Principal's Advisory Committee Meeting
August 1ˢᵗ 2017

Agenda

I. Welcome
   ➢ Updates
II. Project *RISE* Overview
III. Teacher Handbook
   ➢ Master & Mentor Teacher Roles & Responsibilities
IV. Professional Development Handbook
V. Professional Development Framework
VI. Stipend Reimbursement
VII. Future Topics
VIII. Closing

Welcome & Updates

➢Master Mentor Summer Institute
- July 26-28, 2017

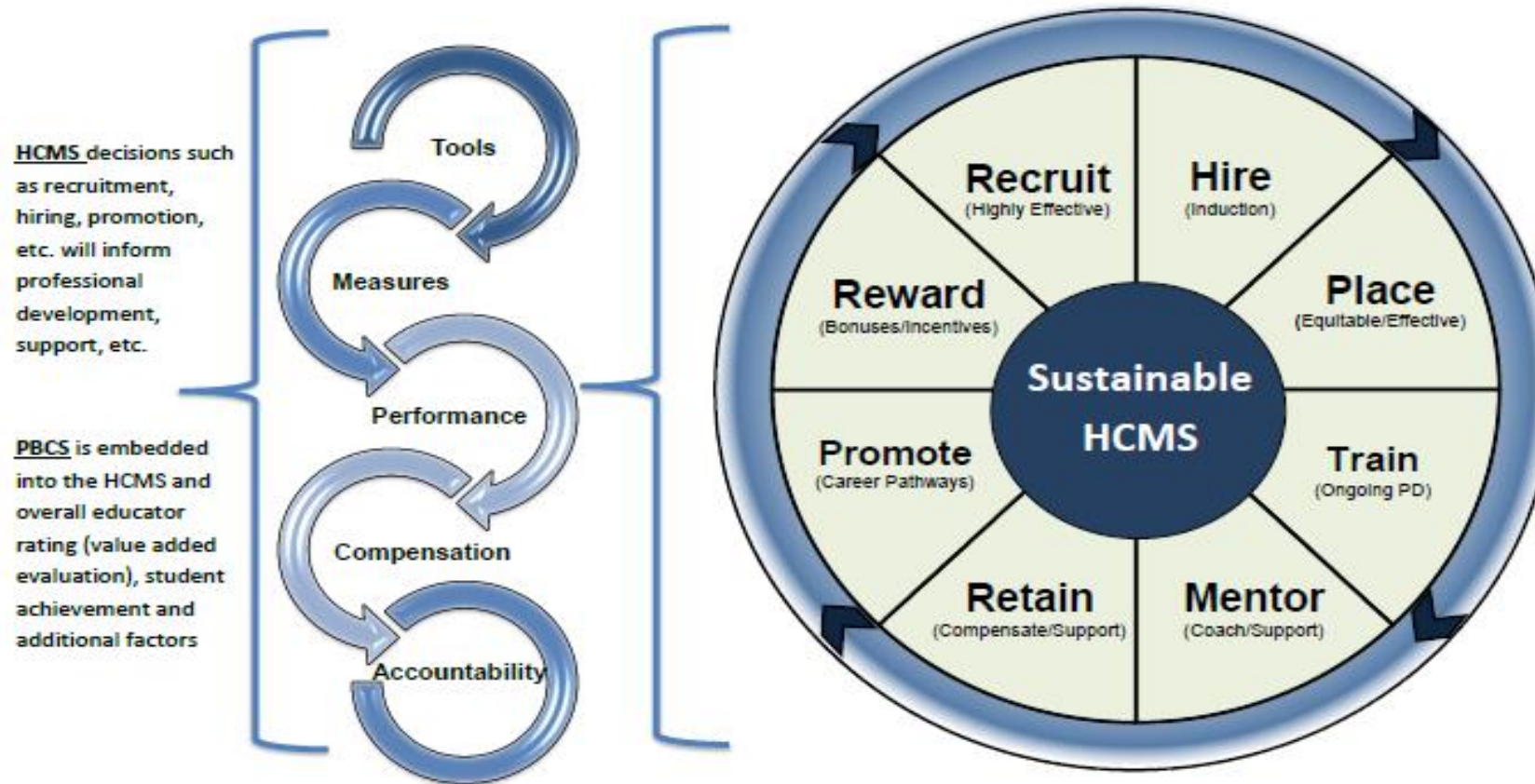➢Principal PBCS Amount
•Increased
•Eligible for up to $3,000

Grant Goal & Objectives

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* HCMS/PBCS Model

HCMS decisions such as recruitment, hiring, promotion, etc. will inform professional development, support, etc.

PBCS is embedded into the HCMS and overall educator rating (value added evaluation), student achievement and additional factors

Tools

Measures

Performance

Compensation

Accountability

Recruit (Highly Effective)

Hire (Induction)

Reward (Bonuses/Incentives)

Place (Equitable/Effective)

Sustainable HCMS

Promote (Career Pathways)

Train (Ongoing PD)

Retain (Compensate/Support)

Mentor (Coach/Support)

Teacher Handbook

➤Partnered with Texas Center for Educator Excellence (TxCEE)

