Innovate. Lead. Excel

Texarkana Independent School District
Professional Development Plan and Guidelines
2022-2025
School Year 2024-25

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District Mission Statement

The mission of Texarkana ISD, a culturally diverse and premier learning community, is to develop and empower every individual by providing innovative and varied opportunities to lead and excel in a global society through strong family, community, and staff partnerships.

2024-25 District Goals

Academics/Technology

Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Learning Environment

All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Human Resources and Social Emotional

Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Parental/Community Involvement

Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.
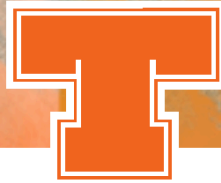
TEXARKANA ISD
INSTRUCTIONAL SERVICES

MISSION STATEMENT

The mission of Texarkana ISD Instructional Services is to empower students and educators by engaging them in a culture of learning through collaboration and innovation, while cultivating a growth mindset within our education community and nurturing a visionary future.

VISION STATEMENT

Instructional Services aspires to be the district's system of support by providing an innovative curriculum, coaching in evidence-based practices, and mentoring to create a transformative learning environment.

COLLECTIVE COMMITMENTS

We will...

- Embrace change.
- Value all stakeholders.
- Empower the leader in everyone.
- Encourage and celebrate new ideas.
- Respect individuality and cultivate an inclusive environment.
- Collaborate within and across all departments and campuses.
- Engage in and provide ongoing professional learning and coaching.
- Model optimism, enthusiasm, and flexibility through our words, actions, and attitudes.

Professional Development Purpose

The purpose of professional development in the Texarkana Independent School District is to increase the effectiveness of all who are engaged in the teaching-learning process. Each member of the professional staff will develop his/her knowledge, skills, and behavior to effectively accomplish their professional responsibilities, while building a strong collaborative work culture that will develop a long term capacity for change. TISD will align professional development with the Common Instructional Framework.

Professional Development Mission Statement

The mission of the Professional Development Program in the Texarkana Independent School District is to improve student learning by supporting professional development activities that are closely related to the work of teaching and the process of learning. Based on relevant research and aligned to the Common Instructional Framework, professional development will be designed to enhance the continuous professional growth and development of all staff, while supporting the goals of the district, the campus, and the individual educator.

Definition of Professional Learning

Texarkana ISD defines professional learning as ongoing learning opportunities that change behavior in a way that produces a measurable effect on student learning. Professional learning in TISD is built on the foundation that all supervisors are professional developers of the employees they supervise, and that all campus, district, and teacher leaders continuously seek opportunities for professional growth and learning to improve student achievement.

Professional Development Core Beliefs

TISD believes that a comprehensive professional development plan that promotes continuous growth for every staff member is a key factor in improving the academic performance of all students. Professional development in this district will be:

- ✔ Evidence-based
- ✔ Data Driven
- ✔ Job-Embedded with coaching opportunities for follow-up
- ✔ Standards-based
- ✔ Continuously evaluated for effectiveness

TISD believes that a well-planned professional development program is an essential component of a district's efforts to achieve its mission and goals and to connect curriculum design and classroom delivery. Effective professional development is evidence-based and driven by multiple forms of data, individualized to allow for differentiation for both the teacher and the learner, and provides all staff members with the skills and knowledge needed to meet the needs of very diverse student populations.

A high quality professional development program is guided by a comprehensive plan that is linked to the goals of the district's long range planning efforts. Such a plan is based on identified needs, offers a variety of professional development models, incorporates sufficient follow-up and support to ensure effective classroom use, and provides training for staff at all levels of the district. Professional development is the primary vehicle to achieve education's overall purpose: <u>improving teacher effectiveness</u> and <u>increasing student achievement</u>.

