting the Plan Chapter 7 Monitoring and Measuring Chapter 8 Reporting and Celebrating Success Chapter 9 Reflecting on the Work Chapter 10 Facing Challenges Epilogue References and Resources Index

Personalized Professional Learning Allison Rodman, 2019-05-23 It s time to say goodbye to sit and get one size fits all PD sessions and embrace professional learning that meets the needs of all teachers Allison Rodman s *Personalized Professional Learning* provides district and school administrators with a roadmap for

transforming existing professional development programs into more effective and innovative learning experiences that elevate onsite expertise while still aligning with school and district priorities This book is a step by step guide for diagnosing planning executing evaluating and refining teachers professional learning Supported by research and informed by the experiences of educators across the United States it distills best practices for adult learning into clear advice and ready to use tools Curious about what it looks like to commit to a personalized approach that prioritizes teacher voice and provides meaningful opportunities for co creation social construction and self discovery Rodman provides answers and a clear way forward

**Mathematics Teaching and Professional Learning in sub-Saharan Africa** Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renowned scholars in sub-Saharan Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub-Saharan Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe PLCs, DI, & RTI Judy Stoehr, Maria Banks, Linda Allen, 2011-06-07 A framework for weaving common threads into an artful solution Rather than buying individual books about professional learning communities PLCs differentiated instruction DI and Response to Intervention RTI invest wisely in one resource that synthesizes all three The text uses a tapestry analogy to weave together these critical topics to form a comprehensive framework for achieving continuous school improvement The result is a stronger foundation for school leaders and teachers instructional decisions based on Utilizing PLCs as the framework for sharing new strategies and understandings Discussing data collected through assessments Evaluating data against benchmarks

**Professional Learning Communities** Barbara D. Culp, 2019-08-23 Professional Learning Communities charts a streamlined process for creating a PLC The highest mission of a professional learning community is academic achievement During Dr Culp's forty plus years in education she gained firsthand experience about the best way to build and sustain educational communities Inclusiveness strong relationships and accountability should be woven into the fabric of the group right from the beginning This book lays out a blueprint for thoughtful actions that transform schools and their communities Using ideas and techniques focused on six key areas educators discover what needs to be taught what needs to be retaught and who needs to be taught Their PLCs build solutions that place academic excellence within reach of every learner Real experiences from schools across the nation as well as Dr Culp's decades of experience have been mined to generate actionable steps Each chapter ends with a collection of charts worksheets checklists and tips that can be implemented immediately Professional Learning Communities is the concise go to guide that maps your path to lasting



results and true success      Continuing Professional Development of English Language Teachers Senkamalam Periyasamy Dhanavel, 2022-12-12 This book provides a comprehensive understanding of India's continuing professional development CPD landscape. It examines the issues surrounding the professional development of English language teachers in India at the tertiary level from multiple perspectives. Further, it evaluates various models of continuing professional learning CPL and emphasizes the transformative model as a solution to the social administrative or other impediments teachers encounter in their lives. Importantly, it presents examples solving academic and non-academic problems in formal and informal and face-to-face and technology-mediated forms of teaching and learning by teachers of English in different contexts. It discusses the latest developments in the literature related to the transformative and reflective approach to classroom problems faced by teachers on the ground such as classroom environment, students' socio-economic background, teachers' education and teacher assessment. Also, it positions continuing professional development CPD as having transformative power in teaching English in India and how it can improve students' learning opportunities. The book is relevant to English language teachers, teacher educators and researchers in India and across the globe to address significant issues in the field, how to handle every classroom situation and how to train oneself as a teacher as well as a teacher educator      "Sit and Get" Won't Grow Dendrites Marcia L. Tate, 2004-07-15 While very similar in content, tone, organization and style to *Worksheets Don't Grow Dendrites*, this book will be aimed at staff developers. Marcia L. Tate draws on adult learning theory and brain research to present 20 strategies for staff developers to use in their presentations. She will retain the user-friendly and popular format from *Worksheets*. What, defining the strategy, Why, research rationale, How, sample presentation activities and Reflection, how can I use this strategy      **Teacher Professional Learning** Shu-Shing Lee, Bee Leng Chua, Alexius Chia, Monica Woei Ling Ong, Pamela Costes-Onishi, 2025-05-29 This book provides an insider's perspective of the Singapore education system that views teacher capacity building as a key lever for quality educational experiences. It describes experiences from policy conceptualisation to practice implementations of teacher learning. This book includes international perspectives in the form of expert commentaries and critique where comparisons are made between Singapore's experiences and those of other education systems. It also describes the complexities of teacher professional learning within and across three levels: policies, partnerships and schools that shape policy to practice implementations of teacher professional learning from pre-service to in-service teachers. Together with the international scholars, this book shares the lessons learnt in Singapore to encourage policy makers, scholars and schools to continue thinking about how teacher professional learning can be enhanced, caution against the direct transfer of practices and describe how teacher capacity building lays the foundation for the education system to stay relevant, address challenges and meet students' needs.

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