

Millsap Independent School District

Professional Learning Plan



Table of Contents

MILLSAP INDEPENDENT SCHOOL DISTRICT MISSION.....	3
DISTRICT BELIEFS	3
DISTRICT OBJECTIVES.....	3
DISTRICT PARAMETERS.....	3
DISTRICT STRATEGIES.....	3
MILLSAP INDEPENDENT SCHOOL DISTRICT PROFESSIONAL LEARNING.....	3
MISD PROFESSIONAL LEARNING DEFINITION	3
MISD CONTEXT FOR PROFESSIONAL LEARNING DESIGN.....	4
<i>Learning Forward Standards for Professional Learning</i>	4
<i>Adult Learning Theory</i>	5
<i>Job-Embedded Professional Learning</i>	5
MISD MODES FOR OUTCOME-DRIVEN PROFESSIONAL LEARNING	6
MISD PERSONALIZED PROFESSIONAL LEARNING.....	7
<i>District-Level Professional Learning Sessions by Content</i>	8
<i>Professional Learning Support for Teachers New to MISD</i>	8
<i>MISD Continuum of Learning</i>	8
MISD LONG-TERM DISTRICT PROFESSIONAL LEARNING INITIATIVES.....	8
PLANNING AND EVALUATING PROFESSIONAL LEARNING.....	9
<i>Needs Assessment for Professional Learning Planning</i>	9
<i>Evaluation of Professional Learning</i>	9
<i>Planning Professional Learning</i>	9
MISD CURRICULUM AND INSTRUCTION DEPARTMENT.....	9
SCHOOL BOARD POLICY GOVERNING PROFESSIONAL LEARNING	10
MISD PROFESSIONAL LEARNING EXPECTATIONS	10
STATE BOARD OF EDUCATION (SBEC) CONTINUING PROFESSIONAL EDUCATION (CPE) REQUIREMENTS	10
PROFESSIONAL LEARNING ADVISORY COMMITTEE	11
REFERENCES.....	11
APPENDICES.....	12
APPENDIX A: MISD CONTINUUM OF LEARNING	12
APPENDIX B: MISD PERSONALIZED LEARNING MATRIX.....	19
APPENDIX C: CHARACTERISTICS OF A COMPREHENSIVE PROFESSIONAL LEARNING PLAN	20
APPENDIX D: TEA CLEARINGHOUSE	21

Millsap Independent School District Mission

The mission of the Millsap Independent School District is to inspire, develop, and educate every student in a safe environment to be a productive, responsible citizen prepared for lifelong success.

District Values and Beliefs

- We value the development of the whole child.
- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff, and parents.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

District Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning goals.
- Each student actively enriches and advances his or her community and greater society.

District Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

District Strategies

- I. We will ensure learning environments are designed for authentic student engagement.
- II. We will provide a comprehensive, safe educational environment to maximize student learning.
- III. We will provide facilities that support the educational development of well-rounded students.
- IV. We will create an authentic learning community engaging parents, students, staff, and community.

Millsap Independent School District Professional Learning

In keeping with the mission, beliefs, objectives, parameters, and strategies of the Millsap Independent School District, this Professional Learning Plan will be the basis for designing and implementing a systematic approach to professional learning that will build the individual and collective capacity of each MISD team member to directly or indirectly support each student in actualizing his or her personal talents and interests.

MISD Professional Learning Definition

Professional learning is a continuous and sustained cycle that is collaborative, job-embedded, data-driven, student-focused, and designed to increase student achievement by fostering the individual and collective capacity of each MISD team member. In MISD:

- We believe that professional learning should be designed for a clear and compelling purpose which aligns with the MISD Strategic Plan and is evaluated based on changes in practice that

enhance the educational experiences of each student.

- We believe that professional learning should be personalized to build the capacity of each team member to support each student in optimizing his or her potential.
- We believe professional learning occurs when teams or groups form communities of learners around a problem of practice.
- We believe that professional learning should be data-driven, job-embedded, ongoing, and relevant to each team member's role and needs.
- We believe that professional learning is most effective when it honors adult learning theory, incorporates choice, and models engaging and relevant learning strategies.
- We believe that all team members deserve access to job-embedded coaching, mentoring, and peer support throughout the cycle of learning.
- We believe that each team member has an individual responsibility to ensure personal growth towards individual and organizational goals.
- We believe that peer accountability ignites commitment to professional learning that leads to improved student outcomes.

MISD Context for Professional Learning Design

Professional learning in MISD is designed in accordance with the Learning Forward Standards for Professional Learning, based upon a theoretical framework for adult learning, and emphasizes the importance of job embedded professional learning structures.

Learning Forward Standards for Professional Learning

The Learning Forward Standards for Professional Learning (Learning Forward, 2011) are:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. Implementation: Professional learning that increases educator effectiveness and results for all students, applies research on change and sustains support for implementation of professional learning for long term change.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students and aligns its outcomes with educator performance and student curriculum standards.

