

Grand Ledge Public Schools Professional Learning Program

For the 2023-2024 school year, GLPS is building on and improving the systems created with last year's implementation of before/after school collaboration sessions. Professional learning that is relevant to a teacher's daily work, aligned to a commonly understood set of goals and strategies, and job embedded is by far more effective than singular, stand alone sessions. Rather than waiting for a half day or a full day dedicated PD session, or working to fit all of our professional learning into a couple of days before school starts, we will continue to create weekly opportunities for collaboration, with a few updates for this school year. The GLPS professional learning plan for the 2023-2024 school year is designed to maximize opportunities for teachers to engage in this type of professional learning, which, in turn, will maximize outcomes for students.

This document lays out the PD plan for the year, and it includes the following sections:

1. Philosophy of Professional Learning
2. Planning Process and Teams
3. Forms, Documents, and Timeline for Submission

Philosophy of Professional Learning

All professional learning should serve one of the following five distinct purposes:

1. It helps teachers improve their craft through collaboration with colleagues around goals and instructional strategies
2. It counts as 37 hours of instructional time for the school year
3. It qualifies for SCECH's, which allow teachers to renew their certificates without taking a college class.
4. It meets state requirements for teacher learning and new teacher training
5. It ensures that all aspects of teaching and learning remain focused and aligned, which allows teachers to focus their time and energy on elements that make the greatest impact on students and their learning.

Additional Resources:

[Grand Ledge Public School's Framework for Rigorous Instruction and Learning](#)
[Professional Learning Plan from DSIT](#)

Purpose 1: Improving Teaching and Learning

All teachers will engage in the following professional learning this year:

- 25 after school collaboration sessions. These will each be one hour in length, and will be led by grade level, department, or school improvement chairs. These sessions will focus on collaboration around building goals, district goals, and/or teachers' instructional planning and improvement.
- Two half day sessions. These will extend the learning from the one hour sessions, and create opportunities for longer presentations and/or guest presenters.
- Six hours of online professional learning. This will be released in August, and will focus specifically on building a safe and supportive environment for students and staff.

In addition, there are opportunities for professional learning that are role and job specific, and include things like CPI, CPR, First Aid, medication training, and other specific skill based training. This also includes sessions that occur during the school day and do not necessarily fall into one of the categories above. **Please note that flex PD is no longer a contractual requirement.**

Purpose 2: 37 Hours of Instructional Time

All district-provided professional learning counts as instructional time for the school year. This means that the district must follow the rules laid out in Section 101(10) of the state school aid act.

Purpose 3: Certificate Renewal

Teachers have the option of using SCECH's provided by GLPS for renewal of their certificates. All GLPS professional learning will qualify for SCECH's.

The following outlines how SCECH's are awarded:

1. Each individual collaboration session is 1 SCECH. In order to qualify for the SCECH, a teacher must attend the session.

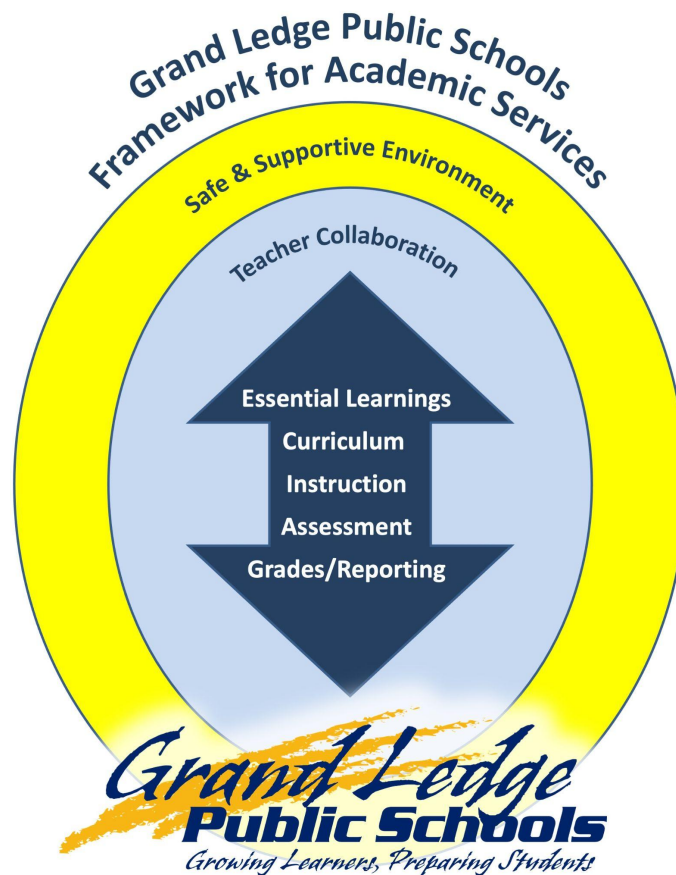
2. Online professional learning counts for 6 SCECH's.
3. Each half day counts for 3 SCECH's.
4. New teacher mentoring counts for SCECH's based on the hours provided for both the mentor and the mentee; the number of SCECH's is outlined in the mentor handbook.
5. New teacher professional learning counts for SCECH's as well; the number of SCECH's is outlined in the new teacher handbook.
6. Additional GLPS sessions throughout the year will qualify for SCECH's when applicable, and will be communicated in advance.

