

Deputy Superintendent's Advisory Council

Recommendations for Professional Learning – June 2016

Develop a Self-Sustaining Platform for Educators to Network

- Educators want a platform (a virtual, professional, organized, online space) to network and connect with fellow educators across the state.
 - An online platform serves as a place to encourage Professional Learning Teams by content area and grade band to promote the sharing of resources and best practices.

Spotlight Successful Schools and Districts

- Educators want examples of what's working well in districts and schools across the state relative to professional learning.
- A strong ask is for ODE to continue to research state-wide exemplars and disseminate so that building-level administrators are better informed and do not have to "recreate the wheel."
 - A specific ask is to highlight and connect rural districts so they may partner and support each other's work.

Ongoing Professional Learning Opportunities

- Teachers want "job-embedded" support to learn and improve their practice.
- Specifically, educators want to learn more about: Senate Bill 290 and the Educator Effectiveness work, School Funding and how the trickle down happens, the role of ESD's and how to access their resources, and school improvement plans.
 - Webinar format for accessibility.
- Leverage the Statewide In-service Day (second Friday in October) to deeply engage educators in professional learning that supports their practice – and that connects them to a larger, state vision.

State and Legislative Support and Investment

- Ability to offer grants to teachers to support their growth in the profession.
- ODE to provide resources and recommendations to support schools and districts in meeting state-wide goals.
- State-developed template and rubric for professional learning that includes goal setting, monitoring and adjusting, and a feedback loop.
 - Educators believe this template and rubric could support professional learning locally and ensure long-term planning and sustainability.