PROFESSIONAL DEVELOPMENT
GUIDELINES & PROCEDURES

APPROVED BY THE BOARD: JULY 17, 2023

TABLE OF CONTENTS

OVERVIEW

This document contains the Tuloso-Midway Independent School District (TMISD) Professional Development Plan and includes information on state and local professional development policies and standards, the definition of professional learning, and the job title for all employees to be lifelong learners.

MISSION STATUS

The mission of TMISD's Department of Curriculum and Instruction is to enhance student learning by supporting professional learning activities closely related to teaching work and the learning process. Based on relevant research, professional learning will be designed to enhance the ongoing professional growth and learning of all staff, while supporting district, campus, and individual educator goals. TMISD employees will acquire the tools and knowledge necessary to teach the written curriculum; In this way, capacity is built within schools so that there is a shared commitment to teaching, learning and continuous improvement.

BOARD POLICY

DMA(LEGAL)
The development of staff provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the District and designed to improve the educational outcomes of every student in the District.

DMA(LOCAL)
TMISD's Professional Development plan includes the District's expectations for completing required annual trainings, as well as professional learning that supports the District's goals and objectives as outlined in the District and Campus Improvement Plans. DMA(LOCAL) was recently approved by the School Board as part of TASB Update 119.

MODES AND TYPES OF PROFESSIONAL LEARNING

Professional development will be offered to staff in the following modalities:

Within the district	Training provided by District staff or outside consultants within the District. ● Training in Region ESC-2 is considered within the district.
Web-based	Training that will take place online and on campus. ● Off-campus service requires approval from your supervisor and Assistant Superintendent of Instructional Services.
Webinar	Training "on time" through web connection. ● Off-campus service requires approval from your supervisor and Assistant Superintendent of Instructional Services.
Out of the district	This is any training that takes place outside the District and requires travel.

ROLES AND RESPONSIBILITIES OF EMPLOYEES

All TMISD employees are expected to model lifelong learning through active participation and application of professional learning. Professional learning at the district level is determined by the Comprehensive Needs Assessment and in accordance with state and federal guidelines. Campus professional learning is based on alignment with the District's mission and goals, campus/department needs, and improvement of operational and instructional practices. All professional development decisions should be made as a result of needs assessment and associated student outcome data and should be based on campus and district improvement plans.

HEAD OFFICE

- Communicate and clarify the content of the District's Professional Development Plan to all TMISD employees.
- Review district/campus/staff/student data to determine district-specific needs for professional learning.
- Develop and deliver professional learning sessions aligned with district goals on district-designated professional learning days.
- Monitor the implementation of professional learning.
- Research and attend out-of-district professional learning sessions to maintain knowledge of current best practices in instructional, relational, and leadership areas.

CAMPUS DIRECTORS AND LEADERSHIP

- Review data to determine campus-specific needs for professional learning.
- Conduct a needs assessment focused on improving educator effectiveness.
- Develop and deliver approved professional learning sessions aligned with district and campus goals.
- Attend required and identified professional learning sessions.
- Ensure staff participation in district/campus professional learning by monitoring attendance and confirming completion of scheduled sessions with documented records.
- Gather specific feedback on campus professional learning so that future training can be designed to meet the needs of all staff.
- Monitor the implementation of professional learning in classrooms and programs.
- Develop an individual professional learning plan annually as part of the T-PESS.
- Research and attend out-of-district professional learning sessions to maintain knowledge of current best practices in effective leadership and general education.

ROLES AND RESPONSIBILITIES OF EMPLOYEES

TEACHERS AND OTHER PROFESSIONAL STAFF

- Develop an individual professional learning plan annually as part of T-TESS or other assessment system as determined by job placement for the following school year.
- Attend and actively participate in district and/or campus professional learning offered on designated professional development days in the school calendar.
- Attend and actively participate in other professional learning sessions, as approved by the director or supervisor, that support the individual's professional learning plan.
- Adhere to District procedures for Professional Apprenticeship Requests (PLRs).
- Implement professional learning in practice as applicable to the employee's assignment.

STANDARDS AND EXPECTATIONS

Norms are the standards or expectations according to which individuals have agreed to operate while working. together. Standards help maximize productivity and effectiveness in a positive environment and ensure that individuals are respected. It holds individuals accountable for expected behavior, helping to build community in the group while allowing for risk-taking. The following District policies have been established to guide our professional learning activities:

- Be present, attentive, and make sure you have documented your attendance on a sign-up sheet.
- Have a positive attitude and growth mindset.
- Be responsible and accountable for yourself.
- Participate fully in learning by listening, discussing, and participating.
- Commit to using new learning for the benefit of the students and staff we serve.

ROLES AND RESPONSIBILITIES OF EMPLOYEES

ABSENTEEISM AND MAKEUP

> ***According to DIC, a campus instructional employee will not be allowed to use discretionary leave on any scheduled day for professional development.***

If the employee is unable to complete all staff learning or workshop, they should check with the sponsoring agency. Intensive, in-depth training sessions often require participants to meet all attendance requirements in order to receive completion credit.

