

Region One Incentive Strategies for Educators



Professional Development Handbook 2017-2018



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OVERVIEW

Although student achievement is influenced by many personal and socio-economic conditions, the single most important school-based factor is the classroom teacher. While non-school factors are for the most part out of our control, it is our responsibility to ensure that every child has equitable access to highly effective teachers. Professional development for educators is intended to provide teachers with the knowledge and skills to address the needs of increasingly diverse learners, to ensure that they are skilled in complex academic content, and to keep them up-to-date on relevant pedagogical developments. The purpose of this section is to provide staff with information relevant to professional development (PD) that will support the core attributes of effective professional learning.



PURPOSE

What defines professional development?

In education, the term “professional development,” describes a wide range of formats and processes. When we speak of “professional development” in education contexts, we usually refer to:

- formal learning at a conference or workshop either during or outside of school hours
- collaborative learning within a team of educators
- a course at a college or university.

However, in practice, “professional development” also refers to informal formats such as:

- observing and learning from other educators
- discussions among peers
- independent reading and research

Adapted from Learning Forward

Ongoing professional development that provides targeted training and advanced professional learning is essential for teachers to continue to develop their teaching competencies and content knowledge to meet the needs of students in a continuously changing classroom.

In public schools, effective professional development translates to an increase in student learning and achievement. Educators who improve their craft and their teaching skills through effective professional development have a positive effect on students' classroom performance. The purpose of all professional development is to improve educator effectiveness and student learning.

The purpose of all professional development is to improve educator effectiveness to improve learning for students.

Why do educators need ongoing professional development?

Although college and university programs provide content and pedagogical knowledge, it is the learning experiences in the classroom that are necessary for college graduates to become effective public school educators. After graduation and state certification, new teachers and principals need years of learning through experience to acquire the skills necessary to becoming effective educators. The complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years (Ingersoll, 2003). Changes in content, new instructional methods and technology, and the learning needs of an increasingly diverse student population are challenges that are difficult to overcome even for experienced teachers. Effective professional development gives educators the tools and skills to master the challenges of teaching and to positively impact student learning.

Effective professional development gives educators the tools and skills to master the challenges of teaching and to positively impact student learning.

Adapted from Learning Forward



Why do new educators need extra support?

For new teachers, issues like classroom management, curriculum, state testing, or interacting with parents and other teachers often pose problems that they are not able to handle on their own. Additional support like a strong induction and mentoring program provides new teachers with effective strategies and practices to deal with the complex challenges of teaching. Thus, new teachers are less likely to leave the profession, and districts are able to retain increasingly effective educators which positively affects student learning. According to research, teachers who received strong mentoring at the beginning of their career were able to impact student achievement after only two years of experience. (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999).

When do public school educators typically engage in professional development?

Despite the large number of theories regarding professional development, most researchers have come to an agreement on what kind of professional development is most effective. Training that is embedded in the context of educators' daily work and therefore directly connects to what teachers and students are doing in the classroom is generally considered the most effective. Professional development that is relevant to daily teacher work and student learning is considered of higher quality compared to one day workshops or conferences. School-based, collaborative, and continuous professional development ensures that all educators are engaged in growth.

School-based, collaborative, and continuous professional development ensures that all educators are engaged in growth.

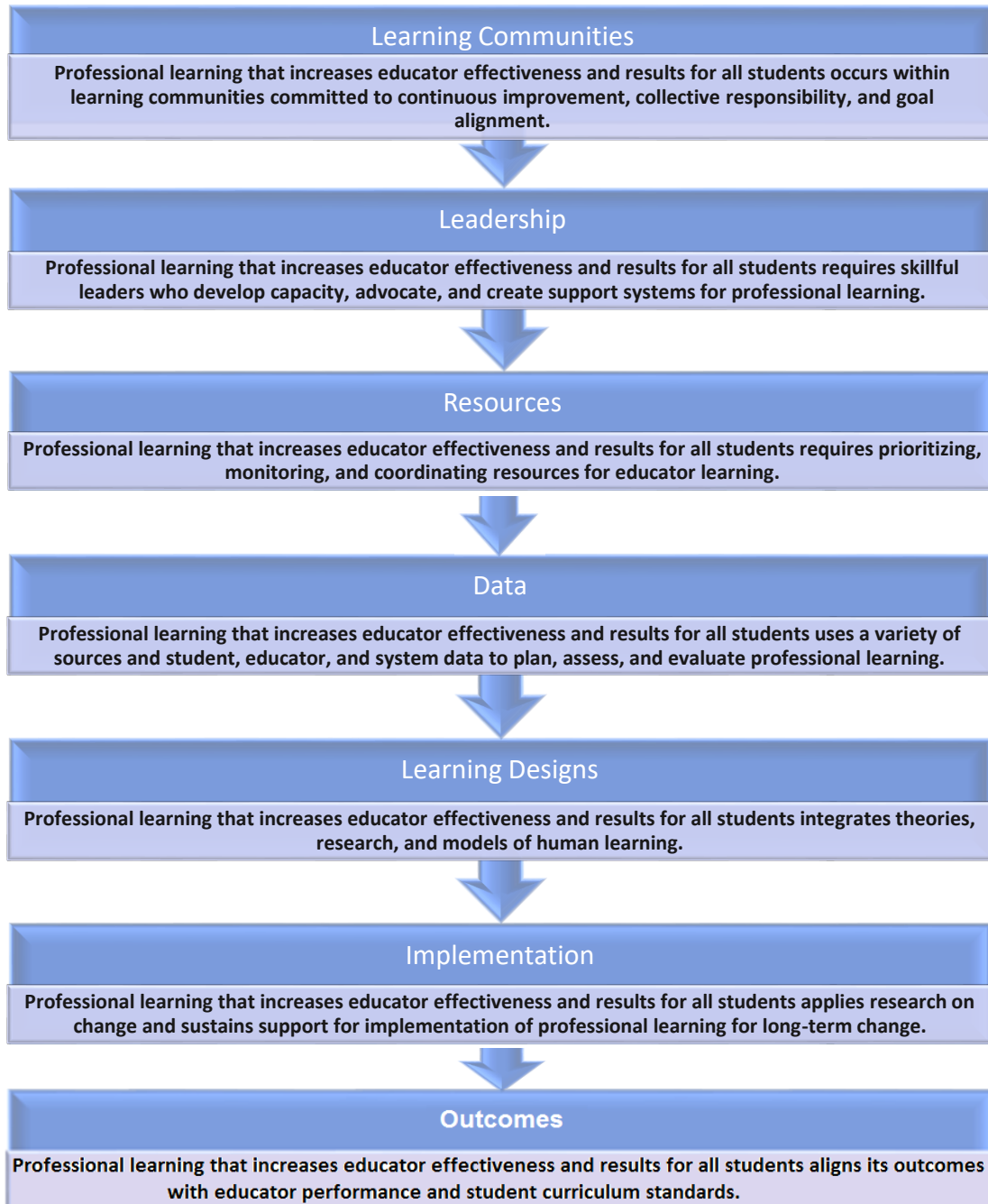
All educators are involved in analyzing student performance data, determining student needs, and implementing what works in the classrooms. Professional development also can be useful if it takes place before classes begin or after they end. Educators benefit most by learning in the setting where they can immediately apply what they learn in the school where they work.