The TISD professional development program has been developed with the characteristics of a quality professional development program as defined by the Curriculum Management Systems, Inc. as the guiding criteria. The TISD program is founded on the Standards of Professional Learning from the Learning Forward Organization as shown below:

Learning Forward: Standards for Professional Learning

Standards for professional development signal the importance of educators taking an active role in their continuous learning and places emphasis on their learning. The professional development that occurs when these standards are fully implemented enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate the effectiveness. TISD will also ensure that the standards for professional development identified by Learning Forward, National Staff Development Council, will be integrated with the Coherent Model for Learning.
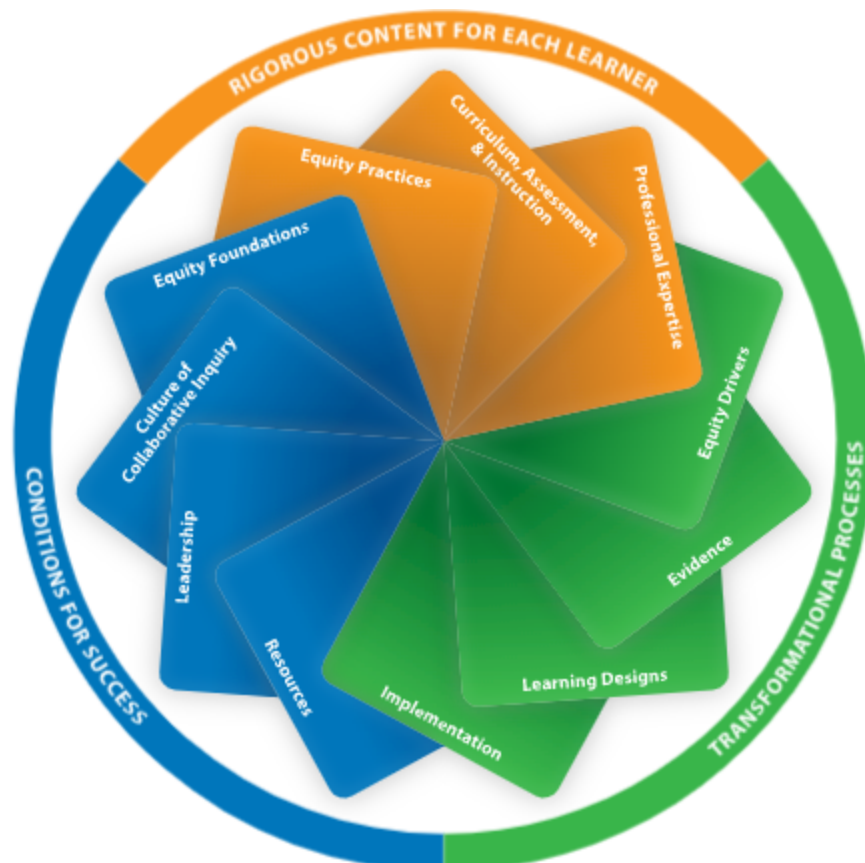
School Board Policy Governing Professional Development

- *Board Policy DMA (Legal):* Professional Development, Required Staff Development
- *Board Policy DMD (Local):* Professional Development, Professional Meetings and Visitations

Learning Designs for Professional Development

Texarkana ISD will offer learning opportunities using the following learning designs:

- **Blended or Flipped Professional Learning:** using face to face, digital products or processes, and virtual interaction for ongoing learning;

- **Professional Learning Communities:** a shared vision for running a school in which everyone can make a contribution, and staff are encouraged to collectively undertake activities and reflection in order to constantly improve their students' performance;

- **Job embedded:** a learn-try-evaluate cycle that repeats over time, active teacher involvement and immediate implementation;

- **Workshops:** introductory sessions to build awareness, provide basic information, and allow participants to determine future areas of concentration;

- **Independent Study:** a designated course of study completed independently, including checkpoint evaluation of progress and an end assessment of accomplishment;

- **Book Studies:** the reading of agreed upon book(s) that may offer insight into the improvement of education (or an aspect of); provide an opportunity to compare those practices that have improved organizations, businesses, and projects; provide an opportunity to keep abreast of the latest innovations that would improve schools and our educational system; and the discussion of the content of the book(s) in regularly scheduled sessions;

