Certificate Renewal Support on the TLSD Platform

Professional Learning Goals/Plans: A Guide for Contributing Professionals

Professional Learning Communities:
Effective July 1, 2017, the Georgia Professional Standards Commission (GaPSC) will implement revised GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS which will have a substantive impact on educator certificate renewal beginning with certificates expiring in 2018.
Excerpts from GaPSC Rule 505-2-.36

• While it is essential for individual educators to maintain valid certificates and licenses, **professional learning should be focused towards school improvement leading to improved teaching and increased student learning.**

• Written Professional Learning Plans (PLPs) or Professional Learning Goals (PLGs) **shall** be required for all certificate holders employed by a Georgia LUA.
Contributing Professionals Certificate Renewal

Certificate holders who are employed by a Georgia LUA in a position requiring certification must have an individual Professional Learning Plan (PLP) or a Professional Learning Goal (PLG) coordinated with their supervisor and employing LUA. These PLPs or PLGs are developed and maintained locally, and must be aligned with individual educator evaluation results as well as with school and school system professional learning plans. To be acceptable for certificate renewal, the PLPs or PLGs must be directly associated with the annual personnel evaluation.
GaPSC – Professional Learning for Recertification

• Professional Learning Goals (PLGs)
  or
• Professional Learning Plans (PLPs)
Professional Learning Goals

Professional Learning Goals (PLGs) will be developed by all educators including contributing professionals:

1) with summative performance ratings of Proficient (Satisfactory) or Exemplary

2) who do not fall into one of the six categories that require a Professional Learning Plan (PLP)
Professional Learning Plans

**Required** for all educators who fall into one of these categories:

- Induction
- Teaching out-of-field (non-renewable certificate)
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development, Ineffective, or Unsatisfactory
Professional Learning Communities

• Professional Learning Communities are an integral part of the GaPSC professional learning expectations.

• GaPSC will communicate all requirements for the development and use of Professional Learning Communities in the recertification process.
GaDOE Electronic Platform Support
Professional Learning Goal Platform Support

Just a reminder...

Professional Learning Goals (PLGs) will be developed by all educators including contributing professionals:

1) with summative performance ratings of Proficient (Satisfactory) or Exemplary

2) who do not fall into one of the six categories that require a Professional Learning Plan (PLP)
Professional Learning Goal/Professional Learning Plan

≡ Contributing Professionals Plan 2016-2017

PSC Professional Learning Plan

Comments

There are no comments.

PSC Professional Learning Goal Setting/Plan

Contains 2 Activities

4/10/2018
Professional Learning Goal/Professional Learning Plan

- PSC Professional Learning Goal Setting

OR

- To complete, click New to add Professional Learning Goals, click Save and Exit.

- PSC Professional Learning Plan
Professional Learning Goal

LEAs should continue to use appropriate instruments to evaluate positions designated as contributing Professionals. Reference page 23 of the TKES Handbook for a sample list.

This step is dedicated to writing a Professional Learning GOAL. If one of the seven indicators applies, you will need to exit this step and select Professional Learning PLAN.

- Induction Level
- Educator returning to the profession after an absence of one or more years
- Educator who is new to Georgia
- Educator who is working in a field that requires a non-renewable certificate
- Educator who is working in a certification field in which the educator has not worked before or has not worked in for a long period of time even though the educator is certified in this field
- Educator who received a Needs Development
- Educator who received an Unsatisfactory
Professional Learning Goal

Date of Acknowledgement

Goal Statement

Performance Standard(s) to which the goal relates:
(Check one or more, as applicable)

- Professional Knowledge
- Instructional Planning
- Instructional Strategies
- Differentiated Instruction

Indicate Standard in text box below

Information below this point is OPTIONAL as directed by your LEA.

Save and Exit. DO NOT CLICK ACCEPT
Professional Learning Plan Platform Support

Just a reminder...

Required for all educators including Contributing Professionals who fall into one of these categories:

• Induction
• Teaching out-of-field (non-renewable certificate)
• New position
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• Moving into the state
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LEAs should continue to use appropriate instruments to evaluate positions designated as contributing Professionals. Reference page 23 of the TKES Handbook for a sample list.

This step is dedicated to writing a Professional Learning PLAN. If one of the seven indicators below does not apply, you will need to exit this step and select Professional Learning GOAL SETTING.