Adapted from Learning Forward



Standards for Professional Learning

The Standards for Professional Learning “define the conditions, attributes, and essential content for effective professional learning, with the primary focus on educator learning that leads to successful student learning” (Learning Forward, 2011). The Seven Standards create the core characteristics for effective professional learning.



Standards for Professional Learning

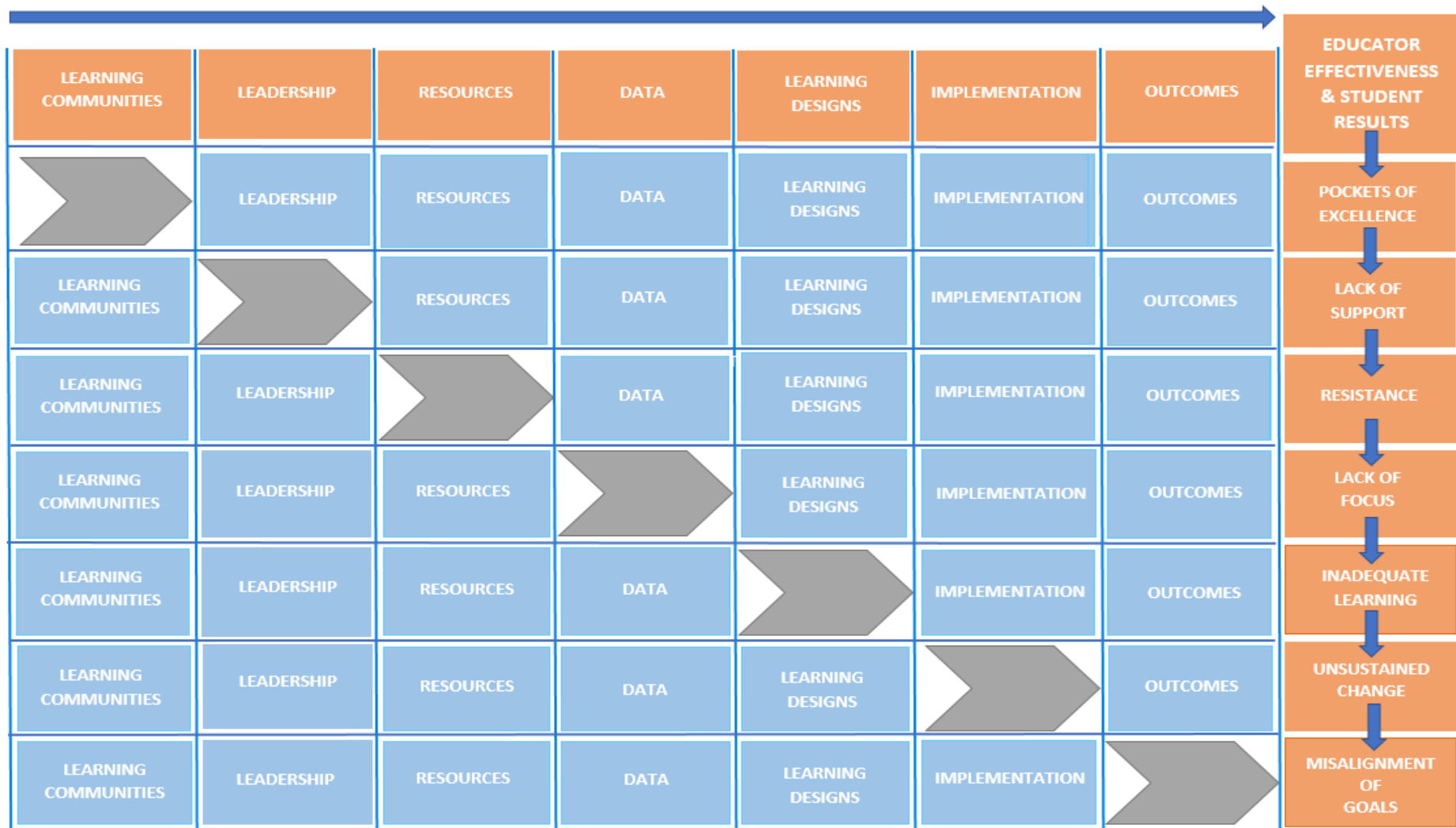
Figure 1

Adapted from Learning Forward Standards for Professional Learning



REFINING INSTRUCTIONAL PRACTICES

The Standards work in collaboration with one another, they also have a connection with other standards in education to maximize improvement efforts that lead to increased student and educator effectiveness.



Refining Instructional Practices

Figure 2

Adapted from Learning Forward Standards for Professional Learning



Grant Goals & Objectives

Project *RISE* will establish an effective Human Capital Management System (HCMS) and educator evaluation Performance Based Compensation System (PBCS) at each school to: foster development of educators who are eager to advance; and recruit and retain high-quality educators eager to learn and teach. The Project *RISE* goals are to create a K-12 grade pipeline of highly-effective teachers, leaders, and educators to increase ALL students' academic achievement, graduation rates, and college enrollment.



Project RISE Goals & Objectives

Figure 3

- **HCMS** is a system by which by a Local Education Agency (LEA) makes and implements human capital decisions, such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion.
- **PBCS** is a system that differentiates level of compensation for teachers, principals, and other school leaders based in part on measurable increases in student academic achievement.

OBJECTIVES AND OUTCOMES

The Project *RISE* goal has three objectives that will be the focus throughout the five-year grant. The impact of these objectives will be evaluated with valid and reliable measures. The intended effect of this initiative is to increase overall highly-effective educators with increased competencies, skills, and knowledge. In addition, the implementation of the highly effective HCMS and PBCS will have a significant influence on the retention rate of highly effective educators, and increase all students' academic achievement, graduation and post-secondary outcomes. The identified needs will be aligned to services that will be provided by Region One staff. The baseline will be established from the 2016-2017 data and it will serve as a guide for proposed services and allocated resources.

Objective 1: Highly Effective Educators



Outcome 1.1: Increase percentage of highly effective educators



Outcome 1.2: Increase retention rates of highly effective educators



Outcome 1.3: Increase vacancies occupied by highly effective educators

Grant Objective 1

Figure 4

Objective 2: Increase Students' Academic Performance and College/Career Readiness



