



Engaging All Learners: District Wide Professional Development Guidelines

for

*Central Office Instructional Professional Staff, Campus Administrators,
Teachers, Counselors, Nurses, Itinerant Staff, Technology Integrators,
and Media Resource Specialists*

Updated 05/2018



McKinney Independent School District Mission

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Curriculum & Instruction Philosophy

The McKinney ISD Professional Development Department will serve the district by providing a challenging curriculum, assessing individual student achievement and supporting efforts to ensure student success. MISD believes that there is a direct connection from the written curriculum to the taught curriculum to the assessed curriculum. Therefore, the curriculum is coordinated and sequenced to clearly articulate the specific objectives that are critical for student success.

Curriculum is dynamic and constantly revised and developed based on student achievement data. Aligning the curriculum to state standards is critical to creating a world-class instructional program for all students. Since all state standards cannot be tested with pencil and paper tests, the MISD curriculum must provide opportunities to think, collaborate, test hypotheses, problem solve, synthesize, transfer learning, analyze, and inquire. Scope and sequence documents must be followed as teachers explicitly teach exemplar lessons to provide every student the opportunity to learn and master essential learning. Assessment of the written and taught curriculum should occur often both informally and formally in all classrooms.

Teaching and Learning Beliefs:

The teachers have the opportunity to develop the aligned “hows” and extended “whats” that support the district’s beliefs about teaching and learning utilizing a team approach. The campuses are committed to quality instruction and assessment in every classroom. Instruction is expected to be learner focused, creative and innovative, challenging and engaging, and have real-world application. A supportive classroom environment for all students includes mutual respect, risk-free, positive attitudes, dignity, attentive listening, conflict resolution, and responsible decision-making.

The instructional program of each classroom is based on learner centered principles and strategies:

- Teachers are facilitators.
- All students can and will learn.
- Students are responsible to share learning.
- Lifelong learning is encouraged.
- Diversity is valued.
- High expectations lead to excellence in adult and student achievement.
- Teachers make a difference in students’ lives.
- Brain-based and varied learning experiences are built around integrated curriculum, interdisciplinary connections, real-world connections, problem-based learning.
- Learning is interactive.
- Achievements should be celebrated.
- Inquiries are encouraged.
- Assessments are varied.
- Technology is a tool.
- Teams work collaboratively for continuous improvement with individual and shared accountability.
- School prepares students for careers and choices upon graduation.

Graduate Profile

Campus beliefs, practices and processes lead to a strong MISD graduate. McKinney ISD believes that graduates entering the next phase of their life will need a sound academic foundation to locate and organize information and resources, to relate effectively with others in work teams, to utilize technology as a tool and to understand diverse social and organizational systems. In McKinney, young people from pre-kindergarten through their senior year have the opportunity to develop skills required for success beyond the classroom.

Quality graduates are....

Effective Communicator

Comprehends and expresses ideas clearly through various means and modes of communication

- Effective communicators can interpret and decode meaning through varied forms including: listening, reading, speaking, writing, interpreting and creating graphic images, and mathematical interpretations of symbols
 - Technologically literate
 - Collaborative
 - Capable listener
 - Respectful
 - Financially literate
 - Information literate

Socially Responsible Citizens

Understands and appreciates cultural differences, their contributions, impact and interrelatedness in a global economy

- Socially responsible citizens understand the importance of being a contributing member of a democratic society in a diverse world and will make ethical decisions with the improvement of future societies in mind
 - Ethical
 - Globally aware
 - Community contributors
 - Values equality and justice
 - Appreciates diversity

Quality Contributor

Continually seeks to achieve quality results and outcomes through individual accountability, leadership, teamwork, and life-long learning using multiple methods of technologies and resources

- Quality contributors are creative, innovative thinkers that can solve complex problems to achieve quality results through meaningful research
 - Critical thinker
 - Creative
 - Innovative
 - Individually accountable
 - Risk taker
 - Continuous learner