In the event of absence during a District-scheduled professional development day, the employee must inform his/her principal/supervisor of the absence and follow campus protocols to complete the digital version of **the Absentee of Duty** form.

The District expects all employees who miss professional activities on campus and/or in the District to develop sessions to make up sessions within a reasonable period of time.

- On-campus professional learning sessions will be made up for an agreed period. Time between campus administrator and employee within 10 days.
- District-based professional learning will be made up for an agreed upon time between the district department offering the session(s) and the employee within 10 days of the initial offer.

EMPLOYEE REQUIREMENTS

All professional staff, including but not limited to principals, school counselors, librarians, educational diagnosticians, supervisors, coordinators, principals, or visiting teachers, will participate in professional learning activities and will be required to complete all required and/or mandatory trainings as described in state and local policy.All staff are required to participate in continuous growth as an integral part of their job work.

The District's professional development plan provides capacity building opportunities based on diagnosed needs and career goals in relation to District, campus, and program goals. Sustained individual growth is a professional responsibility for all District staff. Effective professional learning efforts include continuous, high-quality development with intensive follow-up and support.

> *All professional development requires proper documentation and approval.*

ALL EMPLOYEES

Annual Compliance Training

TMISD employees are required to participate annually in regulatory professional apprenticeship training for all staff. The SBEC Clearinghouse Publication outlines annual training requirements.

There are several compliance courses throughout the district that employees must complete. Employees are automatically enrolled in district-wide compliance courses (full or refresher) based on completion of 2022-2023 courses and/or their job function.

All employees will have access to state- and Board-mandated trainings online through Eduhero at the start of the school year, with completion deadlines set by employee's hire date.

Annually	Every two years	New hires
Appropriate Workplace Behavior	Educator Ethics	Bloodborne pathogens
Update on bloodborne pathogens	Trauma-informed care	Customer service in schools
Bullying prevention and intervention	Safety training (UIL employees)	Cyberbullying-David's Law
Child abuse and maltreatment		Food allergies*
Copyright Laws*		Seizure training*
Cybersecurity awareness		Social Media
Dyslexia – Module 1		T-TESS Orientation
Employee/Campus Handbook*		
Building positive relationships		
Human Trafficking Awareness		
School Safety Training (TEA)*		
Stop bleeding**		
Suicide Awareness and Prevention		
Teen Dating Violence (Grades 6-12)		
Title IX in Schools		
T-TESS Update		

To be completed on campus during the July pre-service.
**You will receive a notification from the District with the requirements to complete it.*
This chart reflects the completion of compliance training beginning in the 2021-2022 school year.

Annual Compliance Training Schedule

Date	Information	Expiration date		
		Returning staff	Autumn new hires	New spring hires

July	Launch date of compliance courses 2023-2024 through Eduhero that are required annually. *TMISD staff will receive an email notification from the Assistant Superintendent of Instructional Services.*	29-03-2023	30-04-2024	24-05-2024
	T-TESS Training: New teachers will receive an email notification from the Assistant Superintendent of Instructional Services.	**Campus-based** End of qualification period 1	**District-based** End of qualification period 1	**Campus-based** 30 days after hiring

Annual Compliance Training Campus Staff Development Waiver
Employees who complete all compliance training.**Outside of contract time** they are eligible to resign from staff development on May 27, 2024. To receive approval, an annual compliance training certification must be submitted to the Office of the Deputy Superintendent of Instructional Services by May 24, 2023.

ALL TEACHERS

July Pre-Service
All faculty and staff will participate in the mandatory July in-service preparation week. TheJuly Pre-Service Week Summary contains district and campus agendas for the week.

Campus Staff Development
The District designates nine contract days for staff development, two during the fall semester and two during the spring semester. Employees are required to comply withDMAA (LOCAL) for all staff development days.

STAAR EOC Exam
Led by the District Testing Coordinator and Campus Test Coordinators, teachers administering or supervising the EOC STAAR will receive annual training from their Campus Test Coordinator (CTC) as decided by the campus director prior to the end of the fall semester.

EMPLOYEE REQUIREMENTS

NEW TEACHERS IN THE DISTRICT

As the District's largest group of employees, teachers play a critical role in students' academic success. Because of this responsibility, specific professional learning requirements have been established. established to ensure the District maximizes resources to support teachers' professional learning.

- All currently employed certified and titled staff shall attend all district meetings and professional learning day sessions on campus in its entirety.
- Depending on the instructional assignment, the TEA, and district requirements, currently employed certified and licensed personnel shall complete specific hours of professional learning as described in this plan and any necessary addenda to this plan.

New Employee Orientation
In addition to the general professional learning requirements for teachers, zero-year teachers and new teachers in the District will receive two days of District-led orientation and training designed to provide the information needed to integrate into the district's culture and systems. In addition to the onboarding provided by Human Resources, all new teachers hired will receive training in technology services, administrative services, legal and ethical requirements, and content-based topics provided by the Human Resources Department in accordance with DMA(LEGAL).

As part of the District's initiatives for curriculum and instruction, year zero and new teachers in the district will participate in a half-day Curriculum 101 workshop led by Ed-Point, LLC.

