

Professional Learning Guidelines 2020-2021

Office of Professional Learning

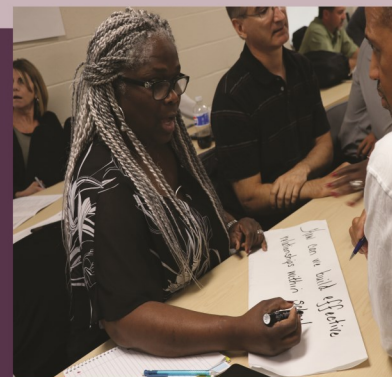


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Professional Learning Guidelines

Professional Learning is...

A comprehensive, sustained, and intensive approach to enhancing and improving teachers' and principals' effectiveness in raising student achievement.

Aligning with rigorous state standards for student academic achievement, as well as school improvement goals.

Focusing on student content standards and educator performance standards.

Providing sustained support for long term changes.

Participating in study groups among peers focused on a shared need or topic.

Applying and reflecting on new or enhanced strategies and knowledge.

Engaging in District wide approved professional learning courses or designs.

Learning a new skill from a workshop such as CPR, First Aid, etc.

Professional Learning is not...

Supervising of students before or after school, during evening activities, or on trips unrelated to PD and/or District initiatives.

Planning for or attending school family activities.

Preparing of materials for parent/teacher nights, Open House, etc.

Planning for opening day activities or events.

Attending Open House, school concerts, etc.

Engaging with parents or community members at events.

Planning for meetings, expeditions, or facilitating professional development opportunities.

Serving on a committee.

Attending staff/department/RTI meetings.

Requesting PD credit for vacation or travel.

Yoga, Zumba, or similar activities.

Attending a theater production.

Performing expected professional duties such as: data entry, report cards, attendance, parent/teacher conferences, or other duties as assigned.

Creating lesson plans or unpacking unit plans.



Professional Learning Timelines

2020-2021

**Professional Learning starts
Monday, June 22, 2020**

Important Deadlines

***All TrueNorthLogic attendance
must be completed by:**

Tuesday, June 8, 2021

***All surveys must be completed by:**

*Credit for a course will not be issued without
completing the survey(s).*

Thursday, June 11, 2021

no later than 4:00PM

All courses must be approved by one of the following:

- School Based Planning Team
- Program Based Planning Team
- Department head (Executive Director or Director)

Once approved, the course can be submitted for approval from the Joint Professional Development Committee.

Professional Development Request Process

Before a request can be sent to the Office of Professional Learning (OPL)

- 1) A **2020-2021** Professional Development Request Form must be completed.
- 2) The request must be approved, with signatures, by one of the following:
 - If you work in a school - School-Based Planning Team
 - If you work in a program - Program-Based Planning Team
 - If you work in a department - Department Executive Director or Director
- 3) Your school, program, or department's Course Requester must email the approved request form, in PDF format, to the TrueNorthLogic mailbox at **TrueNorthLogic@rcsdk12.org**.



After a request is submitted to OPL:

- 4) TrueNorthLogic Manager sends the request to the Joint Professional Development Committee (JPDC) for further review.
- 5) JPDC reviews the request and notifies the TrueNorthLogic Manager if the course is approved, denied, or needs to be revised.
- 6) TrueNorthLogic Manager emails JPDC decision to Course Requester to let them know if the course can be built in TrueNorthLogic.

TrueNorthLogic Process

- 7) Course Requester builds the course in TrueNorthLogic.
- 8) The Level 1 Approver (Building level) reviews, approves, and submits the course for Level 2 review by the TrueNorthLogic Manager.
- 9) After Level 2 approval, the course is reviewed by Savaria Calloway-Downs, Director of Professional Learning. Once the course has Final Approval, it will be live in TrueNorthLogic.

After a course has been completed

- 10) The Instructor or Course Requester must enter the attendance in TNL no later than five days after the section meeting date. The Course Requester then sends proof of attendance via email to the TrueNorthLogic mailbox to be kept on file. Include the full course name, course number, section number and date in the email. If meetings are virtual, a Zoom attendance report is required.
- 11) Once the attendance is verified by the Office of Professional Learning, an email will be sent out notifying participants that attendance has been entered, and the survey is available to be completed for credit.
- 12) In order to be eligible for course credit, the survey **must be completed**.

Stipulations for PD Requests, Summer Courses, Conferences, Out-of-District & Online PDs, and College Courses

Stipulation for PD Request Hours

- 1) You can not submit a request for one hour, unless it is part of a PD with multiple sections/meeting times. Attendance for all sections of a series is expected.
- 2) Course instructors do not qualify for course credit.