- Induction Level
- Educator returning to the profession after an absence of one or more years
- Educator who is new to Georgia
- Educator who is working in a field that requires a non-renewable certificate
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- Educator who received a Needs Development
- Educator who received an Unsatisfactory

**NOTE:** ALL fields on this form MUST be complete if you are on a Professional Learning Plan.
Professional Learning Plan

I acknowledge the Professional Learning Plan

Reason

Date of Acknowledgement

Goal Statement

Performance Standard(s) to which the goal relates:

☐ Professional Knowledge

☐ Instructional Planning
The PSC Professional Learning Plan is an ongoing step. Do not click the accept button until the end of the year once the PSC Professional Learning Plan has been completed.
Professional Learning Modules
Professional Learning Modules

• Professional Learning Goals
  • A Guide for Teachers

• Professional Learning Goals/Plans
  • A Guide for Contributing Professionals
  • A Guide for Teachers
  • A Guide for Leaders

• Professional Learning Plans for Remediation
  • A Guide for Leaders

• Professional Learning Communities
  • A Guide for Leaders
  • A Guide for Educators (coming soon)
Module Purpose:

- Provide a context for Professional Learning Goals (PLGs) or Professional Learning Plans (PLPs)
- Use the S.M.A.R.T goal setting structure when developing the goal statement
- Understand how to implement the process
Starting Points for Self-Reflection

• Content standards and skills
• Professional learning experiences
• Recent developments in pedagogical research
• An unfamiliar instructional approach
• Demographic changes
• Student engagement during a recent lesson
Reflections on Practice and Growth

School Counselors
Professional Learning Goals and Plans Process


Step 1: Determine needs by reviewing data and self-reflection

Step 2: Create specific Professional Learning Goal/Plan based on performance data

Step 3: Not required but encouraged
Engage colleagues in reviewing Goal/Plan for constructive feedback

Step 4: Meet with evaluator to review and seek approval

Step 5: Not required but encouraged
Meet with colleagues to review progress on implementation of the PLG or PLP

Step 6: Monitor progress with periodic review with the evaluator

Step 7: Evaluator will determine whether sufficient progress of the Professional Learning Goal/Plan has been achieved
Why S.M.A.R.T. Goals?

“Because goal setting operates in ways that provide purpose, challenge, and meaning. Goals are the guideposts along the road that make a compelling vision come alive. Goals energize people. Specific, clear, challenging goals lead to greater effort and achievement than easy or vague goals do.”

(Ken Blanchard, 2007, p.150)
Goal Statement for School Counselors

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Ambitious/Attainable/Actionable/Achievable</th>
<th>Rigorous/Relevant/Research Based/Results</th>
<th>Timed/Tracked</th>
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<tbody>
<tr>
<td>work with PLC to coordinate FAFSA support sessions</td>
<td>50% matriculation to college or post-secondary with an increase in FAFSA application completion</td>
<td>at least three FAFSA sessions for students and parents with the goal of increasing application completion and funding</td>
<td>three FAFSA sessions to help students and parents complete the application</td>
<td>during the 2017-2018 school year</td>
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Professional Learning Goal:
Based on the fact that 70% of the 2017 senior class submitted a complete application for college or post–secondary program and only 40% matriculated due to funding, I will coordinate at least three FAFSA sessions to help increase matriculation to at least 50% for the 2018 graduation class.
# S.M.A.R.T. Goal Form

<table>
<thead>
<tr>
<th>Specific (What do you want to achieve?)</th>
<th>Measurable (How will you know the goal has been met?)</th>
<th>Actionable (What action will you take? How will you accomplish the goal?)</th>
<th>Relevant (How does the goals tie into your key responsibilities?)</th>
<th>Time (When do you hope to complete this?)</th>
<th>Professional Learning Goal</th>
<th>Describe Possible Evidence</th>
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4/10/2018
## Goal Statements

<table>
<thead>
<tr>
<th>Personal Focus</th>
<th>Student Focus</th>
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</thead>
<tbody>
<tr>
<td>• Review self-assessment, previous evaluation feedback, and student data.</td>
<td>• Draw on school, team, and classroom-level analysis of student performance.</td>
</tr>
<tr>
<td>• Consider school and team goals for professional practice.</td>
<td>• Consider what instructional practices are necessary for your students to achieve the student learning goal(s).</td>
</tr>
<tr>
<td>• Consider what instructional practices are necessary for your students to achieve the student learning goal(s).</td>
<td>• Craft a SMART goal for improved student learning.</td>
</tr>
<tr>
<td>• Craft a SMART goal for professional practice.</td>
<td></td>
</tr>
</tbody>
</table>

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**Personal Focus**

- Review self-assessment, previous evaluation feedback, and student data.
- Consider school and team goals for professional practice.
- Consider what instructional practices are necessary for your students to achieve the student learning goal(s).
- Craft a SMART goal for professional practice.

