

2017-2018 HPISD Professional Learning Expectations



2017-2018 Highland Park ISD Professional Learning Framework

Grade Level or Content	Topic or Training
New Employees	
	New Employee Enrollment Technology
	New Employee Orientation Week
	<i>New Employee Year-Round Support TBD</i>
Teachers	
K – 2	District Approved Early Literacy Training
Elementary and ELA	District Approved Literacy Training
Elementary and Social Studies, Science, and Math	District Approved Content Training
Teachers of TAG Students	30 hour initial training followed by 6 hour update annually
Special Programs	Varies by assignment
Teachers and aides	12 hours of exchange credit
All Employees	
	Public School Works – 6 hours of exchange credit

Self-Directed Appraisal System (SDAS)

All educators must participate in training related to the implementation of SDAS. All administrators who appraise teachers must complete the required SDAS training orientation for supervisors. Update training is required.

Individual Development Plans (IDP) and Exchange Time

In order to receive exchange hours for training achieved during non-contract time, all HPISD staff will complete an Individual Staff Development Plan. Plans must be pre-approved by the campus principal or designee. A full day of training or 6 hours will be considered equivalent to one day of exchange time. Plans will be submitted and approved in May before the next school year so that summer training may count towards exchange days in the upcoming school year.

- All teachers are required to obtain a Master’s degree within 7 years of employment.

What is Professional Learning?

The District’s Professional Learning Program supports professional growth for all employees based upon diagnosed needs of professional goals as they relate to the Board, campus, and program goals. The program’s purpose is to ensure professional growth for improving job performance and organizational development that ultimately results in student achievement (DMA LOCAL).

The Highland Park ISD School Board and staff recognize that well-trained personnel are essential to the effective operations of a school district. Professional growth is a necessary, continuous, and systematic effort to improve district programs by involving all employees in learning opportunities, whether as a participant or a trainer. These opportunities will enhance teachers’ academic preparation, instructional delivery, assessment skills, and conceptual thinking to foster students’ social, emotional, and academic growth.

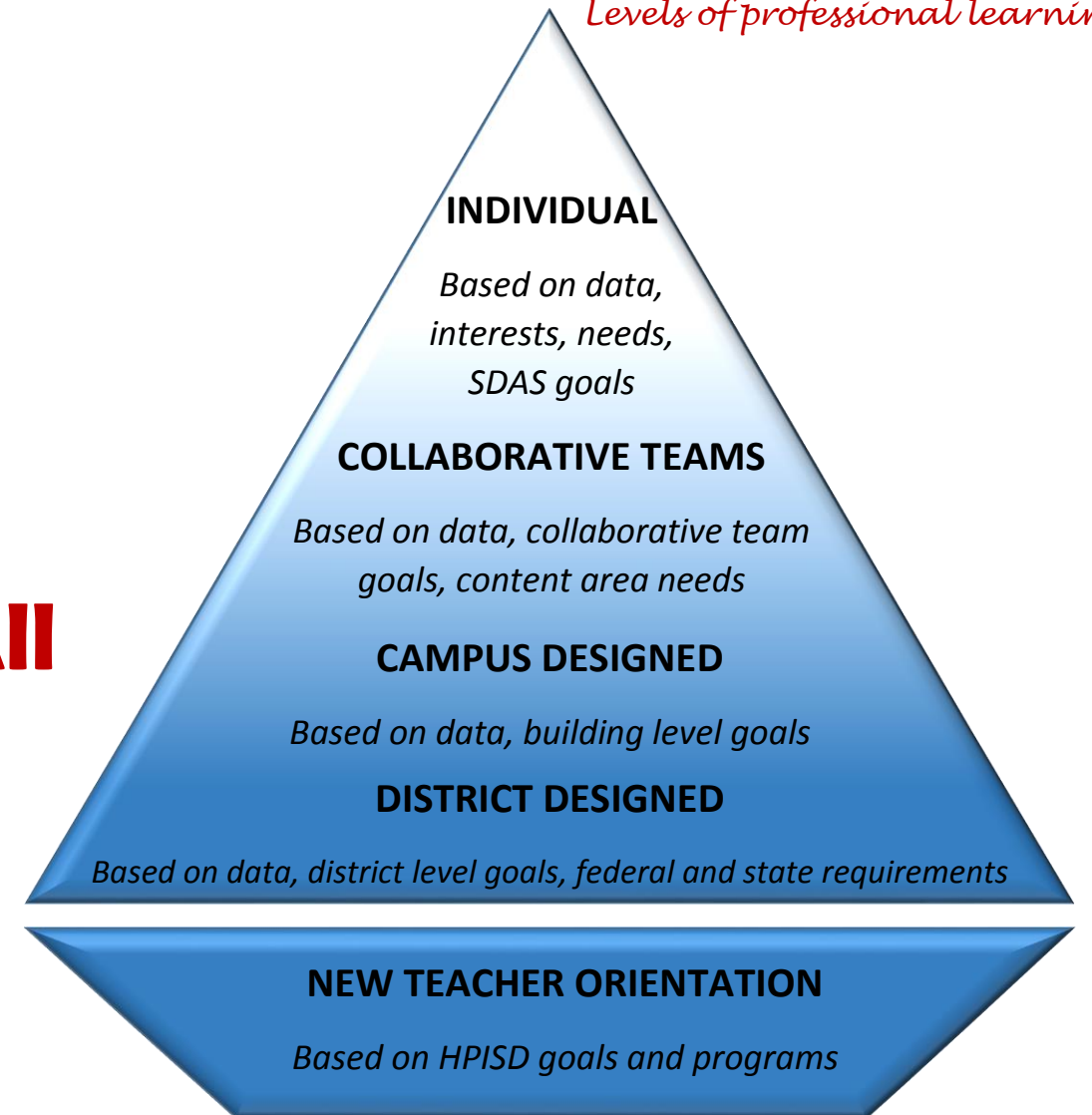
Professional learning model

This model articulates a vision and belief for effective professional learning and its relationship to educator effectiveness and student achievement and defines professional learning as a comprehensive system of continuous improvement.



Building Professional Learning Capacity for All

Levels of professional learning



INDIVIDUAL

May include topics of curriculum implementation and innovation, engagement, differentiated instruction, special programs, assessment, collaboration, technology integration, STEAM integration or legal/compliance, related job skills (paraprofessionals, auxiliary)

COLLABORATIVE TEAMS

Likely to include topics of curriculum implementation and innovation, engagement, differentiated instruction, assessment, collaboration, technology integration, STEAM integration

CAMPUS DESIGNED

Likely to include topics of differentiated instruction, special programs, collaboration, technology integration, STEAM integration, or legal/compliance

DISTRICT DESIGNED

Includes topics of curriculum implementation and innovation (including literacy and content-specific offerings), differentiated instruction, assessment, engagement, special programs, collaboration, technology integration, STEAM integration, social/emotional growth, or legal/compliance

NEW TEACHER ORIENTATION

Includes topics of curriculum implementation, engagement, differentiated instruction, special programs, assessment, technology integration, or legal/compliance

Professional learning modes

Summer Institutes, Cadres, PLCs, Action Research, Blended Learning, Coaching, Mentoring, Classroom visits, Model lessons, PLN, Online, Face-to-Face, Book Studies, University Work, Flipped Learning