- **Conferences:** local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs;

- **Trainer of Trainers:** a strand of concentrated study with a commitment to provide professional development for the District in the area of concentration;

- **Pilot Participation:** establishment of core teams of teachers and administrators at given sites to implement specific programs or strategies;

- **Instructional Coaching:** a strand of concentrated study plus a collegial support component that may include modeling, observations, collegial conversations, and reflection;

- **Team Development:** the training of a group of individuals in a core concept with the responsibility to assist implementation of the concept at the local site level;

- **College/University Coursework:** a designated course of study for which District or university credit is offered;

- **Faculty/Grade level/Department Meetings:** held for the purpose of formal study groups or teacher as a researcher of curriculum, instruction, technology and assessment design groups, or interdisciplinary planning or sharing of artifacts or analysis of student work.

Levels of Professional Development

In TISD, three levels of professional development opportunities are available for employees to determine which learning design will be best to meet the identified needs:

- **District level professional development** focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of TISD goals and initiatives;
  - Established need and urgency
  - Clear, consistent, and shared vision and goals
  - Experience with previous change efforts
  - Culture for risk-taking and learning

- **Campus or department level professional development** to provide specific opportunities for school and department goals that are aligned with TISD goals;
  - Established need and urgency
  - Clear, consistent and shared vision and goals
  - Experience with previous change efforts
  - Culture for risk-taking and learning

- **Individual level professional development** to meet each employee's goals aligned with TISD goals;
  - Learning preference
  - Experiences inside and outside of education
  - Personal background and beliefs
  - Previous experiences with the content
  - Initial level of understanding and use of the content
  - Perceived need, urgency, value and purpose
  - Experience with the different learning designs

Theoretical Basis of Professional Development

All professional development offered in TISD is based on adult theory which recognizes that adult learners, like student learners, have unique needs that must be considered and addressed.

Speck (1996) emphasizes that the following aspects of adult learning theory should be considered when professional development is designed:

- Adults will commit to development when the goals and objectives are considered realistic and important to them;
- Application in the 'real world' is important and relevant to the adult learner's personal and professional needs;
- Professional development needs to provide adult participants some control over the what, who, how, why, when, and where of their learning;
- Adult learners need direct, concrete experiences in which they apply the development in real work;
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the development and receive structured, helpful feedback;
- Adult learners come to development with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in professional development planning and implementation; and
- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained

Professional Development for All Employees

All TISD employees are expected to model lifelong learning through active participation and application of professional development. Professional development at the District level is determined by district initiatives along with state and federal guidelines. Campus/department professional development is based on alignment with the District mission and goals, campus/department needs and on improving instructional/operational practices.

Professional Development as a Component of Annual Teacher/Principal Appraisals

As a component of the Texarkana ISD board approved teacher and principal appraisal systems (Texas Teacher Evaluation and Support System - T TESS/Texas Principal Evaluation and Support System - T PESS), teachers and principals are required to work closely with their supervisors to identify annual professional development targets aligned with the District mission and goals and focused on increasing student achievement.

In addition, all teachers/staff approved for alternative appraisals will also work closely with their supervisors to identify annual professional development targets related to their area of specialty and aligned to the District mission and goals.

These professional development plans are reviewed first and second semester as well as at the end of each school year. Teachers and campus administrators complete a self-assessment that is used in planning individual professional development for the next school year. The professional development plan may incorporate all forms of professional development, not just the traditionally provided courses offered by outside entities or to the whole staff.

Professional development for teachers could include working within professional learning communities (PLCs), with an instructional coach, a department chair or another teacher on particular practices identified as improvement goals. It could also include self-directed professional development that seeks literature, online videos or modules that address particular practices that the teacher identified as improvement goals.

Professional development for principals and other leaders could include collaborative data walks with other principals or district leaders, leading professional learning communities, attending workshops or conferences, or working with Instructional Services staff. It could also include self-directed professional development that seeks literature, online videos or modules that address particular practices that the teacher identified as improvement goals.