District Professional Development Expectations

Professional Development Definition

The District believes that being a professional in the field of education implies a commitment to continued learning and growth. The professional development program supports professional growth for all employees based upon diagnosed needs, professional goals, and/or District beliefs and goals. The program's purpose is to ensure professional growth targeted at improving student achievement in order to facilitate graduates who meet the District profile. Teachers learning and student learning go hand-in-hand. The District believes that students cannot achieve high levels of learning and performance unless teachers, principals, and other school employees are continuously learning. New professional knowledge requires sustained learning opportunities for teachers. The District shall ensure that their employees are always up-to-date. The program's goal is for classroom teachers to receive quality professional development and be in the classroom when students are in attendance and to minimize disruption to daily classroom instruction.

PROFESSIONAL DEVELOPMENT YEAR DEFINED

A professional development calendar year is defined as a year beginning June 1 and concluding May 31 of the following calendar year. Employees have from June 1 until May 31 of the year of employment to earn their 50-hour requirement.

For all employees, hours cannot be carried from one year to the next for professional development credit.

Registration and Attendance

Before attending a workshop:

- Employees must register in advance using the on-line staff development registration system Eduphoria! Workshop <https://eduphoria.mckinneyisd.net>. There will be a 15-minute wait time from the scheduled start time of a workshop before admitting an unregistered participant.
- A minimum number of participants may be required for the session to be held.
- Employees must check the on-line system prior to attending the workshop to verify that the location and/or start time has not changed.

During the Workshop:

- Employees must arrive at the workshop on time, excited and ready to learn. Employees' seats will only be held for 15 minutes from the designated start time, at which time employees seats may be given to a non-registered participant, unless they notify and confirm their late arrival with the presenter in advance. At the time of arrival, employees must sign in on the attendance sheet provided. **Failure to sign-in on the daily attendance sheet provided could result in no credit being awarded for attendance at the workshop.**
- Employees must stay until the end of the session to receive credit.
- Children are not allowed to attend professional development sessions.

After attending the workshop:

- When a survey is posted on the online system, Eduphoria! Workshop, employees must complete it within 5 days of the session. The survey is an evaluation of the session.
- Employees are encouraged to participate in any follow-up requested by the presenter or agreed upon by participants.
- It is the employee's responsibility to confirm all credit awarded for professional development purposes.

No-show/Excessive Absence Procedure

- Principals will be notified if employees repeatedly sign up for sessions and do not attend.
- A participant will be blocked from enrolling in future sessions in the online system if he or she has been a no show three times during a professional development year.

McKinney Independent School District
Professional Development Norms

- Honor the time scheduled.
- Share ideas and opinions honestly and openly.
- Assume positive intent.
- If you think it, say it.
- Take care of yourself.
- Fun is a requirement.
- Everyone's voice is important, please participate.
- What is said here, stays here.
- What is learned here, leaves here.
- Demonstrate mutual respect.
- Be fully present.
- Keep district perspective in mind—not just particular schools.

McKinney ISD Gifted and Talented Professional Development Requirements

Level One Introduction to Gifted Education

Grade Level	Teachers	Training	Timeline
K – 5 th	General Education	<u>District recommended</u> 30 Hours of GT Institute developed around State and National Gifted Education Standards	By December 2017
K – 5 th	Cluster Teachers	<u>State-mandated</u> 30 Hours of GT Institute developed around State and National Gifted Education Standards. (Annually) 6 Hour Update of Nature and Needs or Program Options	By December 2017 By May 2018 and every year thereafter to remain current
K – 12 th	PE, Art, Music	<u>District recommended</u> (One time) 6 Hours of Nature and Needs	By May 2018
K – 12 th	Administrators, LMS Counselors	<u>State-mandated</u> (Annually) 6 Hour Update of Nature and Needs or Program Options	By May 2018
6 th – 12 th	PreAP & AP Teachers (Classes without identified gifted students)	<u>District recommended</u> 30 Hours of GT Institute developed around State and National Gifted Education Standards (Annually) 6 Hour Update of Nature and Needs or Program Options	By December 2017 <hr/> By May 2018 and every year thereafter to remain current
6 th – 12 th	GT Teachers, PreAP and AP Cluster teachers (Classes with identified gifted students)	<u>State-mandated</u> 30 Hours of GT Institute developed around State and National Gifted Education Standards (Annually) 6 Hour Update of Nature and Needs or Program Options	By December 2017 <hr/> By May 2018 and every year thereafter to remain current
K – 12	New to MISD Teachers	<u>State -mandated</u> One hour GT MISD Orientation	By December 2017

