

Professional Learning Plan Guidance

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Introduction

Per [ORS 342.943](#) (3)(a), each educator network shall establish professional educator priorities that reflect local needs for each school and district served by the educator network based on professional learning plans submitted by educators. Additionally, per [OAR 581-012-0011](#) Regional Educator Networks (REN) are required to submit four year regional plans that articulate the region’s approach to developing and investing in systems of support for educators and must incorporate local plans developed by each of the REN Member Organizations. The templates provided by the Educator Advancement Council (EAC) serve as a tool to meet the requirements of REN statute and administrative rule.

The Educator Advancement Council defines high quality professional learning as ongoing and responsive learning opportunities that are [standards-aligned](#), interactive, and customized to educators’ needs to build the knowledge, skills, and dispositions required to eliminate disparities, disproportionality and predictability in student outcomes and provides opportunities to apply learning across contexts. *Professional learning plans are a tool to assist with developing systems for coherent and comprehensive professional learning.* Intentional planning for professional learning has the potential to create the conditions and structures in which effective professional learning can be implemented, thus resulting in improved educator effectiveness and improved student outcomes. A professional learning plan identifies **short term and long term plans** for professional learning and implementation of the learning.

Plans must align with high priority needs, actions, capacities, and resources to address both individual and collective needs of the school district and region.

Professional learning plans are defined as, “a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective professional learning programs are ongoing, coherent, and linked to student achievement” (Killion, J. (2013). Professional Learning Plans: A Workbook for States, Districts, and Schools. Learning Forward, <https://learningforward.org/wp-content/uploads/2017/09/professional-learning-plans.pdf>, 2013).

Professional learning is a primary strategy for improving schools. While school improvement plans identify student learning goals, professional learning plans identify what educators need to learn to achieve those goals. Professional learning may be informal or formal, but it must include application, analysis, reflection, coaching, refinement, and evaluation of effectiveness to produce results for educators and students.

Developing a Culture of Collaborative Leadership: The Design Team

To develop a professional learning plan a school, district, Education Service District, Federally Recognized Tribe of Oregon, or a consortium of the previously named, must assemble a Design Team to develop and implement the plan. **Design teams MUST include at least one teacher and at least one administrator at a minimum.** Teams may also include other relevant education staff/members such as instructional aids, TOSAs, community education partners, Tribes, etc. A value and policy goal of the RENs is that teacher perspectives inform priorities for professional learning and funding. To ensure RENs are meeting this policy goal, plans must be able to describe how teachers informed the plan. Each Design Team must complete a professional learning plan to access REN services, supports and/or funds.

Professional Learning Plan Process

- Step 0:** Review Professional Learning Plan Guidance document.
- Step 1:** Assemble a Design Team made up of **at least one teacher and one administrator.**
- Step 2:** Engage teachers and other relevant education personnel to identify priorities and needs related to professional learning.

- Step 3:** Develop a logic model and evaluation plan that identifies professional learning activities the team will implement and test. Continue Educator engagement after developing the logic model and evaluation plan to refine the professional learning plan.
- Step 4:** Develop a proposed budget aligned to the activities identified in the logic model.
- Step 5:** Complete the Professional Learning Plan form and submit with the logic model, evaluation plan and proposed budget to the respective REN.
- Step 6:** The Coordinating Body for each REN will review plans and proposed budgets for:
 - Completeness (all required materials are documented and budget is comprehensive in explaining scope of the project)
 - Alignment to state policy goals; and
 - Alignment to regional priorities
- Step 7:** The Coordinating Body will make a recommendation to the Sponsoring Organization to approve the plan.
*Incomplete and/or misaligned plans will be returned to the Design Team for revisions.
- Step 8:** Design Team is notified by the Sponsoring Organization of award.
- Step 9:** Implement the professional learning plan for the 2025-2027 biennium.
- Step 10:** Continuously assess and monitor implementation using the indicators identified in the logic model and adjust as needed.
- Step 10:** Submit final report to Sponsoring Organization. Final reporting requires the design team track and submit a participant data collection list of any educator that participated in the activities identified in the plan. The Participant Data Collection template can be found [here](#). Required participant information includes:
 - First name
 - Last name
 - Educator type (TSPC licensed staff, classified staff, Tribal government staff, other)
 - District name
 - License type
 - Unique staff identification number OR
 - District employee number

Please note, each Design team will be required to attend and participate in REN convenings to share progress and learnings to build regional capacity. *Please contact your designated REN for details about network convenings.*

Professional Learning Plan Required Templates

There are **three parts to a professional learning plan**. All documents can be found on the EAC website [here](#). Design teams will need to complete all parts to be eligible for services, support, and/or funding through a REN for the 2025-2027 biennium. The plan includes:

- I. Professional learning plan form
- II. Logic model and evaluation plan located
- III. Proposed budget to implement the plan located

Professional Learning Plan Criteria

Professional learning plans must meet criteria of high quality professional learning:

1. Be aligned to [Learning Forward Professional Learning Standards](#)
2. Interactive (active learning and engagement)
3. Ongoing (at a minimum of quarterly)
4. Responsive to educators' needs
5. Build educator knowledge, skills, and dispositions
6. Apply an equity lens in order to eliminate disparities, disproportionality, and predictability in student outcomes

Professional learning plans *must* direct supports for at least one area along the EAC educator career continuum:

- Educator recruitment pathways and preparation
- Support for novice educators
- Professional growth and development

For definitions of each stage of the continuum, please see the "EAC Educator Career Continuum" in the glossary below.

Activities outlined must be related to meeting one or more of the REN policy goals, per [ORS 342.943 \(3\) and \(4\)](#):

- Provide open access to **high-quality and culturally responsive professional learning** and support for educators in the state that **reflects teacher voice**, local context, and stages of an educator's career, maximizing collaborative leadership among teachers and administrators and reflects professional learning standards.
- **Enhance a culture of leadership and collaborative responsibility** that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, educator service districts, educator preparation providers, nonprofit organizations, professional associations, and community-based organizations.

- Strengthen and enhance existing **evidence-based practices** that **improve student achievement** and that reflect changing student needs and demographics.
- Improve the **recruitment, preparation, induction, and support** of educators at each stage of the educators' careers.
- Enhance **leadership and career advancement opportunities** for teachers and **increase the perspectives of teachers** in identifying priorities for funding educator professional learning and educator supports.

Glossary

Use this [link](#) to review the Professional Learning Plan Glossary of terms.

Resources

- Contact your local [Regional Educator Network Staff](#) for technical assistance
- Regional Educational Laboratory [Logic Model and Evaluation Toolkit](#)
- Learning Forward: [Professional Learning Plan Workbook](#)

Sponsoring Organization	Regional Educator Network	REN Coordinator	Email address
Clackamas ESD	Multnomah REN	Kelli Shurtliff	kellishurtliff@mcren.org
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