**Student Focus**

- Draw on school, team, and classroom-level analysis of student performance.
- Consider what instructional practices are necessary for your students to achieve the student learning goal(s).
- Craft a SMART goal for improved student learning.
Connecting the Work

* Performance Standard(s) to which the goal relates: (Check one or more, as applicable)

- Professional Knowledge
- Instructional Planning
- Instructional Strategies
- Differentiated Instruction
- Assessment Strategies
- Assessment Uses
- Positive Learning Environment
- Academically Challenging Environment
- Professionalism
- Communication
- District Specific Standard

* Identify Data Source(s) used in creating the goal (Examples include but are not limited to: Self-Assessment results, System Priorities, School Improvement Plan, student achievement data, survey data, etc.)
Goal Statement: Based on the fact that 70% of the 2017 senior class submitted a complete application for college or post-secondary program and only 40% matriculated due to funding, I will coordinate at least FAFSA sessions to help increase matriculation to at least 50% for the 2018 graduation class.

Performance Standard(s): ASCA School Counselor Competencies
- School Counseling Programs
- Delivery
- Accountability

Identify Data Source(s): School Student and Parent Senior Survey

Strategies: FAFSA student and parent sessions

Documentation/Resources: Agendas and surveys

Timeline and Target Date: August 2017-May 2018
Collaborative Culture

Benefits for Contributing Professionals

- Growth Mindset
- Decreased Isolation
- Shared Commitment
- Shared Common Vision
- Collective Inquiry
- Supportive Environment
Professional Learning Communities Module
Professional Learning Communities: A Guide for Educators

Module Purpose Preview:

- Understand the concept of a Professional Learning Community
- Explore Professional Learning Communities process
- Examine the research that supports Professional Learning Communities
- Examine the benefits of having effective Professional Learning Communities
PLC Modules

• Examines the three PLC big ideas according to DuFour & DuFour

• Provides guidance and resources on how to develop the structure needed for productive PLCs

• Shows examples of successful PLCs
Alignment to Teacher/Leader Certification: Requirements of GaPSC (7/1/17)

Part of the renewal requirements for Georgia educator certifications include:

• Educators actively participating in a professional learning community by engaging in continuous, job-embedded learning, and

• School districts submitting to GaPSC a recommendation of certificate renewal based on the educator’s success in meeting professional learning expectations.
What is a Professional Learning Community?

It is a **process** whereby teachers **work collaboratively** to reflect on their practice, **examine evidence** about the relationship between practice and student outcomes and **make changes** that improve teaching and learning.

The primary purpose of a professional learning community is to impact and improve teaching.
Foundation of a PLC

Four Pillars

Mission
- Why do we exist?
  - Fundamental Purpose
  - Sharpens Focus

Vision
- What do we hope to become?
  - Compelling Future
  - Gives Directions

Values
- How must we behave?
  - Collective Commitments
  - Guides Behavior

Goals
- Which steps do we need to take and when?
  - Targets and Timelines
  - Establishes Priorities
Organizing Teams

• What types of teams are in your school?

• Do the people on each team have a shared responsibility for enhancing student learning?
Benefits of Having Effective PLCs

- Reduction of staff working in isolation
- Increased commitment to the mission and goals of the schools
- Shared responsibility for the development and success of students
- Powerful learning that defines good professional practice that help all students achieve expectations
- More satisfaction and higher morale
- Commitment to making significant and lasting changes and higher likelihood of undertaking fundamental systematic change
Building PLC Guidance

1. Clarify the purpose
2. Clarify the commitment
3. Create a guiding coalition
4. Establish indicators and strategies for monitoring
5. Questions and open dialogue
6. Support implementation

Building a PLC
PLCs in Action: Analyzing Data

Step 1: Collect and chart data

Step 2: Analyze data and prioritize needs

Step 3: Set SMART goals

Step 4: Select common instructional strategies

Step 5: Monitor and evaluate results
Supporting The Work

• GaPSC professional learning page
  http://www.gapsc.com/ProfessionalLearning/professionalLearning.aspx

• National School Reform Faculty
  www.nsrfharmony.org.

• *All Things PLC, Solution Tree,*
  www.allthingsplc.info/tools-resources.

• Standards for Professional Learning, Learning Forward,
  https://learningforward.org/standards
Research Supporting Effective PLCs

“An interrelated set of mutual dependencies are embedded within the social exchanges in any school community. Regardless of how much formal power any given role has in a school community, all participants remain dependent on others to achieve desired outcomes and feel empowered by their efforts.”

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