Clear Creek
Independent School District

Professional Learning Plan

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Clear Creek Independent School District Mission

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

District Beliefs

- We believe that people flourish only in a culture based on integrity.
- We believe that today's experiences are as valuable as tomorrow's opportunities.
- We believe that one's heartfelt passion creates limitless possibilities.
- We believe that trust is built on what we do, not just what we say.
- We believe that shared responsibility is essential to community success.
- We believe that each person bears the responsibility to create his or her future.
- We believe that each person possesses unique talents and creative ability.
- We believe that everyone deserves to be physically and emotionally safe.
- We believe that relationships are critical to meaningful teaching and learning.
- We believe that respect for diversity strengthens community.
- We believe that the measure of any community is the success of its children.
- We believe that each person deserves compassion and respect.

District Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning goals.
- Each student actively enriches and advances his or her community and greater society.

District Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

District Strategies

I. We will inspire learning through an array of personalized opportunities and experiences.
II. We will provide support to meet the needs and aspirations of each student.
III. We will ensure safe and nurturing learning environments.
IV. We will ensure each student understands and is prepared to assume his or her role as a productive citizen.
V. We will broaden and strengthen connections within our communities.
VI. We will ensure mutual understanding and support through effective communication.
VII. We will build capacity for organizational change.

Clear Creek Independent School District Professional Learning

In keeping with the mission, beliefs, objectives, parameters and strategies of the Clear Creek Independent

School District, this Professional Learning Plan will be the basis for designing and implementing a systematic approach to professional learning that will build the individual and collective capacity of each CCISD team member to directly or indirectly support each student in actualizing his or her personal talents and interests.

CCISD Professional Learning Definition

Professional learning is a continuous and sustained cycle that is collaborative, job-embedded, data-driven, student-focused, and designed to increase student achievement by fostering the individual and collective capacity of each CCISD team member. In CCISD:

- We believe that professional learning should be designed for a clear and compelling purpose which aligns with the CCISD Strategic Plan and is evaluated based on changes in practice that enhance the educational experiences of each student.
- We believe that professional learning should be personalized to build the capacity of each team member to support each student in optimizing his or her potential.
- We believe professional learning occurs when teams or groups form communities of learners around a problem of practice.
- We believe that professional learning should be data-driven, job-embedded, ongoing, and relevant to each team member's role and needs.
- We believe that professional learning is most effective when it honors adult learning theory, incorporates choice, and models engaging and relevant learning strategies.
- We believe that all team members deserve access to job-embedded coaching, mentoring, and peer support throughout the cycle of learning.
- We believe that each team member has an individual responsibility to ensure personal growth towards individual and organizational goals.
- We believe that peer accountability ignites commitment to professional learning that leads to improved student outcomes.

CCISD Context for Professional Learning Design

Professional learning in CCISD is designed in accordance with the Learning Forward Standards for Professional Learning, based upon a theoretical framework for adult learning, and emphasizes the importance of job embedded professional learning structures.

Learning Forward Standards for Professional Learning

The Learning Forward Standards for Professional Learning (Learning Forward, 2011) are:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. 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.
5. 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.

6. 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.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students and aligns its outcomes with educator performance and student curriculum standards.

Adult Learning Theory

All Professional Learning in CCISD is grounded in research-based approaches to adult learning. Professional Learning is chosen and designed to facilitate both individual development and district initiatives. Learning opportunities are offered to support team members through each phase of the cycle of learning, resulting in sustainable changes in practice.

All CCISD Professional learning reflects the following beliefs about adult learning which results in building the capacity for individual expertise and organizational change:

- Adults commit to learning when the goals and activities of the learning are based upon a shared mission and when there is a clear relevance between the learning and the shared objectives.
- Adults are most committed to learning when their existing knowledge and expertise are honored and when they are given the opportunity to share their understandings and collaborate to produce common insights and growth.
- Opportunities for professional learning must be varied and flexible to honor adult preferences for learning.
- Professional learning is most valuable and effective when combined with practical job-embedded follow up activities (e.g., coaching, mentoring, PLCs) that assist team members in integrating new learning into existing practices.
- To create lasting and sustainable change in beliefs and practices, professional learning must include opportunities for non-evaluative feedback and reflection.
- All professional learning is designed to enhance student educational experiences (Zepeda, 2012)

Job-Embedded Professional Learning

In CCISD we emphasize job-embedded professional learning (JEPL), which is the collaborative study of practical elements related to the daily work of each team member. JEPL takes place in the job setting during the workday to identify problems of practice and collectively analyze solutions to improve student learning (Learning Forward, 2011). The conditions under which it takes place makes it timely, relevant, practical, and personalized. JEPL facilitates feedback and reflection, which foster the long-term adoption and transfer of new skills and beliefs, resulting in continuous improvement of the educational process. Examples of JEPL include communities of practice, instructional coaching, mentoring, and collaborative assessment development. Job-embedded professional learning happens for all teachers, not just core content teachers. JEPL is also provided to elective, CTE, and other non-core teachers.

Instructional Coaching

Instructional Coaches are content facilitators who support professional learning by providing assistance with various forms of JEPL, as well as working directly with teachers in their schools and classrooms to assist with the application of new knowledge and skills necessary to improve the academic performance of all students (Killion & Harrison, 2006). Coaches work with team members to achieve individual, campus, and district goals by building capacity in team members through discussion, modeling, observation, and reflection.

According to Killion and Harrison (2006), campus based instructional coaches work closely with building principals and teachers on a daily basis to support instructional improvement and therefore can and should

create a direct link between district curricular initiatives and timely feedback from the campuses regarding implementation and fit of those initiatives.