> ***New employee orientation will take place at the end of the week prior to the July pre-service.***

YEAR ZERO TEACHERS

First-Year Teacher Academy

In addition to the general professional learning requirements for teachers, teachers with zero years of experience will participate in the mandatory program.Lead4Ward First Year Teacher Academy. Ongoing collaboration, Professional learning meetings will be required as part of the New Teacher Mentor program. In addition to district-level learning initiatives and annual compliance trainings, the district offers additional Professional Learning designed to support new teachers with less than two years of experience. experience. This learning is delivered in a collaborative and experience-based format to take advantage of the day-to-day. experiences in the classroom and provide research-based support through classroom management tools, strategies, tips, and techniques.

	Lead4ward First Year Teacher Academy Calendar at a glance
Date	**Professional Learning Series**
August	Become an effective teacher Preparing for the first days of schoolManagement of time, space, materials and student behaviorBe a professional educatorQuickChecks to understand - lead4ward application
September	Maintaining Positive Student BehaviorWorking with Parents and FamiliesRigor in Thinking - Lead4ward AppReview and Reflection
November	Understanding StandardsRules of EngagementReview and Reflection Vocabulary and visualsManaging stressReview and reflection
February	Learning and LearnerBrain-Friendly ClassroomsSTAAR Review StrategiesReview and ReflectionCelebration of the Year!
Year zero teachers will receive additional homework pay at a flat rate of $200 for each session they attend.	

YEAR ZERO TEACHERS

Training of mentor teachers
New teachers in the district and year zero receive a mentor on campus to provide ongoing support. This staff member is assigned by the campus principal and will meet specifically with the new teacher to help answer questions and provide ongoing guidance on district and campus instructional protocols, policies, technology, procedures, and practices.

Teachers who act as mentor teachers to another new classroom teacher, and any appropriate district and campus employees who work with or supervise the classroom teacher, must receive annual training in accordance with TEC §21.458 and DEAA (LEGAL).

The annual mentor teacher training meeting will be held during the pre-service week in July.

The District assigns a mentor teacher to each classroom teacher who has less than two years of teaching experience at the subject or grade level to which the teacher is assigned. A mentor teacher must agree to serve for at least one school year and a district must agree to assign a mentor to a new classroom teacher for at least two years.

INNOVATION DISTRICT (DOI) CERTIFIED TEACHERS

In addition to annual compliance training and new teachers, new teachers hired using the DOI certification waiver must complete a series of customized training courses through Eduhero designed to enhance educator preparation program readiness. Professional learning focus areas include classroom management, special populations students, and policy and law.

New DOI-certified teachers will be automatically enrolled in the series of training courses as part of the District's onboarding process.

Due date: end of month	Eduhero Course
October	Before It Explodes: Classroom Management Essential substitutes
November	Section 504 Understanding the IEP
February	Mental Health Part I Mental Health Part II Mental Health Part III
March	FERPA AND PPRA CHIPPA AND COPPA

DOI teachers who do not complete courses by the designated deadline are subject to non-renewal.

CAREER AND TECHNOLOGY TEACHERS CERTIFIED UNDER THE SCHOOL DISTRICT TEACHING PERMIT (SDTP)

Zero-year CTE teachers who are granted a school district teaching permit for non-core CTE academic courses must obtain at least 20 hours of classroom management training and satisfy the requirements set forth in the TEA To the Directed Administrator (01-09-2015).

The 20 hours of face-to-face management training will be completed through Region 13 e-campus CTE classroom management: 20-hour professional development course and evaluated by CTE education specialists.

K-3 TEACHERS

TEA Reading Academies
Teachers who provide reading instruction to kindergarten or first-, second, or third-grade students must attend a literacy academy to receive training in effective reading instruction practices. The commissioner sets criteria for selecting teachers who will be able to attend. The criteria must give priority to teachers employed on a campus where 50 percent or more of enrolled students are educationally disadvantaged.

No later than the 2022-2023 school year, every K-3 classroom teacher and principal on a campus with grade levels K-3 must have attended a literacy academy. Each classroom teacher and principal initially employed for the 2022-2023 school year or a subsequent school year at a grade level K-3 or at a campus with grade levels K-3 must have attended a literacy achievement academy at the end of his or her teaching career or the principal's first year of placement at that grade level or campus. At the request of the commissioner, regional educational service centers (ESCs) must assist the commissioner and TEA with training and other activities related to the development and operation of literacy academies. Teachers who successfully complete all TMISD Reading Academies will receive a $3,000 stipend.

TEC §21.4552 Expires September 1, 2027.

Search for TEA Reading Academy courses

EMPLOYEE REQUIREMENTS

UIL COACHES, SPONSORS AND COACHES

TEC Requirements

UIL approved safety training
The following individuals must successfully complete an adopted safety training program for extracurricular sports activities specified in TEC §33.202:

- a coach or sponsor of an extracurricular athletic activity;
- a coach, except as provided in subsection (b) of this section;
- a principal responsible for a school marching band; and
- A physician who is employed by a school or school district or who volunteers to assist with an extracurricular athletic activity, except as provided in subsection (d) of this section.