Outcome 2.1: 3rd-5th grade Math and Reading meeting and exceeding state standards



Outcome 2.2: 6th-12th grade Math and Reading meeting and exceeding state standards



Outcome 2.3: Increase Advanced Placement and Dual Enrollment in 9th-12th grade



Outcome 2.4: Increase in passing rates for college entrance exams



Outcome 2.5: Increase in high school graduation rates



Outcome 2.6: Increase in postsecondary enrollment



Outcome 2.7: Decrease in priority schools

Grant Objective 2

Figure 5

Objective 3: Increase in Cost Efficiency and Productivity



Outcome 3.1: Use of an educator evaluation system



Outcome 3.2: Increase of highly-effective educators will receive compensation pay



Outcome 3.3: Increase in effectiveness ratings in high-need schools

LEVERAGE

Outcome 3.4: Increase in leveraging and matching funds



Outcome 3.5: 100% of targets will maintain and sustain the HCMS and PBCS systems

Grant Objective 3

Figure 6

Project *RISE* Professional Development Support

Various modalities of ongoing professional development will be an integral part of Project *RISE*. Region One, in partnership with reputable higher education institutions, community-based organizations, and private firms will provide year-round professional development (40 hours annually) to participating Project *RISE* teachers, Master/Mentor teachers, principals, assistant principals, and other school leaders on topics such as:

- classroom instruction
- effective pedagogy
- management strategies
- new teacher development
- effective communication
- collaboration strategies
- leadership
- team-building skills
- test analysis
- establishing standards-based classrooms
- supervision

Target school educators and staff, aided by the expertise of Region One, and partners, will gain competencies around Project *RISE* Professional Development offerings and support. Region One will also:

- engage all stakeholders to provide professional development to educators and staff to enhance their instruction and pedagogical skills in a way that increases academic achievement levels of students.

Region One has a unique role in supporting and delivering professional development, academic strategies, and capacity building while integrating technology in programming during both traditional and non-traditional (e.g. after-school, weekends, etc.) extended hours and days.



Professional Development Support

Figure 7

The professional development will deepen content knowledge and encourage reflective teaching practices which in turn will promote and build capacity of teacher leadership at each targeted school district. The implementation of the professional development and the establishment of a standards-based classroom will lead to school improvement.

Project RISE Professional Learning Topics

Project RISE districts and campuses will receive professional development that will concentrate on topics for professional learning. The seven areas for professional learning are specifically tailored to support teacher effectiveness and to improve student outcomes.