CCISD Modes for Outcome-Driven Professional Learning

In CCISD, Professional learning includes a variety of forms that are differentiated based upon preferences of adult learners, role related needs, and the nature of the learning. These modes consist of:

- Action Research: Team members collaborating in a solution-oriented investigation in which members identify a site-based concern, research improvement strategies, test solutions, evaluate impact, and make recommendations that directly or indirectly improve the learning experience of students.
- Book Studies: The reading of an agreed upon book(s) that may offer insight into the improvement of education; provide an opportunity to compare those practices that have been successful in other locations; and/or provide an opportunity to keep abreast of the latest innovations that might prove effective. Reading is followed by discussion of content during regularly scheduled sessions.
- Collaborative Analysis of Student Work: Communities of Practice analyze the work of students to determine causal factors, celebrate successes, modify instruction, assessments and/or unit designs, and to identify professional learning needs.
- College or University Coursework: A designated course of study for which university credit is offered. Each credit must be a requirement of an approved degree plan, preferably in the field of education.
- Common Formative Assessment Development: Teams of teachers meet to examine data, design an assessment blueprint, and collaboratively write an assessment that will be used to assess student mastery of unit goals. Scaffolded instructional lessons and activities are planned to facilitate mastery necessary for success on the common formative assessment.
- Communities of Practice: A structure that allows for collaborative learning among team members who work interdependently, interact regularly, share a common purpose, reflect on practice, and hold each other accountable for continuous improvement. These also include non-core subject teachers, such as fine arts, CTE and athletics.
- Conferences: Local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs.
- Curriculum Design: Communities of Practice develop coherent plans for units of study to ensure student mastery.
- Data Analysis: Communities of Practice examine group and individual student data to determine causal factors, celebrate successes, modify instruction, assessments and/or unit designs, and to identify professional learning needs.
- eCourse: Online or blended learning which utilities varied and flexible modes of innovative technologies for learning, collaboration, and reflection. Examples include assessment training, advanced academics update training and campus designed eCourses.
- Instructional Coaching: Job-embedded professional learning aimed at building the capacity of individuals and teams through facilitated planning, discussion, modeled instructional delivery, and observation in order to facilitate reflection and growth.
- Job Shadowing: A process through which a team member spends one or more days observing an expert in a job-embedded environment
- Leadership Academies: Professional learning sessions that use a cohort model to build transformational leadership capacity, develop teamwork, engage in action research, and incorporate job-embedded learning opportunities. Examples include: Aspiring Leaders Academy, Aspiring Coaches Academy, CCISD Visioning Institute, and Assistant Principal Academy.

- Learning Designs: Pre-written plan that guides participants through a process of collaborative learning through active engagement of each team member. The same learning design can be repeated throughout the school year to achieve a particular team goal.
- Learning Institutes: Mini-conferences scheduled over one or more days offering a menu of sessions revolving around integrated themes with expert presentations and opportunities for collegial discussion, networking and planning. Examples include Administrative Retreat and District Lead Conferences.
- Learning Walks: An opportunity for peers to observe instructional practices and student learning in one another's rooms using a specific protocol and for a specific purpose.
- Lesson Study: This learning design facilitates deep examination of a lesson or learning standard and requires Communities of Practice to work together to develop a model lesson. Throughout the process, the Communities of Practice reflect on the nature of the lesson and its impact on student learning.
- Mentoring: A multi-faceted system of support designed to encourage each team member to manage his or her own learning in order to maximize potential, develop skills, and build capacity.
- Personal Learning Networks: An informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment.
- Professional Learning Session: A brief event designed to build awareness and provide basic information relevant to team member's role and responsibilities.
- Reflective Friends: A collaborative group of team members who use protocols to observe practice and reflect on outcomes in order to envision possibilities for organizational change. The resulting formative data is left for the host site to reflect upon in order to directly or indirectly improve the learning experience.
- Required Annual Trainings: Online professional learning developed in accordance with Texas Education Code and local requirements that is required for all team members.
- Training-of-Trainer: A strand of concentrated study aimed at a limited number of team members who make a commitment to support colleagues through job-embedded professional learning structures. Examples include standards based grading ambassadors, and blended learning teams.
- Tuning Protocols: A tool used by a Community of Practice to examine, receive feedback and refine lesson or project design based on student work.
- Video: A tool used by adult learners to share practices with others, reflect on their own practices and examine student learning more closely.

Although valuable for other purposes, the following do not align with the CCISD definition for professional learning:
- Meetings that do not include learning with a goal aligned to the CCISD Strategic Plan
- Practices or performances that are not organized with a clear learning goal aligned to the CCISD Strategic Plan

CCISD Personalized Professional Learning

To meet the needs of each CCISD team member, varied and flexible professional learning opportunities are continuously developed, monitored and supported by the Professional Learning Department. Structures for professional learning differ based on the intended outcome. These structures include district-level, job embedded, and individualized professional learning.   Professional learning is also personalized based on the career path of each team member. Campuses also implement personalized learning opportunities on campus professional learning days for all teachers, including non-core content teachers, such as band directors, art teachers, etc.

District-Level Professional Learning Sessions by Content

The District-Level Professional learning list of sessions by content is available electronically to all campus staff at the beginning of each school year. This plan is updated as necessary based on campus and district needs. Team

members may also use Eduphoria Strive to register and search for courses.   The intent of these sessions is to support teachers in implementing district curriculum according to the subject(s) they teach and are typically led by content coordinators or teams of instructional coaches. Non-core teachers work with their department leads or directors.

Professional Learning Support for Teachers New to CCISD

All teachers new to CCISD shall be assigned a mentor and shall successfully complete a district-sponsored one year induction program. Scheduled induction activities shall be conducted for teachers new to the District including New Teacher Orientation, which is generally held one week prior to teacher in-service in the fall. Attendance at these activities is mandatory and failure to attend could affect future employment in the District. Ongoing professional learning is also designed to meet the unique needs of teachers who are new to CCISD.

CCISD Continuum of Learning

The continuum of learning by departments serves as a flexible document that allows for the development of professional learning courses based on identified critical needs. This is a living document which will evolve with significant input from campuses and departments as the Professional Learning Department becomes more integrated with campuses and departments. See Appendix A for the CCISD Continuum of Learning.

CCISD Long-Term District Professional Learning Initiatives

Blended Learning

Blended learning refers to the blend of online learning and brick-and-mortar schooling. Blended learning takes place when students learn at least in part online, with some element of student control over the time, place, path, and/or pace of their learning, while also enjoying the benefits that come with education at a physical school. Blended learning has three components:

- Student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.
- Students learn at least in part in a supervised brick-and-mortar location away from home.
- Modalities along each student's learning path are connected to provide an integrated learning experience. Continual formative assessments to track each student's progress and help to match the modality are used.