AED Training
The following individuals must satisfactorily complete an adopted safety training program for extracurricular sports activities specified in TEC §22.902:

- Sports coaches and sponsors, school nurses, physical education teachers, marching band directors, and students who serve as athletic coaches must have a current certification filed with the district.

CPR and First Aid Training
The following individuals must successfully complete an adopted safety training program for extracurricular sports activities specified in TEC §33.086:

- UIL athletic trainers, athletic trainers, cheerleading sponsors and other principal directors of extracurricular activities must have a current certification filed with the district.

Illegal use of steroids
The following individuals must successfully complete a training program on preventing illegal steroid use (Randomized Trials) specified in ECT §33.091:

- Every district employee who serves as an athletic trainer in seventh grade or higher for an extracurricular athletic activity.

Concussion training
The following individuals must successfully complete an adopted safety training program for extracurricular sports activities specified in TEC §38.158:

- Sports coaches and sponsors, school nurses, physical education teachers, marching band directors, and students who serve as athletic coaches must have a current certification filed with the district.

TEACHERS OF SPECIAL POPULATIONS STUDENTS

Professional and technological education

All teachers assigned to a CTE course that qualifies for math or science credits must participate in the following TEA-approved training prior to teaching the course:

CTE teachers assigned to math courses	Integrating mathematics in the CTE classroom ● Part 1 ● Part 2
CTE teachers assigned to science courses	Integrating science into the CTE classroom ● Part 1 ● Part 2
TEA Scientific Safety Training for High School	Scientific Safety Training

Teachers assigned to teach career and practice preparation courses must complete Texas Education Agency-approved training as described in TEC §231.271(e).

CTE teachers assigned to career or practice courses	Work-based learning (TEA)

Emerging bilingual

SBEC-certified teachers in the Dual Language Instruction (DLI) program will receive ongoing, work-integrated professional development as part of the District's contract with Gomez and Gomez, LLC. The Dual Language Enrichment Model (DLE) will be used.

English as a second language

Non-SBEC Certified ESL Teachers RLA Teachers Grades 2 through 12

● Prior to assignment, teachers providing instruction and services that are part of the ESL student program must have supplemental ESL certification as part of their teacher credentials.
● Professional development will be completed through the TEA ELPS Academy Starter Course as well as the ELA/R Content Course.
● The ELPS Academy certificate of completion must be sent to the Deputy Director of Curriculum and Instruction at the end of Grade Period 2.

Dyslexia

Teachers who serve students with dyslexia and who are identified as needing training will complete the 6-credit program. ASD course of dyslexia. All teachers will receive on-the-job training during the course of the school year.

Gifted and talented
As specified in19 TAC §89.2 Professional Learning, each school district must ensure the following:

- Prior to being assigned to the program, a teacher providing instruction and services as part of the gifted program must have a minimum of 30 hours of personal development that includes the nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
- A teacher without the previously required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the fall semester.
- A teacher who provides instruction and services that are part of the gifted program must annually complete a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the fall semester.
- Administrators and counselors who have authority to make program decisions must complete a minimum of six hours of professional learning that includes the nature and needs of gifted/talented students and program options.

> *Initial 30-hour training for new teachers* will be completed in*Responsive Learning*.
> *Annual 6-hour refresher training for returning teachers will be completed at*Eduhero*.*

Special Education Teachers
Nonviolent Crisis Intervention (NCI, formally known as CPI)
Districts must provide training to school employees, volunteers, or independent contractors on the use of the restriction as needed and within 30 school days of use of the restriction by untrained personnel.

A core team of staff at each campus, such as the Threat Assessment/SSSP Team, should be trained in the use of the restriction, and the team should include a campus administrator or his designee and any general or special education personnel likely to use the restriction. Personnel who are called upon to use the restraint in an emergency and who have not received prior training must receive training within 30 school days of using the restraint. Training on the use of containment should include prevention and de-escalation techniques and provide alternatives to the use of containment. All trained personnel should receive instruction on current professionally accepted practices and standards regarding behavior management and the use of restraints.

Non-Crisis Intervention Prevention (NCPI) training focuses on prevention and offers proven strategies to safely dispel anxious, hostile, or violent behaviors at the earliest possible stage. Initial 6-hour NCPI training is required for staff who have not attended NCPI or whose NCPI certification has expired. Upon completion of NCPI initial training, designated faculty are required to attend an annual three-hour NCPI refresher session. NCPI is an annual certification.

NCPI Training is required for the following employees:

- All Special Education teachers and paraprofessionals assigned to Behavior, Life Skills, and ECSE classrooms, including individualized assignment between staff and students.
- A core team of staff at each campus, such as the Threat Assessment/SSSP Team.

Special Education Teachers Continued
child find

An important first step in locating and evaluating children from birth to age 21 with a disability or suspected disability, Child Find refers to the federal requirement under the Individuals with Disabilities Education Act (IDEA) that all children in need of special education services be identified. , located and evaluated. Schools are responsible for conducting Child Find and identifying all IDEA-eligible students residing in their jurisdiction. Child Find is not a passive activity, but rather an active process.

