

Terrell



Independent School District

Professional Development Plan

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Terrell Independent School District

District Philosophy

All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the community. All groups should be focused on the pursuit of excellence in education.

Mission Statement

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment, challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

District Beliefs

- We believe that our strength lies in the cultural and socio-economic diversity of our students.
- We believe in a personalized education that maximizes the potential of each student.
- We believe that community trust and support are critical to the success of our district.
- We believe that a competent, committed, and caring staff is essential to a quality education.

1. Philosophical Framework for Professional Development

Professional development in the district is defined as a process that fosters personal and professional growth for individuals within a respectful, supportive, and positive organizational climate. The ultimate goal for our professional development process is increased student learning and continuous, responsible self-renewal for all constituents. This goal can best be accomplished by all stakeholders working together in partnerships to create a quality environment for learning.

It is important to think of professional development activities as encompassing a wide range of professional growth experiences. Professional development refers to a systematically planned, comprehensive set of ongoing professional growth activities carried out over time to achieve specific district wide, school and department improvement objectives. The comprehensive plan is built around four major focus areas: written curriculum, instructional delivery, assessment and organizational improvement.



Philosophical Framework for Professional Development (continued)

Mission

To continually improve student performance, the Terrell Independent School District is committed to providing dynamic and comprehensive professional/personal development that ensures high standards for all staff and stakeholders who affect student learning. TISD will collaborate with schools, departments and other agencies to secure resources, to secure personnel, to help develop capacity for change, and to ensure continuous improvement that will increase student achievement.

Goals

The professional development program will provide for the following:

- Research-based training opportunities in the design and delivery of curriculum;
- Induction of training for new teachers and orientation for new employees;
- Mentoring and coaching for all teachers;
- On the job application of learning with follow-up and support;
- Opportunities for teachers to share ideas and strategies;
- The expectation that learning and improving is part of the job.

Purpose

The purpose of the Terrell Independent School District Professional Development Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. The professional development model is to create a learning organization, an organization that is capable of realizing individual and shared visions and capable of solving problems in a way that enhances the organization's fundamental mission of teaching and learning.

District Policies

All policies and regulations are located online at: <http://www.tasb.org/policy/pol/private/129906/>

2. Roles and Responsibilities

All district staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified.

Board of Trustees

The Board shall:

- Approve the curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and State Board of Education rules;
- Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement;
- Communicate to its constituents the Board's curricular expectations;
- Fund, through the budget process, adequate resources needed to implement the curriculum based on data.

Superintendent

The Superintendent shall:

- Implement Board policies related to professional development;
- Annually report to the Board concerning implementation;
- Ensure that a functional decision-making structure is in place to carry out this policy.

Coordinators for Curriculum and Instruction

The Superintendent or Designee shall:

- Ensure that a master long-range plan is in place for professional development;
- Report to the District Educational Improvement Council annually on staff development;
- Provide district-wide professional development needed to implement the curriculum;
- Provide material to ensure the professional development plan is implemented;
- Support principals and teachers in their roles of delivering and managing professional development;
- Provide district professional development training sessions.

Principals

The Principals shall:

- Update Campus Improvement Plans to support the professional development goals;
- Facilitate and participate in professional development.

Teachers

The Teachers shall:

- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development.

Business

The Business department shall:

- Ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities – a performance-driven budget;
- Budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

Parents

The Parents shall:

- Be valued partners in the learning process;
- Accept a shared responsibility working with the teacher in the learning process;
- Support the development of academic, communication, life, and technology skills.

3. Professional Development Standards

Process Standards

Professional development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, to monitor progress, and to help sustain continuous improvement (data-driven);
- Uses multiple sources of information to guide improvement and to demonstrate its impact (evaluation);
- Prepares educators and leaders to apply research to decision making (research-based);
- Uses learning strategies appropriate to the intended goal (design);
- Applies knowledge about human learning and change (learning);
- Provides educators with the knowledge and skills to collaborate (collaboration).