➤Update to be emailed after SLO professional development session

➤Student Growth and SLOs

Region One Incentive Strategies for Educators

Project RISE
Handbook

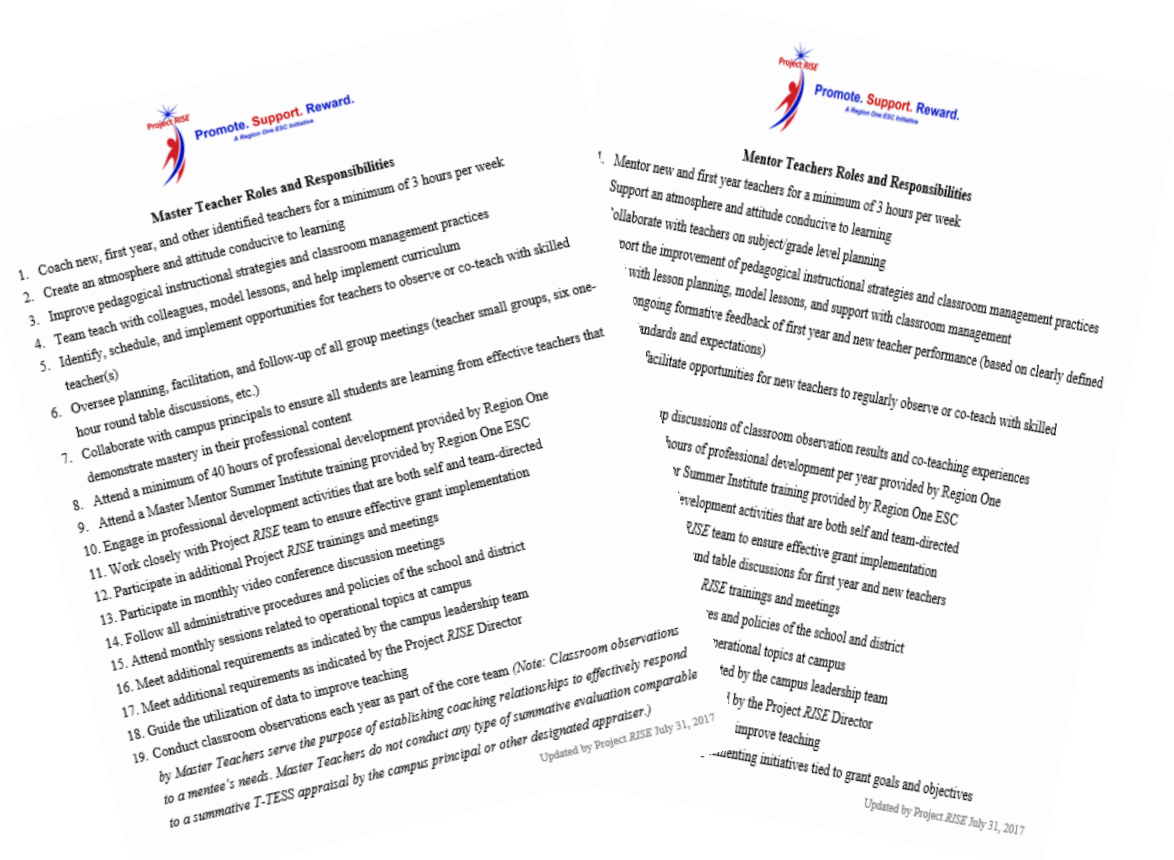**PROMOTE. SUPPORT. REWARD**
A Region One ESC initiative

Teacher Handbook
2017-2018

Master & Mentor Teacher Responsibilities

➢ Updated Master & Mentor Teacher Responsibilities

➢ Review

Master & Mentor Teacher Responsibilities

| Master Teacher	Both	Mentor Teacher
• Coach new, first year, and other identified teachers for a minimum of 3 hours per week • Create an atmosphere and attitude conducive to learning • Improve pedagogical instructional strategies and classroom management practices • Team teach with colleagues, model lessons, and help implement curriculum • Identify, schedule, and implement opportunities for teachers to observe or co-teach with skilled teacher(s) • Oversee planning, facilitation, and follow-up of all group meetings (teacher small groups, six one-hour round table discussions, etc.) • Collaborate with campus principals to ensure all students are learning from effective teachers that demonstrate mastery in their professional content • Participate in monthly video conference discussion meetings • Guide the utilization of data to improve teaching • Conduct classroom observations each year as part of the core team *(Note: Classroom observations by Master Teachers serve the purpose of establishing coaching relationships to effectively respond to a mentee's needs. Master Teachers do not conduct any type of summative evaluation comparable to a summative T-TESS appraisal by the campus principal or other designated appraiser.)*	• **Attend a total of 40 hours of professional development per year provided by Region One** • **Attend a Master Mentor Summer Institute training provided by Region One ESC** • **Engage in professional development activities that are both self and team-directed** • **Work closely with Project *RISE* team to ensure effective grant implementation** • **Participate in additional Project *RISE* trainings and meetings** • **Follow all administrative procedures and policies of the school and district** • **Attend monthly sessions related to operational topics at campus** • **Meet additional requirements as indicated by the campus leadership team** • **Meet additional requirements as indicated by the Project *RISE* Director**	• Mentor new and first year teachers for a minimum of 3 hours per week • Support an atmosphere and attitude conducive to learning • Collaborate with teachers on subject/grade level planning • Support the improvement of pedagogical instructional strategies and classroom management practices • Assist with lesson planning, model lessons, and support with classroom management • Provide ongoing formative feedback of first year and new teacher performance (based on clearly defined teaching standards and expectations) • Support and facilitate opportunities for new teachers to regularly observe or co-teach with skilled teachers • Facilitate follow-up discussions of classroom observation results and co-teaching experiences • Participate in six one-hour round table discussions for first year and new teachers • Support the mentee on utilization of data to improve teaching • Support campus Master Teacher in implementing initiatives tied to grant goals and objectives