Child find training It is required for the following employees:

- All Special Education teachers and paraprofessionals.

Child find support and training

PARAPROFESSIONALS AND AUXILIARY STAFF

Campus auxiliary and paraprofessional staff members assigned to work with students You will be required to attend all campus and district professional learning day sessions, including faculty and staff meetings, as decided by the campus director, during the year based on your job responsibilities.

TAC §89.1131. Qualifications of Special Education, Related Services, and Paraprofessional Personnel
See NCPI Training in Special Education

DISTRICT AND CAMPUS ADMINISTRATION

TMISD leaders, whether at the district or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. TMSD will provide opportunities for all campus and district leaders to continue their learning through integrated work experiences and training offered through partners such as the Region 2 Service Center. The purpose of leadership learning is to make leaders competent to function effectively and influence others to continually improve educational, cultural, and strategic operational practices that ultimately lead to student success.

Monthly meeting cadence

District and Campus Administration	Calendar
Superintendent's Office	Every other Monday (bimonthly)
District Leadership Team	Every Tuesday after a regular meeting of the board of directors.
Education Services Team	Every Wednesday after a regular meeting of the board of directors.
Family and Community Engagement Team	Every last Wednesday
Directors	Every Wednesday after a regular meeting of the board of directors.
Assistant Principals	Every Thursday after a regular meeting of the board of directors.
Counselors and Social Workers	Every third Wednesday
Nurses	Every first Wednesday (Quarterly)
Media Specialists	Every second Wednesday
PEIM	Every second Wednesday

Professional learning required

Administrator	Required training	Course Description
Directors	ESC-2 Core Educational Leadership Cooperative (PILC)	The Core Educational Leadership Cooperative (PILC) provides opportunities for educational leaders to acquire or expand skills to be effective on their campus. The PILC offers 6 monthly meetings to share detailed and timely information on critical issues, training needs, and networking opportunities.
Assistant Principals	Cooperative of the Academy of Deputy Director ESC-2	The Assistant Principal Academy (APA) will engage assistant principals with three or fewer years of experience in 6 monthly meetings throughout the school year in Educational Leadership, Counseling and Feedback, School Safety, Cultivating a Positive School Culture, Time Organization and Management, Family and Community Involvement, and Accountability and Evaluation.

Professional learning required

District and Campus Administration	Annual School Discipline Ch 37, Part I Chapter 37, Part II TEC §37.0181 DMA(LEGAL)	Any principal or other appropriate administrator overseeing student discipline must attend professional development training on alternative environments for behavior management, specifically, training on the distinction between the principal's use of discipline management techniques when a student is sent to the principal's office to maintain effective conduct. classroom discipline and the teacher's discretion to remove a rebellious student from class and not allow the student to return without the teacher's consent. The appropriate administrator is required to attend and complete prior to the end of Qualifying Period 1.
New/Recertified Administrators	T-TESS Appraisals	The Texas Teacher Support and Evaluation System (T-TESS) requires all appraisers to successfully complete assessment training and pass a certification exam before making formal observations. Face-to-face appraiser training is offered by ESC-2. Upon completion of the three-day in-person training, appraisers must successfully complete the online certification test to assume the role of certified appraisers. The online certification process includes two steps: viewing/grading a lesson and post-conference answers. When do I need to be recertified?
District and campus administration, Advisors and Social workers	SEL and Mental Health	In addition to the annual compliance training, all district and campus administrators will participate in a comprehensive review of the District's Anti-bullying and Anti-Bullying and Suicide Risk Assessment guidelines and procedures prior to the start of each school year.
District and Campus Administration	School-wide Title I Program	All district and campus administrators will participate in a comprehensive review of district guidelines and procedures to implement a school-wide Title I Program prior to the start of each school year.
New CTE Administrators	Local requirement	New CTE administrators will be required to complete the TEA CTE Program Modules for Administrators.
Counsellors nurses and Media Specialists	Cooperatives ESC-2	In addition to campus administration, instructionally inclined employees such as Counselors, nurses, and Media Specialists will participate in the respective ESC-2 Cooperative.
Counsellors	Compliance requirements	In addition to annual compliance training, counselors will also complete annual training in specialty areas according to the policy term: ● Sexual abuse of children ● Report Child Abuse and Neglect ● Mental health
New CTE Directors	Local requirement	New CTE counselors will be required to complete the TEA CTE Program Modules for Counselors.

