

## Reimagining Professional Learning

<b>Priority 2</b>	Valuing All Staff	<b>Short Initiative:</b>	All staff enjoy relevant and effective professional learning that is responsive to their needs, and professional learning strategy and implementation is expanded to include paraprofessional and non-instructional staff.
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### Overarching Goal

What is the outcome that this initiative seeks to achieve in five years?	APS will have an effective, integrated professional development system, including district-wide professional learning (PL), school and department PL, Embedded PL and collaboration, Instructional Leadership Teams (ILTs), and PL tracking that is aligned to the major instructional work of teachers and the district. Educators will report at least satisfaction with and effectiveness of professional learning offerings, and pedagogy and classrooms throughout the district reflect new or improved practices based on the PL. Importantly, student outcomes demonstrate the impact of improved professional learning.
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<b>Responsible Department</b>	Deputy Superintendent for Teaching and Learning
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### Summary

A summary of what we are trying to accomplish and why

On Panorama surveys in the past few years, staff have reported dissatisfaction with professional learning offerings in the district. Educators often comment that professional learning (PL) options do not directly address their biggest needs or that professional learning that provides good content is not able to be translated into daily practice.

The goal of this initiative is to provide professional learning opportunities for staff that are meaningful, effective, and linked to staff needs. APS is currently piloting a new modular program that gives staff more choice and variety for early release days. This work will build on the pilot.

The goal of this initiative is to improve both the quality of professional learning offered to staff, the usefulness of the courses offered, and to expand educator voice and choice in charting their path through their professional learning. This includes, but is not limited to, large district-wide initiatives, grade level or department based initiatives, individual licensure needs for the wide variety of roles in the district, Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) work, and other trainings. This should be done in coordination with the district goals, as well as the vision and mission statement. In particular, changes and improvements in professional learning will be guided heavily by the needs and topics identified under strategic priority 1. Some key levers will include: more relevant course offerings, systematic tracking of PL offerings in an online platform, increased compensation for PL leaders, opportunities for teachers to share what they learned during professional learning with their colleagues, implementation of courses that will aid in licensure, and revision of the modular course offering system.

Options that give staff the ability to decide what type of PD to be part of also shows that staff interests and needs are valued. After 5 years of the new PD program, educators renewing licenses will have been able to complete all Special Ed and English Learner components through no-cost, in-district PL.

## Major Milestones

These are the highest priority, most meaningful deliverables, and actions we must achieve to successfully arrive at the desired outcome from our current state.

Financial Impact provides amounts for the community to use as estimates in understanding the cost of undertaking these crucial initiatives. Figures represent the estimated amount that this work would cost in a given year. Annual budgets will implement this plan, which will at times lead to other services being changed and eliminated as we develop aligned budgets that account for the initiatives in this plan.

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>
<b>Expand choice-based professional development based on 2022-23 pilot and adjustments to full-day PD in 2022</b>	<p>Use feedback from 22-23 pilot year to implement needed changes to modular PL programs</p> <p>Expand choice-based approaches to other professional learning spaces</p> <p>Identify and implement additional courses that can be offered that count towards salary lane changes</p> <p>Revise new full-day</p>	<p>Incorporate targeted (position-specific) PL for educators (including specialists)</p> <p>Include other bargaining units in choice-based PL days</p> <p>Continue to implement courses</p> <p>Revise new full-day PD based on feedback from 2023</p>	<p>Revise modular course offerings to reflect new curricular or district initiatives</p> <p>Identify a mechanism for educators to present what was learned from workshops to educator peers during PLCs and CPT (across schools)</p> <p>Continue to implement courses</p> <p>Incorporate courses for paraprofessionals that will enable pathways to licensure (aligned with 2.1)</p> <p>Continue to improve full-day professional learning experiences based on feedback</p>		

	PD based on feedback from 2022				
<b>Financial Impact</b>	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
<b>To Fund</b>	Payment for consultants to lead modules and professional learning courses; keynote speakers for full-day professional development courses; increased pay for teacher-facilitators of professional learning courses				
<b>Assess, Expand, and Improve Job-Embedded Professional Learning (ACE, Rounds, CPT, PLC, etc.)</b>	Incorporate teachers into instructional rounds and expand similar routines to see, process, and learn from colleagues' practice	Establish and communicate best practices for inquiry-based collaboration and integrate into collaborative meeting routines, with school-based ILTs leading these efforts	Continue to expand and integrate new collaboration routines into practice; adjust based on feedback		
<b>Financial Impact</b>	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
<b>To Fund</b>	Expanded ILT stipends for all years; substitute teachers or coverage to enable rounds; consultation to analyze collaborative routines and conduct professional learning with ILTs to improve practice across the schools				
<b>Implement Powerschool/TalentEd PL application to track course offerings, needs, and PD taken</b>	Implement use of Powerschool/TalentEd PL application to track course offerings, needs, and PD taken	Continue offering all opportunities			

Financial Impact	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
To Fund	Powerschool Professional Learning Module yearly software renewal				

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## Key Metrics

These are metrics that can serve as strong indicators of performance and are directly representative of successful execution of the initiative.

*Outcome metrics are the indicators that will be tracked whereas targets are the specific benchmarks to be achieved by specific deadlines.*

Major Milestones	<u>Year 1:</u> 2023-24	<u>Year 2:</u> 2024-25	<u>Year 3:</u> 2025-26	<u>Year 4:</u> 2026-27	<u>Year 5:</u> 2027-28
Outcome Metric 1	<b>100% of licensed staff are able to earn credits for pedagogy, special ed, and ELL/SEI to renew license through in-district professional development if they so choose.</b>				
Annual Benchmark	20%	40%	60%	80%	100%
Outcome Metric 2	<b>Staff report 85% or greater satisfaction in the professional development offerings by the district as measured on annual surveys such as Panorama</b>				
Annual Benchmark	At least 60% satisfaction	At least 65% satisfaction	At least 70% satisfaction	At least 80% satisfaction	At least 85% satisfaction
Outcome Metric 3	<b>All educators report that they are able to access PD that they need individually and PD that reflects district priorities.</b>				
Annual Benchmark	60%	70%	80%	90%	100%