Professional Development Handbook

➢ Updated Copy Provided

➢ PAC Review
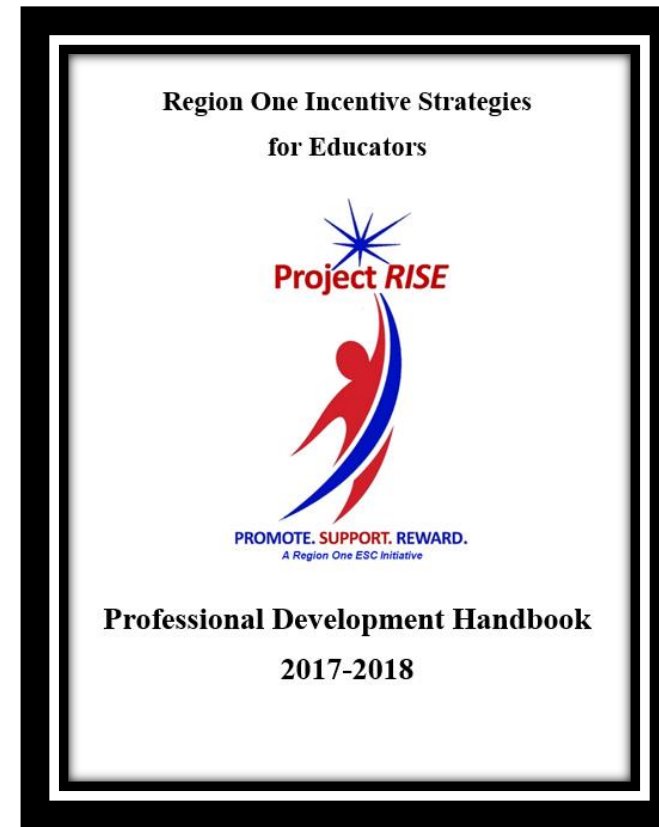
Purpose of Professional Development

What defines professional development?

Formal learning:
- ✓ conference or workshop
- ✓ collaborative learning within a team
- ✓ a course at a college or university

Informal learning:
- ✓ observing and learning from others
- ✓ discussions among peers
- ✓ independent reading and research

Improve educator effectiveness to positively impact student learning
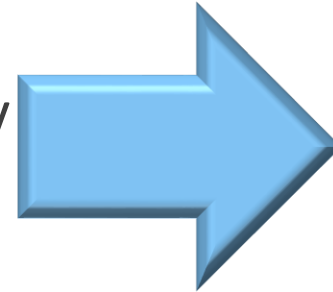
Purpose of Professional Development *cont.*

Why do educators need ongoing professional development?

ALL teachers:
- ✓ complexity of teaching
- ✓ changes in content
- ✓ new instructional methods and technology
- ✓ needs of diverse learners

NEW teachers:
- ✓ classroom management
- ✓ curriculum
- ✓ state testing
- ✓ interacting with parents and other teachers

Effective professional development gives educators the tools and skills to master the challenges of teaching and to positively impact student learning.
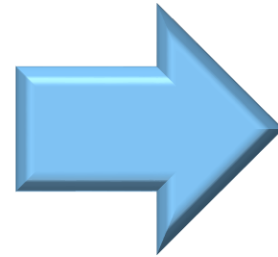
Purpose of Professional Development *cont.*

When do public school educators typically engage in professional development?

- before classes begin
- after classes end
- embedded in the educators' daily work

Research has shown that training that is school-based, collaborative, continuous, and embedded in the context of educators' daily work is the most effective.

Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students:

Occurs within **LEARNING COMMUNITIES** committed to continuous improvement, collective responsibility, and goal alignment.

Requires skillful **LEADERSHIP** that develops capacity, advocates and creates support systems for professional learning.

Requires prioritizing, monitoring, and coordinating **RESOURCES** for educator learning.

Uses a variety of sources and types of student, educator, and system **DATA** to plan, assess, and evaluate professional learning.
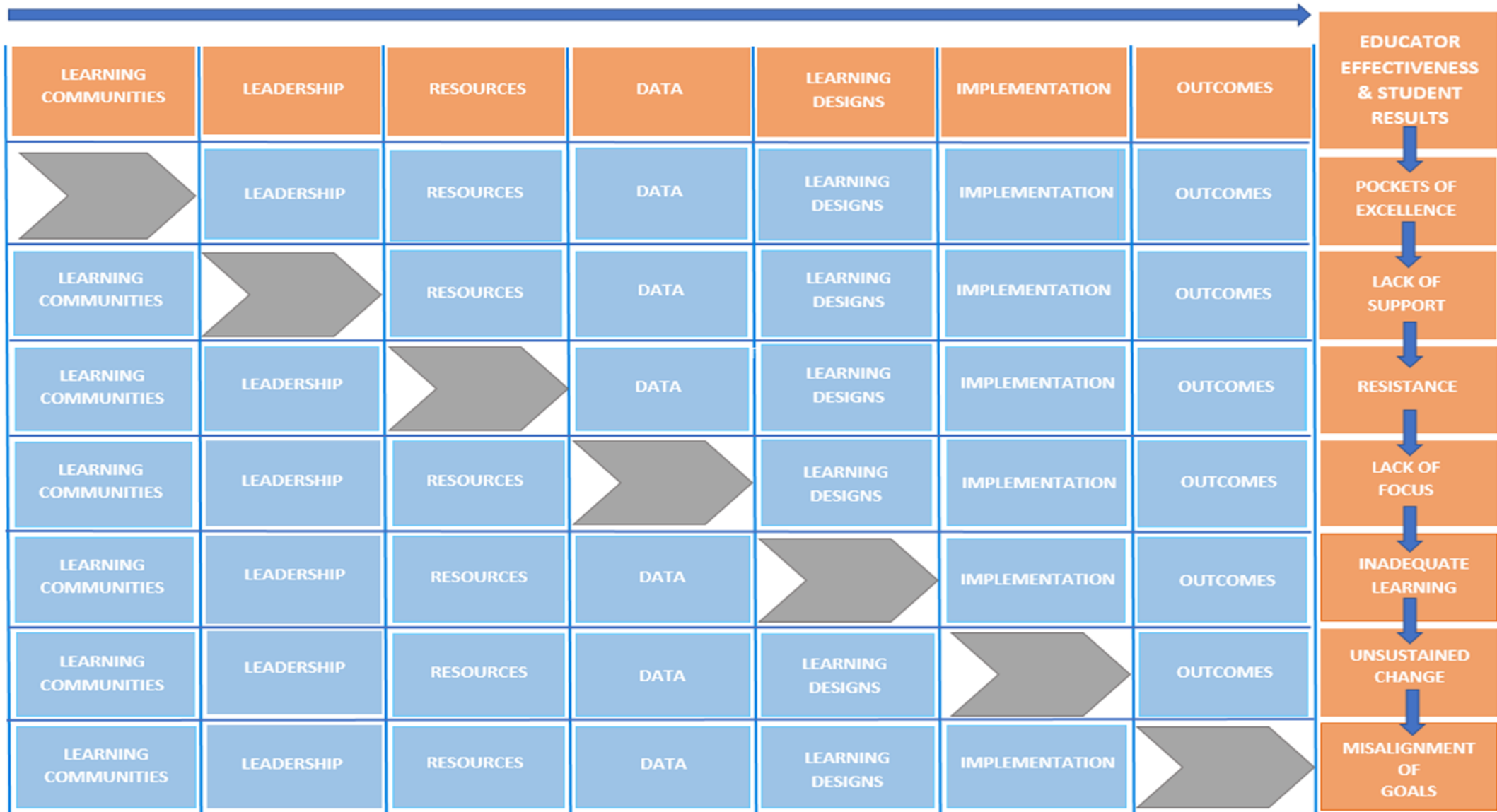
Integrates into its **LEARNING DESIGNS**, theories, research, and models of human learning to achieve its intended outcomes.