In CCISD, there are five Design Pillars that describe universal foundational elements on which each student experience is based. These Design Pillars are needed to achieve high quality, student-centered learning experiences. They are:

- **Pillar 1 – Data Driven Instruction:** DDI is a precise and systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis, and action for the success of each student.
- **Pillar 2 – Flexible Instructional Grouping:** Flexible instructional grouping refers to utilizing a variety of instructional groupings (small group, whole group, partner, 1:1) to maximize student performance. Grouping arrangements are made in response to individual student data indicating the appropriate instructional level and pace.
- **Pillar 3 – Student Agency:** Student agency refers to the level of control, autonomy, and power that a student experiences in an educational situation. Student agency can be manifested in the choice of learning environment, approach, and/or pace.
- **Pillar 4 – Competency Based Progression**: Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education

- **Pillar 5 – Differentiation/Individualization without increasing teacher stress:**
  Differentiation/Individualization without increasing stress for teachers refers to supporting teachers with the coaching and resources needed to create a personalized learning experience for students.

Teacher competencies for blended learning implementation are meant to be broader than traditional teaching standards. Teacher competencies for blended learning include less tangible characteristics such as patterns of thinking and professional habits. Competencies are causally related to expected superior or effective performance. The iNACOL (International Association for K-12 Online Learning) Blended Learning Teacher Competency Framework includes 12 teacher competencies, organized in 4 domains for effective student learning in a blended classroom. The domains are:

- Mindsets: Mindset competencies include the core values or beliefs that guide an individual's thinking, behaviors, and actions, and that align with goals of educational change and mission. In blended learning, practitioners need to understand, adopt, and commit to mindsets that help them shift towards new forms of teaching and learning.
- Qualities: Quality competencies are those personal characteristics and patterns of behavior that help academic staff make the transition to new ways of teaching and learning. These qualities, like grit, flexibility, and transparency, need to be coached, reinforced, and developed over time.
- Adaptive Skills: Adaptive skills are generalizable skills that apply across roles and subject areas. These skills—which include things like collaboration and problem-solving—are complex; they help practitioners tackle new tasks or develop solutions in situations that require organizational learning and innovation. They are mastered through modeling, coaching, and reflective practice.
- Technical Skills: Technical skills are domain-specific "know-how" and expertise that educators use to execute against the known tasks in their jobs. They are acquired and mastered through instruction, training, and practice.

(The Learning Accelerator)

Personalized Learning

Strategy 1 of the CCISD Strategic Plan states, "We will inspire learning through an array of personalized opportunities and experiences." The Professional Learning Department provides training in various models of personalized learning, including but not limited to blended learning, and universal design for learning. In addition, professional learning will support campuses engaged in standards-based grading.

Teachers, too, have opportunities to participate in personalized professional learning. Campus principals utilize itsLearning to create personalized professional learning modules to support teachers in accomplishing the campus' goals. See Appendix B for the CCISD Personalized Learning Matrix.

Planning and Evaluating Professional Learning

Needs Assessment for Professional Learning Planning

Assessment of professional learning needs across the district will include, at a minimum, the following informational feedback sources:

- Clarification of district expectations for effective organizational leadership, instructional leadership, teaching that support educators in attainment of student learning success.
- Identification of professional learning needs and offerings will be based on consideration of data/feedback from:
    - o A range of data sources that provide information about student learning
    - o CCISD Strategic Plan
    - o Evaluative feedback on prior offerings
    - o Team member performance appraisals
    - o Self-assessment of job-specific and broader learning needs
    - o Information regarding innovation efforts and introduction of new expectations
    - o Legal and regulatory requirements
    - o Collaborative classroom observation tools

Evaluation of Professional Learning

In order for CCISD team members to receive credit for professional learning completed within the District, a survey questionnaire of the professional learning event or cycle must be completed through Eduphoria! Results are analyzed for improvement measures. The questions are:

What was the purpose for participating in this professional learning?
To build awareness
To gather information and increase my understanding
To find out how to do something more efficiently
To collaborate with others on this topic

How did this professional learning impact your existing practice?
It helped me to assess or recognize a current student learning need
It generated or inspired new ideas to try
It helped me to refine existing practices and strategies
It validated and reinforced existing successful practices
It strengthened my ability to collaborate with others
It did not impact my existing practice

How relevant was this professional learning to your current situation?
Immediately relevant
Relevant for future planning
Somewhat relevant, but need assistance or support in implementing
Somewhat relevant, but need time to explore further
Not relevant to my current situation

How do the ideas presented in this professional learning align with your personal beliefs about students and the teaching learning connection?
This fully aligns with my beliefs and reinforces my current thinking and practices
This partially aligns with my beliefs and will need modification to suit my students' needs
This challenged my beliefs, but I am open to trying it with support
This challenged my beliefs and I am unsure this will work for my students

What supports will you need to implement this professional learning?
Instructional coaching or other in classroom support
Materials and resources
Technology (hardware or software)
Ongoing peer collaboration
An opportunity to try this and return with more questions

I utilized technology to access resources, gain information, or collaborate with others during this professional learning.
True
False

Planning Professional Learning

Of all the professional learning decisions made, none is more important than the linkage of efforts to district change. To justify time, energy, and money invested, professional learning activities offered in CCISD are research based, proven in practice, and relevant to the district, campus, and department goals. Professional learning events are designed in order that participants will understand the learning outcomes and the relevance to other practices, strategies, policies or procedures that are currently in use or will be in use.

The CCISD Professional Learning Plan includes a learning agenda to guide all campuses and departments in planning quality professional learning for all team members. By utilizing the learning agenda, a common language and planning sequence will be employed ensuring that a standard process is in place.   The process includes these concepts:

- Long term outcome: Describe the expected student achievement result for the sustained professional learning
- Objectives for the learning session: Clearly articulate what the community of learners is to learn during the session and how it guides them to develop the skills and attitudes essential for achieving the long-term outcome.
- Product: Describe the resource or tool that will be utilized to show evidence of the professional learning process.
- Modeling: Demonstrate the learning that learners are expected to engage in with their peers.
- Instructional Approach: Identify a strategy or protocol that will be used during the professional learning.

- <u>Implementation of Design</u>: Engage learners in determining the best approaches for full and successful implementation of the new learning.
- <u>Reflecting</u>: Provide opportunities for learners to reflect on and share their new learning.
- <u>Commitment</u>: Ask the learner to commit to the learning process and next steps.