EMPLOYEE REQUIREMENTS

Professional learning required

Nurses	Compliance requirements	Nurses will also complete the following requirements in accordance with TEC's policy and employee certification needs: ● Vision, hearing, and spine exam

		- Diabetes (unlicensed, type 2) - Vaccines and medicines - CPR and AED (including fine arts, coaches, and sponsors) - Recognition of seizures - Epinephrine - Food allergies	
Program Directors	Compliance requirements	GT – 6-hour update (Including returning administrator)	Eduhero Courses
		GT – initial 30 hours (Including the new administrator)	Responsive Learning
		Cyber Security (Chief Technology Officer)	ESC-2 Cybersecurity Course
		Dyslexia (SPED Director)	TEA Dyslexia Course
		LPAC (Including Assistant Director of C&I)	LPAC Decision Process Webinar
		Evaluation and testing (DTC/CTC)	ESC-2 Evaluation Schedule ASD Assessment Calendar
Committees	Compliance requirements	Threat Assessment/SSSP Team	Automatic external defibrillators NCPI Training
		Concussion Monitoring Team (Licensed Health Care Professional)	UIL Security Training Course

STAFF DEVELOPMENT REQUIREMENTS

STATE REQUIREMENTS

TEC §21.451. STAFF DEVELOPMENT REQUIREMENTS

TEC §21.4511. PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS AND ADMINISTRATORS

TEC §21.4513. PROFESSIONAL DEVELOPMENT REQUIREMENTS AUDIT

TEC §21.4514. CONTINUING EDUCATION AND TRAINING CLEARINGHOUSE

TEC §21.4515. ANNUAL ADOPTION OF THE PROFESSIONAL DEVELOPMENT POLICY

FEDERAL REQUIREMENTS

The Every Student Succeeds Act (ESSA) is the federal K-12 education law. ESSA became law in 2015, replaced No Child Left Behind, and reauthorized the Elementary and Secondary Education Act (ESEA). ESEA was signed into law in 1965 by President Lyndon Baines Johnson.

ESSA requires each state to measure performance in reading, math and science. Each school must inform parents about its standards and results.
ESSA requires all states to provide parents with important information about reading test performance, math, and science. Report cards should also provide data on graduation rates, suspensions, absenteeism, teacher grades, and many other areas that can be found on TXschools.gov and in data reports on Performance Reports pages.

The following federal authorities govern staff development:

Elementary and Secondary Education Act (ESEA), Section 2122
34 CFR §300.156 Staff Qualifications

STAFF DEVELOPMENT REQUIREMENTS

Title II, Part A Programme

Supporting effective instruction

ESSA promotes the implementation of high-quality, personalized, evidence-based professional development for teachers, educational leadership teams, principals, or other school leaders, which focuses on improving student teaching and learning. According to ESSA, professional development should be sustained, personalized, and work-integrated initiatives that address identified needs gaps rather than independent, one-day, or short-term professional development. ESSA states that this professional development may include training teachers, principals, or other school leaders to:

- Use data to improve student achievement (ensuring individual student privacy according to FERPA);
- Effectively engage parents, families, and community partners and coordinate school-community services;
- Help all students develop the skills essential for preparation for learning and academic success;
- Develop policies with school leaders, local education agencies, communities, or states; and
- Engage in experiential learning opportunities through observation.

To support effective instruction, the District allocates Title II (255) funds for professional development and training in accordance with the Texas federal and state policy of ESEA. District and campus Improvement Plans describe how Title II funds will be spent to meet the performance objectives outlined in each plan.

STAFF DEVELOPMENT REQUIREMENTS

TEACHER EVALUATIONS

T-TESS is the Texas-recommended evaluation process designed to evaluate teachers and establish a support system for the new Texas Teacher Standards as outlined in 19 TAC Chapter 149. These standards inform teacher training, assessment, and professional development, define a set of professional indicators that enable a common understanding and vocabulary for desired teaching practices, and measure teachers' pedagogy and professional responsibilities. The comprehensive rubric of T-TESS includes specific dimensions, descriptors and performance levels. A thorough understanding of how their performance will be measured using this rubric is essential for teachers to fully participate in T-TESS.

Ongoing and systematic implementation processes and exposure to the rubric are critical to ensure that teachers have the opportunity to "unwrap" dimensions, create a set of shared meanings, and personally collect data to move from current to desired performance levels. Understanding dimensions in isolation does not guarantee that all teachers will implement them accurately and consistently. Teachers must also look at how each dimension is effectively represented in actual educational practice to understand how they are accurately applied in multiple educational contexts.

The District has established a process for Professional Learning Communities that promotes and safeguards the time for this type of learning to occur. On campuses where the assessment process truly leads to better student instruction and performance, continuous improvement is an accepted norm and structures are established to support a student community.

T-TESS Resources

- Rubric
- Teacher's Manual
- Deployment Guide

PROFESSIONAL LEARNING REFLECTION FORM

All teachers who complete out-of-district professional development will submit a reflection form on professional learning.within 5 days from the last day of training.

Professional Learning Reflection Form

PROFESSIONAL LEARNING APPLICATIONS

Beginning in the 2023-2024 school year, the District will use the digital form to make a Professional Learning Application or PLR. Professional development (PD) should align with the employee's role and with the goals and initiatives of the department, campus, and/or district. There are two versions of PLR forms:

PLR FORM WITHIN THE DISTRICT

The in-district PLR form must be completed for in-district PD as described in the section for Modes and Types of Professional Learning.