Applies research on change and sustains support for **IMPLEMENTATION** of professional learning for long-term change.

Aligns its **OUTCOMES** with educator performance and student curriculum standards.

Refining Instructional Strategies

Professional Development Support

Region One, in partnership with reputable higher education institutions, will provide year-round professional development to participating Project *RISE* staff including:

- ✓ Teachers
- ✓ Master teachers
- ✓ Mentor teachers

- ✓ Principals
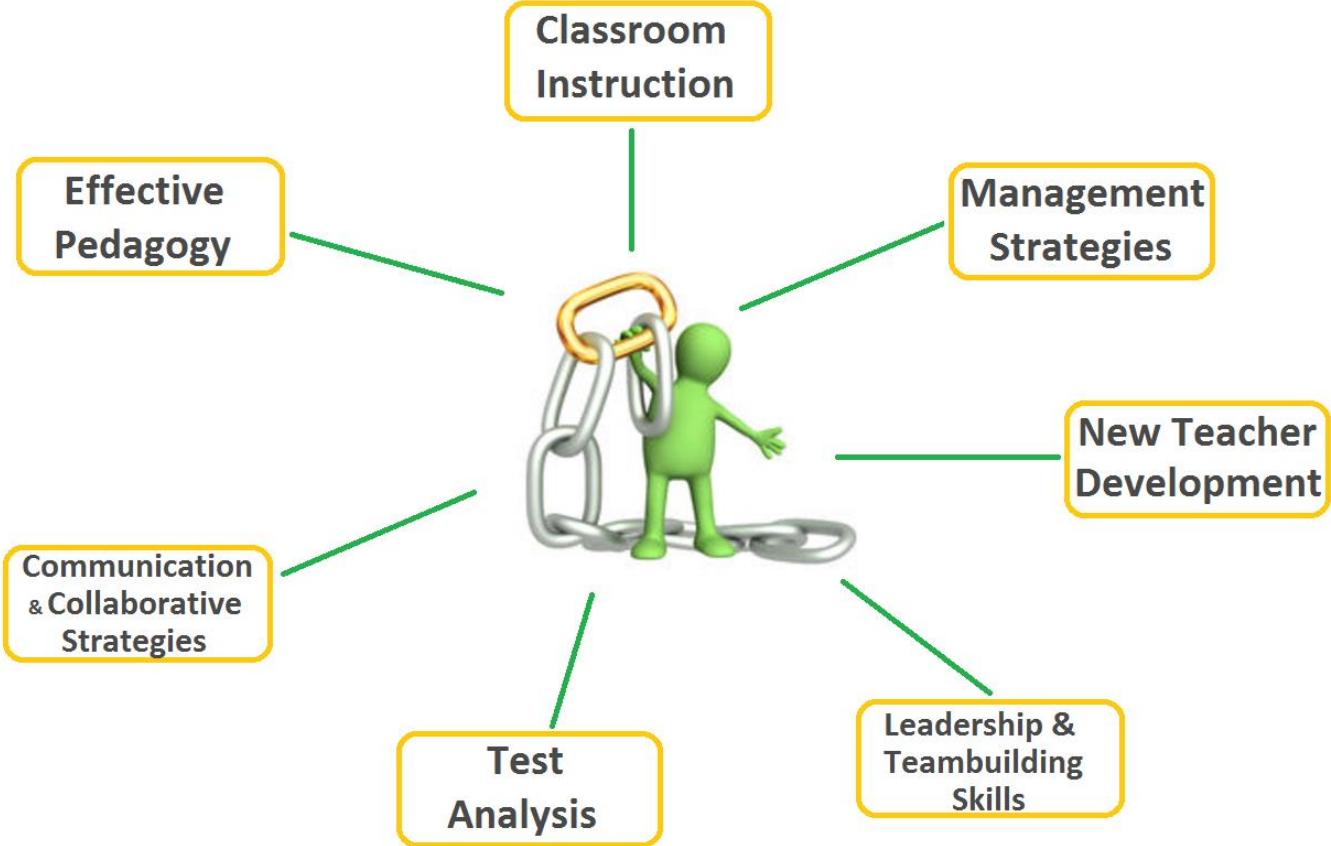- ✓ Assistant Principals
- ✓ Other School Leaders

| Professional Development | Deepens Content Knowledge | Increases Reflective Teaching | Promotes Teacher Leadership | School Improvement |

Professional Development Support

Figure 7

Connecting Professional Development

Participating campuses will receive professional development that directly aligns with professional learning topics that will build teacher capacity and lead to school improvement.