The district and individual campuses annually conduct orientation sessions with information describing the T-TESS appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on the evaluation, professional development plan, and other related data sources.

Professional Development for New Tigers

The following sequence of concepts is recommended for teachers who are new to the district or within the first three years of employment as a teacher. Specific courses that meet these concept requirements will be determined between the appraiser and the employee on the basis of individual needs.

Year 1		Year 2	Year 3
New Teacher Orientation			
Classroom Management / Organization	Classroom Management / Organization	Classroom Management / Organization	Classroom Management / Organization
Instructional Technology Overview	Instructional Technology – Mobile, Google	Instructional Technology – Advanced Applications	Technology in the Classroom
Content Area: Lesson Design and Delivery; Use of TEKS Resource System; Assessments Student Engagement, Cooperative Learning	Courses that support reading/writing (Literacy) in all subjects/content	Courses that support reading/writing (Literacy) in all subjects/content	Courses that support reading/writing (Literacy) in all subjects/content
	Courses that support specific content area instruction	Courses that support specific content area instruction	Courses that support specific content area instruction
TEAMS: Grade Book / Grading Practices	Special Education/504 Accommodations	TEAMS/SPED/504/ Accommodations, cont.	TEAMS/SPED/504/ Accommodations, cont.
Leader in Me – 7 Habits of Highly Effective People – All New Hires	Leader in Me, Continued	Leader in Me, Continued	Continued focus on building relationships with students, parents, and the community
Strategies to Engage the English Language Learner ESL Certification	Strategies to Engage the English Language Learner ESL Certification	Strategies to Engage the English Language Learner ESL Certification	Strategies to Engage the English Language Learner ESL Certification
Cooperative Learning, Days 1 and 2	Cooperative Learning Coaching	Cooperative Learning Coaching	Cooperative Learning Coaching
District Orientation and Campus Orientation	Professional Learning Communities (PLCs)	Data Analysis PLC's	Data Analysis PLC's
Mentoring and Coaching	Mentoring and Coaching	Mentoring and Coaching, as needed	Mentoring and Coaching, as needed
Edugence/HQIM's, etc.	Edugence/HQIM's, etc.	Edugence/HQIM's, etc.	Edugence/HQIM's, etc.

Multi-Year District Professional Development Initiative(s)

Instructional Services in collaboration with District Leadership and Campus Administrators supports the following long-term professional development initiatives in Texarkana ISD:

➔ **Balanced (Structured) Literacy Initiative**

   ◆ Year 1: Phonics/Phonemic Awareness
   ◆ Year 2: Reader's Workshop
   ◆ Year 3: Reader's Workshop, continued
   ◆ Year 4: Writer's Workshop

➔ **Instructional Technology Initiative: Digitize TISD, 1:1**

➔ **Multi-Tiered Systems of Supports: Academic and Behavioral Interventions**

➔ **Leadership, Leader in Me, 7 Habits of Highly Effective People**

   ◆ 2024-25, New Tigers, All Campuses 7 Habits Training
   ◆ 2024-25, Complete District Level Training for all Departments
   ◆ 2024-25, Additional Coaching Prioritized to Areas of Greatest Need
   ◆ 2024-25, District Coaching for Lighthouse

➔ **Cooperative Learning Structures, Evidence-Based Instructional Practices**

   ◆ 2024-25, New Tigers, All Campuses Days 1 and 2
   ◆ Summer 2024, Administrators and Lead Teacher Coaching Academy
   ◆ Fall 2024, Coaching and ongoing school-based and district coaching

➔ **Solution Tree: Professional Learning Communities (PLCs) at Work**

   ◆ 2021-22 through 2023-24
      ● Westlawn, Wake Village, and Texas Middle School
   ◆ 2022-23 through 2024-25
      ● Highland Park, Spring Lake Park, Waggoner Creek
   ◆ 2023-24 through 2025-26
      ● Dunbar, Morriss
   ◆ 2024-25 through 2026-27, THS and Attend Coaching Academies
   ◆ Theron Jones, Implementation of PLCs, Attend Coaching Academies
   ◆ Nash Elementary, Implementation of PLCs, Attend Coaching Academies