Adult Learning Theory

All Professional Learning in MISD is grounded in research-based approaches to adult learning. Professional Learning is chosen and designed to facilitate both individual development and district initiatives. Learning opportunities are offered to support team members through each phase of the cycle of learning, resulting in sustainable changes in practice.

All MISD Professional learning reflects the following beliefs about adult learning which results in building the capacity for individual expertise and organizational change:

- Adults commit to learning when the goals and activities of the learning are based upon a shared mission and when there is a clear relevance between the learning and the shared objectives.
- Adults are most committed to learning when their existing knowledge and expertise are honored and when they are given the opportunity to share their understandings and collaborate to produce common insights and growth.
- Opportunities for professional learning must be varied and flexible to honor adult preferences for learning.
- Professional learning is most valuable and effective when combined with practical job-embedded follow up activities (e.g., coaching, mentoring, PLCs) that assist team members in integrating new learning into existing practices.
- To create lasting and sustainable change in beliefs and practices, professional learning must include opportunities for non-evaluative feedback and reflection.
- All professional learning is designed to enhance student educational experiences (Zepeda, 2012)

Job-Embedded Professional Learning

In MISD we emphasize job-embedded professional learning (JEPL), which is the collaborative study of practical elements related to the daily work of each team member. JEPL takes place in the job setting during the workday to identify problems of practice and collectively analyze solutions to improve student learning (Learning Forward, 2011). The conditions under which it takes place makes it timely, relevant, practical, and personalized. JEPL facilitates feedback and reflection, which foster the long-term adoption and transfer of new skills and beliefs, resulting in continuous improvement of the educational process. Examples of JEPL include communities of practice, instructional coaching, mentoring, and collaborative assessment development. Job-embedded professional learning happens for all teachers, not just core content teachers. JEPL is also provided to elective, CTE, and other non-core teachers.

Instructional Coaching

Instructional Coaches are content facilitators who support professional learning by providing assistance with various forms of JEPL, as well as working directly with teachers in their schools and classrooms to assist with the application of new knowledge and skills necessary to improve the academic performance of all students (Killion & Harrison, 2006). Coaches work with team members to achieve individual, campus, and district goals by building capacity in team members through discussion, modeling, observation, and reflection.

According to Killion and Harrison (2006), campus based instructional coaches work closely with building principals and teachers to support instructional improvement and therefore can and should

create a direct link between district curricular initiatives and timely feedback from the campuses regarding implementation and fit of those initiatives.

MISD Modes for Outcome-Driven Professional Learning

In MISD, Professional learning includes a variety of forms that are differentiated based upon preferences of adult learners, role related needs, and the nature of the learning. These modes consist of:

- Action Research: Team members collaborating in a solution-oriented investigation in which members identify a site-based concern, research improvement strategies, test solutions, evaluate impact, and make recommendations that directly or indirectly improve the learning experience of students.
- Book Studies: The reading of an agreed upon book(s) that may offer insight into the improvement of education; provide an opportunity to compare those practices that have been successful in other locations; and/or provide an opportunity to keep abreast of the latest innovations that might prove effective. Reading is followed by discussion of content during regularly scheduled sessions.
- Collaborative Analysis of Student Work: Communities of Practice analyze the work of students to determine causal factors, celebrate successes, modify instruction, assessments and/or unit designs, and to identify professional learning needs.
- College or University Coursework: A designated course of study for which university credit is offered. Each credit must be a requirement of an approved degree plan, preferably in the field of education.
- Common Formative Assessment Development: Teams of teachers meet to examine data, design an assessment blueprint, and collaboratively write an assessment that will be used to assess student mastery of unit goals. Scaffolded instructional lessons and activities are planned to facilitate mastery necessary for success on the common formative assessment.
- Communities of Practice: A structure that allows for collaborative learning among team members who work interdependently, interact regularly, share a common purpose, reflect on practice, and hold each other accountable for continuous improvement. These also include non-core subject teachers, such as fine arts, CTE and athletics.
- Conferences: Local, state, or national experiences selected to broaden knowledge and to assess adaptability of outside programs. Examples include: Business and Operations department – TASBO, Administration – EduCon, AgScience – ATAT conference, Family and Consumer Sci. – FCSTAT, Band – TMEA conference.
- Curriculum Design: Communities of Practice develop coherent plans for units of study to ensure student mastery.
- Data Analysis: Communities of Practice examine group and individual student data to determine causal factors, celebrate successes, modify instruction, assessments and/or unit designs, and to identify professional learning needs.
- eCourse: Online or blended learning which utilizes varied and flexible modes of innovative technologies for learning, collaboration, and reflection. Examples include TEALearn courses, assessment training, advanced academics update training and campus designed eCourses.
- Instructional Coaching: Job-embedded professional learning aimed at building the capacity of individuals and teams through facilitated planning, discussion, modeled instructional delivery, and observation in order to facilitate reflection and growth. Ex. Region 11 Coaches, LIFT grant support.
- Job Shadowing: A process through which a team member spends one or more days observing an expert in a job-embedded environment