 <h3>CONNECTING PROFESSIONAL DEVELOPMENT</h3>
<h4>Classroom Instruction</h4> <p>Targeted strategies to use (classroom, before/after-school weekends, and summer) infused with technology and electronic materials to help all students namely those at-risk and high-need to acquire the academic, linguistic, social and technological skills needed for success.</p>
<h4>Effective Pedagogy</h4> <p>Training on successful instructional and pedagogical practices for diverse learners, including strategies for content and struggling learning (e.g. mathematics, reading, etc.)</p>
<h4>Management Strategies</h4> <p>Needs-based intensive and purposeful instructional approaches for disengaged learners that often lead to behavior concerns in the classroom. Classroom management techniques and engagement strategies along with interventions to accelerate learning.</p>
<h4>New Teacher Development</h4> <p>Customized and job-embedded support will be based on needs of new teachers and their students and will include ongoing professional development, assistance, and guidance on lesson planning, and modeling effective lessons in the classroom.</p>
<h4>Communication and Collaborative Strategies</h4> <p>Professional Learning Communities (PLCs) will be supported and further enhanced to allow for teachers to collaborate, share, reflect, and grow.</p>
<h4>Leadership and Team-Building Skills</h4> <p>Effective planning time to foster communication and collaboration among teachers, principals, education professionals, family, and community for improved student achievement.</p>
<h4>Test Analysis, Establishing Standard-Based Classroom</h4> <p>Disaggregated data will be utilized in PLCs/CPT to align systems of standards for classrooms (per state standards) also to drive instructional improvement. Teachers will be trained and provided support to effectively foster a culture of data literacy to drive increased student growth.</p>

