

### Strategic Pathway 3: Commitment to Professional Learning

**Why: Shared Vision and Indicators of Progress**

- Results-oriented professional growth
- High educator engagement and trust
- High student achievement and well-being data

**What: Big Idea\***

We will transform our approach to professional learning from a top-down model to one that honors and harnesses our educators’ collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

**\*This Big Idea is based on Bold Statement of Strategic Intent 3:** LMSD is a community that values educators and the critical role they play in ensuring our students’ success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration.

**How: Implementation Cycle**

- **Phase 1-** Identify bright spots that already exist in the system related to this foundational shift; review research related to topics in the foundational shift (e.g. ask questions, read, dialogue and identify potential learning journeys)
- **Phase 2-** Study bright spots to determine the conditions that make them successful (e.g., conduct immersion experiences); propose prototypes based on analysis of research or observations from learning journeys, if applicable
- **Phase 3-** Introduce bright spots in a different setting; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots introduced in new settings and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into wider practice; follow-up and expand professional learning to build capacity

<p><b>Strategy:</b> Develop a coordinated professional learning plan that includes more collaboration (e.g. to reflect, to inquire, to research, to implement, to evaluate, to determine implications for future practice) and is more educator-directed</p>	<p><b>Strategy:</b> Embed professional learning opportunities during the school day</p>	<p><b>Strategy:</b> Build the capacity of educator-leaders</p>	<p><b>Strategy:</b> Revise the professional learning calendar and its scheduling</p>	<p><b>Strategy:</b> Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student</p>
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**Metrics:**

- A professional learning calendar that makes more effective collaboration possible
- Professional learning opportunities provided
- Professional Learning Community (PLC) rubrics
- Protocols for embedded professional learning and peer review
- Teacher satisfaction surveys (and self-reflections, if shared)
- Opportunities provided for educators and parents and guardians to learn together