

Sample Professional Learning Plan

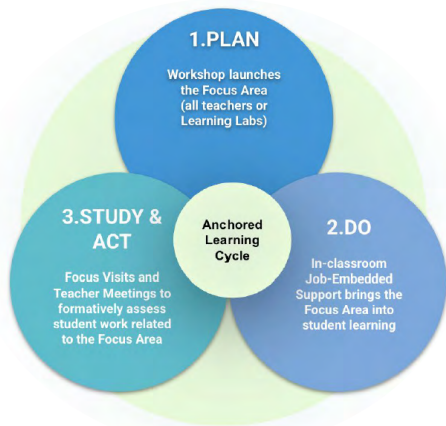
The following plan provides a sample for two possible focus areas. Additional focus areas include writing, personalized small group instruction, scaffolding and assessment-informed differentiation, and more.

Initial Implementation	Implementation Planning Meeting with District Leadership In this essential meeting, we co-construct a Professional Learning Plan.	1 day	Spring
	Meet myView Literacy: Administrator Session This session equips leaders with time to plan their implementation goals for Year 2, drawing on both successes and challenges from Year 1.	3 hours	Summer
	Program Activation Virtual instructor-led and self-paced course introduces educators new to the district to the program, helping them prepare for day one.	Up to 3 hours	Late Summer
	Parent/Caregiver Meeting Engage learning community members with your Savvas Literacy curriculum.	1 hour	Fall
Beyond the Basics	Implementation Essentials This follow-up workshop, a few weeks after teachers start using their new program, deepens planning practices and focuses on core routines.	3-6 hours	September
	Job-Embedded Support: Strengthening Core Routines Use the planning practices from the Implementation Essentials session to prepare to teach the text sets, routines, and lessons in the first unit.	3 days per school (JES)	Fall
	Focus Visit with Administrators, Core Routines Focus Visit with leadership to formatively assess learner experiences with the myView lesson.	1 day	Late Fall
	Workshop for Focus Area #1: Enhance Reading Comprehension Co-plan core reading routines. Identify specific routines to have as the focus for Bookended Modeling, co-teaching, and informal observation with feedback.	3 days per school (JES)	Winter
Focus Area #1	Job-Embedded Support: Weekly Reading Routine (individual lessons) Co-plan core reading routines. Identify specific routines to have as the focus for Bookended Modeling, co-teaching, and informal observation with feedback.	1 day	Winter
	Focus Visit with Administrators, Weekly Reading Routine Focus Visit with district and school leadership to formatively assess learn experiences with reading routines and provide teachers feedback.	3 days per school (JES)	Winter
	Workshop for Focus Area #2: Enhance Foundational Skills Use the Science of Reading-aligned practices embedded in daily lessons, multisensory practice, and cumulative review.	1 day	Winter
Focus Area #2	Job-Embedded Support: Foundational Skills Co-plan routines for phonological awareness, phonics, and word study. Use Bookended Modeling, co-teaching, and informal observation with feedback to strengthen implementation of core routines in the classroom.	3 days per school (JES)	Early Spring
	Focus Visit with Administrators, Foundational Skills Focus Visit with district and school leadership to formatively assess learner experiences with differentiated instruction and provide teachers feedback.	1 day	Spring
Planning	Planning for Next Year Focus Visit across schools along with review of student work and professional learning records to monitor progress and plan for next year.	1 day	Spring

Savvas Core Professional Learning Structures

Anchored Learning Cycles

Anchored Learning Cycles (ALCs) are rapid improvement cycles that involve planning, new learning, classroom application, and informed reflection that is anchored by student evidence of learning. ALCs are initiated with a workshop that grounds teachers in the focus area (the Weekly Reading Routine, Writing, or Small Group options). During the “Do” stage, we are in classrooms, co-teaching, modeling, and providing feedback based on informal observations. Teachers do not need coverage for this Job-Embedded Support stage of the cycle.



Learning Lab Teachers

Implementing new curriculum is challenging, and Learning Lab Teachers ensure that there are places where the curriculum is being implemented with integrity; those places provide learning for peer educators, establishing a strong foundation for ongoing professional learning. Learning Lab Teachers commit to audition new strategies and they invite peers to observe those strategies in action, formatively assessing the effect on students.



Focus Visits

Our work with school leaders/Leadership involves Focus Visits, which norm expectations for how a targeted area looks and sounds in daily student learning while helping leaders support teachers. As the name suggests, Focus Visits are focused on one of the three focus areas for year 1. Each Focus Visit results in descriptive, objective, student-focused feedback for teachers.

EVIDENCE	TRENDS	NEXT STEPS	EXAMPLES
<ul style="list-style-type: none"> Students are using the anchor chart to guide their work. 	<p>94%</p>	<ul style="list-style-type: none"> Celebrate! We saw charts that read: "is a good book because..." We saw notebook entries that read: "Features of a Parable." We saw genre books with standards-matching student work in the genre. 	<ul style="list-style-type: none"> Students are using the anchor chart to guide their work.
<ul style="list-style-type: none"> The learning objectives are posted and visible in the classroom. 	<p>93%</p>	<ul style="list-style-type: none"> Celebrate! We saw learning objectives that read: "Students will explore topics they are experts in." "Students will partner talk using the frame: 'I think the theme is...'" Post the daily learning and language objectives from the genre study lessons. Make the learning and language objectives kid-friendly, explicit and clear. Visit the classroom to see examples. 	<ul style="list-style-type: none"> The learning objectives are posted and visible in the classroom.
<ul style="list-style-type: none"> Students are using the anchor chart to guide their work. 	<p>83%</p>	<ul style="list-style-type: none"> Continue to use and encourage students to use the genre language and the specific genre name: "I am writing a parable." "We are writing parables." In the classroom, have students pair-share how the day's mini-lesson/work period connected to the genre. Today's mini-lesson will help us write reports because... Revise the language in the genre book. 	<ul style="list-style-type: none"> Students are using the anchor chart to guide their work.

Progress Monitoring

To monitor progress, Savvas's Education Consultant meets with District Leadership on specific dates throughout the year, examining student evidence related to implementation milestones to reflect on progress made toward the three Focus Areas: the Weekly Reading Routine, Writing, and Small Group