Classroom Instruction

Management Strategies

Effective Pedagogy

New Teacher Development

Communication & Collaborative Strategies

Leadership & Teambuilding Skills

Test Analysis

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Topics for Professional Development

✓ **Classroom Instruction** - Strategies infused with technology to help at-risk students acquire the academic, linguistic, social and technological skills needed for success.

✓ **Effective Pedagogy** - Training on successful instructional and pedagogical practices for diverse learners.

✓ **Management Strategies** - Classroom management techniques and engagement strategies along with interventions to accelerate learning.

✓ **New Teacher Development** - Customized and job-embedded support will be based on the needs of new teachers including guidance on lesson planning and modeling lessons.

Topics for Professional Development

✓ **Communication and Collaborative Strategies** - Support teachers with extended planning time to collaborate, share, reflect, and grow i.e. Professional Learning Communities (PLCs); Common Planning Time (CPT)

✓ **Leadership and Team-Building Skills** - Planning time to foster communication among teachers, principals, education professionals, family, and community for improved students.

✓ **Test Analysis & Standard-Based Classrooms** - Teachers will be trained and provide support to effectively foster a culture of data literacy to drive increased student growth.

Project RISE
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Professional Learning Opportunities
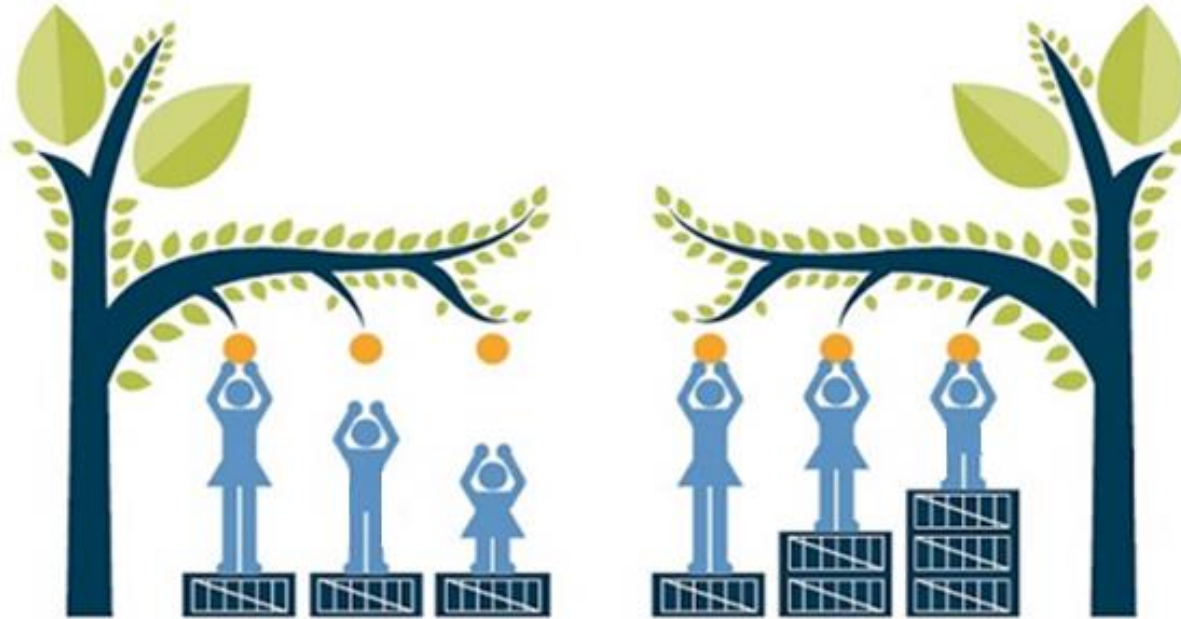
Equity doesn't mean the same for everyone; it means that everyone gets what they need.