Clear Creek ISD Professional Learning Facilitator Preparation

Job-embedded professional learning necessitates that members of the learning community be skilled facilitators of professional learning and collaborative study. To build the capacity of all professionals to lead and participate in this work, CCISD offers the following preparation sessions:
- CCISD Coaching Academy for New Coaches
- Learning Forward Tips, Tools, and Techniques for professional learning
- Mentoring Workshops
- The Teacher Leadership Institute

Professional Learning Monitoring

It is expected that all supervisors actively support their team members in their professional learning cycles through the collaborative development of annual growth targets, the ongoing monitoring of performance and annual appraisal. All professional learning sessions in CCISD are required to follow a consistent process for planning and evaluation. These requirements are in place to ensure that all professional learning is of the highest quality and has a lasting impact on team member performance and ultimately results in improved student achievement.

CCISD Professional Learning Department

The Professional Learning Department supports and facilitates professional learning cycles and sessions throughout the district. The specific roles of the department are as follows:
- Support all district, campus, and department based professional learning to ensure alignment with CCISD Strategic Plan
- Coordinate professional learning resources within the organization for all professionals, regardless of teaching assignment.
- Assist individuals seeking support for their own identified professional or personal growth activities
- Guide implementation of CCISD Professional Learning Plan
- Facilitate the development and implementation of CCISD's comprehensive instructional coaching model
- Assist in identification of appropriate resources for planned professional learning opportunities
- Publish a calendar of scheduled professional learning activities
- Use social media, email, web-site and other communication avenues to inform team members of learning opportunities
- Gather data on effectiveness of professional learning offered throughout the district
- Prepare long range planning for district, school, and department learning plans
- Collaboratively build, support and sustain a learning system within CCISD, by ensuring:
  - CCISD leaders have a clear understanding of the *Standards for Professional Learning* and use them effectively and with fidelity to design, implement and evaluate professional learning in their schools and departments;
  - CCISD leaders actively engage in a *Community of Practice* focused on a problem or issue which will result in their developing new skills, attitudes, and behaviors that will increase their effectiveness and the effectiveness of all educators they serve;

- CCISD leaders, *Communities of Practice* and teaching teams thoughtfully select and use effectively *learning designs* that best meet their needs and assist them in learning what is essential for them to positively impact adult and student learning;
- CCISD leaders, taking collective responsibility for the learning of their peers, see the value of the becoming a learning system and of their collaborating with others through a *Community of Practice*.

Professional Learning Tracking System

Eduphoria! Strive is a professional learning management system that allows team members to enroll in CCISD professional learning, submit out-of-district courses for credit, and track their own professional learning in one centralized location. The Professional Learning Department utilizes Eduphoria! Strive to:

- Standardize groups and categories in a concise manner to assist team members in their searches for professional learning offerings
- Follow a naming standard for all courses
- Provide the required end of course evaluation feature
- Facilitate the transfer of professional learning hours via the import/export of portfolios
- Standardize the process for tracking professional learning

School Board Policy Governing Professional Learning

CCISD School Board Policy DMA (LEGAL) and (LOCAL) outlines the mandated areas of professional learning. Policy DMD (Local) outlines the parameters for professional meetings and conferences. Policy EG (LOCAL) describes expectations for teacher professional learning in curriculum and instruction. This expectation for teacher professional learning supports the alignment of the written, taught and the tested curriculum. Board Policy BQA (LOCAL) requires that the District Planning Committee serve in an advisory role except that the committee must approve professional learning of a District-wide nature. Finally, Board Policy BQB (LOCAL) requires campus committees to approve professional learning of a campus-wide nature.

CCISD Professional Learning Expectations

CCISD team members are expected to earn 240 professional learning hours every five years [See DMA (LOCAL)]. Educators with a standard certificate are subject to mandatory professional learning requirements and must provide evidence of their earned hours to the Texas Education Agency every 5 years. See State Board of Education (SBEC) Continuing Professional Education (CPE) Frequently Asked Questions at http://tinyurl.com/CPEFAQs. See Appendix C, CCISD professional learning Credit, for professional learning maximum hours per activity.

State Board of Education (SBEC) Continuing Professional Education (CPE) Requirements

All educators should model the philosophy of life-long learning and participate in professional learning activities that focus on the need to continually update knowledge in content, best practice, research, and technology that is relevant to the individual's role as an educator. Each individual who holds a Standard Certificate is responsible for renewing the certificate. The rules adopted by the Board for renewing certificates are codified at Title 19, Part VII, Texas Administrative Code, Chapter 232, Subchapter A, and are available through the Texas Education Agency (TEA) web site (http://www.tea.state.tx.us). 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, educational diagnosticians, superintendents, principals, and assistant principals must complete 200 clock hours every five years.

See "Tracking My CPE hours" at http://tinyurl.com/CPETracking for forms to track your CPE hours.

Professional Learning Advisory Committee

The District shall maintain a professional learning committee to advise the Superintendent or designee in the planning of the professional learning calendar and opportunities for growth. Each campus shall designate a professional learning contact person who shall meet biannually to communicate with the Superintendent or designee and the District Education Improvement Committee (DEIC). The DEIC shall annually approve the District's professional learning plan. See DMA (LOCAL) and BQA (LOCAL).

CCISD Professional Learning Plan 3-Year Implementation

The time span of the CCISD Professional Learning Plan is three years, with annual review and adjustment as needed to address emerging needs or other changes impacting priorities for these services. Each current/immediate year's plan will contain explicit and complete information for each group of team members. The future two years will contain a general informational framework that will be developed in detail as data and other feedback lead to specific contents and contexts for the professional learning offerings. As a year of learning is completed, the subsequent plans will be modified as needed and the third year projected and added to the plan. The plan is based on the Curriculum Management Systems, Inc. (CMSi) characteristics of a comprehensive professional learning plan, research-based best practices in adult learning theory, and standards for professional learning. See Appendix E for CMSi characteristics of a comprehensive Professional Learning Plan.