- Leadership Academies: Professional learning sessions that use a cohort model to build transformational leadership capacity, develop teamwork, engage in action research, and incorporate job-embedded learning opportunities. Examples include: Tarleton State University's Effective School Project, TASA's Future-Ready Superintendent's Leadership Network and Visioning Institute.
- Learning Designs: Pre-written plan that guides participants through a process of collaborative learning through active engagement of each team member. The same learning design can be repeated throughout the school year to achieve a particular team goal.
- Learning Institutes: Mini-conferences scheduled over one or more days offering a menu of sessions revolving around integrated themes with expert presentations and opportunities for collegial discussion, networking, and planning. Examples include Administrative Retreat and District Leadership Team Meetings.
- Learning Walks: An opportunity for peers to observe instructional practices and student learning in one another's rooms using a specific protocol and for a specific purpose.
- Lesson Study: This learning design facilitates deep examination of a lesson or learning standard and requires Communities of Practice to work together to develop a model lesson. Throughout the process, the Communities of Practice reflect on the nature of the lesson and its impact on student learning.
- Mentoring: A multi-faceted system of support designed to encourage each team member to manage his or her own learning in order to maximize potential, develop skills, and build capacity.
- Personal Learning Networks: An informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment.
- Professional Learning Session: A brief event designed to build awareness and provide basic information relevant to team member's role and responsibilities.
- Reflective Friends: A collaborative group of team members who use protocols to observe practice and reflect on outcomes in order to envision possibilities for organizational change. The resulting formative data is left for the host site to reflect upon in order to directly or indirectly improve the learning experience.
- Required Annual Trainings: Online professional learning developed in accordance with Texas Education Code and local requirements that is required for all team members. Ex. Compliance courses
- Training-of-Trainer: A strand of concentrated study aimed at a limited number of team members who make a commitment to support colleagues through job-embedded professional learning structures.
- Tuning Protocols: A tool used by a Community of Practice to examine, receive feedback and refine lesson or project design based on student work.
- Video: A tool used by adult learners to share practices with others, reflect on their own practices and examine student learning more closely.

Although valuable for other purposes, the following do not align with the MISD definition for professional learning:

- Meetings that do not include learning with a goal aligned to the MISD Strategic Plan,
- Practices or performances that are not organized with a clear learning goal aligned to the MISD Strategic Plan,

To meet the needs of each MISD team member, varied and flexible professional learning opportunities are continuously developed, monitored, and supported by the Professional Learning Department. Structures for professional learning differ based on the intended outcome. These structures include district-level, job embedded, and individualized professional learning. Professional learning is also personalized based on the career path of each team member. Campuses also implement personalized learning opportunities on campus professional learning days for all teachers, including non-core content teachers, such as band directors, art teachers, etc.

District-Level Professional Learning Sessions by Content

The District-Level Professional learning list of sessions by content is available to all campus staff. This plan is updated as necessary based on campus and district needs.

Professional Learning Support for Teachers New to MISD

All teachers new to MISD shall be assigned a mentor and shall successfully complete a district-sponsored one-year induction program. Scheduled induction activities shall be conducted for teachers new to the District including New Teacher Orientation, which is generally held the week prior to teacher in-service in the fall. Attendance at these activities is mandatory and failure to attend could affect future employment in the District. Ongoing professional learning is also designed to meet the unique needs of teachers who are new to MISD.

MISD Continuum of Learning

The continuum of learning by departments serves as a flexible document that allows for the development of professional learning courses based on identified critical needs. This is a living document which will evolve with significant input from campuses and departments as the Professional Learning Department becomes more integrated with campuses and departments. See Appendix A for the MISD Continuum of Learning.

MISD Long-Term District Professional Learning Initiatives

In MISD, there are five Design Pillars that describe universal foundational elements on which each student experience is based. These Design Pillars are needed to achieve high quality, student-centered learning experiences. They are:

- **Pillar 1 – Data Driven Instruction:** DDI is a precise and systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis, and action for the success of each student.
- **Pillar 2 – Flexible Instructional Grouping:** Flexible instructional grouping refers to utilizing a variety of instructional groupings (small group, whole group, partner, 1:1) to maximize student performance. Grouping arrangements are made in response to individual student data indicating the appropriate instructional level and pace.
- **Pillar 3 – Student Agency:** Student agency refers to the level of control, autonomy, and power that a student experiences in an educational situation. Student agency can be manifested in the choice of learning environment, approach, and/or pace.
- **Pillar 4 – Competency Based Progression:** Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.
- **Pillar 5 – Differentiation/Individualization without increasing teacher stress:**

Differentiation/Individualization without increasing stress for teachers refers to supporting teachers with the coaching and resources needed to create a personalized learning experience for students.