Within the district	Training provided by District staff or outside consultants within the District. ● Training in Region ESC-2 is considered within the district.
Web-based	Training that will take place online and on campus. ● Off-campus service requires approval from your supervisor and Assistant Superintendent of Instructional Services.
Webinar	Training "on time" through web connection. ● Off-campus service requires approval from your supervisor and Assistant Superintendent of Instructional Services.

OUT-OF-DISTRICT PLR FORM

The out-of-district PLR form must be completed for out-of-district PDs as described in the Modes and Types of Professional Learning section.

Out of the district	This is any training that takes place outside the District and requires travel.

PLR PROTOCOLS AND PROCEDURES

There are three phases to attending Professional Development:

1. Prior approval
2. Preparation and documentation
3. Return

Phase I: Pre-approval

It is highly recommended that the employee receive "prior approval" for PD, even within the District, so that the time spent filling out any of the forms is time well spent. By not receiving prior approval, the employee's PLR may not be approved. All PD requires proper documentation.

Pre-approval guidelines
- PLRs that do not require travel can be presented the week or 7 days before.
- PLRs requiring travel must be presented at least 7 days prior to the DP.
    - Late PLRs will be evaluated for approval at the discretion of the director.
- PLRs that are out of district and require travel must present themselves at least 21 days prior to the DP.
    - Late PLRs will be submitted for consideration and approval to the Assistant Superintendent of Instructional Services.

Phase II: Preparation and Documentation

Staff members should use the Pre- and Post-Travel Checklist whenever they prepare to travel. The checklist outlines procedures in and out of the district according to district policy. The checklist also serves as a guide for staff members to "tick off" to-dos before and after traveling through PEs.

Staff members who are pre-approved to attend in-district PD should notify the director's administrative assistant and/or accountant, depending on their PLR needs. Each can provide guidance and support to help the employee complete their PLR. Ultimately, however, it is the employee's responsibility to ensure that the form is completed.

In-district PD completed by employees does not qualify for paid lodging expenses or in-district mileage reimbursement.

- If the staff member shows up at the PD location at the beginning of the day and finishes the workday at the same location, miles cannot be claimed within the district.

Staff members who are pre-approved to attend out-of-district PDs must notify the Assistant Assistant Superintendent of Instructional Services to the Administrative Assistant. They will provide guidance and support to help the employee complete the PLR. They will also assist the employee in completing the required travel arrangements, including the following:

- o Signed travel authorization form (used to claim hotel parking, if applicable)
- o DP session details or session learning description (meeting agenda)
- o Registration information and/or completed registration form (do not register if the district pays your registration fee)
- o Confirmation and payment from the hotel, if applicable.
- o Desired flight itinerary, if applicable (you must also provide your date of birth, type of ID and name as it appears on the ID used during booking)
- o Rental car invoice, if applicable
- o Round-trip directions with map, if applicable.

After the employee collects all travel documentation, the Administrative Assistant to the Assistant Superintendent of Instructional Services will provide all necessary documentation, as part of the travel package, to be delivered to the employee prior to departure. The employee is responsible for reviewing the travel package in advance to ensure that all required documentation has been provided.

Phase III: Return

Upon returning from PD, employees should email the conference receipt to the Administrative Assistant to the Assistant Superintendent of Instructional Services and include the purchase order number.

Submission of documents for reimbursement

The Employee has 10 days to submit a refund request on the Travel Authorization Form for Reimbursement to Accounts Payable. A refund request must include the following documents:

- o Conference Receipt
- o Hotel receipt with zero balance
- o Original itemized parking receipts as indicated on the travel authorization form
- o Return the Fuelman card with receipts, if applicable
- o Do not include meal receipts.

PROFESSIONAL LEARNING APPLICATIONS

Travel Policy

Each District employee authorized to travel for school business assumes direct responsibility for limiting travel claims to those actually incurred while traveling and representing Tuloso-Midway ISD. In addition, each employee has the responsibility to limit travel to purposes that are clearly essential and in accordance with local, state and federal policy. Arrangements using the most economical means to make the authorized trip.*must be considered. This planning should include consideration of using your personal car or common vehicle, sharing rides with other employees attending the same event, and similar alternatives when appropriate.*

Non-refundable travel expenses
The following travel expenses are non-refundable:

1. Travel to participate in meetings of civic or social associations; that is: Rotary Club, Lions Club, etc.;
2. Travel to meetings of professional organizations unless approved by the District;
3. Tours or other entertainment during a business trip;
4. Movie rentals in hotel rooms, room service, alcoholic beverages and expenses incurred;
5. No upgrades to rooms, seats, flights, or advance check-ins are permitted; and (but not limited to)
6. Travel incurred during an employee's vacation period, unless it occurs during a school-related conference or workshop.