References

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Appendices

Appendix A: Continuum of Learning

Department	Year 1	Year 2 and on-going
Assessment and Evaluation	**Required:** State Assessment Security and Confidentiality Training for All Campus Employees (Required per TEA) State Assessment Training for Test Administrators as Applicable (Required per TEA) State Assessment Training for Principals and Campus Test Coordinators (Required per TEA) **Offered:** Eduphoria Essentials – Data Analysis and Assessment Development; Beyond the Basics: Advanced Eduphoria for Administrators	**Required:** State Assessment Security and Confidentiality Training for All Campus Employees (Required per TEA) State Assessment Training for Test Administrators as applicable (Required per TEA) State Assessment Training for Principals and Campus Test Coordinators (Required per TEA) **Offered:** Eduphoria Essentials – Data Analysis and Assessment Development; Beyond the Basics: Advanced Eduphoria for Administrators; Improvement by Design – Critical Data Conversations
At Risk (includes teachers and campus at risk administrators)	**Required:** **Teachers**- Introduction to appropriate academic and behavioral interventions. Training on RtI and the SST process **Administrators**- Annual Training based on legislative updates, policy changes, and district needs. Introduction to conducting SST meetings and implementing the RtI process with fidelity. Understanding how to document RtI.	**Required:** **Teachers**- review of interventions, RtI and the SST process **Administrators**- Annual Training based on legislative updates, policy changes, and district needs. Review of conducting SST, implementing RtI and documentation in Skyward
Business Services	**Required:** Orientation; Travel Process Training (other training with all team members)	**Required:** Annual Updates and Training: Sungard; Purchasing Process and Requisition Entry; AESOP Administrator Training; Kronos SuperUser Training; Workers Compensation & Leave Training; Accounts Payable Process Training; Travel Process Training; Activity Fund Training; Purchasing Technology Supplies and Equipment; Budget Overview
Campus Administrators	**Required:** Administrative Mini-Camp; assigned a principal mentor; principal meetings, communities of practice participation, administrative meetings following board meetings, discipline management techniques and student code of conduct regarding principals' discretion; any other professional learning determined by Assistant Superintendents **Additional Requirement:** **Any training based on Legislative action or policy (safety, etc.)**	**Required:** Administrative Mini-Camp; assigned a principal mentor; principal meetings, communities of practice participation, administrative meetings following board meetings, any other professional learning determined by Assistant Superintendents **Additional Requirement:** **Any training based on Legislative action or policy (safety, etc.)**

Department	Year 1	Year 2 and on-going
Career and Technical Education	**Required:** CTE Overview; Curriculum Preview and Lesson Planning with Mentor; CTE Best Practices; CTE Policy and Procedures; Safety Training	**Required:** Curriculum Preview and Lesson Planning with Mentor; CTE Policy and Procedures updates; Safety Training updates
Child Nutrition	**Required:** Orientation	**Required:** 2 times @ month – safe food handling practices, updates and new mandates
Elementary ELA	**Required:** Lit Course 1 – based on grade level and content taught for new teachers Curriculum/Progression studies during district PL in August and January	**Required:** When Readers Struggle in year 3 or after for teachers in grades K-2
Elementary Social Studies	**Offered:** Curriculum previews	**Offered:** Social Studies Alive
Elementary Math	**Required:** New Teacher Academy (Curriculum Preview) District Curriculum Studies – August and January **Offered:** CCISD Elementary Math Course 1 – presented by campus math coaches at the campus level or by district coordinator at district level for those schools with no math coach Dreambox support through webinars	**Required:** District Curriculum Studies (updates, previews, and reviews) – August and January **Offered:** Various courses are offered each year such as 3-Act Tasks with Graham Fletcher, 1st Grade Math Academy, Number Talk Trainings, Teaching Through Problem Solving, etc. Dreambox support through webinars
Elementary Science	**Required:** New Teacher Academy (Curriculum Preview) District Curriculum Studies – August and January STEMscopes **Offered:** Unit Studies – October and February, Using Science Notebooks 101, Formative Assessments, Science Inquiry Course 1 for collaborative campuses upon Principals' requests, and Discovery Dome Training	**Required:** Curriculum Unit Studies – August and January Formative Assessment Probes STAAR Intervention Training (Grade 5 Teachers) **Offered:** Living Material Center Animal Certification Training Parts A and B; Discovery Dome Training; Advanced Science Notebooks; Integrating STEM into Science and Engineering; Expository Writing in Science, The 4C's, Making Science Thinking Visible, Science Vocabulary, Summer Science Institute, Virtual Science Fair, and STEMscopes
English Learners (Dual Language, ESL, Sheltered)	**Required** (if teaching ELs): Sheltered Instruction, English Language Proficiency Standards **Offered:** ESL Review for Certification Purposes	**Required:** Language Proficiency Assessment Committee (beginning, middle, and end of year for LPAC Administrator and Lead), Campus-based updates for sheltered instruction **Offered:** ESL Review for Certification Purposes, Sheltered Instruction, English Language Proficiency Standards

Department	Year 1	Year 2 and on-going
Facilities	**Required:** Orientation	**Required:** Custodians (including subs): Weekly updates: All Washed Up; Back Belts; Hand Safety; Hazardous Com Overview; Hazardous Labels; MSDS; Hearing Protection; ABC Fire Extinguishers; Job Hazard Analysis; Ladder Safety; Personal Protective Equipment; Shortcut to Disaster; Step Ladders; Carpet Care; Restrooms/Lockers/Summer Plans; Slippin/Trippin; Local, State, and National Mandates Maintenance and Grounds: Weekly updates: All Washed up; Slag Injury; Tag You're It; Trenching Safety; Back Belts; Hand Safety; Hazardous Com Overview; Hazardous Labels; MSDS; ABC Fire Extinguishers; Horsing Around; Job Hazard Analysis; Ladder Safety; Personal Protective Equipment; Shortcut to Disaster; Slippin/Trippin; Tractor Safety; local, state, national mandates
Gifted and Talented Staff	**Required:** Teachers who serve gifted students are required to complete 30 hours of training that includes nature and needs of gifted/ talented students, assessment of student needs, and curriculum and instruction for gifted students; Administrators/Counselors: 6 hours that includes nature and needs of GT students and program options **Offered:** Identification and Assessment of Gifted Students; Nature and Need of Gifted Students; The Social and Emotional Needs of Gifted Students; Instruction and Creativity for Gifted Students; Curriculum and the Gifted Student	**Required:** 6-hour update in gifted education annually for all teachers that serve gifted students **Offered** Each year GT update sessions are offered that focus research-based strategies for differentiation gifted student; Sessions offered each year are based on needs of teachers and student
Health/Physical Education	**Required:** Curriculum Preview; CPR-First Aid/AED Training; Sportsmanship Training	**Required:** Curriculum Review; CPR-First Aid/AED Training; Build Fit Kids for Life; Sportsmanship Training; PE Activities; Marathon Kids Mile Run; Head Coach Updates; Specific Skill Training and Lesson Planning; Rules Clinic; Leadership in Coaching; First Tee Challenge and other Event training
Human Resources	**Required:** LEADS; T-TESS	**Required:** T-TESS/LEADS Update; HR Series: Making the Grade: Documentation A-Z; Understand Me, Don't Manage Me: Supervising Gen Y Mindset; Interviewing for Success
Intermediate English-Language Arts (including Sped, Pre-AP & WAVE)/ Target Reading	**Required:** New Teacher Academy pedagogy and curriculum preview; **Additional Required for Pre-AP within 1st year:** Full-day pre-AP Academy (typically summer PL) **Additional Required for Target Reading and Sped Resource:** BAS training; Target Reading half-day (typically summer PL)	**Required:** Specific, on-going, district PL, including two cohorts across the year, each with at least two half-day sessions (workshop 101, formative assessment, next-level conferring, thinking-aloud, supporting below-level readers and writers, planning small-group instruction,