Planning and Evaluating Professional Learning

Needs Assessment for Professional Learning Planning

Assessment of professional learning needs across the district will include, at a minimum, the following informational feedback sources:

- Clarification of district expectations for effective organizational leadership, instructional leadership, teaching that support educators in attainment of student learning success.
- Identification of professional learning needs and offerings will be based on consideration of data/feedback from:
 - A range of data sources that provide information about student learning
 - MISD Strategic Plan
 - Evaluative feedback on prior offerings
 - Team member performance appraisals
 - Self-assessment of job-specific and broader learning needs
 - Information regarding innovation efforts and introduction of new expectations
 - Legal and regulatory requirements
 - Collaborative classroom observation tools

Evaluation of Professional Learning

In order for MISD team members to receive credit for professional learning completed within the District, attendance is required and documented. Survey questionnaires of the professional learning event or cycle are solicited from participants. Results are analyzed for improvement measures.

Planning Professional Learning

Of all the professional learning decisions made, none is more important than the linkage of efforts to district change. To justify time, energy, and money invested, professional learning activities offered in MISD are research-based, proven in practice, and relevant to the district, campus, and department goals. Professional learning events are designed in order that participants will understand the learning outcomes and the relevance to other practices, strategies, policies, or procedures that are currently in use or will be in use.

Professional Learning Monitoring

It is expected that all supervisors actively support their team members in their professional learning cycles through the collaborative development of annual growth targets, the ongoing monitoring of performance and annual appraisal. All professional learning sessions in MISD are required to follow a consistent process for planning and evaluation. These requirements are in place to ensure that all professional learning is of the highest quality and has a lasting impact on team member performance and ultimately results in improved student achievement.

MISD Curriculum and Instruction Department

The Curriculum and Instruction Department supports and facilitates professional learning cycles and sessions throughout the district. The specific roles of the department are as follows:

- Support all district, campus, and department-based professional learning to ensure alignment with MISD Strategic Plan.
- Coordinate professional learning resources within the organization for all professionals, regardless of teaching assignment.
- Assist individuals seeking support for their own identified professional or personal growth activities
- Guide implementation of MISD Professional Learning Plan
- Assist in identification of appropriate resources for planned professional learning opportunities
- Use social media, email, web-site, and other communication avenues to inform team members of learning opportunities
- Gather data on effectiveness of professional learning offered throughout the district
- Prepare long range planning for district, school, and department learning plans
- Collaboratively build, support, and sustain a learning system within MISD, by ensuring:
 - MISD leaders have a clear understanding of the *Standards for Professional Learning* and use them effectively and with fidelity to design, implement and evaluate professional learning in their schools and departments;
 - MISD leaders actively engage in a *Community of Practice* focused on a problem or issue which will result in their developing new skills, attitudes, and behaviors that will increase their effectiveness and the effectiveness of all educators they serve;
 - MISD leaders, *Communities of Practice* and teaching teams thoughtfully select and use effectively *learning designs* that best meet their needs and assist them in learning what is essential for them to positively impact adult and student learning;
 - MISD leaders, taking collective responsibility for the learning of their peers, see the value of the becoming a learning system and of their collaborating with others through a *Community of Practice*.

School Board Policy Governing Professional Learning

MISD School Board Policy DMA (LEGAL) and (LOCAL) outlines the mandated areas of professional learning. Policy DMD (Local) outlines the parameters for professional meetings and conferences. Policy EG (LOCAL) describes expectations for teacher professional learning in curriculum and instruction. This expectation for teacher professional learning supports the alignment of the written, taught and the tested curriculum. Board Policy BQA (LOCAL) requires that the District Planning Committee serve in an advisory role except that the committee must approve professional learning of a District-wide nature. Finally, Board Policy BQB (LOCAL) requires campus committees to approve professional learning of a campus-wide nature.

MISD Professional Learning Expectations

MISD administrators are expected to earn 200 professional learning hours every five years. Educators with a standard certificate are subject to mandatory professional learning requirements and must provide evidence of their earned hours to the Texas Education Agency every 5 years. See State Board of Education (SBEC) Continuing Professional Education (CPE) Frequently Asked Questions at [TEA Website](#).

State Board of Education (SBEC) Continuing Professional Education (CPE) Requirements

All educators should model the philosophy of life-long learning and participate in professional learning activities that focus on the need to continually update knowledge in content, best practice, research,

and technology that is relevant to the individual's role as an educator. Each individual who holds a Standard Certificate is responsible for renewing the certificate. The rules adopted by the Board for renewing certificates are codified at Title 19, Part VII, Texas Administrative Code, Chapter 232, Subchapter A, and are available through the Texas Education Agency (TEA) web site (<http://www.tea.state.tx.us>). CPE requirements for each *class of certificate* are as follows:

- classroom teachers must complete 150 clock hours every five years;
- dyslexia CPE training is required for educators who teach students with dyslexia and must include new research and practices in educating students with dyslexia.
- counselors, learning resource specialists/librarians, educational diagnosticians, educational diagnosticians, superintendents, principals, and assistant principals must complete 200 clock hours every five years.