Content Standards

Professional development that improves the learning of all students:

- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately;
- Prepares educators, leaders and support staff to understand and appreciate all students; to create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement (equity);
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (family involvement)

4. Evaluation

Several types of evaluations will be used to determine the effectiveness of the professional development program. Participants will complete the online workshop evaluation form to assess the quality of the workshop and the degree to which objectives have been met.

Methods of Collecting Data

To determine needs:

- Campus needs assessment survey
- Classroom observation and walk-through
- Job description/performance expectations
- Student performance data
- District Educational Improvement Council (DEIC) review
- District goals and objectives
- State and Federal mandates

To evaluate effectiveness:

- Online workshop evaluation form
- Student performance data

5. Delivery

After review of the collected data, the Site Based team will:

- Prioritize needs
- Identify targeted audiences
- Design training content
- Deliver professional development
- Evaluate effectiveness

Training activities will utilize a variety of delivery methods, such as:

- Workshops
- Seminars
- Research
- Independent study
- Hands-on
- Computerized learning
- Online technology

6. Flex Days and Stipends

The purpose of the flex days and stipends is to encourage staff members to continue in their professional growth throughout the year. The guidelines for obtaining the flex days / stipends are as follows:

- The workshop must be held outside of the regularly scheduled calendar work day.
- Professionals and paraprofessionals who attend a professional development/workshop session must have prior written administrative approval. This includes summer workshops. You must fill out a Green Sheet for workshop approval. You can get this from your school secretary.
- Professionals and paraprofessionals attending any workshop that offers a stipend for attendance will not be eligible for comp. /flex days.

Professional Staff:

- The comp time/flex days will be awarded in increments of 6 hours. If a professional employee accumulates 6 hours, this will equal to one day. Two flex days are posted on the school calendar. Professional employees will be required to attach a copy of their staff development attendance certificate to an absence from duty leave form by a specified deadline.

Paraprofessional Staff:

- The comp time/flex days will be awarded in increments of 6 hours. If a paraprofessional accumulates 6 hours, this will equal to one day. Two days are posted on the school calendar. Paraprofessional staff may attend workshops not included in their yearly calendar OR accumulate 6 extra work hours outside their designated work day (to equal one TISD comp/flex day). However, paraprofessionals must acquire prior written approval from their principal/supervisor to attend a workshop or work any additional hours. Not all paraprofessionals work the same number of days; therefore, they do not have the same school/work calendar. Your principal/supervisor/business office will provide this information to you. Paraprofessional employees will be required to attach a copy of their time clock documentation OR staff development attendance certificate to an absence from duty leave form by a specified deadline.

Appendix A

Professional Development Calendar

May

- Campus teams evaluate campus improvement plans
- Campus teams meet to review Spring TAKS data and plan for 10-11
- End of year evaluation of TISD new teacher program
- Mentor stipends awarded
- Student Handbook and Code of Conduct (Revisions / Review Updates)

June

- Summer Workshops
- Advanced Placement Summer Institutes for required staff
- Professional development stipends awarded
- STAR training for Connections / FUTURE teachers
- Instructional Technology workshops
- New employee orientation if needed

July

- Summer Workshops
- Gifted and talented training for required staff
- Class IEP Writing for Special Education teachers
- CPI training for core teams
- STAR training for Connections / FUTURE teachers
- New employee orientation if needed
- Professional development stipends awarded
- CPR training
- NIMS (National Incident Management training)
- Fire Extinguisher training

August

- Administrative Retreat
- Summer Workshops
- Class IEP Writing for Special Education teachers
- ITBS training for core teams
- CPI training for core teams
- PAPP training
- School Safety Preparedness training
- Bus training
- Attendance training
- Parent and Community Awareness
- Gang Awareness and Bullying
- Rookie Roundup – new teacher induction and mentor training
- Professional development-campus-wide conference, includes:
 - Employee Handbook
 - Safety Procedures
 - Response to Intervention Manual
 - Classroom management
 - Technology – Computer usage & policies; programs; training and support; integration.

