

Technology  
Feedback  
Community  
Modeling  
Design  
Curriculum  
Reflecting  
Dedication  
Development  
Collaboration  
Instructional  
Learning  
Helping  
Discipline  
Professional  
Job-Embedded  
Mindset  
Facilitating  
Desire  
Integration  
Observation  
Video  
Growth  
Determination  
Coaching  
Planning

# PROFESSIONAL DEVELOPMENT PLAN



Employee Guide to Professional Development  
Standards, Guidelines & Requirements  
2018-2019

## **Purpose**

The purpose of professional development in Trinity Independent School District is to increase the effectiveness of all who are engaged in the teaching-learning process. Each member of the professional staff must develop his/her knowledge, skills, and behavior to effectively accomplish their professional responsibilities, while building a strong collaborative work culture that will develop a long term capacity for change. TISD will align professional development with:

- Rigorous, Aligned Curriculum
- Common Instructional Framework
- Continuous Improvement Using Data
- Instructional Leadership
- Professional Development, Collaboration, Coaching
- Relationships with Students, Parents, Staff

## **Mission Statement**

The mission of the Professional Development Program in the Trinity Independent School District is to improve student learning by supporting professional development activities that are closely related to the work of teaching and the process of learning. Based on relevant research, the professional development will be designed to enhance the continuous professional growth and development of all staff, while supporting the goals of the district, the campus, and the individual educator.

## **Core Beliefs**

TISD believes that a comprehensive professional development plan that promotes continuous growth for every staff member is a key factor in improving the academic performance of all students. Professional development in this district will be:

- Research-based
- Data Driven
- Job-Embedded with opportunities for follow-up
- Standards-based
- Continuously evaluated for effectiveness

## **Goals**

Our goals are to provide professional development which will ensure:

- Qualified personnel in every classroom/department
- Effective leadership for every campus
- High levels of continuous learning for all; and
- Application of learning that benefits all students

## **Implementation of Key Actions**

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

- Professional development will be determined through a variety of needs assessments including leadership teams, surveys, campus meetings, data analysis, etc.
- Professional development will be ongoing to meet the needs of all students; therefore, more

professional development offerings will occur throughout the school year and prior to the start of school.

- Opportunities for job-embedded professional development (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.
- TTESS walkthroughs and evaluations will reflect the actual implementation of professional learning in the classroom.
- Ongoing assessment and reflection will support our determination of professional development needs.

## **Evaluation of Professional Development**

To ensure the effectiveness of professional development in TISD, the following evaluation measures are in place:

- Individual session surveys to determine presenter and workshop effectiveness
- Academic Performance Data
- TTESS Walkthroughs and Evaluations reflecting implementation of learning
- Data collected from classroom observations across all campuses and classrooms
- Results from TISD Professional Development Survey

## **STANDARDS FOR PROFESSIONAL DEVELOPMENT**

Standards for professional development signal the importance of educators taking an active role in their continuous learning and places emphasis on their learning. The professional development that occurs when these standards are fully implemented enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate the effectiveness. TISD will also ensure that the following standards for professional development identified below will be utilized:

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes

**Learning Communities:** Professional development that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional development that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional development.

**Resources:** Professional development that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data:** Professional development 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 development.

**Learning Designs:** Professional development that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation:** Professional development that increases educator effectiveness and results for all students, applies research and sustains support for implementation of professional development for long term change.

**Outcomes:** Professional development that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

### **TISD Professional Development Needs Assessment**

Campus Data Analysis Meetings - Data Talks

Walkthrough Data

Unit Assessment Data

STAAR Assessment Data

Professional Development Survey

**To determine the needs of Trinity ISD Professional Development, several items were reviewed:**

- Campus principals and district level administrators participated in a comprehensive
- review of campus data, needs, programs and walkthrough information to determine future
- needs.
- Professional Development Needs Assessment Survey
- Walkthrough 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 other State assessment information will also be considered when determining professional development needs in TISD.

### **Professional Development Protocol (The Tiger Way)**

#### **Cancel if Unable to Attend Professional Development**

As a courtesy to our presenters (both in district and out of district), 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.

- It is the responsibility of each staff member to register and/or cancel their session choice prior to the scheduled class time.
- It is the responsibility of each person attending professional development to document their attendance by adding their signature to the sign-in sheet provided by the instructor. Only legible signatures will be accepted.

