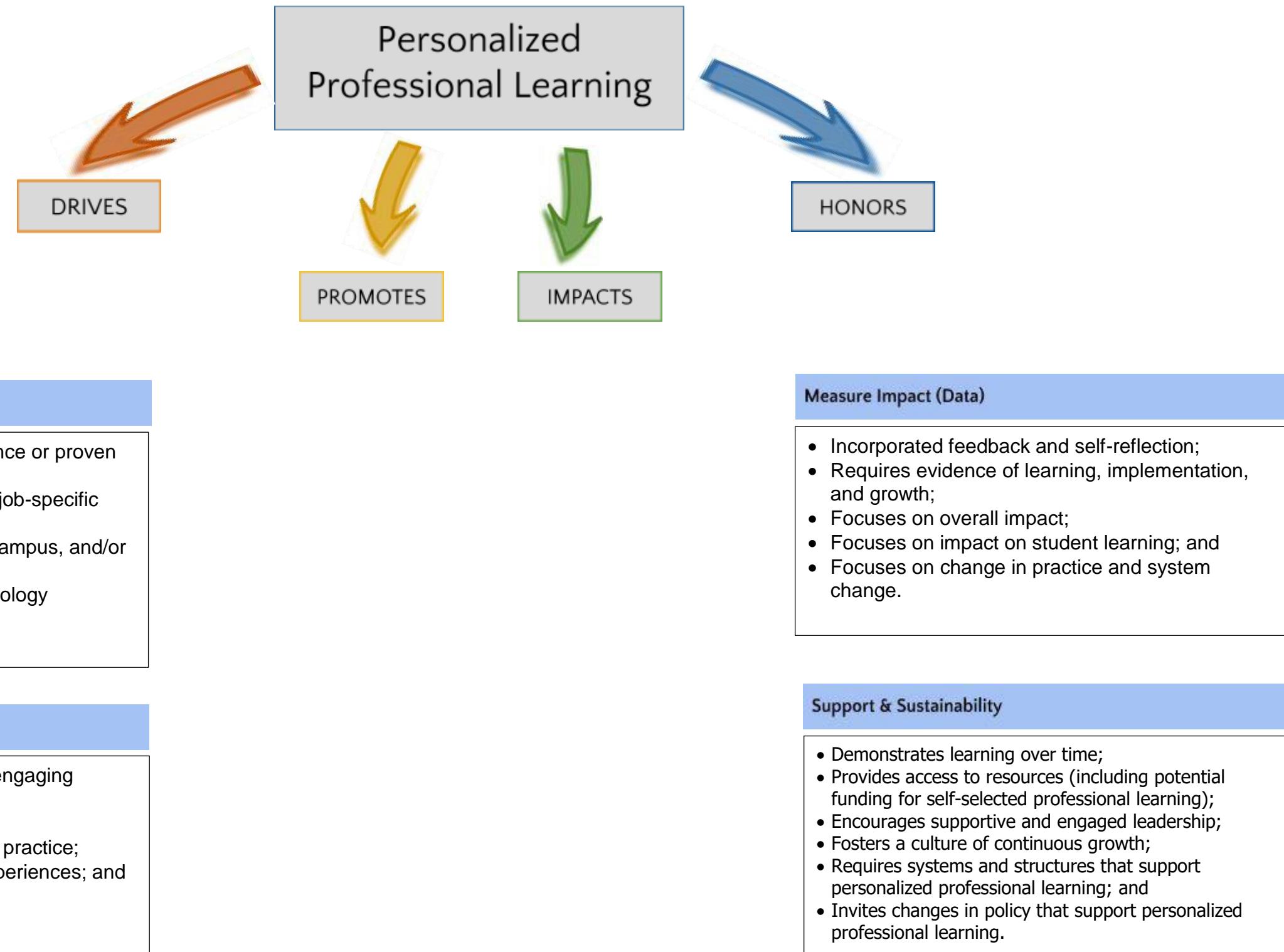# Industry Professional as Learner:
A Three-Year Induction Framework to Support Spring Branch ISD Non-Certified Career and Technology (CTE) Educators

In Spring Branch ISD, we believe personalized professional learning is an integrated, competency-based learning approach that drives a culture of collaboration and continuous growth, promotes transformation of learning into practice, positively impacts student performance, and honors industry professionals' strengths, needs, and interests.

Relevant Learning

- Stems from research-based evidence or proven practice;
- Offers pedagogical and subject or job-specific knowledge;
- Addresses industry professional, campus, and/or district needs;
- Aligns to district Career and Technology Education goals; and
- Aligns to district strategic plan.

Measure Impact (Data)

- Incorporated feedback and self-reflection;
- Requires evidence of learning, implementation, and growth;
- Focuses on overall impact;
- Focuses on impact on student learning; and
- Focuses on change in practice and system change.

Learning and Design Implementation

- Provides opportunities for active, engaging learning;
- Offers various modalities;
- Transforms learning into authentic practice;
- Provides collaborative learning experiences; and
- Includes job-embedded training.

Support & Sustainability

- Demonstrates learning over time;
- Provides access to resources (including potential funding for self-selected professional learning);
- Encourages supportive and engaged leadership;
- Fosters a culture of continuous growth;
- Requires systems and structures that support personalized professional learning; and
- Invites changes in policy that support personalized professional learning.

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SBISD Talent & Operations

New CTE Industry Professional Academy
CTE educators in their first year of service will be supported through monthly sessions designed to support instruction, personalization, classroom management, routines and procedures, professionalism, and resiliency. Each session will allow industry professionals to work collaboratively to explore and solidify best practices in teaching and learning.