Texarkana ISD Professional Development, 2024-25 Calendar of Events

Campus Professional Development	July 30-31, 2024 August 1, 2024 January 6, 2025
Campus Instructional Planning	August 2-5-6, 2024 October 11 (WC/WV-½) October 15 (All except WC/WV-Full) December 19-20, Early Release, All January 7, 2025(WC/WV-½) (All except WC/WV-Full) March 14, 2025 (WC/WV-½) March 18, 2025 (All except WC/WV-Full)
District Professional Development	October 14, 2024 March 17, 2025

2024-25 TISD School Calendar

2024-25 TISD 180 Day School Calendar (WC and WV)

APPENDIX 1: Professional Development Registration and Portfolio Management

COMING SOON

APPENDIX 2: Gifted and Talented/Pre-AP/AP Education Staff Learning Guidelines

<u>Initial Training Requirements and Annual Updates: State Policy</u>

School districts shall ensure that:
Texarkana Independent School District
019907

Gifted/Talented Requirements	DMA (ADMINISTRATIVE REGULATION)
Pre-AP and AP Requirements	DMA (ADMINISTRATIVE REGULATION)

Applicable to:

> District administrators who have authority for program decisions
> Campus administrators
> Counselors
> G/T teachers
> Kindergarten teachers
> Pre-AP teachers
> AP teachers

Professional Development Requirements:

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students or who teach AP/Pre-AP classes must have a minimum of 30 hours of professional development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without the training described in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program or who teach AP/Pre-AP classes must complete the 30-hour training requirement within one semester;
3. In addition to the 30-hour requirement, teachers who provide instruction and services that are a part of the program for gifted students or who teach AP/Pre-AP classes must participate in a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions must receive a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Note to Pre-AP and AP teachers:

The Pre-AP and AP five-day summer training will count for a portion of the required training (parts 4 and 5 listed below). Professional development in *Nature, Needs, and Characteristics of Gifted Students*, *Identification, Assessment, Program Options, and Curriculum, and Differentiation* still must be taken.

TISD and/or Region 8 offers the 30 hour G/T professional development during the summer. This training also may be provided at times during the school year.

The courses offered are as follows:

1. G/T: Nature, Needs, and Characteristics of Gifted Students
2. G/T: Identification, Assessment, Program Options, and Curriculum
3. G/T: Differentiation of Instruction
4. G/T: Creativity, Critical Thinking, and Problem Solving
5. G/T: Social and Emotional Needs

TISD Gifted and Talented Professional Development Requirements

Personnel	Training Required Once (30 hours)[1]	Substitutions
▪ **District administrators who have authority for program decisions** ▪ **Campus administrators** ▪ **Counselors** ▪ **G/T teachers** ▪ **Kindergarten teachers** ▪ **Pre-AP teachers** ▪ **AP teachers**	*G/T: Nature, Needs, and Characteristics of Gifted Students* (6 hours)	**None**
▪ **G/T teachers** ▪ **Kindergarten teachers** ▪ **Pre-AP teachers** ▪ **AP teachers**	*G/T: Identification, Assessment, Program Options, and Curriculum* (6 hours)	**None**
	G/T: Differentiation of Instruction (6 hours)	**None**
	G/T: Creativity, Critical Thinking, and Problem Solving (6 hours)	**Five-day Pre-AP or AP workshop sponsored by the College Board**
	G/T: Social and Emotional Needs (6 hours)	
Personnel	**Training Required Annually (6 hours)**	**Substitutions**
▪ **G/T teachers** ▪ **Kindergarten teachers** ▪ **Pre-AP teachers** ▪ **AP teachers**	**G/T training approved by the district**	**Curriculum alignment for G/T, Pre-AP, or AP**

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[1]This 30-hour requirement should be completed **before** staff members are assigned to the program. If this is not possible, the requirement must be completed **within the first semester of the assignment**. District administrators, campus administrators, and counselors are highly encouraged to attend six hours of annual training.