#### **No Show Policy**

“No shows” for professional development sessions drain district resources intended for professional development 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:

- Each staff member is allowed one excused “no show” in a professional development year, as we

recognize that there may be valid emergencies. After the first absence, you are subject to losing your opportunity to sign up for further workshops until you have had a conference with your principal or appropriate supervisor.

- It is the responsibility of each staff member to register and/or cancel their session choice prior to the scheduled class time.

## **Professional Development “NORMS”**

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

- Focus on student learning
- Turn cell phones to “manners mode”
- 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 objectives afterward
- Be on time - do not leave early

## **Gifted and Talented / Pre-AP / AP Education Staff Learning Guidelines**

### **Professional Development Requirements:**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students or who teach AP/Pre-AP classes must have a minimum of 30 hours of professional development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without the training described in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program or who teach AP/Pre-AP classes must complete the 30-hour training requirement within one semester;
3. In addition to the 30-hour requirement, teachers who provide instruction and services that are a part of the program for gifted students or who teach AP/Pre-AP classes must participate in a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions must receive a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

### **Applicable to:**

District administrators who have authority for program decisions  
Campus administrators  
Counselors  
G/T teachers  
Kindergarten teachers  
Pre-AP & AP teachers

### **Note to Pre-AP and AP teachers:**

The Pre-AP and AP five-day summer training will count for a portion of the required training (parts 3, 4, and 5 listed below). Professional development in *Nature, Needs, and Characteristics of Gifted Students*, as well as *Identification, Assessment, Program Options, and Curriculum* still must be taken.

**ESC Region 6 offers the 30-hour G/T professional development during the summer. This training also may be provided at times during the school year. The courses offered are as follows:**

1. G/T: Nature, Needs, and Characteristics of Gifted Students
2. G/T: Identification, Assessment, Program Options, and Curriculum
3. G/T: Differentiation of Instruction
4. G/T: Creativity, Critical Thinking, and Problem Solving
5. G/T: Social and Emotional Needs

### **ESL Staff Learning Guidelines**

#### **Professional Development Requirements:**

1. K-1 Teachers: Prior to assignment, teachers who provide instruction and services that are a part of the program for ESL students must have a supplemental ESL certification as part of their teacher credentials;
2. K-1 teachers without the requirements described in paragraph (1) of this section who provide instruction and services that are part of the ESL program must complete the four ELL Foundations courses (*Sheltered Instructions*) offered through the Texas Gateway by November 1.
3. 2-12 ELA/ELAR Teachers: Prior to assignment, teachers who provide instruction and services that are a part of the program for ESL students must have a supplemental ESL certification as part of their teacher credentials;
4. 2-12 ELA/ELAR teachers without the requirements described in paragraph (1) of this section who provide instruction and services that are part of the ESL program must complete the four ELL Foundations courses (*Sheltered Instructions*) offered through the Texas Gateway by November 1.

### **Professional Development Presentation Proposals**

A proposal to present district-wide professional development is welcomed. Presentation proposals may be submitted by professional staff members for consideration as professional development offerings. Presentations must align with TISD Professional Development goals.

Process for submitting proposals for district professional development includes:

1. Define goals, target audience, context, content, process, evaluation and follow-up.
2. Submit a suggestion by completing the TISD Workshop Proposal to your campus administrator. (This form is located on the district website under the Professional Development tab.)
4. Campus administrator will forward application to Curriculum Director for final approval.
5. Notification of approval will be sent by Curriculum Department via email.

## **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 an on-line discussion with registrants, send email to registrants and print sign-in sheets as needed.

Late arrivals or early departures from the training should be indicated on the course sign-in sheet and the appropriate amount of credit awarded. Upon completion of the session, instructors should confirm that all attendees have signed in and notate any absences, late arrivals, or early departures. Sign-in sheets should be submitted to Tonya Dixon in the Curriculum Department within 7 days following a completed session.

*\*\*Note: Failure to sign in at a professional development session is considered a "no show." It is the responsibility of the presenter to provide a sign-in sheet for the training.*

Presenters/Instructors are required to sign the sign in sheet indicating their completion of the course. For courses eligible for presenter pay, a signature must appear on the top of the sign-in sheet.

## **Professional Learning Communities (PLC's)**

In an effort to provide this collaborative inquiry and learning process in TISD, more opportunities to receive training and participation in professional development Communities will be utilized as an effective means of implementing high quality effective professional development. An example of a professional development community includes a team of teachers who are involved in a cycle in which they analyze data, determine student and adult learning goals based on that analysis, design joint lessons that use instructional-based strategies, have access to support in improving their classroom instruction, and then assess how their learning and teamwork affects student achievement. Other types of professional development communities include team meetings with a designated purpose of improving instruction, planning professional development, offering feedback, developing quality programs, and assessing student needs.

