**Professional Learning Plan FAQ**

**(updated 9/2024)**

**Q: Who should complete the Professional Learning Plan template?**

A: A Design Team made up of at least one teacher and one administrator should complete the professional learning plan template.

**Q: Can a single educator represent a Network/Design team and develop/submit a plan?**A: No, Plans and Design teams must be representative of multiple perspectives including at least one teacher and one administrator from the Member Organization(s).

**Q: Do Design teams need to complete a plan for a project being implemented in the 24-25 year?**

A: No. If a team would like to continue a project or start a new project for the 25-27 biennium, they would have the 24-25 year to develop their plan. All projects for the 25-27 biennium will need a developed professional learning plan.

**Q: What standards should Design teams be using when developing a Professional Learning Plan?**

A: Teams should use the national [Learning Forward professional learning standards](https://standards.learningforward.org/wp-content/uploads/sites/29/2022/04/Standards-Summary.pdf) that were adopted by the [Teacher Standards and Practices Commission](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=152955). There are 11 standards that work within a framework to outline a system for professional learning. To create high quality professional learning that results in improved educator practices and improved student results, educators should apply the 11 standards in concert with each other.

**Q: Who should be listed as the point of contact for the plan?**

A: Teams should identify a lead person who is most knowledgeable about the project and who can answer questions if the Sponsoring Organization reaches out with any questions.

**Q: Should Design team names be able to determine or reference anything specific?**

A: It would be helpful if teams chose names that reference the school(s) or district(s) involved and strategy being implemented. For example: Oregon School Elementary Mentor Program.

**Q: Will the plan be used for each change idea and design team?**

A: Each design team who wants to test or pilot a project will need to develop a plan in order to access REN services, support, and/or funding.

**Q: What problem is the Professional Learning Plan template trying to solve?**

A: REN administrative rules require Member Organizations submit local professional learning plans to the REN to inform the overall REN Plan. This new process will bring the RENs into alignment with the policy.

**Q: Is there an opportunity to small-scale pilot this process to see if it meets the needs/problems we’re trying to solve?**

A: The EAC will collect feedback from Design teams and REN staff after the first year of implementation to review for areas of improvement.

**Q: Is the expectation that all projects lead to student- level outcomes?**

A: Yes, all educator learning should be tied to improving student outcomes. If a project is distal to students, plans will need to explain or describe the short, midterm and long term changes expected as a result of the educator learning. Each plan should be able to describe the relationships between adult changes that lead to improved student outcomes.

**Q: If a REN already has a structure that works for them and aligns closely enough with this document, can we keep using that?**A: No. This template will help bring cohesion across the state in how we are tracking projects from region to region so we can “compare apples to apples” and ensure alignment with REN policy and intent.

**Q: Can a REN adapt the template or take what works from a current REN process and add necessary components?**

A: No, one goal of the new process is to use a standardized template across all RENs.

**Q: Does the Professional Learning Plan template affect new projects, or ongoing projects?**

A: RENs can continue business as usual through the 24-25 year. Teams who would like to access REN services, supports, and/or funding for the 25-27 biennium will need to complete a Professional Learning Plan in the 24-25 year to be submitted with the REN Plan on **March 21, 2025.**

**Q: Is the expectation that all REN projects center around professional learning and student outcomes?**

A: Yes. The Oregon Legislature directed the Educator Advancement Council to create Regional

Educator Networks (RENs) towards supporting high-quality educator preparation and ongoing,

effective professional learning and support for educators, which are critical variables to excellent

teaching, improved student learning, and educator retention. The mission and vision of the

RENs are to support educators from recruitment to retirement through ongoing professional

learning, mentoring, and career advancement opportunities that can lead to high-quality

educators in every classroom.

**Q: Will all Professional Learning Plans need to be submitted for the next two or four years with the REN plan, thereby allocating all REN funds for a two or four year period?**

A: All professional learning plans will be for the 25-27 biennium. If a team would like to continue the project into the 27-29 biennium they are required to update the plan and resubmit to the REN and the REN would then submit to the Council as part of an amendment process.

**Q: How will the EAC support Sponsoring Organizations with communications to Member Organizations about the Professional Learning Plan templates?**

A: EAC staff will develop materials to be shared with Sponsoring Organizations that give information about this new process and how it will impact Member Organizations and the networks. More guidance and support will be provided soon!

**Q: Will each district in a REN have a Professional Learning Plan?**

A: There is not an expectation that each district has a Professional Learning Plan. Districts may choose to partner with other districts and be a consortium, which in that case you would have one plan for multiple districts. Districts may also choose to opt into a regionally facilitated project, in which case you would have one plan for all districts in the region. There may also be scenarios where one district has multiple plans depending on their needs.

**Q: Can the Coordinating Body identify a project and invite educators to join and co-develop a Professional Learning Plan?**

A: Yes, Educators (teachers and administrators) from eligible Member Organizations can come together in any way to partner and identify challenges and design projects together to test.

**Q: What if a district does not appear in any Professional Learning Plan?**

A: RENs will not be penalized if a district decides to not submit a plan or join a Design team. Sponsoring Organizations will be asked to engage the Member Organization and explore the reason behind their decision.

**Q: What if teachers are eager to engage with the REN and/or have been engaged, but they do not have support from their administrator?**

A: The EAC encourages the Sponsoring Organization to communicate with EAC staff in this occurrence to better understand the context and relationship to give further guidance and support.

**Q: What is the role of the REN Coordinator in the plans?**

A: The REN Coordinator should act as a support to the Design teams in completing the plan if needed. REN Coordinators will also facilitate a process for the Coordinating Body to review plans submitted for completeness and alignment to REN policy goals and regional goals. It is recommended that REN Coordinators meet with Design teams on a quarterly basis to provide support, monitor progress towards project goals and offer technical assistance if needed.