Department	Year 1	Year 2 and on-going
	Offered: Specific, on-going, district PL, including two cohorts across the year, each with at least two half-day sessions (RW Workshop 101, formative assessment, next-level conferring, thinking-aloud, supporting below-level readers and writers, planning small-group instruction, connecting to themes in WAVE)	increasing rigor, connecting to themes in WAVE) **Additional Required for Pre-AP:** Full-day pre-AP Academy (annually) **Additional Required for Target Reading and Sped Resource:** BAS refresher; Target Reading half-day
Mentoring on the Campus	**Required:** Mentoring Professional Learning day; Meet your Mentor/Buddy; Roles and Expectations; weekly/bi-weekly/monthly meetings as needed	**Required:** Mentoring Professional Learning day; Meet your Mentor/Buddy; Roles and Expectations; weekly/bi-weekly/monthly meetings as needed **Offered:** Available based on identified needs
Clerical Paraprofessionals	**Required:** Based on role: Orientation; Kronos; Sungard; Budget Software; Eduphoria Strive; MS Office; SIS; Skyward	**Required:** Updates based on role: Kronos; Sungard; Budget Software; Eduphoria Strive; MS Office; SIS; and Administrative Tools; End of Year Procedure Training
Special Education Paraprofessionals	**Required:** Based on role: Program orientation, behavior training, MSB Training, CPI if appropriate, Confidentiality, Paraprofessional responsibilities	**Required:** Updates based on role, Program orientation, behavior training, MSB Training, CPI if appropriate, Confidentiality, Paraprofessional responsibilities
Required State and Federal Training	**Required:** Sexual Harassment; Bullying Awareness; Blood-borne Pathogens; Copyright; Promoting Digital Citizenship; Sexual Abuse Prevention Training; Recognition of Maltreatment of Children and Children Abuse Reporting Training; Working with Students with Disabilities for teachers Child Find **Additional Requirement:** **Any training based on Legislative action or policy (safety, etc.)**	**Required:** Annual Training based on legislative updates, policy changes, and district needs
Required CCISD Employee Documents	**Required:** Employee Handbook; Responsible Use Guidelines for Technology; Employee Code of Conduct; Instructional Grading and Reporting Procedures; Fraud; Conflict of Interest; Supplemental Employment; Finance Procedures; Job Description;	**Required:** Annual Training based on legislative updates, policy changes, and district needs

Department	Year 1	Year 2 and on-going
	Suicide Prevention **Additional Requirement:** **Any training based on Legislative action or policy (safety, etc.)**	
ROTC	**Required:** Orientations, Preview Curriculum and write lesson plans; CPR-First Aid/AED Training	**Required:** Specific Curriculum Development and Refinement; CPR-First Aid/AED Training
Safe and Secure Schools	**Required:** Crossing Guards – 6 two-hour meetings to update expectations; Parking Lot Monitors – 4 two-hour meetings to update expectations; Campus Employees – Weekly meetings at home campus; School safety updates and training for administrators during mini-camp	**Required:** Crossing Guards – 6 two-hour meetings to update expectations ; Parking Lot Monitors – 4 two-hour meetings to update expectations; Campus Employees – Weekly meetings at home campus; School safety updates and training for administrators during mini-camp
School Nurse	**Required:** Orientation; CPR-First Aid/AED	**Required:** CPR-First Aid/AED
Secondary ELA and World Languages and Cultures	**Secondary ELA** **Required:** New Teacher Academy (Curriculum Preview); District Professional Learning– August and January **Offered:** One content-based curriculum study per semester; Five learning walks per year **World Language Cultures** **Required:** New Teacher Academy (Curriculum Preview); District Professional Learning– August and January **Offered:** One content-based curriculum study per semester; Five learning walks per year	**Secondary ELA** **Required:** District Professional Learning– August and January https://ccisdnet-my.sharepoint.com/:w:/g/personal/proflearn_ccisd_net/EUInT5TlkCVKjZaKgC_xku8B0qV5DAtwi3J8kILrr4aLXw?e=xaju8E **Offered:** One content-based curriculum study per semester; Five learning walks per year **World Language Cultures** **Required:** District Professional Learning– August and January **Offered:** One content-based curriculum study per semester; Five learning walks per year
Secondary Math	**Required:** New Teacher Content Orientation and Secondary Math District Professional Learning Days; Curriculum Preview; Backward Design for Lesson Planning facilitated by math instructional coaches; learning technology training from LTC's that support secondary mathematics content; Design of Common Assessments ; attend Grade 6, 7, 8 and Algebra 1 STAAR Preparation PL; participate in district team leader planning days for assessment and curriculum for Statistics, Algebraic Reasoning, and College Prep Math courses.	**Required:** Curriculum Review at Secondary Math District Professional Learning Days; design instructional resources at Secondary Math District Professional Learning Days; Embedded learning technology training during District PL; Campus team planning using backward design and develop common campus assessments; Participate in district team leader planning days for assessment and curriculum for Statistics, Algebraic Reasoning, and College