We hope you enjoy the learning opportunities offered and have a great school year!  
Thank you for your dedication and commitment to student success.

## Breakout Sessions August 17, 2018 (Friday)

The following are six mandatory sessions that all teaching staff are required to attend. Each session will be 50 minutes long with a 10-minute interval between each session for restroom breaks, etc. Teachers will be assigned to a specific group and given a schedule to follow for the day.

### Accessibility Features of STAAR - Curriculum Department

How do these features translate into classroom use? What are the eligibility requirements? Where can I find more information on this topic? (PK-2 groups will discuss how these features look in non-tested grades and the importance of scaffolding student learning to promote reading.)

### ELPS & ESL Training - Eldy Roca and Sabrina Knight

Discuss legal issues surrounding ELPS. How to incorporate ELPS with fidelity in your classroom.

Secondary teachers that are not ESL certified will be required to complete the Sheltered Instruction series offered through the Texas Gateway. Training can be accessed on the [texasgateway.org](http://texasgateway.org) website under the Sheltered Instruction Training Series. Certifications of completed courses are due to the district office by November 30, 2018. (Give teachers their handout that specifies the courses that are required for their teaching assignment.) \*\*Please feel free to share the electronic version of the ELPS Resource Supplement with the teachers in attendance.

### Lesson Planning - Principals

District expectations for lesson planning. The importance of taking time to plan instruction and where to go for help and resources. You will need to tell staff when lesson plans need to be posted in Eduphoria - time and day. Be sure to go over the fact that Shirley Johnson will be here in September to meet with core area teachers and is expecting them to know the district expectations for lesson plans - she also has rights in Eduphoria to view plans on a daily basis.

### 504 & SIT Committees - Counselors

What is this stuff? Legal issues surrounding 504. How do I provide accommodations for my 504 students? How do I refer a student to the SIT committee? Why is the SIT committee important? How does the SIT support teachers with building student success. Be specific about how students need to be referred for your campus. Also remind them that SIT is not a miracle cure...they will need to actively work to help the students - we have not magic wands. Now would also be an excellent time to talk to the staff about the fact THEY usually know the students better than office staff and should be taking the initiative to contact parents, offer help in class, etc.

### Purchase Orders & Collecting Money at School: Best Practices from Finance Office - Luann Gallant & Jolie Lane

How does school purchasing work? Why is it important to follow district procedures for spending/requesting money? What are the district procedures/policies for handling school district monies? What are the consequences for not following district purchasing procedures/policies? It might be a good idea to have flow chart or graphic to share with the group that outlines how to request/spend various funds. Be sure to stress that it is ok to ask questions early and often - we don't know what they don't know unless they let us know.

### Insurance - Insurance Group Staff

All staff are required to meet with an insurance representative and enroll or decline coverage. Staff are encouraged to read insurance/benefit book prior to this session. Knowing what options you will be selecting and having a list a questions ready will make the session run more smoothly and quickly.



**Accessibility Features of STAAR****Agenda****August 17, 2018****Accessibility Features of STAAR - Curriculum Department**

How do these features translate into classroom use?

Show examples of what each feature could look like in a classroom setting. (Be sure to discuss the importance of regular classroom use for edibility.)

What are the eligibility requirements?

Show charts from TEA website.

Where can I find more information on this topic?

Walk through steps to accessing information on TEA's website.

Discuss the fact that scaffolding learning, accommodations, etc. do not have to be acceptable for STAAR use to be used in the classroom. The idea is that we help students learn.

(PK-2 groups will discuss how these features look in non-tested grades and the importance of scaffolding student learning to promote reading.)

**Notes from sessions for follow-up:**

**Breakout Sessions**  
**August 17, 2018 (Friday)**

The following are six mandatory sessions that all para staff are required to attend. Each session will be 50 minutes long with a 10-minute interval between each session for restroom breaks, etc. Each staff member will be assigned to a specific group and given a schedule to follow for the day.

**Facebook/Social Media – Brandi Calkin**

District guidelines concerning the use of professional and personal social media accounts. Discussion of best practices for managing your online presence.

**Work Responsibilities - Moncia Reddick**

What does TISD expect from paraprofessional staff? What tasks are considered appropriate for paraprofessionals? Explore ways to help teachers work with struggling students.

