

La Vernia ISD



Professional Learning Plan 2025-2026

DISTRICT VISION

Uncompromising Excellence, Unlimited Possibilities

DISTRICT MISSION

The mission of La Vernia ISD is to collaboratively educate and inspire all students to be life-long learners with unlimited possibilities as contributing members of society.

DISTRICT BELIEFS

We Believe:

- In making all decisions in the best interests of the students we serve
- In reflecting the core values of the community and seeking community partnerships
- We are accountable for the success of every student and for preparing them for life after high school
- Collaboration and innovation among staff are vital to becoming and developing learners for life
- Students and staff learn best in a safe, secure, and nurturing environment.
- In fostering an atmosphere that builds relationships, promotes student innovation, problem solving and meaningful, real-world connections
- In attracting, developing, and empowering quality staff at all levels of the organization
- The development of citizenship in all students is essential to their futures.



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Section I: Introduction to Professional Learning

La Vernia Independent School District (LVISD) is committed to ensuring that all employees have the relevant knowledge, skills, and expertise to perform their work to consistently high standards and to advance the academic growth of our students. LVISD supports a culture of lifelong learning and encourages employees to take ownership of their professional learning.

Board Policy for Staff Development: DMA (Legal)

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district

Rationale for Professional Learning

Educators are tasked with keeping abreast of the fast-paced, ever-changing educational landscape. They are expected to stay current and adapt to rapid rates of technological, informational, and societal change. To meet these challenges, our employees will regularly seek out new learning opportunities to build upon existing skills. To remain a vital force in a global society, our employees must serve as models of lifelong learning.

Levels of Professional Learning

The professional learning approach will be designed to implement growth experiences for long-term sustained effects toward student achievement. Three levels of professional learning will be provided:

- ***District-level professional learning***
 - focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of District goals
- ***Campus-level professional learning***
 - to provide specific opportunities for campus and department/grade level goals that are aligned with District goals.
- ***Individual professional learning***
 - to provide differentiated opportunities for the individual learner to meet personal and/or professional goals.



Professional Learning Designs and Formats

LVISD offers a variety of professional learning opportunities designed to meet the developmental needs and professional goals of the educator. Engagement in and commitment to learning increases when employees are offered relevant professional development opportunities based upon a differentiated model that considers skill level and specificity to work assignments.

Following is a menu of learning designs offered in LVISD. Each mode of professional learning includes outcomes aligned with performance standards and student learning outcomes.

Professional Learning Designs

- **Professional Learning Communities:** a shared vision for running a school in which everyone can make a contribution, and staff are encouraged to collectively undertake activities and reflection in order to constantly improve their students' performance.
- **Blended or Flipped Professional Learning:** using face to face, digital products or processes, and virtual interaction for ongoing learning.
- **Job-embedded:** a learn-try-evaluate cycle that repeats over time, active teacher involvement and immediate implementation.
- **Workshops:** introductory sessions to build awareness, provide basic information, and allow participants to determine future areas of concentration.
- **Independent Study:** a designated course of study completed independently, including checkpoint valuation of progress and an end assessment of accomplishment.
- **Book Studies:** the reading of agreed upon book(s) that may offer insight into the improvement of education (or an aspect of); provide an opportunity to compare those practices that have improved organizations, businesses, and projects; provide an opportunity to keep abreast of the latest innovations that would improve schools and our educational system; and the discussion of the content of the book(s) in regularly scheduled sessions.
- **Summer Institutes:** events scheduled over one or more days, offering a menu of sessions revolving around integrated themes, with expert presentations and opportunities for collegial discussion and planning.
- **Conferences:** local, state, or national experiences selected to broaden knowledge and to assess adaptability of outside programs.
- **Trainer of Trainers:** a strand of concentrated study with a commitment to provide professional development for the District in the area of concentration



- **Pilot Participation:** establishment of core teams of teachers and administrators at given sites to implement specific programs or strategies.
- **Instructional Coaching:** a strand of concentrated study plus a collegial support component that may include modeling, observations, collegial conversations, and reflection.
- **Team Development:** the training of a group of individuals in a core concept with the responsibility to assist implementation of the concept at the local site level.
- **College/University Coursework:** a designated course of study for which District or university credit is offered.
- **Faculty/Grade level/Department Meetings:** held for the purpose of formal study groups or teacher as a researcher of curriculum, instruction, technology and assessment design groups, or interdisciplinary planning or sharing of artifacts or analysis of student work.

Professional Learning Formats

To meet the varied learning styles of our employees , LVISD offers professional learning through a variety of formats including:

- **Virtual Learning** (Synchronous and/or Asynchronous)
- **Face-to-Face Learning**
- **Blended Learning**

Professional Learning Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help maximize productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking.

The following district norms have been established to guide our professional learning activities:

- Be present and attentive.
- Have a positive attitude.
- Be responsible and accountable for oneself.
- Fully engage in the learning through listening, discussing and participating.
- Commit to utilize new learning to benefit the students and staff we serve.