PD Timeline for Teachers Years 1-3
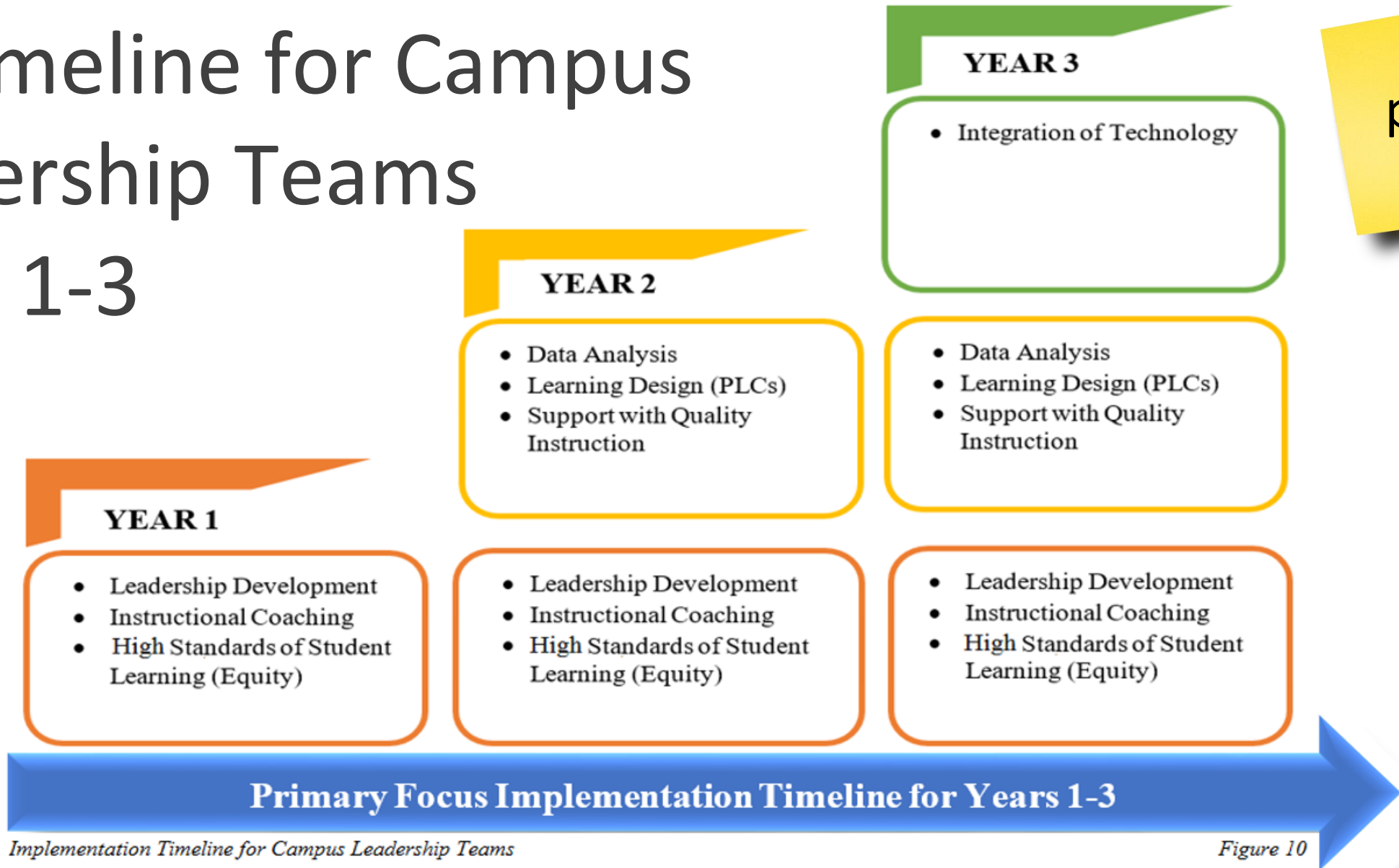

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YEAR 3
- Integration of Technology
- Summative Assessment

YEAR 2
- Effective Pedagogy
- Data Analysis
- Formative Assessment
- Learning Design (PLCs)

- Effective Pedagogy
- Data Analysis
- Formative Assessment
- Learning Design (PLCs)

YEAR 1
- High Quality Questioning
- Differentiated Instruction
- Goal Setting (SLOs)

- High Quality Questioning
- Differentiated Instruction
- Goal Setting (SLOs)

- High Quality Questioning
- Differentiated Instruction
- Goal Setting (SLOs)

Primary Focus Implementation Timeline for Years 1-3

Implementation Timeline for Teachers

Figure 9

PD Timeline for Campus Leadership Teams Years 1-3

YEAR 3
- Integration of Technology

YEAR 2
- Data Analysis
- Learning Design (PLCs)
- Support with Quality Instruction

- Data Analysis
- Learning Design (PLCs)
- Support with Quality Instruction

YEAR 1
- Leadership Development
- Instructional Coaching
- High Standards of Student Learning (Equity)

- Leadership Development
- Instructional Coaching
- High Standards of Student Learning (Equity)

- Leadership Development
- Instructional Coaching
- High Standards of Student Learning (Equity)

Primary Focus Implementation Timeline for Years 1-3

Implementation Timeline for Campus Leadership Teams

Figure 10

Required Professional Development 2017

July 26-28
- Master and Mentor Summer Institute
  Audience: Master & Mentor Teachers

August 3-4
- Student Learning Objectives (SLOs)
  Audience: Campus Administrators & Master Teachers

August 9-11, Sept. 16, 30
- New Teacher Induction
  Audience: New, 0-3 Years
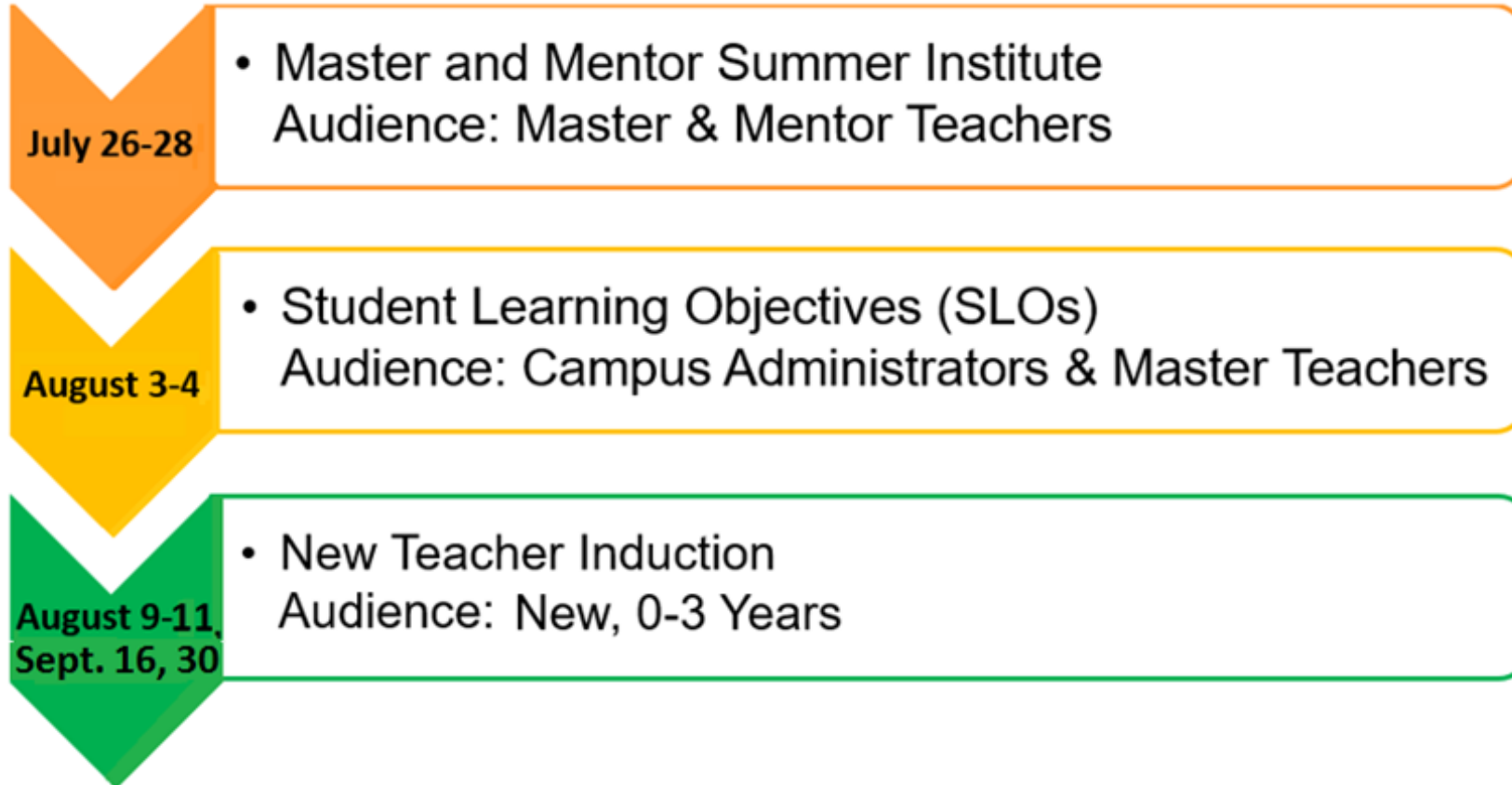
Project RISE Reimbursement