Failure to Meet the 50-Hour Professional Development Requirement

During the initial T-TESS conference, an employee shall submit a yearly plan outlining professional development goals to his or her principal or immediate supervisor. This plan shall correlate with campus and District goals or initiatives. At the T-TESS summative conference, progress toward the identified professional goals and completed hours of professional development credit shall be reviewed.

Failure to complete the required number of professional development hours within the specified time period or cycle shall result in one of the following:

- Certified or licensed degreed personnel (professional staff) having 0-20 years experience shall become ineligible for any salary increase above the state minimum for the following school year.
- Certified or licensed degreed personnel (professional staff) having 21+ years experience will become ineligible for advancement on the District salary schedule for the following school year.
- Upon fulfilling the deficit one-year cycle requirement, the certified or licensed degreed personnel (professional staff) shall become eligible for the next scheduled MISD salary increase.
- Continued failure to fulfill the requirement shall affect employees' appraisals and continued employment with the District.
- Extenuating circumstances will be reviewed as to the impact on the employees' ability to meet the professional development requirements outlined herein.

Credit shall be given for professional development attended before the start of the school year and during designated professional development waiver days throughout the school year. Credit shall be awarded for approved on-contract professional learning events including portions of Academy Week. The goal is for teachers to be in the classroom when students are in attendance; therefore, credit shall not be given for a workshop attended on a personal leave day.

Professional Development Requirement Guidelines

Newly hired degreed teaching personnel shall complete the same 50 hours of designated professional development conducted by the District during the first year of employment. Teachers have until May 31 of the year of employment to earn their 50-hour requirement. As indicated above, this will include ongoing training throughout the school year. The designated 50 hours of professional development credit shall include credit awarded upon completion of the District's New Teacher Training Program.

T-TESS:

In order to receive credit at the completion of the online course, you will need to:

- Follow link to a printable certificate that is available for you to download and/or print.
- Complete the request for credit form (attached).
- Have request for credit form signed by your principal.
- Add to your portfolio in Eduphoria Workshop (see attached instructions).
- Send copy of form and certification/documentation to Professional Development.

Leave of Absence:

Employees on an approved leave of absence during a professional development calendar year will have the required 50 hours of designated professional development reduced by five and one half hours for every month on approved leave. Employees on an approved leave of absence during the District Academy in August will have the required 50 hours of designated professional development reduced by 20 hours. Upon returning from an approved leave of absence, the employee shall notify the District professional development office in order to activate the reduction in required credit hours.

Out-of-District Courses and Conferences:

To obtain credit for out-of-district workshops/training completed off-contract time employees should follow these steps:

Before attending an out-of-district workshop:

Employees must obtain prior approval from their principal for all out-of-district professional development, including Region 10 workshops.

Costs of out-of-district training shall be the responsibility of the employee unless prior arrangements have been made by the employee with the campus principal for the District to pay for the training.

The professional development must directly relate to the campus/District goals and initiatives and the individual teacher's T-TESS.

During the workshop:

Employees must obtain certification or documentation of attendance.

Certification/documentation should include the workshop name, date, location, clock hours, Continuing Professional Education (CPE) provider number and/or college transcript.