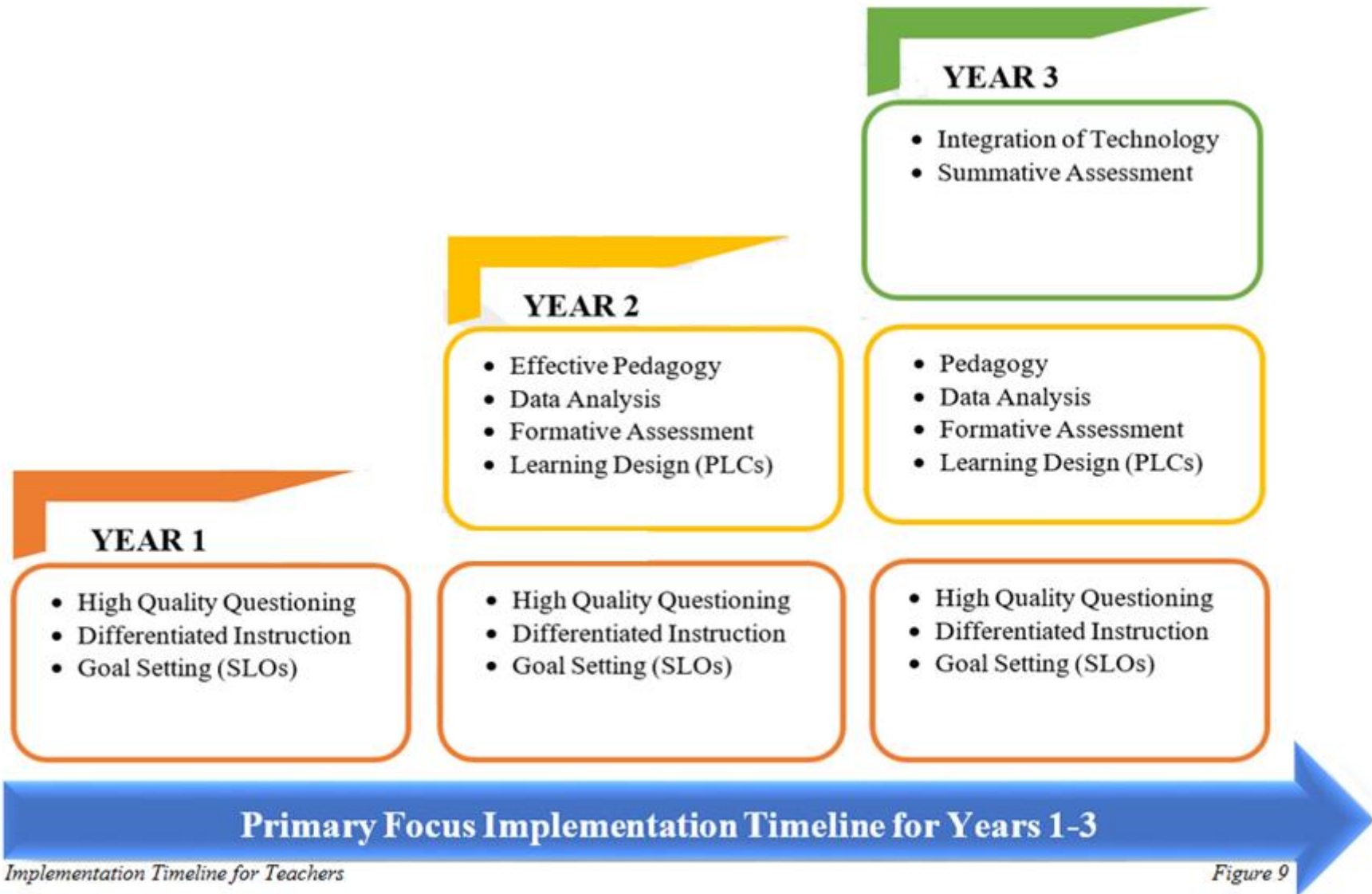
Connecting Professional Development

Figure 8



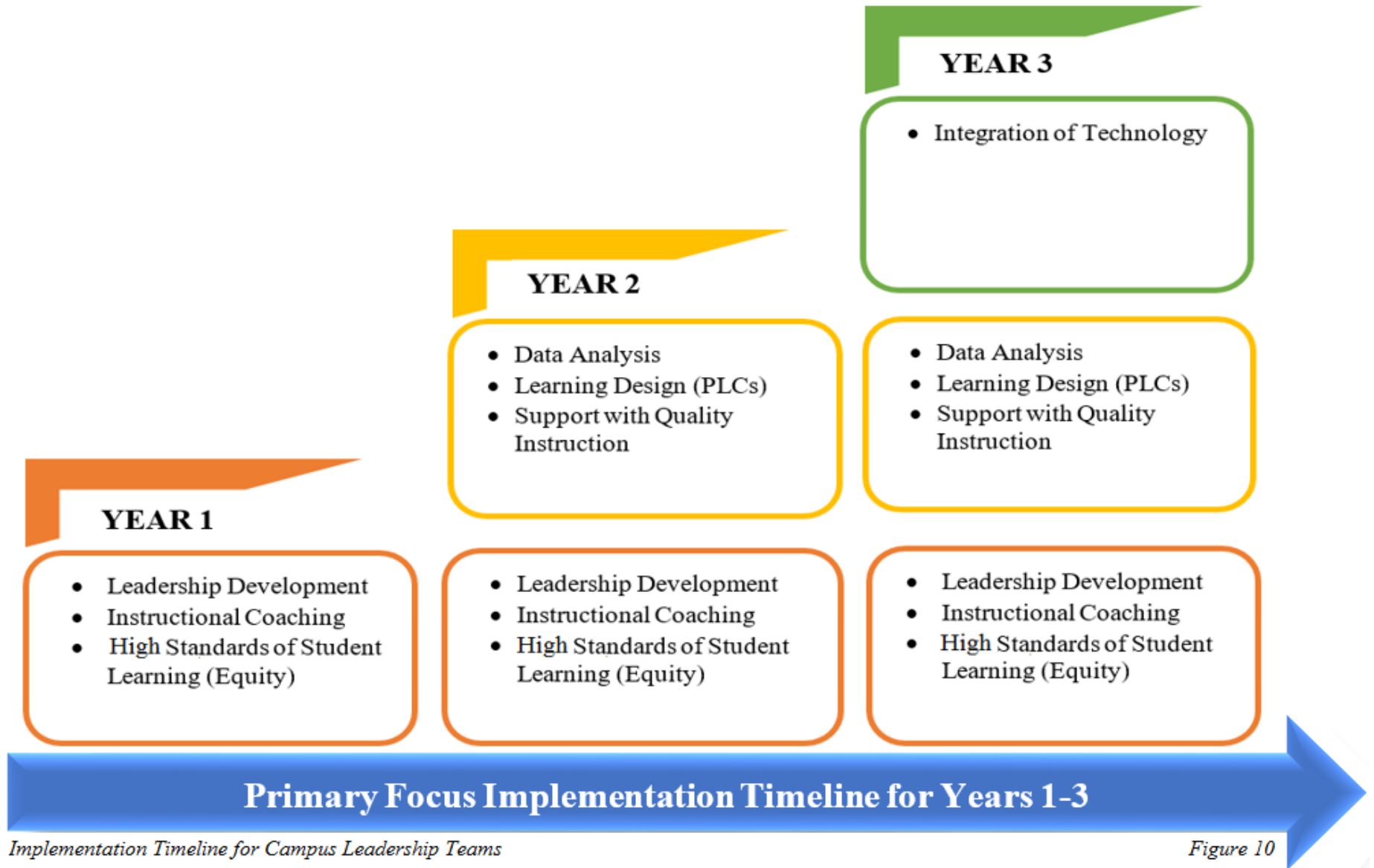
Professional Development Clusters for Teachers

Project *RISE* will assist in reducing the variation and inequity in the teachers' influence on student learning as well as increase the overall level of teacher effectiveness. Teachers will be provided with the required professional development clusters which include high-quality professional learning activities. These professional learning activities will be extended to all teachers.



Professional Development Clusters for Campus Leadership Teams

Project *RISE* will provide professional development to campus leadership teams that will impact teacher growth and student success. Campus leadership teams will be provided with the required professional development clusters which include high-quality professional learning activities. These professional learning activities will be extended to all campus principals, Master and Mentor teachers.