**10 Behavior Management Strategies (from CPI training) - Carla Ohlhausen**

Strategies to help de-escalate agitated students and best practices for creating a positive working relationship with students.

**Effective Techniques for Praising Students: Positive Attitude at Work - LeeAnn Johnson**

How to use praise to enhance student resilience and promote student success. How to say more than just "Good Job" to praise students' efforts, work and behavior.

**Being a Team Player & Paraprofessional Code of Ethics – Toni Thomas & Shambrail Woods**

How does absenteeism effect campus morale, productivity and student success? Explore and discuss the importance of being at work and why your attendance is important. Discuss appropriate ethical behavior and expectations of school personnel as representatives of TISD. Other topics will include chain of command, cell phone use, and dress code.

**Insurance - Insurance Group Staff**

All staff are required to meet with an insurance representative and enroll or decline coverage. Staff are encouraged to read insurance/benefit book prior to this session - knowing what options you will be selecting and having a list a questions ready will make the session run more smoothly and quickly.

**Breakout Sessions**  
**August 22, 2018 (Wednesday)**

The following are eight mandatory sessions that all teaching staff are required to attend. Each session will be 50 minutes long with a 10-minute interval between each session for restroom breaks, etc. Teachers will be assigned to a specific group and given a schedule to follow for the day.

*\*\*This day is one hour longer than our normal staff development day - we released staff an hour early on August 17 (Friday) to compensate for the extra time today*

**FERPA Training - Brittaney Cassidy**

What is FERPA? How does it apply to me?

**Sexual Harassment - Kelli Robinson**

What constitutes sexual harassment? How do I report it? How do I avoid these types of situations in the work place?

**Child Abuse & Sexual Abuse (CPS Reporting) - Susan Green & Marcia Gentry**

What are the signs of child abuse? How do I make a report? Why should I make a report? Appropriate things to say or do in this situation.

**Special Education Students in the Mainstream Class & IEPs - David Keithley**

What is an IEP? Why should I follow it? How do I document my efforts and compliance with a student's IEP? How and where can I find help when I'm struggling to implement a student's IEP?

**Emergency Operations Training - Gillian Campbell**

What do we do when....there is a tornado, fire, bomb threat, etc? District procedures and policies concerning the safety and well-being of all students and staff will be discussed.

**Bloodborne Pathogens, Allergies, & EPI Pens - Misty Coleman**

Best practices concerning bloodborne pathogens and how to appropriately deal with situations that occur at school. Signs and symptoms of allergic reactions and procedures for handling students with anaphylaxis shock. How to properly use and EPI pen and assist a student in need.

**Bullying & Dating Violence - Natalie Barrett**

What is bullying? How to recognize the signs of bullying. How and when to report. What are the signs of dating violence and how to help.

**Suicide Prevention - Ashley LaRue**

Overview of district suicide prevention program. How to recognize the signs of depression in students (and yourself) and how to access district resources. Appropriate things to say or do in these situations.

<p><b>Tuesday August 14</b></p>	<p>8:00 am - 11:30 am  11:30 am - 12:30 pm  12:30 pm - 4:00 pm</p>	<p>All Campuses - Employee Handbook &amp; Campus Policies  Lunch on your own  Secondary Campuses - Champs Training LES - Social Media/Code of Ethics/Absenteeism</p>
<p><b>Wednesday August 15</b></p>	<p>8:00 am - 9:00 am  9:30 am - 11:30 am  11:30 am - 12:30 pm  12:30 pm - 4:00 pm</p>	<p>District Breakfast @ THS Cafeteria  Convocation @ THS Cafeteria (This will include presentation from new insurance provider.)  Lunch on your own  All Campuses - TTESS Training</p>
<p><b>Thursday August 16</b></p>	<p>8:00 am - 11:30 pm  11:30 am - 12:30 pm  12:30 pm - 4:00 pm  7:00 pm - 8:30 pm</p>	<p>Report to campus principal @ home campus  Lunch on your own  Secondary Campuses - Social Media/Code of Ethics/Absenteeism LES - Champs Training  Meet The Tigers @ Old Red</p>
<p><b>Friday August 17</b></p>	<p>8:00 am - 3:00 pm          11:00 am - 12:00 pm</p>	<p>All Campuses - Breakout Sessions @ THS (See PD booklet for group assignments and session details.)  CPI Training - Designated Special Education Staff &amp; Assistant Principals @ LES cafeteria  Lunch on your own</p>