Purpose 4: State Requirements

GLPS is required to provide at least 30 hours of professional learning per year, and it must provide 15 days of professional learning for new teachers in their first three years.

Purpose 5: Alignment of Systems

Time is a finite resource, so it is important to make sure that teachers are able to maximize their opportunities to work on elements that make the biggest impact. That is why professional learning focuses on collaboration around building and district goals and instructional practices. All collaboration will center around elements within the GLPS Framework for Academic Services, because all goals and practices will be rooted in the framework as well.



Missing a Professional Learning Session

All 37 hours of district provided professional learning are expected to be completed by all staff members, as outlined in the teacher contract. However, it is understood that circumstances will arise in which a teacher has to miss a session. The following outlines the details associated with an absence from professional learning:

1. All 37 hours count toward our district instructional time. Therefore, if fewer than 75% of teachers attend a session, that session can no longer be counted toward our hours and may jeopardize state aid.
2. If a teacher needs to miss a session, the teacher should:
 - a. Coordinate with the principal beforehand, if possible
 - b. Arrange to get the information missed in the session from the principal or a colleague
3. If a teacher misses a half day session, the teacher needs to use sick or PTO time, because that is considered a teacher work day, not just hours.
4. Note that the SCECH cannot be made up and teachers must be present for the entire session in order to earn SCECH's. 30 hours per year is enough to renew a teaching certificate, so the 37 hours do provide some room for teachers to miss a session and still renew their certificate on time. Teachers may sign up for additional SCECH opportunities if they need to make up SCECH's. These will be provided throughout the year and communicated in advance.

Professional Learning Outside of District Professional Learning Sessions

Occasionally, opportunities arise for professional learning sessions outside of the district provided sessions. Because of substitute teacher and budgetary considerations, these will be considered on a case by case basis. However, the following guidelines will be applied:

1. If the session impacts an individual teacher or building, the sub and costs should be arranged with the building principal.
2. If the session impacts multiple buildings, the sub and costs should be arranged with the assistant superintendent for academic services.
3. If the session is required by the building or the district, the building or district will cover all costs. If the session is identified by the teacher, the situation will be taken on a case by case basis and arranged with the teacher in advance.

Planning Process and Teams

In order for professional learning to meet the purposes outlined in the section above, the planning and leadership of the learning must be a collaborative effort. To those ends, professional learning will involve the following teams:

101(10) Professional Learning Advisory Team

The 101(10) Professional Learning Advisory Team is board appointed and meets the requirement set forth by the legislation that allows professional learning time to be used as instructional time. The team will meet periodically throughout the year to learn together, provide input, and assess GLPS's planning. Per the law, the team will be responsible for planning at least 8 hours of the 37 hours of district professional learning.

Members

1. Central Office Administrators
2. Instructional Employee Representatives
 - a. Teachers
 - b. Secretaries
 - c. TA's
 - d. Principals
 - e. Instructional coaches
3. District Equity and Diversity Team Representative
4. Parent subcommittee representative*
5. School Board Representative

Responsibilities

1. Review district wide goals and provide feedback
2. Make recommendations for district professional development, aligned to goals for two half days and online PD.

