



Teacher and Leader Effectiveness Professional Learning Focus

Beginning in the 2017-18 school year, in accordance with House Bill 2957, a Professional Learning Focus (PLF) will be piloted with all teachers at Noble Public Schools.

The PLF will be introduced and explained to participants at the beginning of the year by the evaluator and/or designated administrator. This may be completed on an individual basis, by teams, or whole group.

1. The teacher develops the PLF in collaboration with the evaluator. The PLF will not be dictated by the evaluator. The PLF will be tailored to address a specific area identified through the qualitative component of the TLE. The identified indicator/element does not have to be the lowest performance area of the evaluation. At least one specific indicator/element should be documented as the primary PLF.
2. Active engagement between the participant and evaluator in regards to the PLF should encourage learning practices that are evidence and research based practices that correlate with increased student achievement and meet the professional improvement needs of each participant.
3. The PLF will be established by the end of the first quarter of the school year. The PLF is designed and drafted collaboratively by the participant and evaluator. The draft is approved by the evaluator.
4. Documentation will take place on the PLF template which has been SDE approved for this purpose. This template is attached and will be made available for online entry.
5. The PLF can be altered during and/or enhanced as needed during the school year by mutual agreement between the participant and/or evaluator.
6. PLF documentation and review will be completed by the end of the school year, however, the intended goal may extend over multiple years at both participant and evaluator discretion.
7. Participants will be supported by resources available and supplied by Noble Public Schools and the Oklahoma State Department of Education. The participant should help identify, within reason, resources that could aid in the implementation of the PL Focus;

PLF activities may include but not limited to:

- a. Presenter-led workshops
- b. Individual or faculty studies of books, scholarly articles, and video productions
- c. Peer observations
- d. Committee studies to address student achievement issues

- e. Work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification
 - f. Action research projects designed to improve student achievement
 - g. Participation in local, regional, or state initiatives associated with the development or implementation of curriculum standards
9. The PLF will not increase professional development points required by the district. The intent of the PLF is to focus on professional training rather than increasing required points. However, the PLF professional development activities may be used for professional development points.
10. A rating scale will not be attached to the PLF. The intent is not to grade the PLF, but to make personalize learning a goal for all participants each year.
11. Noble site administrators are responsible for monitoring compliance.
12. The PLF documentation will be attached to the final evaluation.

Documentation (which is included in the PLF template) should include:

- a) Identified area of focus (associated with indicator or element from district-approved TLE qualitative framework)
- b) Identified resources requested to attain goal
- c) Minimum of one documented checkpoint visit (recommendation is two)
- d) Reflective component where the educator may provide feedback related to their PL Focus.
- e) Signature and date lines for evaluator and educator