Professional Learning Advisory Committee

The District shall maintain a professional learning committee to advise the Superintendent or designee in the planning of the professional learning calendar and opportunities for growth. Each campus shall designate a professional learning contact person who shall meet biannually to communicate with the Superintendent or designee and the District Education Improvement Committee (DEIC). The DEIC shall annually approve the District's professional learning plan. See DMA (LEGAL) and BQA (LOCAL).

References

- Killion, J., & Harrison, C. (2006). *Taking the Lead: New roles for teachers and school-based coaches*. Oxford: National Staff Development Council.
- Learning Forward. (2011). *Standards for professional learning*. Oxford, OH: Learning Forward.
- Zepeda, S. (2012). *Professional development: What works*. Larchmont, NY: Eye On Education.
- Hirsh, S., Psencik, K. & Brown, F. (2014). *Becoming a learning system*. Oxford, OH: Learning Forward.

Appendices

Appendix A: Continuum of Learning

- **MISD Professional Learning Continuum** contains a variety of options for staff to select trainings which will support individual learning and district initiatives.
- Trainings offered by MISD will be driven by MISD’s mission, vision, values, strategic plan, and individual staff need.
- Professional learning venues will include a variety of methods such as face-to-face, webinar, book studies, on-line collaboration, coaching, etc.
- Staff will be encouraged to participate in professional learning beyond the mandatory sessions.

Mandatory Staff Professional Development <i>Scheduled training days included on 2026-2027 MISD Calendar</i> • These days include New Teacher Orientation, beginning of the year staff professional development, and 1 embedded day throughout the school year. • Will include training on District/Campus initiatives and mandatory sessions. • Examples may include: Measures of Academic Success (MAP), Units of Study, Compliance Package, TCMPC, and DMAC	“Teachers Leading Teachers” <i>Optional sessions offered to teachers by teachers</i> • Multiple sessions offered throughout the school year for interested staff. • Trainings will include staff led sessions, where the MISD staff share their unique expertise with interested peers. • Examples may include: Instructional strategies, Technology sessions, Book Studies, and Classroom Management.
Summer Professional Learning Opportunities <i>Summer sessions as needed and/or desired</i> • Teacher-selected summer professional learning opportunities. • Will include training on District/Campus initiatives, teacher needs, and/or mandatory sessions. • Examples may include: Professional Conferences, Special Education Trainings, ESL Training, AP Institute, or other Administrator-approved learner-aligned sessions.	Staff Self-Driven Learning <i>Self-initiated learning sessions that empower staff to grow in their profession</i> • On-going throughout the school year and summer. • PLC selected book studies. • Will include self-initiated trainings that meet individual needs. • Examples may include: T-TESS growth areas, classroom management, using technology in the classroom, enhancing instructional strategies.

When teachers are learning and growing, students are learning and growing; When teachers are stagnate, students are stagnate. ~ Ronald Barth

Department	Year 1 (New teachers)	Year 2 and on-going
Assessment and Evaluation	Required: State Assessment Security and Confidentiality Training for All Campus Employees (Required per TEA) State Assessment Training for Test Administrators as Applicable (Required per TEA) State Assessment Training for Principals and Campus Test Coordinators (Required per TEA) Offered: DMAC Essentials – Data Analysis and Assessment Development; Beyond the Basics: Advanced DMAC for Administrators Measures of Academic Progress (MAP)	Required: State Assessment Security and Confidentiality Training for All Campus Employees (Required per TEA) State Assessment Training for Test Administrators as applicable (Required per TEA) State Assessment Training for Principals and Campus Test Coordinators (Required per TEA) Offered: DMAC – Data Analysis and Assessment Development; Beyond the Basics: Advanced DMAC for Administrators; Improvement by Design – Critical Data Conversations
At Risk (includes teachers and campus at risk administrators)	Required: Teachers- Introduction to appropriate academic and behavioral interventions. Training on RtI and the SST process Administrators- Annual Training based on legislative updates, policy changes, and district needs. Introduction to conducting SST meetings and implementing the RtI process with fidelity. Understanding how to document RtI.	Required: Teachers- review of interventions, RtI and the SST process Administrators- Annual Training based on legislative updates, policy changes, and district needs. Review of conducting SST, implementing RtI and documentation in DMAC
Business Services	Required: Orientation; Travel Process Training (other training with all team members), Ascender, Frontline, SchoolDude	Required: Annual Updates and Training: Purchasing Process and Requisition Entry; Frontline Administrator Training; Workers Compensation & Leave Training; Accounts Payable Process Training; Travel Process Training; Activity Fund Training; Purchasing Technology Supplies and Equipment; Budget Overview
Campus Administrators	Required: Administrative Mini-Camp; assigned a principal mentor; principal meetings, communities of practice participation, administrative meetings following board meetings, discipline management techniques and student code of conduct regarding principals' discretion; any other professional learning determined by Assistant Superintendent Additional Requirement: Any training based on Legislative action or policy (safety, etc.)	Required: Administrative Mini-Camp; principal meetings, communities of practice participation, administrative meetings following board meetings, any other professional learning determined by Assistant Superintendent. Additional Requirement: Any training based on Legislative action or policy (safety, etc.)