Department	Year 1	Year 2 and on-going
	Offered: Curriculum development training to learn about the Curriculum Management Plan and how to develop curriculum; This is a prerequisite for doing curriculum work; First year teachers have this opportunity to learn about curriculum development and writing; curriculum based assessment training to learn about development of blueprint of CBA's, how to use data to design a CBA, and development of assessment items; First year teachers have this opportunity to learn about CBA development the first year	Prep Math courses; Attend Grade 6, 7, 8 and Algebra 1 STAAR Preparation PL **Offered:** Opportunities to participate in district professional learning for developing learning progressions for Grades 6-8; Opportunities to participate in district development of CBA's for Grades 6-8, Algebra 1, Geometry, Algebra 2; Opportunities to participate in curriculum focus groups and to do curriculum work; Opportunities to participate in PreAP tp AP team vertical alignment for high school PreAP courses; Opportunities to attend Region IV professional development through grant funds
Secondary Science	**Required:** New Teacher Orientation and curriculum previews; Special attention is paid to curriculum alignment between the written, the taught, and tested with an introduction to backward design and the lesson cycle; safety training course, as well as training to access textbook resource, and Its Learning basics **Offered:** Curriculum studies throughout the year that provide support in the area a teaching and learning	**Offered:** Learning opportunities in the areas of: curriculum review and lesson planning; assessment of student learning; Inquiry; STAAR; course PLC level planning; data driven instruction; Science Engineering Fair of Houston; Science Fair; Opportunities in the area of support for special populations and at-risk students are encouraged as well
Secondary Social Studies	**Offered:** Social Studies Best Practices; Curriculum Preview; Formative Assessment; ItsLearning Basics; Backward Design lesson planning	**Offered:** Course Specific Curriculum Review and collaborative lesson planning; Omega; STAAR/EOC Data Analysis & Targeted Re-teaching; Developing social studies process skills; Reading and Writing in Social Studies; Pre-AP and AP Strategies, Course Lead Training
Special Education	**Required:** Sped Academy; Instructional Planning Cycle; ESPED; MSB; Program Specialty Trainings and Expectations; CPI if applicable; Behavior Training; New Teacher Cohorts	**Offered:** Specialty training (SLP, AA, SD, Pass, Resource, DH; Inclusion, Hearts, Aces, SLL) Behavior Trainings; CPI if applicable; Esped; MSB LSSP; Diag.; SLL; Homebound; OT; PT; Assistive Tech Support Team); SD Pass Training; Making STAAR Mastery Achievable; CPI: Non-violent Crisis Intervention Training; Cohort Instructional Planning Cycles; Team Leaders; Specially Designed Instruction Cohorts; STAAR Alternate Modules; Assessments; Job Coach; Processes and Procedures; Agency Forum and Inclusion Resource Workshop; Agency Forum for Moderate to Severe Disabilities; Team Leadership; ABA Boot Camp; Introduction to Co: Writer and Write: Out Loud; Boardmaker Advanced; OT/PT the Role of Related Services in the School System; Classroom-based Strategies for the General Ed Setting; District Updates; Review of Sensory Interventions from

Department	Year 1	Year 2 and on-going
		Response to Intervention to Direct Service; Quick Fixes for Adaptive Seating; ESY Paperwork and Staffings; Transition Programs in CCISD; End of Year Planning; eSPED Training for Campus Admin; Dyslexia Brown Bag Lunches; 504 eSPED for Campus Admin; Inclusion TOT; Inclusion Para Training
Technology	**Required:** Technology Overview: Student Logins, Lab Management, Networking; printing; email; online resources: Outlook; Eduphoria (Profile, Strive, TOPDesk, Aware, itsLearning); Set Up of Campus pages & the Learning Tech Website Software; MS Office - Campus & Content specific; Hardware Overview - Campus & Content specific; Interactive devices, projectors, Document; Cameras; Tablets	**Offered:** Technology Updates: district vision, district software, and tablets; Campus-based training based on campus needs; digital citizenship; netiquette, communication; social media; curriculum integration; Eduphoria Suite; O365; itsLearning
Visual and Performing Arts	**Required:** New teacher academy curriculum preview; CPR/AED training (band, dance, orchestra, choir directors); UIL Code of Conduct and eligibility guidelines **Offered:** CPR/AED training (elementary music, theatre and art); mentor collaboration and support; content-specific conventions; inventory management	**Required:** Course specific curriculum review and lesson design; safety updates as needed **Offered:** Content-specific conventions; curriculum updates; specialty trainings (Orff, Creative Learning, advanced methods, etc.); additional support available as needed or upon request
UIL Sponsors/Coaches/ Trainers/ Cheerleader Sponsors	**Required:** Orientation; AED; Extracurricular Activity Safety Training Athletic Coaches: Steroids; Concussions	**Required:** Updates: AED; Extracurricular Activity Safety Training; Athletic Coaches: Steroids; Concussions (every other year)
National Board Certification	**Offered:** Orientation and Information session (Does not meet the qualifications unless have taught 3 or more years)	**Offered**: Support meetings throughout the school year
New Teacher Mentoring	**Required:** CCISD New Teacher Academy; Benefits; T-TESS; Curriculum (prior to start of contract); Campus meetings with lead mentor, mentor, buddy, and other new teachers; support of instructional coach **Offered:** Various content specific professional learning throughout the year	**Offered:** Instructional coach support; Various content specific professional learning throughout the year
Adult Education	**Required:** 12 hours pre-service training	**Required:** 12 hours annually if Texas teacher; 24 hours for non-Texas teachers until they have 6 hours of adult education college credits or have 2 years of experience
Behavior/Classroom Management	**Required:** Behavior 101 for all new teachers to CCISD **Offered:** Behavior 101, part 2, 3, 4 to all new teachers to CCISD; Behavior 101, 102 to all teachers	**Offered:** Behavior 101, 102 to all teachers

Appendix B: CCISD Personalized Learning Matrix

	Learner Driven	Learner Centered	Teacher Centered	Teacher Driven
	Learner Owns and Creates Path to Success	**Learner and Teacher Partner In Learning**	**Teacher Considers Needs of Students**	**Teacher Leads the Classroom**
Setting Goals/Self Direction **(Academic, personal, behavioral)**	Self directed learner sets personalized learning goals based on academics, personal aspirations, and heartfelt passion.	Learner seeks teacher input to determine personalized learning goals.	Teacher leads learner to identify learning goals based on teacher determined criteria.	Teacher determines the same learning goals for groups of students or whole class.
Accessing Content	Learner seeks additional entry points to content beyond those provided by the teacher.	Learner accesses content from an array of teacher provided entry points to meet learning style and preferences.	Teacher provides differentiated access to content based on learner needs.	Teacher determines scope, sequence, pace, and how students will access content.
Processing /Engaging with Content	Learner selects and uses appropriate activities, tools, and strategies to engage with content.	Learner, with teacher support, chooses activities, tools, and strategies to engage with content based on how they prefer or need to learn.	Teacher provides differentiated activities, tools, and strategies to engage learner.	Teacher determines method or activity students will utilize to process or engage with content.
Demonstrating Mastery/Assessment	Learner identifies point in time to demonstrate mastery and designs assessments to showcase evidence of learning. Self-directed learner uses data to monitor progress reflect on learning, and set goals.	Learner demonstrates mastery by selecting from a variety of options provided by the teacher. Timelines for assessments are collaboratively determined. Self-directed learner, in collaboration with teacher, uses data to monitor progress, reflect on learning, and set goals.	Teacher designs, uses, and adapts assessment strategies and timelines based on learner needs. Teacher uses data to plan and provide differentiated instruction.	Teacher determines assessments to measure mastery of content standards and the timeline for these assessments. Teacher uses data to inform instruction.
Designing Learning Environment **(physical space, collaboration, grouping)**	Learner expands their learning environment in and outside of classroom to include the larger community. Learner selects partners to support learning based on skills, expertise, and experiences of others.	Learner and teacher design a flexible learning environment. Learner, in collaboration with teacher, selects partners to support learning based on skills, expertise, and experiences of others.	Teacher designs the physical learning environment of the classroom to meet the needs of the learners. Teacher intentionally offers opportunities for collaboration and creates student groups based on learner need.	Teacher determines the layout of the classroom to meet the teacher's vision. Teacher determines the interactions between learners.