REQUIRED PROFESSIONAL DEVELOPMENT

SUMMER 2017

Workshop #	Time	Date	Location	Audience	Session	Description
64516	8:30-4:30 8:30-4:30 8:30-4:30	July 26-28	McAllen Convention Center	Master/Mentor Teachers for all participating campuses	Master/Mentor Summer Institute	Master & Mentor teachers will acquire knowledge on evidence-based classroom practices and coaching techniques.
64498	8:30-4:30 8:30-4:30	Aug 3-4	Region One Rio Grande	Master Teachers & Campus Administrators (Cluster #1)	Student Learning Objectives (SLOs)	The SLO training will provide an overview of the SLO model and provide a framework for continuous dialogue with students, teachers, and administration to support teacher effectiveness and student growth. (40 max participants)
				<ul style="list-style-type: none"> • Brownsville: Porter HS, Faulk • San Benito: Miller Jordan MS, • Horizon Montessori III • Donna: M Rivas Elem • Progreso: North Elem • Santa Maria: MS and Tony Gonzalez Elem 		
64497	8:30-4:30 8:30-4:30	Aug 3-4	Region One Hidalgo	Master Teachers & Campus Administrators (Cluster #2)	Student Learning Objectives (SLOs)	The SLO training will provide an overview of the SLO model and provide a framework for continuous dialogue with students, teachers, and administration to support teacher effectiveness and student growth. (40 max participants)
				<ul style="list-style-type: none"> • Hebbronville: Elem/JH/HS, • Lasara: Elem/MS/HS, • San Isidro: Elem/JH/HS • San Perlita: Elm/MS/HS • Donna 3D Academy Campus • La Feria Academy • Mercedes Academic Academy • Gateway Academy: Townlake and Sierra Vista Charter • Mid Valley: Mercedes, McAllen Charter, San Benito 		



Workshop #	Time	Date	Location	Audience	Session	Description
65014	8:30-4:00 8:30-4:30	Aug 3-4	La Joya- TBD	Master Teachers & Campus Administrators (Cluster #3) <ul style="list-style-type: none"> • La Joya: Palmview HS, Juarez-Lincoln HS, Ann Richards MS, Elodia R. Chapa Elem • McAllen: Travis MS 	Student Learning Objectives (SLOs)	The SLO training will provide an overview of the SLO model and provide a framework for continuous dialogue with students, teachers, and administration to support teacher effectiveness and student growth. (40 max participants)
	8:30-4:30 8:30-4:30 8:30-4:30	Aug 9-11	Region One Hidalgo/ Cameron	Master Teachers 0-3 year teachers Other Identified Teachers	Day 1-3 New Teacher Induction	New teachers will participate in a 5-day training that will assist in preparing for the first day of class, classroom management, lesson planning, and lesson delivery.
64209	8:30-4:30	Sept 16	Region One Hidalgo/ Cameron	Master Teachers 0-3 year teachers Other Identified Teachers	Day 4 New Teacher Induction	
	8:30-4:30	Sept 30	Region One Hidalgo/ Cameron	Master Teachers 0-3 year teachers Other Identified Teachers	Day 5 New Teacher Induction	

Professional Development Requirements-Summer 2017

Figure 11



Allocated Funding

The goal of Project *RISE* is to create a K-12th grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation rates, and college enrollment. Project *RISE*, will offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically. The professional development activities that will be funded through the grant fall under two categories:

Professional Development activities organized and created by Project *RISE*

•Category 1

Professional Development activities specific to your campus needs and initiatives

•Category 2

Professional development under:

- **Category 1** does not require the “**Stipend/Substitute Approval for Professional Development**” form (**Appendix**) to be completed
- **Category 2** will require the completion of the “**Stipend/Substitute Approval for Professional Development**” form.

Under both instances funding is allowable, if it falls within the Project *RISE* grant goals and objectives.



ELIGIBILITY FOR STIPEND/SUBSTITUTES

Activities eligible for stipend reimbursement include-

- participation in professional development that is aligned to the Project *RISE* goals.
- participation in professional development that takes place **after** contracted school days/times such as evenings, weekends or during the summer (must not be contracted for summer school) to be eligible for stipend pay.
- participation in face-to-face professional development. Stipend pay is not offered for webinars, online professional development, etc.

Stipend is in the amount of \$75 for a half-day and \$150 for a full day.

- A minimum of 3 hours constitutes a half day.
- A minimum of 6 hours constitutes a full day.

Activities eligible for substitute reimbursement include-

- participation in professional development activities that are held during the regular school contract day.
- coverage for observation, coaching, and mentoring purposes.
- working with other teachers in collaborative situations.

The following activities are not eligible for stipend/substitute reimbursement:

- Registration fees for workshops that are not required by Project *RISE*
- Registration fees for conferences or clinics
- Membership dues to associations or organizations
- Consultant/presenter or trainer fees
- Travel related expenses: food, lodging, mileage, airplane tickets, airport parking fees, rental car fees, toll fees, etc.

DISTRICT RESPONSIBILITIES

To initiate a request for stipend or substitute pay, the campus must complete the “**Stipend/Substitute Approval for Professional Development**” form under **Category 2** professional development. The form must be submitted at least 1–2 weeks prior to professional development activity. (*Refer to Appendix B*)



- The form can be located on Project *RISE* website under the Resources tab or in the Google Campus Business Forms folder.

Upon review, the Project *RISE* Director will confirm that the professional development activity aligns to the Project *RISE* goals. Once reviewed, the campus administrator will receive notification after the request has been processed.

If the request is approved:

- the campus administrator can proceed with making arrangements for the stipend pay or substitute request.

If the request is denied:

- further documentation or information can be submitted for reconsideration.

The signed “**Stipend/Substitute Approval Professional Development**” form must be filed at the campus and once the professional development activity has occurred the request along with the professional development roster of attendees must be submitted to the district Payroll office for processing.