Department	Year 1 (New teachers)	Year 2 and on-going
Career and Technical Education	Required: CTE Overview; Curriculum Preview and Lesson Planning with Mentor; CTE Best Practices; CTE Policy and Procedures; Safety Training	Required: Curriculum Preview and Lesson Planning with Mentor; CTE Policy and Procedures updates; Safety Training updates
Child Nutrition	Required: Orientation	Required: 2 times @ month – safe food handling practices, updates, and new mandates
ELAR	Required: Curriculum/Planning studies during district PD days Offered: MISD provides support through ELAR Coaches (ESC Region 11)	Required: When Readers struggle based on formative assessment (MAP / mClass). Offered: MISD provides support through ELAR Coaches (ESC Region 11)
Math	Required: Curriculum/Planning studies during district PD days Offered: MISD provides support through Math Coaches (ESC Region 11)	Required: When Math scores struggle based on formative assessment (MAP / mClass). Offered: MISD provides support through Math Coaches (ESC Region 11)
Emerging Bilinguals (ESL, Sheltered)	Required (if teaching EBs): Sheltered Instruction, English Language Proficiency Standards, ESL certification. Offered: ESL Review for Certification Purposes	Required: Language Proficiency Assessment Committee (beginning, middle, and end of year for LPAC Administrator and Lead), Campus-based updates for sheltered instruction Offered: ESL Review for Certification Purposes, Sheltered Instruction, English Language Proficiency Standards

Department	Year 1 (New Staff)	Year 2 and on-going
Facilities	Required: Orientation	Required: Custodians (including subs): Weekly updates: All Washed Up; Back Belts; Hand Safety; Hazardous Com Overview; Hazardous Labels; MSDS; Hearing Protection; ABC Fire Extinguishers; Job Hazard Analysis; Ladder Safety; Personal Protective Equipment; Shortcut to Disaster; Step Ladders; Carpet Care; Restrooms/Lockers/Summer Plans; Slippin/Trippin; Local, State, and National Mandates Maintenance and Grounds: Weekly updates: As needed- Trenching Safety; Back Belts; Hand Safety; Hazardous Com Overview; Hazardous Labels; MSDS; ABC Fire Extinguishers; Hazard Analysis; Ladder Safety; Personal Protective Equipment; Tractor Safety; local, state, national mandates

Gifted and Talented Staff	Required: Teachers who serve gifted students are required to complete 30 hours of training that includes nature and needs of gifted/ talented students, assessment of student needs, and curriculum and instruction for gifted students; Administrators/Counselors: 6 hours that includes nature and needs of GT students and program options Offered: (through Region 11) Identification and Assessment of Gifted Students; Nature and Need of Gifted Students; The Social and Emotional Needs of Gifted Students; Instruction and Creativity for Gifted Students; Curriculum and the Gifted Student	Required: 6-hour update in gifted education annually for all teachers that serve gifted students Offered Each year GT update sessions are offered that focus research-based strategies for differentiation gifted student; Sessions offered each year are based on needs of teachers and student
Health/Physical Education	Required: Curriculum Preview; CPR-First Aid/AED Training; Sportsmanship Training	Required: Curriculum Review; CPR-First Aid/AED Training; Sportsmanship Training; PE Activities; Head Coach Updates; Specific Skill Training and Lesson Planning; Rules Clinic; Leadership in Coaching;
Human Resources	Required: T-PESS; T-TESS	Required: T-TESS/T-PESS Update; TASB HR Series: Documentation A-Z;

Department	Year 1 (New staff)	Year 2 and on-going
Mentoring	Required: Mentoring Professional Learning day; Meet your Mentor/Mentee; Roles and Expectations; weekly/bi-weekly/monthly meetings as needed	Required: Offered: Available based on identified needs
Clerical Paraprofessionals	Required: Based on role: Orientation; Budget Software; Ascender; MS Office; Frontline	Required: Updates based on role: Budget Software; MS Office; Ascender; and Administrative Tools; End of Year Procedure Training
Special Education Paraprofessionals	Required: Based on role: Program orientation, behavior training, Paraeducator Training, CPI if appropriate, Confidentiality, Paraprofessional Roles and Responsibilities- Region 11,	Required: Updates based on role, Program orientation, behavior training, Paraeducator Training, CPI if appropriate, Confidentiality, Paraprofessional responsibilities