PROFESSIONAL LEARNING APPLICATIONS

BEFORE YOU TRAVEL CHECKLIST

TRAVEL WITHIN THE DISTRICT	TRAVEL OUTSIDE THE DISTRICT
<u>General rules</u> ☐ Any employee can start PLR. ☐ If the trip is to attend professional development, either in the District or Region 2 ESC, get approval from your campus principal/supervisor/manager by submitting an application on the In-District PLR Form website at least 7 days in advance. The approver has discretion to waive the days requirement. ○ Getting "pre-approved" is highly recommended so that the time spent completing the PLR is time well spent. ○ The purpose of attending the DP must be clearly aligned with the employee's role, department goals, and the Campus/District Improvement Plan. ○ Collaborate with the campus accountant/principal's secretary for guidance on funding, as needed. ○ Check with the Administrative Assistant to the Deputy Superintendent of Instructional Services for further guidance. ○ Please note early bird registration deadlines. ***NO FURTHER ACTION REQUIRED***	<u>General rules</u> ☐ Any employee can start PLR. ☐ Obtaining "prior approval" is required and will be marked as a statement of recognition in the PLR. ☐ If the trip is to attend professional development, get approval from your campus director/supervisor/manager by submitting an application in digital format. Out-of-district PLR form at least 21 days in advance. ☐ The Assistant Superintendent of Instructional Services has the discretion to waive the days requirement and has final approval from the PLR. ○ The purpose of attending the DP must be clearly aligned with the employee's role, department goals, and the Campus/District Improvement Plan. ○ Please note early bird registration deadlines. ○ The traveler, using the most cost-effective option available, will pay for all travel arrangements (i.e. hotel, parking). • Specific requests or needs that exceed the most cost-effective option must be documented in the PLR and approved by the Assistant Superintendent of Instructional Services. • All expenses related to travel from state or federal funds shall comply with the principles of allowable federal costs [2 CFR 200.474(a)(b)], the State of Texas travel guidelines, and DEE school board policy. ☐ If the trip is to provide educational/assessment services to students, make sure your campus principal/supervisor/manager is aware of and approves the trip. ☐ The traveler is responsible for making the necessary arrangements.

	<u>Travel authorization form for reimbursement</u>
	☐ The traveler is responsible for all travel arrangements, including payment for the hotel/accommodation, vehicle rental, and parking.
	   ○ The traveler will receive a refund check.<u>Before</u> they travel to cover the following costs:
	      • Per Diem (meals, mileage)
	      • Hotel/Accommodation
	      • Rental car
	   ○ The traveler will receive a refund check.<u>They</u> then travel to cover the following costs:
	      • Parking
	☐ Hotel and parking reimbursement will be completed on the Travel Authorization Form for Refund.
	   ○ <u>Receipts must be attached</u>.
	   ○ Meals and mileage are expenses paid in advance and do not need to be filled out on the form.

BEFORE YOU TRAVEL CHECKLIST (CONTINUED)

TRAVEL WITHIN THE DISTRICT	TRAVEL OUTSIDE THE DISTRICT
	Hotel/Accommodation ☐ If an overnight stay is necessary, the traveler is responsible for all travel arrangements, including payment. ☐ **A personal credit card will be required to cover incidental hotel expenses.**tag. Check with the Administrative Assistant to the Deputy Superintendent of Instructional Services for further guidance.
	Air travel ☐ Air travel is allowed for travel.**more than 350 miles.** ☐ The traveler is responsible for all travel arrangements, including payment. o To book the flight, a copy of a government- or state-issued ID is required. Upon completion of the reservation, please email the air travel confirmation to the Administrative Assistant to the Assistant Superintendent of Instructional Services.

	Vehicle
	☐ **District Property** – To request the use of a district-owned vehicle, please email the Transportation Administrative Assistant with details.
	☐ **Rental** – Using Enterprise, completeCar Rental Form and submit it to the Transportation Administrative Assistant.
	   o Gasoline options include:
	      • **District fuel card** when using a rented or district-owned vehicle.
	      • **Employee Ownership** – Mileage from campus to hotel paid at $0.50 per mile.

	Parking ☐ Hotel self parking fees are fully refundable upon valid receipts. ☐ Hotel valet parking rates are refundable up to $15/day unless valet parking is the only parking available.tag.
	By Diem ☐ Travel expenses can be found by clicking here. and search by city or state. Travel expenses are based on travel and agenda/schedule.

	Submit pre-trip documents (PD only)
	☐ After the submission of the PLR, please email the following documents**:**
	   o **Administrative Assistant - Assistant Superintendent of Instructional Services** *Conference Agenda*
	   o **Car Rental Form to Administrative Assistant - Assistant Superintendent of District Operations)**

CHECKLIST AFTER YOU TRAVEL

TRAVEL WITHIN THE DISTRICT	TRAVEL OUTSIDE THE DISTRICT

☐ Email the conference receipt to the Administrative Assistant to the Assistant Superintendent of Instructional Services.
     ○ Include the purchase order number.
	<u>Submit documents for refunds</u>
	☐ If travel is required to attend professional development, return the completed Travel Authorization Form with all receipts associated with travel to Accounts Payable.<u>within 10 days of return</u>. Please allow 2-3 weeks to process the refund.
	     ○ **Conference receipt**.
	     ○ **Hotel receipt** with zero balance.
	     ○ **Original detailed hotel and parking receipts.** as indicated on the Travel Authorization Form.
	     ○ **Return the Fuelman card with receipts**, if applicable.
	     ○ Do not include meal receipts.