Appendix C: CCISD Professional Learning Credit Explanation

ATTENDING A PROFESSIONAL LEARNING SESSION, CONFERENCE OR IN-SERVICE
(Hour for hour)
(National, State or Regional affiliated conferences: all hours qualify for Standard Certificate Renewal.) Certificates from training outside CCISD should be uploaded into your Eduphoria Portfolio and submitted for approval. Credit for CCISD professional learning is earned when you complete the district survey based on your workshop. District and campus presenters will upload and attach the written or electronic sign-in sheets to each workshop in Eduphoria Strive.

PRESENTING FOR DISTRICT OR PROFESSIONAL CONFERENCES
(3 Hours for 1 hour of presenting)
(Maximum 15 hours in a 5- year cycle toward the renewal of a Standard Certificate.)
(National, State or Regional affiliated conferences: all hours qualify.) Certificates from training outside CCISD should be uploaded into your Eduphoria Portfolio and submitted for approval. Credit for CCISD professional learning is earned when you complete the district survey based on your workshop. District and campus presenters will upload and attach the written or electronic sign-in sheets to each workshop in Eduphoria Strive.

DEVELOPING CURRICULUM and INSTRUCTIONAL MATERIALS FOR DISTRICT
(Hour for hour)
(District approval needed by Curriculum Coordinator. In some cases, you may be paid AND receive PL credit. Coordinator will create course in Eduphoria so you may earn the credit after completing the survey.)

PARTICIPATING AS A DISTRICT DESIGNATED MENTOR
(45 hours maximum for each 5- year cycle toward the renewal of a Standard Certificate)
You MUST be an approved Mentor, Buddy or Lead Mentor. Mentoring staff will create session in Eduphoria so you may earn the credit upon completion of Mentor Program and district survey.

PARTICIPATING IN INDEPENDENT STUDY
(i.e. Professional Book Study, etc.)
(30 hour maximum for each 5- year cycle toward the renewal of a Standard Certificate.)
This may be with Department, Grade Level, Campus, or District team members. Upon completion, the facilitator will create course in Eduphoria so you may earn the credit after completing the survey.

EARNING COLLEGE CREDIT
(1 college hour = 15 hours of professional development credit.)
A college transcript is required and courses must be completed on own time
(Transcripts must be turned in to HR, but also keep a file for yourself. You should enter the courses into your Eduphoria Portfolio to earn professional learning credit. It will be approved after you have submitted your official transcript to HR. See DMC exhibit A for information on reimbursement of credits earned toward a signed degree plan.)

PARTICIPATING IN NATIONAL BOARD CERTIFICATION
(50 Hours Independent Study + Collaborative Sessions in Eduphoria)
(Informational sessions, Portfolio development, workshops, etc.)
CONDUCTING EDUCATIONAL RESEARCH UNDER THE DIRECTION OF THE UNIVERSITY IN ATTENDANCE
(90 PL Hours in a 5- year cycle toward the renewal of a Standard Certificate.)
(NBTC: MUST keep certificate for file, submit a copy of your certificate to HR to receive the district stipend, and add the certificate to your Eduphoria Portfolio as an outside workshop to earn credit.)

ON-LINE STAFF DEVELOPMENT
(Based on the hours identified in the course description.)
CCISD eCourses will automatically award credit upon successful completion of the course and survey. If using a non-CCISD eCourse, upload your completion certificate to your Eduphoria Portfolio and request credit as an outside workshop.

PARTICIPATING ON A DISTRICT OR CAMPUS INSTRUCTIONAL COMMITTEE; LEARNING WALK or CADRE
(i.e. grading procedures, or textbook)
(Hour for hour; Textbook committee members will earn 30 hours of PL credit)
(This type of PL is **not** applicable to Standard Certificate renewal.)
Credit for these activities is earned when you complete the district survey based on the activity. District and campus administrators will upload and attach the written or electronic sign-in sheets to each workshop in Eduphoria Strive.

Appendix D: CMSi Characteristics of a Comprehensive Professional Learning Plan

Characteristics	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.	X	
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.	x	
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.	X	
5. Provides for system-wide coordination and has a clearinghouse function in place.	X	
6. Provides the necessary funding to carry out professional learning goals.	X	
7. Has a current plan that provides a framework for integrating innovations related to mission.	X	
8. Has a professional learning mission in place.	X	
9. Is built using a long-range planning approach.	X	
10. Provides for organizational, unit, and individual learning in a systemic manner.	X	
11. Focuses on organizational change—staff learning efforts are aligned to district goals.	X	
Delivery		
12. Is based on proven research-based approaches that have been shown to increase productivity.	X	
13. Provides for three phases of the change process: initiation, implementation, and institutionalization. *(this requires the most long-term work to achieve)*	X	
14. Is based on human learning and adult learning.	X	
15. Uses a variety of professional learning approaches.	X	
16. Provides for follow-up and on-the-job application necessary to ensure improvement.	X	
17. Expects each supervisor to be a staff developer of staff supervised.	X	
Evaluation		
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.	X	

Based on the April 2014 Curriculum Audit, conducted by Curriculum Management Systems, Inc., CCISD Professional Learning Plan met 81% of the CMSI criteria. At this time the CCISD Professional Learning Plan meets 100% of the CMSI criteria.