*We will invite all parents to provide input through discussion sessions, and seek volunteers from those groups to join the larger team

District School Improvement Team

The role of DSIT is to examine district structures, look at district data, and set goals at the district level that can be personalized by building to help move the district forward. Using MICIP processes as a guide, the team will continually update goals and strategies, and ensure that there is alignment across the district. The team will use the Marzano High Reliability Schools framework as a guide, and will continually focus on district and building goals and instructional strategies as they relate to the GLPS Framework for Academic Services. The team is also expected to use feedback and input from building leadership teams to help guide the district level goals and practices.

Members

1. Central Office Admin
2. Building Admin

3. Instructional Coaches
4. ERESA Consultants
5. Teacher Leaders

Responsibilities

1. Bring input from building leadership teams to the district level
2. Use the MICIP process to set and monitor goals
3. Establish guidelines for teacher evaluations
4. Establish supports for teacher evaluations
5. Identify key instructional strategies for focus within the building
6. Utilize the High Reliability Schools and Academic Services frameworks to ensure focus on key elements
7. Review recommendations from the 101(10) PD Advisory Team and plan implementation

Building Leadership Teams

Building leadership teams use the district level goals to establish building goals and to use their own building contexts to look at instructional strategies and practices. The team will plan and lead collaboration sessions and other professional learning in the district, and ensure that their work meets the building's unique needs within the context of the GLPS Framework for Academic Services and the district level goals. Building leadership teams will also provide feedback to DSIT to ensure that district level practices align to the needs of the building.

Members

1. Principals
2. Department/Grade Level Chairs
3. School Improvement Chairs
4. MTSS Interventionists

Responsibilities

1. Ensure building alignment to district goals
2. Establish building strategies to achieve district goals
3. Plan and lead weekly collaboration sessions with guidance from the principal
4. Identify key instructional strategies for focus within the building
5. Provide feedback to the district school improvement team to ensure that the structures and work are meeting the building's needs

Building Collaboration Teams

Building collaboration teams will utilize the monthly collaboration sessions to work on district and building goals. These teams may be comprised of grade levels or departments, or they may be centered around specific initiatives. Led by a building leadership team member, these teams will collaborate around district or building goals, or focus on growth in their instruction. Rooted in the GLPS Framework for academic services, this work represents professional learning for all members of the instructional staff.