Glossary

<i>Data Literacy</i>	The ability to access, interpret, act on, and communicate about data to support student success
<i>Differentiated Compensation</i>	See Performance Based Compensation System
<i>Formative Assessment</i>	Formal and informal assessments that check for understanding, guide teacher decision making about future instruction, and provide feedback to students
<i>House Bill 5 (HB 5)</i>	House Bill which made changes to the state's curriculum and graduation requirements, assessment program, and accountability system
<i>Human Capital Management System (HCMS)</i>	Alignment of the core competencies underlying the teacher evaluation system to key strategic decisions, such as recruitment, hiring, placement, induction, mentoring, career ladder positions, compensation, professional development, and tenure
<i>Instructional Rounds</i>	Non-evaluative classroom visits where teachers, side-by-side with administrators, develop a culture of collaboration and shared practice of observing, discussing, and analyzing learning and teaching
<i>Induction</i>	A comprehensive ongoing program at target campuses that will provide new, first year and struggling teachers with the knowledge and skills necessary to be successful and effective in the classroom
<i>Learning Designs</i>	Designing student learning experiences with the integration of theories, research, and models of human learning
<i>Master Teacher</i>	Highly experienced educator who provides ongoing support to new, first year, and other identified teachers in the area of effective instructional practices and pedagogy
<i>Mentor Teacher</i>	Highly effective and skilled classroom instructor who provides year-long mentoring and guidance to new,



first year, and other identified teachers in the same subject or grade level

MTSS (Multi-Tiered Systems of Support)

A term used interchangeably with RtI (Response to Intervention); the practice of providing high-quality, research-based instruction and interventions matched to student need, monitoring progress frequently, and analyzing progress monitoring data to make educational decisions

Pedagogy

The method and practice of teaching; the study of how best to teach

Performance Based Compensation System (PBCS)

Compensation which is determined by a comprehensive evaluation system that includes multiple measures of a teacher's performance (e.g., classroom observations, student growth data, portfolio of student work, and other measures)

Postsecondary Education

Any education beyond high school, e.g. college

Priority School

A priority school must be at least one of the following:

1. Among the lowest five percent of Title I schools in the state based on both achievement and lack of progress of the "all students" group;
2. A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
3. A currently-served Tier I or Tier II SIG (Student Improvement Grant) school

Professional Development Standards

An outline of the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results

Professional Learning Community (PLC)

A group of educators who engage in an ongoing and systematic process of collaboration to improve classroom practice and to increase achievement for their students

SIOP (Sheltered Instruction Observation Protocol)

A research-based model consisting of 8 components (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review &



Assessment) that addresses the academic needs of English Language Learners

State Standards

Descriptions of what students are expected to know and be able to do at a specific stage of their education; in Texas, the state standards are the TEKS (Texas Essential Knowledge and Skills)

Student Learning Objectives (SLOs)

Specific learning goals set by teachers that focus on foundational skills; progress toward the goals is monitored throughout the year which helps teachers understand and reflect on the impact of their pedagogy

T-PESS

Texas Principal Evaluation and Support System is a principal evaluation system designed to support principals in their professional development and help them improve as instructional leaders

T-TESS

The Texas Teacher Evaluation and Support System focuses on providing continuous, timely and formative feedback to educators so they can improve their practice