New Industry Professionals will also receive support from:
- *Mentors and campus-level specialists*
- *Career and Technology Department*
- *Specialized areas, such as Special Education, Bilingual/ESL, Educational Technology, and Dyslexia Support*

Plus One
CTE Industry Professionals in their second year of service will be supported through quarterly sessions designed to build upon the knowledge and skills gained during their first year.

Plus One Industry Professionals will also receive support from:
- *Campus-level specialists*
- *Career and Technology Department*
- *Specialized areas, such as Special Education, Bilingual/ESL, Educational Technology, and Dyslexia Specialists*

Learning and Leading
CTE Industry Professionals in their third year of service will continue to grow in their ability to teach, as well as develop and refine their identity both in and out of the classroom or job site by engaging in opportunities to learn about and lead their programs.

Non-Certified Career and Technology Industry Professionals will:
- participate in all District Staff Development Days **(18 hours);**
- complete the required safety videos [eligible of district flex day if completed by the published deadline] **(6 hours);**
- participate in **30 hours** of training to build capacity for basic teaching skills and concepts;
- complete Neo Employee Orientation onboarding **(9 hours)** prior to the first day of instruction; and
- be evaluated using competencies and district Performance Management processes.

Non-Certified Career and Technology Industry Professionals will:
- participate in all District Staff Development Days **(18 hours);**
- complete the required safety videos [eligible of district flex day if completed by the published deadline] **(6 hours);**
- participate in **15 hours** of training to continue building capacity and efficacy for basic teaching skills and concepts; and
- be evaluated using competencies and district Performance Management processes.

Non-Certified Career and Technology Industry Professionals will:
- participate in all District Staff Development Days **(18 hours);**
- complete the required safety videos [eligible of district flex day if completed by the published deadline] **(6 hours);**
- participate in **12 hours** of extended training in order to continue learning about best practices for teaching Career and Education courses; and
- be evaluated using competencies and district Performance Management processes.

Industry Professional as:	*Industry Professional will:*	*Industry Professional will:*		*Industry Professional will:*	
Planner/ Organizer	• learn the process of "unpacking" job /industry standards to determine the focus of instruction; • analyze key components of lesson design to foster student learning;	**Industry Professional as Designer**	• utilize job/industry standards to determine the focus of instruction, identify opportunities for personalization, and address student misconceptions; • refine and adjust lesson plans to support student learning; • apply student choice and agency in lesson design in order to maximize learning; • understand and apply current brain research, as it pertains to learning.	**Industry Professional as Learner**	• learn about and utilize program management skills in order to increase the number of SBISD students completing CTE career pathways; • understand Career and Technology Education curriculum design processes; • deploy strategies designed to engage students physically and cognitively in learning processes; and • utilize essential literacy strategies (writing, reading, speaking) in order to consume content and demonstrate understanding of concepts.
Designer	• design opportunities for student choice and agency; • foster student learning through effective lesson design; • apply specific classroom management strategies that support student learning.				
Guide	• align curriculum resources to written, taught, and assessed standards; • use available data to reflect on and inform planning and instruction; • anticipate and address potential student misunderstandings.	**Industry Professional as Facilitator**	• analyze curriculum resources for alignment to standards, instructional purpose, and student relevancy; • share available data with students to empower them in making decisions that inform their own learning; • utilize key components of lesson design to foster learning and agency; • effectively use transitions to enable students to make connections to the lesson's objective(s).		
Instructor	• employ instructional strategies that maximize student growth; • use pacing and time management to impact student learning; • foster student agency through a variety of techniques.				
Advocate	• support the social and emotional needs of students, including strategies to foster positive relationships • provide opportunities for students to practice self-agency through feedback and personalized learning opportunities; • ensure routines and processes are in place to guarantee safety guidelines are met within the classroom and/or worksite.	**Industry Professional as Communicator**	• recognize resources, systems and protocols in advocating for students; • review and understand relevant educational law as it applies to advocating for students; • effectively navigate campus and district systems in supporting students in academic and social/emotional needs; • provide age-appropriate systems and tools that allow students to practice self-advocacy.	**Industry Professional as Leader**	• lead beginning CTE industry professionals in understanding basic elements of Career and Technology Education curriculum; • lead students toward team-oriented processes and project management; • seek out and engage in opportunities for professional growth; and • serve as a Career and Technology leader within the district.
Communicator	• communicate with students, parents/guardians, colleagues, and community members to impact student growth and build and market specific CTE program; • develop skill sets to prepare for and engage in difficult conversations; • provide feedback that impacts student growth				
Collaborator	• request peer-to-peer collaboration in order to gain insights; • model effective, positive interactions that encourage others' efforts and achievements; • network with other educators to gain new perspectives.	**Industry Professional as Professional**	• reflect upon and refine current practice to identify opportunities for growth; • identify opportunities to grow in your practice through positive interactions such as networking, peer-to-peer collaboration, and professional learning opportunities; and • match educational strategy to purpose.		
Reflective Practitioner	• explore evidence of engaging, efficient, and effective classroom instruction; • utilize reflection and intentional professional learning to improve instruction.				
Professional	• seek out and engage in opportunities for professional growth; • engage with professional organizations as part of an extended learning community; • implement goals that facilitate changes in practice, resulting in student growth.				
Researcher	• explore and apply research-based instructional practices, including modeling inquiry-based practices; • engage in action-based research processes; • consider current research in the field and other relevant information to support instructional decisions.				