Stipulations for Summer Courses

- 1) The maximum number of credited hours for school-based PD an individual may complete during the summer is 18 for non-tenured teachers and 22 for tenured teachers.
- 2) There is no maximum number of hours for district-based PD that can be completed during the school year.
- 3) The maximum number of hours for any single PD offering or Learning Design is 20.

Stipulations for Conferences

- 1) The maximum number of credited hours for a conference is 20.
- 2) Must follow PD approval process **prior to attending**. There must be a contact person and number listed on your PD request form for verification purposes.
- 3) After the conference, email your itinerary and certificate of completion to your school/program/department's course requester to be submitted to the Office of Professional Learning.

Stipulations for Out-of-District and Online PDs

- 1) The maximum number of credited hours for an out-of-district or online professional development is 20.
- 2) Must follow PD approval process **prior to attending**. There must be a contact person and number listed on your PD request form for verification purposes.
- 3) After the learning experience, submit a certificate of completion to your school/program/department's course requester to be submitted to the Office of Professional Learning.

Stipulations for College Courses

- 1) 4 hours per credit hour may be earned, with a maximum of 24 hours per school year for current college courses. The masters or doctoral program must be related to your current tenure area.
- 2) Courses in a masters or doctoral program may NOT be used if working toward Administration Certification.
- 3) Once a course is completed, email a copy of an official college transcript to TrueNorthLogic@rcsdk12.org

Professional Development Request Form Tips

Things to think about when answering each question...

Course Description

- What will this professional learning experience teach participants?
- What is this based on? (For example: a book by _____; a webinar; an article, a guest speaker)
- What will the participants do?
- What researched-based materials will be used?
- Will participants have to attend every session to earn credit? Or can participants earn credit for each session they attend?
- Who are you targeting/who is your audience?

Why is this professional development being offered?

- What is the needs assessment?
- What data proves the need?
- If this PD has been presented before, what new information will be covered?
- Will it target new staff?
- What new approach will you take?



How will this professional learning experience connect to student, teacher, school, program, and/or district needs?

- How will this connect to RCSD initiatives?
- What part of your SCEP does this address?
- How will this connect to your school vision/mission or data?

How will this professional learning experience impact student performance and achievement?

- What will students be able to do as a result of this PD?
- How will you measure this?
- How will this be evaluated? How often?

If audited, what evidence/data will be used and collected to determine that there has been a change in student social-emotional growth or student achievement?

- Reduction in student referrals
- Student work
- Assessments
- Projects
- Other evidence

EXAMPLES

Steps for Checking your TrueNorthLogic Transcript

#1 Accessing your Transcript:

- Log in to TrueNorthLogic and click on “My Transcript.”
- Select the desired date range and click “Search.”
- Credit totals are listed at the bottom of the last page.

#2 Check your transcript to see if your credits are showing.

- Complete all course surveys
- Credits will not be added to your transcript until surveys are completed.

#3 If credits are missing from your transcript, reach out to the Course Instructor or the Department that provided the PD.

- Please give the instructor or department a two week window after the course has ended before contacting them.
- They will have the course information and details.

#4 If you’ve followed both steps and haven’t received a response or if you have any discrepancies, please send your inquiry to the TrueNorthLogic mailbox (TrueNorthLogic@rcsdk12.org) in the following format to help the Office of Professional Learning to better assist you:

- Full course name, course and/or section number
- Course Provider (School, Program or Department)
- Date(s) attended
- Brief summary of your issue

Who Qualifies for the Professional Development Incentive?

The Professional Development Incentive (PDI) is discussed in Section 59.4 of the RTA contract. Teachers are eligible based on the information below.

\$1,200 Stipend Qualifications...

- ➡ Permanent or Professional Certification
 - ➡ Must be tenured
 - ➡ Must have 36 hours of professional development credit
-

\$800 Stipend Qualifications...

- ➡ Resident Level
- ➡ Must have 24 hours of professional development credit

Intern Level teachers are not eligible for the Professional Development Incentive.

Professional Development

Frequently Asked Questions

What should SBPT members consider when endorsing individual professional development activities?

- connection to student need
- connection to the SIP/SCEP
- connection to the District and School Mission/Vision
- contains clear observable outcomes for application of evidence and requested number of hours

I am in graduate school. Can I use my credit bearing courses toward the PD incentive?

You may earn 4 PD credits per college credit hour, with a maximum 24 hours per school year for current college courses. You may not use courses in a masters or doctoral program if you are working toward an Administrative Certification. The masters or doctoral program must be related to your current tenure area. Once you complete the course, you must email a copy of an official college transcript to TrueNorthLogic@rcsdk12.org.

If RTA pays my registration fee for a conference on a Saturday, are the hours automatically credited to my TrueNorthLogic transcript?

No, you will have to follow the established professional development process in order to earn professional development credit(s).

Is the stipend prorated if I do not complete all the hours toward the PD incentive?

No, the PDI stipend is not prorated. If you begin the process and do not complete the required hours, you will not receive the Professional Development Incentive stipend.

I job share. Do I qualify to take part in the incentive?

Yes, even if you job share, you may qualify for the Professional Development Incentive.

Professional Learning Designs

Action Research

Action research is a process in which participants examine their own educational practices, systematically and carefully, using research techniques (Watts, 1985). Usually informal, action research can use the process of teachers analyzing behavior and various classroom situations to better understand their classroom environment. Participants identify topics important to their teaching e.g.: classroom performance, student needs, examines their own work; uses research techniques, or explore how to become more effective instructional leaders. The following processes of thinking, questioning, and researching leads to desired improved outcomes. Action research is an evolving form of inquiry that affects the researchers and the contexts in which they work. This professional experience is different from other forms of research as it is directed by individuals taking action as a result of the findings within the study.

Collegial Circle

A Collegial Circle is a group of teachers (usually 4 to 8) who meet regularly to solve common problems; to share opinions, research, and strategize; and to discuss common needs, questions, and interests. A Collegial Circle provides educators with structured time for collegial support and study as well as an opportunity for reflection on practices. It provides opportunities for sharing expertise, for problem solving through group processes ultimately deepening the knowledge of teaching and learning. Collegial Circles are designed to encourage effective teacher planning and reflection about the process of student learning. The ultimate value of the collegial circle is to gain insight based upon structured group experiences and shared commitment to the group.

Critical Friends Group

A Critical Friends Group (CFG) is a professional learning community consisting of a small group (6-8 educators) who come together voluntarily to meet regularly to have structured professional conversations about their work. The purpose of a CFG is to provide professional development that translates into improved student learning. This adult learning is accomplished through formal, ongoing interactions of small groups of staff that participate voluntarily. One person, a member of the faculty, facilitates the CFG. A CFG can generate effective practices for teachers to share materials, develop support systems, and promote and define holistic approaches to meet the teaching and learning needs of schools around the nation (Cromwell, 1999). During the meetings the participants practice techniques for examining student work and observing their colleagues during their lessons. As colleagues, CFG members help each other make choices on how to introduce concepts, uncover evidence that students are demonstrating growth, or have mastered a concept, rule, or strategy (Silva, 2003). A CFG promotes collegiality and provides a way for staff members to be reflective in their practice.

Immersing Teachers in Practice

Immersing in teacher practice allows teachers to over time, intensely participate in the content in which they teach. For teachers to develop a rapport of strategies that work when teaching their content they must first engage in how to learn that content. This design is based on the premise that teacher knowledge, both depth and breadth, is key to success in the classroom. Additionally, this model focuses on building capacity within teachers. Gaining firsthand knowledge of a content area results in improved practices for teaching and student learning. To be able to think and act as a reader, writer, mathematician, historian or scientist is really a key component to be able to teach the content. This approach to professional learning allows teachers to recognize the complexity of their content. While tasks may seem simple, engaging in the practice reveals the challenges and layered cognitive processes of learning (Easton, 2008). Critical elements of immersing in teacher practice include a focus on building capacity and a commitment to teacher leadership. Building the capacity of a school or a teacher to support student achievement takes a commitment of time and possibly a leap of faith. Immersing in teacher practice allows teachers to not only see what does work with students but also what students might struggle with. Additionally, immersing teachers in a content area allows teachers to take a role as a leader within their own buildings.

Lesson Study

A Lesson Study is a structured process, a form of classroom inquiry, involving small groups of teachers that collaboratively plan, teach, observe, analyze, revise and refine actual classroom lessons. It is a form of extended professional learning as it involves a series of planned concrete steps that engages teachers for a year or more. Lesson Study grew out of the collective efforts of classroom teachers most notably in Japan. During a Lesson Study teachers prepare a lesson to demonstrate a specific teaching and learning goal. Other teachers observe and document what they see. After the lesson, the teachers meet and discuss the strengths of the lesson and make suggestions for improvement. Sometimes the lesson is revised and presented again. Lesson study focuses on the core of the teaching process; what happens between teachers and students in the classroom.

Office of Professional Learning

Useful Links

[Office of Professional Learning website](#)

[TrueNorthLogic](#)

[*TNL Quick Guide*](#)

[Link to CTLE](#)

[Link to Action Research](#)

[Link to Collegial Circle](#)

[Link to Critical Friends](#)

[Link to Immersing in Teacher Practice](#)

[Link to Lesson Study](#)