Required State and Federal Training	Required: Sexual Harassment; Bullying Awareness; Blood-borne Pathogens; Copyright; Promoting Digital Citizenship; Sexual Abuse Prevention Training; Recognition of Maltreatment of Children and Children Abuse Reporting Training; Working with Students with Disabilities for teachers Child Find Suicide Prevention Diabetes Mental Health and Mental First Aid Additional Requirement: Any training based on Legislative action or policy (safety, etc.)	Required: Annual Training based on legislative updates, policy changes, and district needs; Sexual Harassment; Bullying Awareness; Blood-borne Pathogens; Copyright; Promoting Digital Citizenship; Sexual Abuse Prevention Training; Recognition of Maltreatment of Children and Children Abuse Reporting Training; Working with Students with Disabilities for teachers Child Find Suicide Prevention Diabetes Mental Health and Mental First Aid
Required MISD Employee Documents	Required: Employee Handbook; Responsible Use Guidelines for Technology; Employee Code of Conduct; Instructional Grading and Reporting Procedures; Finance Procedures; Job Description;	Required: Annual Training based on legislative updates, policy changes, and district needs

Department	Year 1 (New staff)	Year 2 and on-going
Safe and Secure Schools	Required: Campus Employees – SRP; School safety updates and training for administrators during mini-camp, Stop Bleed	Required: Campus Employees – Weekly meetings at home campus; School safety updates and training for administrators during mini-camp Stop Bleed
School Nurse	Required: Orientation; CPR-First Aid/AED, UDCA, Epi-Pen, NarCan	Required: CPR-First Aid/AED, UDCA, Epi-Pen, NarCan

Department	Year 1 (New Teachers)	Year 2 and on-going
Special Education	Required: Sped Academy; Instructional Planning Cycle; empoWEr; Program Specialty Trainings and Expectations; CPI if applicable; Behavior Training; GoalBook training	Offered: Specialty training, Behavior Trainings; CPI if applicable; empoWEr; GoalBook training CPI: Non-violent Crisis Intervention Training; Cohort Instructional Planning Cycles; Team Leaders; Specially Designed Instruction Cohorts; STAAR Alternate Modules; Assessments; Processes and Procedures; Classroom-based Strategies for the General Ed Setting; District Updates; Response to Intervention Transition Programs in MISD; End of Year Planning; empoWEr Training for Campus Admin; Dyslexia; 504 for Campus Admin; Inclusion Para Training

Department	Year 1 (New staff)	Year 2 and on-going
Technology	Required: Technology Overview: Student Logins, Lab Management, Networking; printing; email; online resources: Canvas; Set Up of Campus pages & the Learning Tech Website Software; MS Office - Campus & Content specific; Hardware Overview - Campus & Content specific; Interactive devices, projectors, Document; Cameras; Tablets	Offered: Technology Updates: district vision, district software, and tablets; Campus-based training based on campus needs; digital citizenship; netiquette, communication; social media; curriculum integration; DMAC Suite;
Visual and Performing Arts	Required: CPR/AED training (band, dance, orchestra, choir directors); UIL Code of Conduct and eligibility guidelines Offered: CPR/AED training (elementary music, theatre and art); mentor collaboration and support; content-specific conventions; inventory management	Required: Course specific curriculum review and lesson design; safety updates as needed Offered: Content-specific conventions; curriculum updates; specialty trainings; additional support available as needed or upon request
UIL Sponsors/Coaches/Trainers/ Cheerleader Sponsors	Required: Orientation; AED; Extracurricular Activity Safety Training Athletic Coaches: Steroids; Concussions	Required: Updates: AED; Extracurricular Activity Safety Training; Athletic Coaches: Steroids; Concussions (every other year)

New Teacher Mentoring	Required: MISD New Teacher Orientation; Benefits; T-TESS; Curriculum (prior to start of contract); Campus meetings with lead mentor, mentor, buddy, and other new teachers; support of instructional coach Offered: Various content specific professional learning throughout the year	Offered: Coaching support (as needed); Various content specific professional learning throughout the year
------------------------------	--	---