➢Funding

➢Allowable

➢Not Eligible

➢Forms

Funding Allowable

➢ Professional Development Activities
  • Category 1: Organized or Created by Project *RISE*
  • Category 2: Campus specific P.D.

➢ Activities that are eligible for Stipend/Substitute Reimbursement include:
  • Stipends
  • Substitutes

Activities not eligible for 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.

Project *RISE*
Professional Development Process

Region One ESC Workshop or Training

Register on Region One ESC Professional Development website	**Attend required PD sign in and sign out as designated on kiosk or Sign in sheet**	**Preliminary workshop attendance report is sent to district for verification by Region One on the 1st of the month**
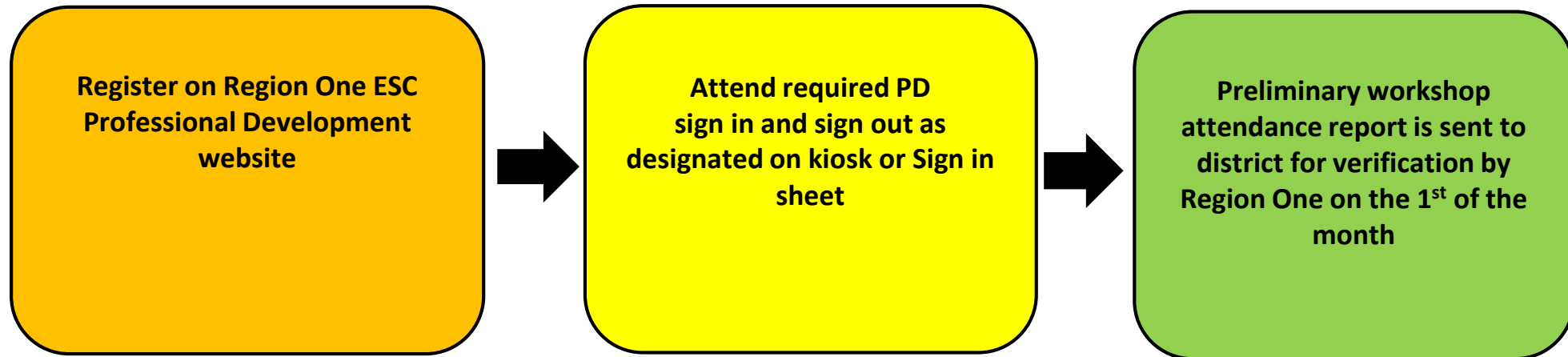
Project *RISE*
Professional Development Process

Not a Region One ESC Workshop or Training

| Designated campus administrator will complete and submit a Region One Professional Development form for campus based professional development | Sent request to: projectriseform@ esc1.net | Request will be received and campus administrator will be notified with approval or denial | If approved, attend required PD. Sign in and Sign out as designated on kiosk or sign in sheet | Preliminary workshop attendance report is sent to district for verification by Region One on the 1st of the month |

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District Reimbursement Schedule

➢ Campus Principals should submit forms within the allotted reporting period

Reporting Period

Reimbursement Request Due Date

Reimbursement Payment Date

The following p... for reimbursement requ... Coordinator, via email at ...