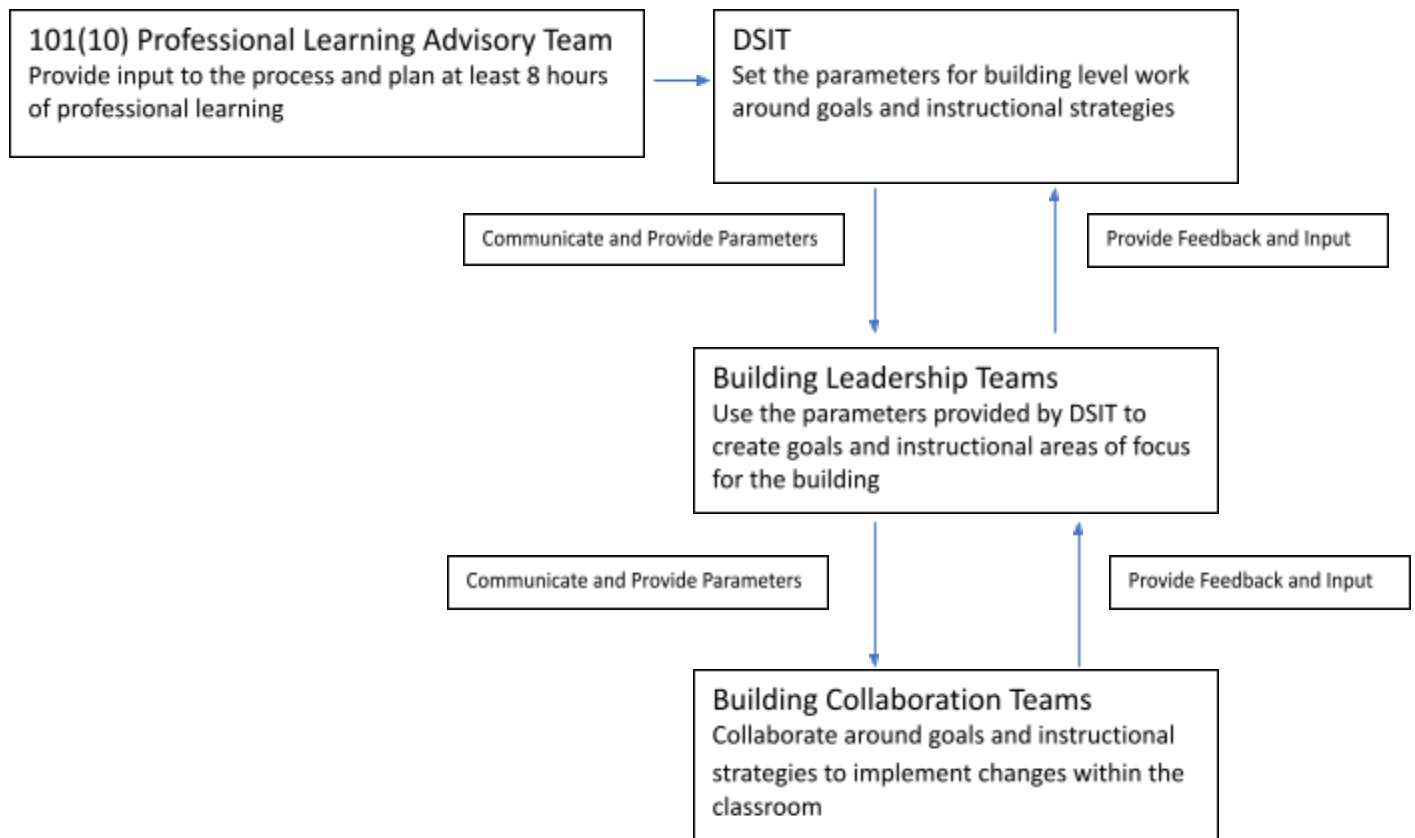
Members

1. All teachers (grade level, department, or initiative based)

Responsibilities

1. Utilize weekly collaboration sessions to collaborate, implement strategies, analyze relevant data, and achieve goals
2. Provide feedback to building leadership team members to ensure collaboration sessions and PD is meeting the building's needs

Professional Learning Team Planning Structure and Flow Chart



Forms, Documents, and Timelines for Submission

Because GLPS is using professional learning as instructional time, and because SCECH's require certain documentation, there are forms that need to be submitted to ensure that the district is meeting its obligation. In an effort to help teachers keep track of these various elements for professional learning, the following calendar and forms have been created. This calendar represents the outline of professional learning sessions for the year, and includes staff meetings as well. In the event that school is canceled on a professional learning day, the hours will be rescheduled. Please note that grade level/department/school improvement team sessions are intended to be available for cross district collaboration, including special education and specials, as needed. Each item listed in the last two columns is a live link to the actual form. All documents can be submitted electronically, and this calendar represents ALL professional learning documents that need to be submitted. SCECH forms and collaboration forms should be filled out and submitted the day of the session. SCECH's are entered in the academic services office, and collaboration forms should be submitted to the building principal. SCECH's will be entered monthly; however, if a teacher submits the form after the last day of the month, the SCECH's for that month will not be entered until the end of the school year.

Date - Topic	Hours	SCECH Form (Filled out by teacher)	Collaboration Form (Filled out by department, school improvement, or grade level lead)
8/21/23 (or before) - Online professional learning released	-	Online Learning Instructions; SCECH form Embedded	-
9/6/23 - Staff meeting (does not count toward professional learning totals)	-	-	-
9/11/23 - Grade level/department/school improvement teams	1	September 13 SCECH's	Collaboration Form
9/18/23 - Online professional learning completed	6	Online SCECH's	-
9/20/23 - District/building school improvement	1	September 20 SCECH's	Collaboration Form
9/27/23 - District/building school improvement	1	September 27 SCECH's	Collaboration Form
10/4/23 - Staff meeting (does not count toward professional learning totals)	-	-	-
10/11/23 - Grade level/department/school improvement teams	1	October 11 SCECH's	Collaboration Form
10/16/23 - 3 hours of professional learning (half day)	3	October 16 SCECH's	Collaboration Form
10/18/23 - District/building school improvement	1	October 18 SCECH's	Collaboration Form
10/25/23 - District/building school improvement	1	October 25 SCECH's	Collaboration Form
11/1/23 - Staff meeting (does not count toward professional learning totals)	-	-	-
11/8/23 - Grade level/department/school improvement teams	1	November 8 SCECH's	Collaboration Form