Appendix B: MISD Personalized Learning Matrix

	Learner Driven	Learner Centered	Teacher Centered	Teacher Driven
	Learner Owns and Creates Path to Success	Learner and Teacher Partner In Learning	Teacher Considers Needs of Students	Teacher Leads the Classroom
Setting Goals/Self Direction (Academic, personal, behavioral)	Self-directed learner sets personalized learning goals based on academics, personal aspirations, and heartfelt passion.	Learner seeks teacher input to determine personalized learning goals.	Teacher leads learner to identify learning goals based on teacher determined criteria.	Teacher determines the same learning goals for groups of students or whole class.
Accessing Content	Learner seeks additional entry points to content beyond those provided by the teacher.	Learner accesses content from an array of teacher provided entry points to meet learning style and preferences.	Teacher provides differentiated access to content based on learner needs.	Teacher determines scope, sequence, pace, and how students will access content.
Processing /Engaging with Content	Learner selects and uses appropriate activities, tools, and strategies to engage with content.	Learner, with teacher support, chooses activities, tools, and strategies to engage with content based on how they prefer or need to learn.	Teacher provides differentiated activities, tools, and strategies to engage learner.	Teacher determines method or activity students will utilize to process or engage with content.
Demonstrating Mastery/Assessment	Learner identifies point in time to demonstrate mastery and designs assessments to showcase evidence of learning. Self-directed learner uses data to monitor progress reflect on learning, and set goals.	Learner demonstrates mastery by selecting from a variety of options provided by the teacher. Timelines for assessments are collaboratively determined. Self-directed learner, in collaboration with teacher, uses data to monitor progress, reflect on learning, and set goals.	Teacher designs, uses, and adapts assessment strategies and timelines based on learner needs. Teacher uses data to plan and provide differentiated instruction.	Teacher determines assessments to measure mastery of content standards and the timeline for these assessments. Teacher uses data to inform instruction.
Designing Learning Environment (physical space, collaboration, grouping)	Learner expands their learning environment in and outside of classroom to include the larger community. Learner selects partners to support learning based on skills, expertise, and experiences of others.	Learner and teacher design a flexible learning environment. Learner, in collaboration with teacher, selects partners to support learning based on skills, expertise, and experiences of others.	Teacher designs the physical learning environment of the classroom to meet the needs of the learners. Teacher intentionally offers opportunities for collaboration and creates student groups based on learner need.	Teacher determines the layout of the classroom to meet the teacher's vision. Teacher determines the interactions between learners.

Appendix C: Characteristics of a Comprehensive Professional Learning Plan - Evaluation

Characteristics	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.		
2. Fosters an expectation for professional growth.		
3. Is for all employees.		
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.		
5. Provides for system-wide coordination and has a clearinghouse function in place.		
6. Provides the necessary funding to carry out professional learning goals.		
7. Has a current plan that provides a framework for integrating innovations related to mission.		
8. Has a professional learning mission in place.		
9. Is built using a long-range planning approach.		
10. Provides for organizational, unit, and individual learning in a systemic manner.		
11. Focuses on organizational change—staff learning efforts are aligned to district goals.		
Delivery		
12. Is based on proven research-based approaches that have been shown to increase productivity.		
13. Provides for three phases of the change process: initiation, implementation, and institutionalization. <i>(this requires the most long-term work to achieve)</i>		
14. Is based on human learning and adult learning.		
15. Uses a variety of professional learning approaches.		
16. Provides for follow-up and on-the-job application necessary to ensure improvement.		
17. Expects each supervisor to be a staff developer of staff supervised.		
Evaluation		
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.		

Appendix D: TEA Clearinghouse (updated 08172026)

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
1. Suicide Prevention	21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 21.451(d-1)(2) states that the training may include two or more topics listed together	Suicide Prevention, Intervention and Postvention	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	Job embedded or as part of a professional learning community OR *Annually
Strategies for establishing and maintaining positive relationships among students, including conflict resolution	21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with	Building Skills Related to Managing Emotions, Establishing and Maintaining	Teachers, school counselors, principals, and all other appropriate personnel.	Job embedded or as part of a professional learning community OR

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Relationships, and Responsible Decision-Making		*Annually
Preventing, identifying, responding to, and reporting incidents of bullying	21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Youth Development Bullying and Cyberbullying	Teachers, school counselors, principals, and all other appropriate personnel.	- Job embedded or as part of a professional learning community OR *Annually
Safety training program	33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program	UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	- Job embedded or as part of a professional learning community OR *Annually

Increasing awareness of issues regarding sexual abuse, sex trafficking, and other	38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a	Human Trafficking	All employees Part of new employee orientation.	Job embedded or as part of a professional learning community
---	---	-----------------------------------	--	---

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. 38.004 states that the agency shall develop and update a child abuse training program.			<i>OR</i> *Annually
Increasing awareness and implementation of trauma-informed care	38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	Grief Informed and Trauma Informed Training	All staff in the school district. Part of new employee orientation.	Job embedded or as part of a professional learning community <i>OR</i> *Annually

Administration of an epinephrine auto-injector	• 38.210(b)(1) and (2) for program content and format and (3) for frequency. • states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in	Epinephrine Auto-Injector Training	School personnel and volunteers who are authorized and trained.	• Job embedded or as part of a professional learning community OR • *Annually
---	---	--	---	---

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section: Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see Texas Constitutions and Statutes .
Additional Resources: TASB School District Training Chart , Texas School Mental Health Toolkit , Texas Model for Comprehensive School Counseling, 5th edition , Criteria for Success in Job Embedded Professional Development .
Continuing Professional Education Requirements: Continuing Professional Education Information

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