2017-2018 Schedule

Reporting Period	Reimbursement Request Due Date		Reimbursement Payment Date	
July 10 – August 9	Thursday	August 10, 2017	Thursday	August 17, 2017
August 10 – September 10	Monday	September 11, 2017	Thursday	September 21, 2017
September 11 – October 9	Tuesday	October 10, 2017	Thursday	October 19, 2017
October 10 – November 9	Friday	November 10, 2017	Thursday	November 16, 2017
November 10 – December 10	Monday	December 11, 2017	Thursday	December 21, 2017
December 11 – January 9	Wednesday	January 10, 2018	Thursday	January 18, 2018
January 10 – February 11	Monday	February 12, 2018	Thursday	February 22, 2018
February 12 – March 11	Monday	March 12, 2018	Thursday	March 22, 2018
March 12 – April 9	Tuesday	April 10, 2018	Thursday	April 19, 2018
April 10 – May 9	Thursday	May 10, 2018	Thursday	May 17, 2018
May 10 – June 10	Monday	June 11, 2018	Thursday	June 21, 2018
June 11 – July 9	Tuesday	July 10, 2018	Thursday	July 19, 2018
July 10 – August 9	Friday	August 10, 2018	Thursday	August 16, 2018
August 10 – September 9	Monday	September 10, 2018	Thursday	September 20, 2018
September 10 – October 9	Wednesday	October 10, 2018	Thursday	October 18, 2018

NOTE: Reimbursement requests submitted after the due date will be processed during the following reporting period. A digital copy of the District Request for Reimbursement Form is located at http://www.esc1.net/Page/3138

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Project *RISE* Stipend/ Substitute Approval for Professional Development Form

Region One ESC - Project *RISE*
Stipend/Substitute Approval for Professional Development Form

Print 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: **Date:**

Campus Name: **Workshop Date:**

Request: **Workshop Number:**

Campus Administrator: **Requester Title:**

Number of teachers attending: **Total number of days:**   **Hours per day:**

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

Professional Development Information:

Workshop Title:

Workshop Description:

Workshop Location: **Presenter:**

If other location is indicated, please submit location:

Select all *Professional Learning Topics* addressed in workshop:

☐ Classroom Instruction   ☐ Effective Pedagogy   ☐ Management Strategies   ☐ New Teacher Development

☐ Communication & Collaboration   ☐ Leadership & Team Building Skills   ☐ 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: **Date:**

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➢Submit

➢Approved
Or
➢Not Approved

Project *RISE* Stipend/ Substitute Approval for Professional Development Form

- If P.D. is approved

- Teachers attend P.D.

- Wait for Attendance Verification

- Submit to district Payroll/Business office

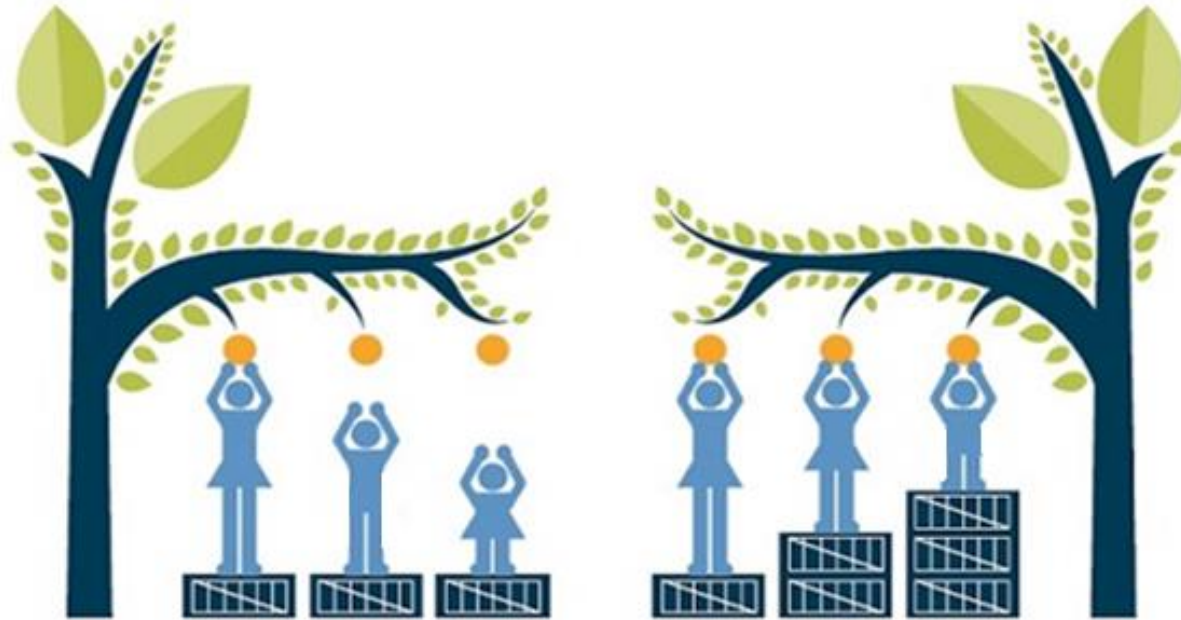# Project *RISE* District Request for Reimbursement Form

> District Business office receives Attendance Report & Campus payroll request

> District business office submits to Project *RISE* for reimbursement

Why do we provide various academies?

Equity doesn't mean the same for everyone;
it means that everyone gets what they need.

Future Topics

➢ Project *RISE* Professional Development Calendar

➢ SLOs: August 3-4, 2017

➢ New Teacher Induction: August 9-11, 2017

➢ Leadership Academy

➢ Campus Survey (Teacher Identification)

Campus Survey

or   https://goo.gl/rJAxtj

Project *RISE* Contacts

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sepinoza@esc1.net		
Lucio Mendoza, Coordinator (956) 984-6117 lmendoza@esc1.net	**Elizabet Palacios, Mathematics** (956) 984-6195 epalacios@esc1.net	**Manuela Stangl, Reading** (956) 984-6183 mstangl@esc1.net
Rose Michelle Zuniga, College & Career Readiness (956)-984-6184 rozuniga@esc1.net	**Patricia Gomez, Mathematics** (956) 984-6162 pagomez@esc1.net	**Felicia Salinas, Reading** (956) 984-6118 Fsalinas@esc1.net
Magdalena Guzman, College & Career Readiness (956) 984-6190 mguzman@esc1.net	**Elda Christian, Science** (956) 984-6230 echristian@esc1.net	**Migdalia Rodriguez, Program Assistant** (956)984-6214 mirodriguez@esc1.net

Questions/Comments