11/15/23 - District/building school improvement	1	November 15 SCECH's	Collaboration Form
11/29/23 - District/building school improvement	1	November 29 SCECH's	Collaboration Form
12/6/23 - Staff meeting (does not count toward professional learning totals)	-	-	-
12/13/23 - Grade level/department/school improvement teams	1	December 13 SCECH's	Collaboration Form
12/20/23 - District/building school improvement	1	December 20 SCECH's	Collaboration Form
1/10/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
1/17/24 - Grade level/department/school improvement teams	1	January 17 SCECH's	Collaboration Form
1/24/24 - District/building school improvement	1	January 24 SCECH's	Collaboration Form
2/7/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
2/14/24 - District/building school improvement	1	February 14 SCECH's's	Collaboration Form
2/21/24 - District/building school improvement	1	February 21 SCECH's	Collaboration Form
2/28/24 - Grade level/department/school improvement teams	1	February 28 SCECH's	Collaboration Form
3/6/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
3/13/24 - District/building school improvement	1	March 13 SCECH's	Collaboration Form
3/20/24 - Grade level/department/school improvement teams	1	March 20 SCECH's	Collaboration Form
4/3/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
4/10/24 - Grade level/department/school improvement teams	1	April 10 SCECH's	Collaboration Form
4/17/24 - District/building school improvement	1	April 17 SCECH's	Collaboration Form
4/24/24 - District/building school improvement	1	April 24 SCECH's	Collaboration Form
5/1/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
5/8/24 - Grade level/department/school improvement teams	1	May 8 SCECH's	Collaboration Form
5/15/24 - District/building school improvement	1	May 15 SCECH's	Collaboration Form
5/20/24 - 3 hours of professional learning (half day)	3	May 20th SCECH's	Collaboration Form
5/22/24 - District/building school improvement	1	May 22 SCECH's	Collaboration Form
6/5/24 - Staff meeting (does not count toward professional learning totals)	-	-	-
6/12/24 - Grade level/department/school improvement teams	1	June 12 SCECH'ss	Collaboration Form

Total Hours	37		
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Additional SCECH Forms

Topic	Hours	SCECH Form (Filled out by participant)	Documents
September DSIT (9-12-23)	2	September DSIT SCECH's	-
October DSIT (10-3-23)	2	October DSIT SCECH's	-
November DSIT (11-6-23)	2	November DSIT SCECH's	-
December DSIT (12-5-23)	2	December DSIT SCECH's	-
January DSIT (1-9-24)	2	January DSIT SCECH's	-
February DSIT (2-6-24)	2	February DSIT SCECH's	-
March DSIT (3-5-24)	2	March DSIT SCECH's	-
April DSIT (4-2-24)	2	April DSIT SCECH's	-
May DSIT (5-7-24)	2	May DSIT SCECH's	-
September Principal Professional Learning (9-19-23)	2	September PPL SCECH's	-
October Principal Professional Learning (10-10-23)	2	October PPL SCECH's	-
December Principal Professional Learning (12-12-23)	2	December PPL SCECH's	-
January Principal Professional Learning (1-16-24)	2	January PPL SCECH's	-
February Principal Professional Learning (2-27-24)	2	February PPL SCECH's	-
March Principal Professional Learning (3-12-24)	2	March PPL SCECH's	-
New Teacher Mentor Year 1 (See handbook for dates of required meetings)	24	Year 1 Mentor SCECH's	Mentor Handbook
New Teacher Mentor Year 2 (See handbook for dates of required meetings)	18	Year 2 Mentor SCECH's	Mentor Handbook

New Teacher Mentor Year 3 (See handbook for dates of required meetings)	12	Year 3 Mentor SCECH's	Mentor Handbook
New Teacher Year 1 (See handbook for dates of required meetings)	42	Year 1 New Teacher SCECH's	New Teacher Handbook
New Teacher Year 2 (See handbook for dates of required meetings)	30	Year 2 New Teacher SCECH's	New Teacher Handbook
New Teacher Year 3 (See handbook for dates of required meetings)	18	Year 3 New Teacher SCECH's	New Teacher Handbook