After attending the workshop:

Employees must complete the Professional Development Request for Credit form signed by the principal and attach a copy of the certificate or documentation. Do not send the original certificate.

Employee Must:

- Enter the workshop into their on-line portfolio.
- Turn the signed form and documentation into the Department of Professional Development – Professional Development and keep a copy of the signed form for their own records.
- Check the on-line registration system after 15 school days to verify that credit has been awarded. If an employee entered credit, but the on-line registration system does not reflect that credit, employees should contact the Department of Professional Development. It is the employee's responsibility to confirm all credit awarded for professional development purposes.

College/University Course Credit:

College courses. Each three-hour graduate course meeting the following criteria shall be eligible to receive 12 hours of professional development credit.

To receive credit, employees shall obtain prior approval from their principal and shall submit a college transcript showing a final passing grade in the graduate course.

A minimum of six hours of professional development must be aligned with District-approved initiatives each year.

Other Professional Development Credit:

CPR and First Aid Certification – A District employee who serves as head director of a school marching band, head coach, or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the District or UIL must maintain and submit to the District proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. The District shall adopt procedures for administering this requirement, including procedures for the time and manner in which proof of current certification must be submitted. Education Code 33.086

State Board of Education Certification (SBEC): The professional development provided on and off contract time can be applied to the required hours for certificate renewal.

AED Certification – Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the Commissioner must receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association. Education Code 22.902 (See DMA)

Presenter Information:

The Workshop Approval Request must be submitted two weeks prior to the workshop for professional development approval. If proposals are not received two weeks in advance, courses may not receive approval and/or be listed online. The same guidelines apply to campus-specific trainings.

To qualify as a presenter, district personnel must attend a presenter training session offered through the Department of Professional Development or be preapproved by the Department of Professional Development.

Presenter Compensation for Professional Development

Compensation for presenting professional learning to staff will be provided in accordance with the following guidelines:

- **Professional learning sessions held during off-contract hours.** This would include approved summer and after-school sessions.
 - District personnel who conduct workshops will be compensated at a rate of \$25 per clock hour of instruction. Presenters will also be compensated for preparation of training materials at a rate of \$25 per hour that is equal to the total number of clock hours of instruction.
 - District personnel may co-present a workshop with another staff member. District personnel who conduct workshops as a co-presenter will be compensated at a rate of \$12.50 per clock hour of instruction. Each co-presenter will also be compensated for preparation of training materials at a rate of \$12.50 per hour that is equal to the total number of clock hours of instruction.
 - District personnel who conduct workshops during off-contract hours may choose to be compensated with professional growth credit in lieu of payment. Presenters who select professional growth credit will be compensated double the amount of professional growth credit as those attending the workshop. This credit is only applicable to the first presentation of the workshop.
- **Professional learning sessions held during on-contract hours.** This would include approved staff learning during Academy Week and Waiver Days.
 - District personnel who conduct workshops during on-contract hours will be compensated with 1 ½ the amount of professional growth credit as those attending the workshop.



Request for Credit Form

SBEC Provider #043-907

Name: _____ Munis ID #: _____ Email: _____

Assignment: _____ Campus: _____

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Indicate # of hours, per the certificate, in each applicable box; these may overlap or duplicate credit types.

Course Title	Location	Date of attendance	MISD Credit	SBEC	GT Update	GT – Initial Training				
						Module 1	Module 2	Module 3	Module 4	Module 5
As indicated on the certificate. Please enter it in Eduphoria Workshop this way.		(mm/dd/yy)	# of hours applies toward the 50-hour annual requirement for MISD	# of hours applies toward recertification requirement – not toward MISD required hours	6-hour update is required annually					

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

After this request has been signed by your campus administrator, please return it with a copy of the course certificate to **Central Office – Professional Development**.
Enter this request into your Eduphoria Wokshop portfolio; it cannot be processed until that step is completed.

MISD

Professional Development

Policy and Regulation