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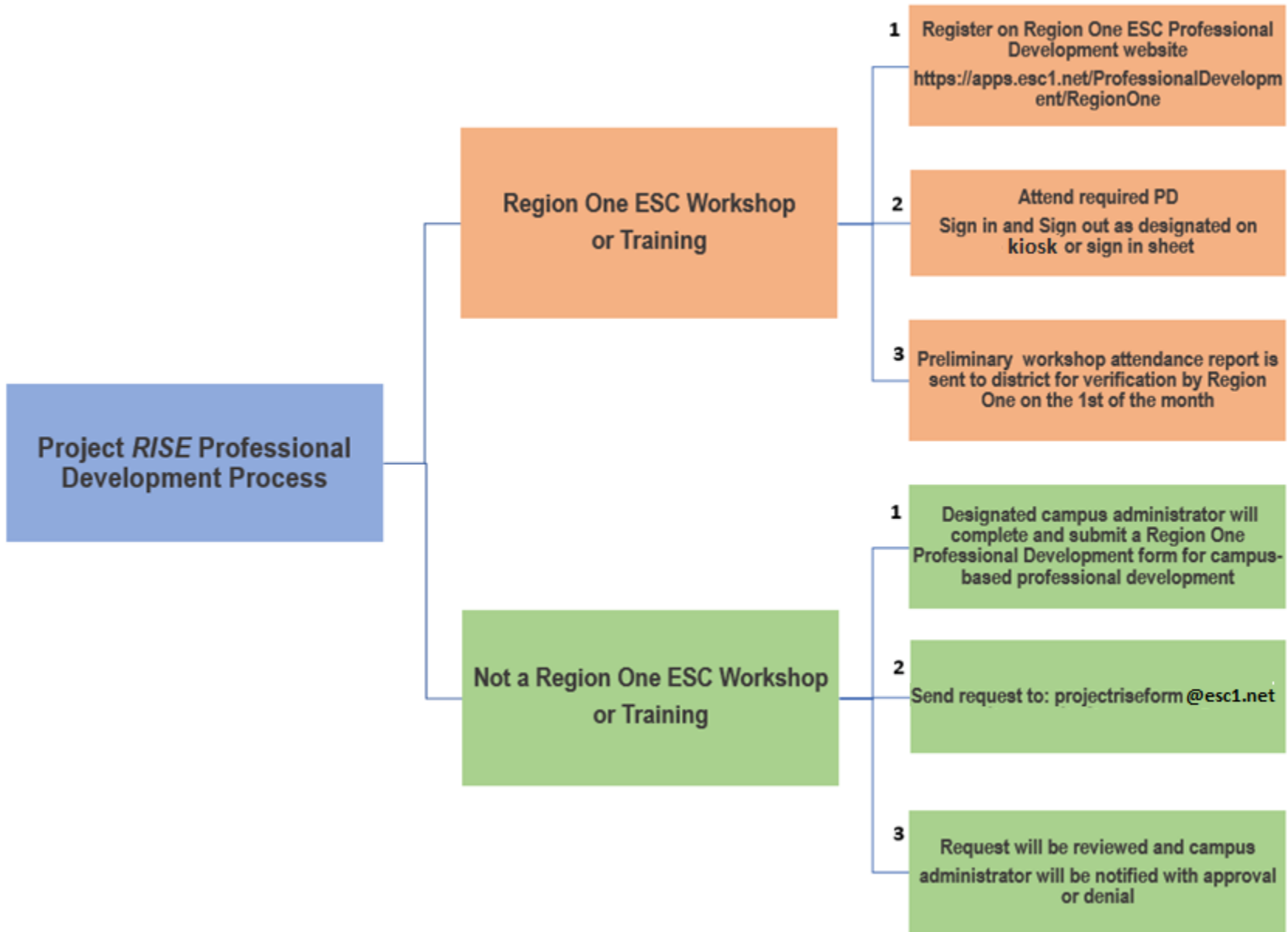
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- Image 1.2 https://pixabay.com/p-1299640/?no_redirect
- Image 1.3 https://www.adrianorbai.com/wp-content/uploads/2015/02/succes_0.jpg
- Image 2.1 https://c1.staticflickr.com/6/5311/5843147861_d9604b187f_z.jpg
- Image 2.2 <https://cu.edu.eg/ar/news/images/lvltwvUao.jpg>
- Image 2.3 https://pixabay.com/p-1297532/?no_redirect
- Image 2.4 http://mhhs.mtnhomesd.org/uploads/5/4/1/7/54172957/7979070_orig.jpg
- Image 2.5 <https://moodle.paara.am/pluginfile.php/152/course/overviewfiles/graduate-cap-.png>
- Image 2.6 http://www.clipartpanda.com/clipart_images/in-the-blink-of-an-eye-50063933
- Image 2.7 https://pixabay.com/p-1714375/?no_redirect
- Image 3.1 <http://ted.coe.wayne.edu/sse/wq/Liz/grades.jpg>
- Image 3.2 <http://www.picserver.org/images/highway/phrases/compensation.jpg>
- Image 3.3 <http://sdit.nurulfikri.sch.id/wp-content/uploads/2015/04/prestasi.jpg>
- Image 3.4 https://upload.wikimedia.org/wikipedia/commons/thumb/3/31/Leverage_logo.svg/1280px-Leverage_logo.svg.png
- Image 3.5 <http://mebeldisk.ru/wp-content/uploads/2012/07/6msbdf.jpg>



Appendix A

Project *RISE* Professional Development Process





Region One ESC - Project RISE

Print Form

Stipend/Substitute Approval for Professional Development Form

Directions: This form should be completed and submitted by a campus administrator for approval of stipend pay or substitutes for professional development. Print a copy of the completed form for your own documentation. Questions regarding this form can be directed to Mr. Lucio Mendoza, Project RISE Coordinator, via email at Lmendoza@esc1.net or at (956) 984-6117. *Note: This form must be approved for a professional development session to qualify for reimbursement. A digital copy of this form is located at <http://www.esc1.net/Page/3138>*

District Name: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>
Campus Name: <input style="width: 90%;" type="text"/>	Workshop Date: <input style="width: 90%;" type="text"/>
Request: <input style="width: 90%;" type="text"/>	Workshop Number: <input style="width: 90%;" type="text"/>
Campus Administrator: <input style="width: 90%;" type="text"/>	Requester Title: <input style="width: 90%;" type="text"/>
Number of teachers attending: <input style="width: 90%;" type="text"/>	Total number of days: <input style="width: 90%;" type="text"/> Hours per day: <input style="width: 90%;" type="text"/>

Complete this section only if substitutes are requested. Total number of substitutes requested:

Professional Development Information:

Workshop Title:	<input style="width: 98%;" type="text"/>
Workshop Description:	<input style="width: 98%; height: 40px;" type="text"/>
Workshop Location: <input style="width: 90%;" type="text"/>	Presenter: <input style="width: 90%;" type="text"/>
If other location is indicated, please submit location: <input style="width: 98%;" type="text"/>	

Select all Professional Learning Topics addressed in workshop:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Classroom Instruction | <input type="checkbox"/> Effective Pedagogy | <input type="checkbox"/> Management Strategies | <input type="checkbox"/> New Teacher Development |
| <input type="checkbox"/> Communication & Collaboration | <input type="checkbox"/> Leadership & Team Building Skills | <input type="checkbox"/> Test Analysis/Establishing Data-Based Instruction | |

Summary of workshop topic aligned to educator effectiveness and the Human Capital Management System:

Please email the completed PDF to projectriseform@esc1.net

For Region One ESC use only:

- Approved Not Approved (Professional development is not aligned to grant goals and objectives.)

Reviewed by: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>
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