- Special Education
- Curriculum and Instruction
- Diversity awareness
- Character education
- Student behavior management plan
- Bullying / Discrimination/ Harassment training
- FERPA student confidentiality
- Reporting Child Abuse and Neglect
- PDAS new teacher orientation
- Substitute teacher orientation
- Support staff – Cafeteria training
- Professional development-textbook adoption
- Professional development-campus instructional waiver day
- Legal training for administrators
- Professional development stipends awarded
- Submission of professional development for all summer workshops/trainings
- Blood borne pathogen training

September

- Fall Workshops
- Special Education updates for all campuses
- TBSI training for core teams
- Section 504 Identification training for counselors
- Counselor meeting with diagnosticians – Review of special education and 504 student rolls
- ARD decision making process for all campuses
- Accommodations / Modifications training for all campuses
- Special Education Referral Process / RTI for all campuses
- Customer service training
- Substitute Teacher Orientation
- Update PDAS training for administrators if needed
- Instructional assessment campus team meetings begin
- District Drill Table Top
- Parent and Community Awareness

October

- Fall Workshops
- Professional development – campus instructional waiver day
- Documentation training for administrators
- Fall recruitment training
- Special Education Referral Process / RTI for all campuses
- Counselor meeting with diagnosticians – Review of special education and 504 student rolls
- Submission of Star charts
- TAKS – ALT module training for administrators
- Required testing training
- Parent and Community Awareness
- Bus Evacuation training

November

- Fall Workshops
- Substitute Teacher Orientation
- TAKS – ALT module training for administrators

- District Drill Table Top

December

- Mid-Term Evaluation of TISD New Teacher Program
- Appraisal training for administrators

January

- Professional development-campus instructional planning
- Spring workshops
- Contracts, Non-Extension, Non-Renewal, Probationary, and Termination training for administrators
- SHARS training for all SHARS billing personnel
- PDAS new teacher orientation if needed
- Substitute Teacher Orientation
- District-wide professional development planning begins
- Required testing training
- District Drill Table Top
- First Responders training

February

- Spring workshops
- Substitute Teacher Orientation
- Spring Recruitment training
- Required testing training

March

- Spring workshops
- Required testing training
- Interviewing procedures and hiring practices training for administrators
- TISD Job Fair training

April

- Spring workshops
- Required testing training
- Submission of professional development for summer workshops
- Substitute Teacher Orientation
- State and Federal NCLB Guideline training for administrators

On line courses in the area of integrating technology in the classroom are available at times during the year, including summer months.

TISD



Terrell Independent School District

2010-2011 CALENDAR

www.terrellisd.com

Terrell, TX 75160

AUGUST 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	[24	25	26	27	28
29	30	31				

13 New Teacher Orientation
 16 Teacher Work Day
 17-19 Staff Development
 20 Teacher Work Day
 23 Staff Development
 24 1st Day of School/1st six weeks begin

SEPTEMBER 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	[27	28	29	30		

6 Labor Day
 24 1st six weeks end (23 days)
 27 2nd six weeks begin

OCTOBER 2010

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7 Early Release
 8 Staff Development/Student Holiday
 11 Staff Development/Flex Day/Student Holiday

NOVEMBER 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	[8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

5 2nd six weeks end (28 days)
 8 3rd six weeks begin
 11 Early Release
 22 Staff Development/Flex Day/Student Holiday
 23-26 Thanksgiving Holiday

DECEMBER 2010

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 3rd six weeks end (25 days)/Early Release
 20-24 Winter Break
 27-31 Winter Break

JANUARY 2011

S	M	T	W	T	F	S
						1
2	3	[4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 New Year's Day
 3 Teacher Work Day/Student Holiday
 4 4th six weeks begin
 17 M.L. King, Jr. Day/Holiday

FEBRUARY 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	[22	23	24	25	26
27	28					