APPENDIX 3: Online Safety Compliance Training

Public School WORKS

TISD is fully committed to the health and safety of all faculty, staff, students, and visitors. The district believes that occupant safety and a healthy environment are important factors in the functioning of the total educational program, making the district schools a better place to learn and work, creating positive relationships with the district customers and stakeholders, and preparing students to be responsible citizens and to work safely in the community.

As part of the district's ongoing program to meet this safety commitment, comply with regulatory requirements, and contain health care costs, all employees must complete certain safety training, when they first start working for the district and periodically thereafter. The courses are available through the Public School WORKS online training system and can be completed at the convenience of the employees.

- **Cycle One Courses for the 2024-25 school year will begin on July 1, 2024 and the last day to complete is September 27, 2024.**
- **Cycle Two Courses will begin on October 15 and end December 6.**
- **Cycle Three Courses will begin on January 6, 2025 and end on February 14, 2025.**
- **All courses must be completed to maintain current safety training records.**

The Public School WORKS system will track employee training and automatically notify those who haven't completed the courses. Also, the campus principal and professional development office will be sent a report that will show those employees who have not completed the training.

Online Training Procedures and Log-in Information

1. Log-in to your TISD email
2. Open the email from Works International (See Image Below)
3. Click on the link "Click here to start your training"

Dear Christy Tidwell,

It is time to complete training. Please click on the link below to see the courses in which you are currently enrolled.

Click here to start your training. If the link does not work, copy and paste the following address in a browser: http://www.publicschoolworks.com/Pages/training.asp?di=650&euid=252296&dia=5fpn/ After you log in, click on "Your Course List" and then click on "Enter Class" for each course listed.

If you are a supervisor and this training assignment involves employees under your supervision, please confirm the people you supervise are aware of the training - in case they don't get or read email.

Your Assignments		
No.	Course Title	Due Date
M-013	Fire Safety	3/07/18
M-577	Suicide Prevention and Response	3/07/18

Your Login Information	
User Name:	enter your last name added to the first letter of your first name (e.g. smithj for John Smith).
Password:	enter your Texarkana employee ID number

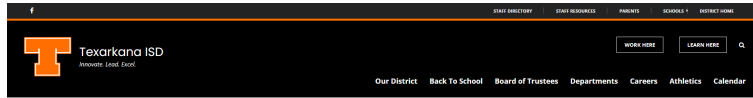| Your Account Information	
Site:	Instructional Services
Pri. Occupation:	Administrator (Central Office)
Sec. Occupation:	
Dept./Group:	Certified - Administrator (Central Office)

4. Enter your user name (generally - your last name and first initial - example: tidwellc or sometimes possibly your first 2 initials) and password (your employee ID number). Note - We have had several updates to our employee IDs - we will begin the process this year to update everyone's password to the new employee ID numbers.
5. You will be brought to a screen titled, "Your Login Info." If you do not see the "Your Login Info" screen, follow the directions on the "Login Help" screen. If you have any problems or need further help, call 1-866-724-6650, option 4.
6. You will be brought to a screen titled, "Your Course List." This screen shows you all the courses in which you have been enrolled. If there are no courses shown, then you are not currently required to complete any training. For further information about this screen, click on the "Help" button.
7. For each course shown, click on "Enter Class."

After you successfully complete each course (and test where applicable) the course will be removed from your course list. If you fail a test, you can retake the test until you obtain a passing grade.

How do I find Public School Works if I don't go through my email address?

You can find Public School Works by going through the TISD website at www.txkisd.net. Click on "Staff Resources" in the top right corner of the home screen.

Under the applications, column you should see: <u>Public School Works: Online Safety Training</u> as shown below: