

# Professional Learning Framework



2017-2018



CENTER FOR TEACHING AND LEARNING

# Table of Contents

OUR BELIEFS	3
IMPLEMENTATION OF KEY ACTIONS	4
EVALUATION OF PROFESSIONAL LEARNING	4
CISD PROFESSIONAL LEARNING NEEDS ASSESSMENT	4
CROWLEY ISD PROFESSIONAL LEARNING INITIATIVES	5
EDUCATOR PROFESSIONAL DEV. RECERTIFICATION REQUIREMENTS	5
EXCHANGE DAY REQUIREMENTS	6
ELECTRONIC PORTFOLIO	7
REGISTRATION INFORMATION	7
NO SHOW POLICY	7
CREDIT REQUIREMENTS: SURVEY INFORMATION	8
DRESS CODE	8
DISTRICT-WIDE PROFESSIONAL LEARNING NORMS	8
PRESENTER GUIDELINES	8
OUT-OF-DISTRICT CREDIT	9
PROFESSIONAL LEARNING COMMUNITIES (PLC)	9
CAMPUS COURSE INFORMATION	9



## Professional Learning

At its core, professional learning is the key component to improving educator practice and providing new perspectives on an ever-changing profession by empowering teachers to create rich, challenging, and rewarding learning experiences for all students.

### Our Mission

The mission of the Professional Learning Department is to empower teachers through relevant learning experiences that improve student achievement through leadership development, talent development, and professional support, with the goal of strengthening pedagogical content knowledge through comprehensive, research-based, job-embedded learning experiences.

### The purpose of this document is to:

- Give the philosophical foundation for professional learning in Crowley ISD
- Guide professional learning trainers as they make choices, plan, and evaluate their activities. The term “trainers” may mean administrative and teacher leadership in buildings, central office staff, or anyone who becomes involved with professional learning in Crowley ISD.

*The Professional Learning Department is here to support you as you navigate this journey of professional growth. Contact us for any assistance you may need along the way.*

Crowley ISD Professional Learning Department  
512 Peach Street  
Crowley, TX 76036

Jaretha Jordan, Director

## Our Beliefs:

The Crowley Independent School District believes that comprehensive, on-going professional learning is central to school improvement and student success. To that end, Crowley ISD promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all staff, with the expectation that doing so will also raise the levels of student performance.

High quality professional development is based on the national standards of professional learning for increasing educator effectiveness and student achievement.

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within the learning communities committed to continuous improvement, collective responsibility and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

-Learning Forward 2012

## Professional Learning Is Focused on Student Achievement:

Professional learning provides teachers with continuing development of skills to assess and diagnose students' academic, social, and emotional needs in order to create rich, challenging, and rewarding learning experiences for all students. The impact of professional learning is demonstrated in the learning experiences created for students and in resulting student learning levels.

Guide professional learning trainers as they make choices, plan, and evaluate their activities. The term "trainers" may mean administrative and teacher leadership in buildings, central office staff, or anyone who becomes involved with professional learning in Spokane Public Schools.

The three major categories of focus for the CISD Professional Learning Department are High-Impact Strategies, Learning Environment, and Tools for Success.

		
<b>High Impact Strategies</b>	<b>Learning Environment</b>	<b>Tools for Success</b>
Research-proven instructional techniques that increase student learning and academic achievement	Strategies to create an organized, safe, and well-managed classroom in which students are actively engaged in learning	Technology, organizational, and systematic tools and programs that contribute to teacher and student success

## Implementation of Key Actions

As we work towards greater success for all students, the following actions will need to be implemented:

- Professional learning will be determined through a variety of needs assessments including surveys, campus meetings, data analysis, etc.
- Professional learning will be ongoing to meet the needs of all students; therefore, more professional learning offerings will occur throughout the school year and prior to the start of school.
- Opportunities for job-embedded professional learning (during the work day) and follow-up to support the new learning will be offered.
- Observing, coaching, modeling and feedback will be an ongoing process for learning.
- T-TESS walkthroughs and evaluations will reflect the actual implementation of professional learning in the classroom.
- District professional learning initiatives will be evaluated yearly.
- Ongoing assessment and reflection will support our determination of professional learning needs.

## Evaluation of Professional Learning

To ensure the effectiveness of professional learning in CISD, the following evaluation measures are in place:

- Individual session surveys to determine presenter and workshop effectiveness
- Academic Performance Data
- T-TESS Walkthroughs and Evaluations reflecting implementation of learning
- Data walks (data collected from classroom observations across all campuses and classrooms)
- Results from CISD Professional Learning Survey

## CISD Professional Learning Needs Assessment

Professional Learning for CISD is determined based on the needs of the District. Stakeholders input is gathered from the following:

- District and Campus Data Analysis
- Data Walks
- Professional Learning Survey
- District Strategic Plan



**To determine the needs of Crowley ISD Professional Learning, several items were reviewed:**

- Campus principals and district level administrators participated in a comprehensive review of campus data, needs, programs and data walks information to determine future needs.
- Professional Learning Needs Assessment Survey
- Data walks information was reviewed to include data regarding the level of thinking, student engagement, and instructional strategies throughout the district.
- Unit assessment data, STAAR assessment data, and AYP information will also be considered when determining professional learning needs in CISD.
- Copies of all items may be requested for analysis and will be posted on the CISD Professional Learning web page.

## Crowley ISD Professional Learning Initiatives, 2017-2018

- Provide training on the T-PESS (Texas Principal Evaluation and Support System) to all principals.
- Provide training on the T-TESS (Texas Teacher Evaluation and Support System) to all classroom teachers.
- Provide Instructional Leadership training for all Instructional Administrators on the T-TESS Evaluation System, Jim Knight's Coaching Principles, and Leveraging Leadership to ensure ongoing coaching and feedback for all teachers.
- Provide professional learning in the areas of High Impact Strategies, Learning Environment, and Tools for Success to all district and campus administrators.
- Provides job-embedded, continuous learning experiences designed to provide opportunities for growth in instructional expertise and practitioner research



## Educator Professional Development Recertification Requirements

Educators are responsible for maintaining a record of CPE credits unless specifically requested by TEA for audit purposes. It is the responsibility of the educator and the school district to determine which workshops and training sessions meet the requirements for standard certificate renewal. TEA staff will not make these determinations. This allows maximum flexibility for educators to identify appropriate CPE activities to meet individual needs.

### The CPE requirements for each class of certificate are as follows:

- Classroom teachers must complete 150 clock hours every five years
- Dyslexia CPE training is required for educators who teach students with dyslexia and must include new research and practices in educating students with dyslexia
- Counselors, learning resource specialists/librarians, educational diagnosticians, superintendents, principals and assistant principals must complete 200 clock hours every five years

### To allow maximum flexibility for educators to identify appropriate CPE activities to meet individual needs, CPE clock hours can be accrued through the following:

- Workshops, conferences, in-service or professional development delivered by an approved registered provider
- Undergraduate and graduate coursework through an accredited institution of higher education, with one semester credit being equivalent to 15 CPE clock hours
- Interactive distance learning, video conferencing or on-line activities
- Independent study, not to exceed 20% of the required clock hours; development of curriculum or CPR training materials: presenting CPE activities, not to exceed 10% of the required clock hours
- Serving as mentor, not to exceed 30% of the required clock hours
- Serving as an assessor for the principal assessment, not to exceed 10% of the required clock hours

Only those CPE activities from approved registered providers will be recognized for Standard Certificate renewal purposes. Educators must complete the required total number of CPE hours each five-year renewal period. It is recommended that at least five CPE hours each year be devoted to the content area for each certificate being renewed.

## Exchange Day Requirements

Employees on a 187 day calendar may participate in exchange day credit for Wednesday, May 30, 2018. Hours must be accrued during "off-contract time" (a time that is not a scheduled work day, and/or not a part of the required work hours scheduled). The credit must be completed, in full, by Friday, April 13, 2018.

Paraprofessionals and other support staff on a 187 day calendar will follow the regular procedures for exchange. Opportunities will be provided during the summer, after hours, and on weekends for all staff members to receive exchange day training. The training that counts toward the exchange day credit will be denoted "Exchange Day Credit" in the credit category of a course located in the Workshop portion of Eduphoria. Not all courses provided during summer and other off-contract times will count towards the exchange day, so look at the credits section closely. Failure to complete the one day, or 6 hours, or professional development by April 13, 2018 mandates the instructional staff member to attend the designated professional development day on Wednesday, May 30, 2018. If the instructional staff member does not attend the designated professional development day on May 30, 2018, they will be docked their daily rate of pay. Exchange days for instructional staff are not eligible for local or state leave as recorded in Board Policy DEC, DECA, DECB and the limitations listed in the Crowley ISD Employee Handbook. Non-instructional staff on a 187 day calendar may be eligible to take leave on Wednesday, May 30, 2018 pending principal or supervisor approval, as indicated in the Crowley ISD Employee Handbook.

Employees with work calendars other than 187 days are not eligible for an exchange day credit for professional development purposes.

***New Professional Orientation will count as exchange day credit.***

### Frequently Asked Questions Regarding Exchange Days

**1. Why Exchange Days?**

*To provide relevant professional development for instructional staff members earlier in the school year for maximum impact on student achievement versus training at the end of school.*

**2. What happens if I am an instructional staff member and I don't receive any or all of the required exchange day credit?**

*You will be required to attend professional development training on Wednesday, May 30, 2018, or you will be docked your daily rate of pay for the day.*

**3. How do I know what to register for?**

*The courses are loaded in the Workshop portion of Eduphoria, and will have "Exchange Day Credit" denoted in the credit section. There is also an icon on the main page of the Workshop portion of Eduphoria where exchange day credit courses will be posted.*

*\*\*Don't forget to take the survey in order to receive the credit!*

**4. Why can't I attend training outside of the district for exchange day credit?**

*As a district we are working to provide a consistent foundation for instructional planning, delivery, and assessment for learning and feel it is critical for all instructional staff receive this training.*

**5. Will I get credit if I am a presenter for and exchange day course?**

*As long as you do not receive payment for presenting the course, and the course has been approved for the exchange day credit, you will receive credit for presenting.*

## Electronic Portfolio

Each employee within the District shall maintain an electronic portfolio. This portfolio, which is provided through Eduphoria Workshop, shall outline the specific professional development training required. All employees shall be responsible for maintaining the documentation of his or her training. Employees will be responsible for reviewing their portfolios annually and contacting the Professional Learning Department to rectify any concerns.

**Questions** regarding the Eduphoria Workshop System and professional development portfolios contact:

Crowley ISD Professional Learning Department  
817-297-5226



## Registration Information

- Employees must register for the course to receive credit. Walk-ins will be allowed only with presenter permission. Participants may register/cancel on-line up to the session start date/time. Be aware that failure to pre-register prior to the start time may result in not receiving all materials that were prepared with the number of registrations 24 hours prior to the course.
- When a course is cancelled, all registered participants will be notified through school email.
- Being responsible to cancel when you cannot attend allows space for those on a waiting list. Registered pending participants are notified through email when a place comes open and registered for the course. It is the participant's responsibility to delete a registration from a course using the management system should they not be able to attend. Failure to do so may result in an absence for that course.

## Credit Requirements: Survey Information

In order to receive credit for a workshop, all employees are required to complete the electronic survey that is attached to each course.

- To access the survey following in-district training, log in to Eduphoria and go to the Workshop section.
- Click on "My Portfolio" and in the center column you will see courses that you have registered for and attended.
- Click on the course that has been completed and to the right you will see a list of tabs appear – the last tab will be the survey tab. Click there and complete the survey and submit.
- Upon submission of the survey, you will automatically receive credit for the course.



## No Show Policy

"No shows" for professional learning sessions drain district resources intended for school improvement and student success. As a courtesy to our presenters, please make every effort to attend courses for which you have registered or cancel your registration in advance of the course if you find that you cannot attend.

These procedures will address no shows:

- Failure to sign in at a professional learning session is considered a “no show”. It is the responsibility of each person attending a learning session to document their attendance by adding their signature to the sign in sheet provided by the instructor. Only legible signatures will be accepted.
- It is the responsibility of each staff member to register and/or cancel their session choice prior to the scheduled class time using the on-line management system. Excessive registrations without attending may result in being locked out of the registration system until a reason is given for the excessive absences.
- It is the registrant’s responsibility to notify the instructor of the circumstance which created a “no show”.

## **Dress Code**

Carefully review the CISD Employee Handbook for explanation of district policies and procedures related to professional dress guidelines. Professional learning both in and out of the district is a continuation of the CISD workday.

## **District-wide Professional Learning Norms**

Please remember to follow the norms listed below in all CISD professional learning sessions provided either by in-district or out of district presenters. As representatives of CISD, we should always exemplify professionalism when attending training either within or outside the district:

- Focus on student learning
- Turn cell phones on silent
- Practice professionalism by giving the trainer your complete attention
- Practice “enthusiastic participation” and being a role model as “leaders for learning”
- Assume responsibilities of your group “role”
- Ask questions
- Critique ideas; not individuals
- Speak one at a time
- Address questions that don’t pertain to our objectives afterward
- Begin and end on time

## **Out-of-District Credit**

Procedures for adding the credit to your electronic portfolio can be located on the professional learning website. Approval cannot be granted without documentation. When approval is granted courses will appear in the individuals Eduphoria workshop portfolio. If credit is denied due to lack of documentation, non-approval or missing information it will remain in the portfolio until resubmitted for approval when all steps have been completed.

## **Presenter Guidelines**

A professional staff member will receive instructor credit each time they present a workshop. Instructors may view registrants for a session, post attachments, participate in on-line discussion with registrants, send email to registrants and print the sign-in sheet as needed from the instructor tab in Eduphoria workshop. Upon completion of the session, sign-in sheets should be submitted to the professional learning office.

Note: Failure to sign-in at a professional learning session is considered a “no show”. It is the responsibility of the presenter to provide a sign-in sheet generated from Eduphoria for the training.

## Professional Learning Communities (PLC)



In an effort to provide a collaborative inquiry and learning process in CISD more opportunities to receive training and participation in professional learning communities will be utilized as an effective means of implementing high quality effective professional development. Professional learning communities (PLC's) are an integral part of district-wide planning and professional development around the core beliefs.

Campus PLCs should be entered as a campus course in Eduphoria in order for participants to receive CPE credit.

### Campus Course Information

- Professional development credit may be given for training that occurs on campus, during the work day, after school or on campus professional development days.
- Campus administrators, or a designated trained representative, are responsible for setting up the campus course in the management system (lightbulb). See appendix for directions.
- Content should align to the campus/district goals, learning strands and professional learning standards.
- Campus faculty meetings do not qualify as CPE credit or professional growth credits and will not be reflected in the Eduphoria professional portfolio.
- Campus sign-in sheets should be kept on campus for history validation.