10 Early Release
 18 4th six weeks end (33 days)
 21 Staff Development/Student Holiday
 22 5th six weeks begin

MARCH 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14-18 Spring Break

APRIL 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	[18	19	20	21	22	23
24	25	26	27	28	29	30

8 Early Release
 15 5th six weeks end (34 days)
 18 6th six weeks begin
 22 Bad Weather Day

MAY 2011

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27 Bad Weather Day
 30 Memorial Day Holiday

JUNE 2011

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Last day of school/6th six weeks end (32 days)/Early Release/Graduation
 4 Teacher Work Day

W. H. Burnett Elementary, Grades Head Start, PreK-K
 John F. Kennedy Elementary, Grades 1-2
 J. W. Long Elementary, Grades 3-6
 Dr. Bruce Wood Elementary, Grades 3-6
 Herman Furlough, Jr., Middle School, Grades 7-8
 Terrell High School, Grades 9-12
 Phoenix School
 Child & Adolescent School
 College Street DAEP
 District Administration
 Special Services
 901 S. Rockwall Terrell 75160 Phone: 972-568-1452
 1400 S. Rockwall, Terrell 75160 Phone: 972-568-1448
 300 Creekside, Terrell 75160 Phone: 972-568-1448
 121 Poetry Rd, Terrell 75160 Phone: 972-568-8750
 1851 Colquitt, Terrell 75160 Phone: 972-568-7501
 400 Poetry Road, Terrell 75160 Phone: 972-568-7525
 700 N. Catharina, Terrell 75160 Phone: 972-551-2827
 1200 E. Brin, Terrell 75160 Phone: 972-551-8960
 305 W. College, Terrell, 75160 Phone: 972-568-6819
 700 N. Catharina, Terrell 75160 Phone: 972-568-7504
 212 E. High, Terrell 75160 Phone: 972-568-7580

Legend:

- [Begin six weeks
-] End six weeks
- Staff Development/Student Holiday
- Staff/Student Holiday
- Early Release
- Bad Weather Day

04/05/2010

**TISD and TEA Required Training
For
2010-2011**

		Workshop	Target Audience	Stipend
1.	Region 10	Science Equipment and Safety Training 1 full day/on-line	K-12 th	No
2.	Region 10	New Science TEKS Rollout 1 full day/face to face <small>(THIS TRAINING WILL BE PROVIDED DURING THE SCHOOL CALENDAR.)</small>	K-12th	No
3.	Region 10	Science Academies 3 full days/face to face	5 th -8 th	Yes
4.	Region 10	Secondary Biology EOC 3 full days/face to face	Secondary	Yes
5.	TISD	New TPRI and Tejas Lee Training <small>(THIS TRAINING WILL BE PROVIDED DURING THE SCHOOL CALENDAR.)</small>	K-3 rd	No
6.	Region 10	TALA Update for ELA 3 full days and/or other contents 1.5 days for Academically Unacceptable 09-10 schools only	6 th -8 th	Yes
7.	Region 10	Math Academies 3 full days/face to face	5 th -8 th	Yes
8.	Region 10	Secondary Algebra 1 EOC 2 full days/face to face	Secondary	Yes

Appendix B
TISD
Workshop Evaluations

Workshop Evaluation

1. Workshop Title_____ Presenter_____

List the workshop objective(s):

2. Were the workshop objectives clearly identified and met?
 - a. Yes
 - b. No
3. Was the presenter well prepared and knew the material?
 - a. Yes
 - b. No
4. Was the presenter knowledgeable in the subject matter?
 - a. Yes
 - b. No
5. Was there enough opportunity for discussion, comments and questions?
 - a. Yes
 - b. No
6. The presenter used workshop time effectively.
 - a. Yes
 - b. No
7. As a result of the workshop, I have a better understanding of the subject matter.
 - a. Yes
 - b. No
8. I would recommend this workshop to other teachers.
 - a. Yes
 - b. No

Please add any comments or concerns you have.

How will you implement this information in your current position?

NAME_____

CAMPUS_____