Section II: LVISD Professional Learning Priorities

LVISD Professional Learning Plan Development

Needs Assessment for Professional Learning

LVISD professional learning priorities were developed through a collaborative process that includes:

- LVISD Strategic Plan priorities
- Legal and regulatory requirements
- Survey of staff to determine professional learning needs
- Instructional leadership discussions
- Campus administrator and instructional staff feedback
- District data that provides for information on teachers' professional goals
- District data that provides information about student learning
- Evaluative feedback on prior professional learning opportunities

LVISD Professional Learning Priorities

The professional learning collaboration process yielded the following district priorities:

<i>District Professional Learning Priorities</i>	
1. Curriculum Alignment	Written Curriculum Taught Curriculum Assessed Curriculum
2. Academic Writing	All Content Areas
3. Digital Literacy	Digital Learning Platform and Instructional Tools
4. Safe and Inclusive Learning Environments	Emergent Bilingual Gifted and Talented Multi-Tiered Systems of Supports (MTSS) Special Education Students of Military Families



<i>Elementary Professional Learning Priorities (HB 3)</i>
<p>Early Childhood Literacy</p> <ul style="list-style-type: none"> • Reading Academies (for Grades K-3) • Phonics - Really Great Reading • Academic Writing • Texas mandated screening & progress monitoring tools <p>Early Childhood Numeracy</p> <ul style="list-style-type: none"> • Number Sense (Number Talks) • Fluency (Kim Sutton) • Problem Solving • Academic Writing • Texas mandated screening & progress monitoring tools
<i>Secondary Professional Learning Priorities (HB 3)</i>
<p>College Career Military Readiness (CCMR)</p> <ul style="list-style-type: none"> • CCMR Indicators • CTE Certifications • Student Goal Setting

Foundational Courses

Foundations courses are the cornerstone courses that lay the groundwork for instructional staff to be successful in LVISD. New-to-LVISD staff will receive training on these courses as part of their new hire orientation.

- TEKS Resource System
- LVISD Curriculum Frameworks
- Eduphoria Aware
- Instructional Strategies
 - Lead4ward
- Academic Writing Strategies for All Content Areas
- Learning Management Systems
 - Google Classroom
 - Canvas
- Operations
 - Gradebook
 - District Policies
- ESL Strategies
 - ELPS integration into planning/frameworks.
 - Utilizing TELPAS data to guide instruction.
 - Specially Designed Academic Instruction in English
- Special Education
 - SPED 101
 - CPI
 - Same Goal
 - PLAAFP Development



- IEPs integration into planning and frameworks.
 - Accommodations vs Modifications
- Gifted and Talented
 - 30 hour initial certification and 6 hr update thereafter
- Teacher and Principal Evaluation system/protocol
 - TTESS and TPESS refresher training

Annual Compliance Courses

LVISD Annual Required Training 2025-2026 **Draft**

[La Vernia ISD Board Policy - Professional Development: Required Staff Development](#)

Required Training	Audience
★ Eduhero Courses <ul style="list-style-type: none"> ● Bloodborne Pathogens ● Bullying/Cyberbully Prevention and Intervention (David's Law) ● Child Maltreatment Responsibilities ● CyberSecurity Awareness for Educators ● FERPA and PPRA in Schools ● Sexual Harassment for Educators ● Suicide Awareness & Prevention ● Texas Educator Ethics Training ● Trauma Informed Care ● Dyslexia ● Science Safety (K-12 Science Teachers only) ● Understanding the IEP/BIP 	<div>All Staff</div> <div>Instructional Staff</div>
★ Additional Required Training (Face-to-Face) <ul style="list-style-type: none"> ● Safety and Security Annual Trainings - <ul style="list-style-type: none"> ○ See Something, Say Something (Review) ○ SRP- Standard Response Protocol ○ Alice ○ Raptor ○ Psychological First Aid ● Health Related Trainings <ul style="list-style-type: none"> ○ Sam's Law ○ Stop the Bleed ○ Epi-Pen Allergies UDCA 	All Staff
★ Job-Specific Required Training <i>(provided by Campus/District staff or External Source)</i> <ul style="list-style-type: none"> ● CPR and Automated External Defibrillators (AED) ● Extracurricular Activity Safety Training ● Positive Behavior Support Initiative (PBSI) ● Section 504 and Public Schools ● Child Find - SPED ● Samegoal/xLogs updates/CPI for SPED teachers and paras BOY 	Job-Specific Staff

[Continuing Education/Training Clearinghouse- SB1267](#)



Section III: Professional Learning Related Requirements and Certifications

Standards For Professional Learning

The LVISD Professional Learning Plan is based upon the national professional learning organization standards. Learning Forward (formerly known as the National Staff Development Council) is an international association of learning educators who focus solely on the most critical lever in improving schools – building the knowledge and skills of educators (Revised 2015).

Standards include:

- **Professional 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.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data-Driven:** 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.
- **Learning Designs (Research-based):** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies the research and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.



SBEC Requirements for Professional Learning (Certification Renewal)

Continuing Professional Education (CPE) is required for all Texas educators holding a standard certificate. The appropriate number of clock-hours of continuing professional education (CPE) must be completed during each five-year renewal period ([TAC §232.11](#)).

- Classroom teachers must complete **150 CPE hours**. No more than 150 CPE hours are required, even if the educator holds multiple classroom certificates.
 - [Teacher Certificate Requirements](#) (PDF)
- Administrative and/or Student Services Certificate. No more than **200 CPE hours** are required, even if the educator holds multiple certificates, such as, Classroom and Administrative and/or Student Services Certificates.
 - [Librarian/Resource Specialist/Educational Diagnostician/Reading Specialist Certificate Requirements](#) (PDF)
 - [Counselor Certificate Requirements](#) (PDF)
 - [Principal Certificate Requirements](#) (PDF)

All educators must maintain written documentation of all CPE required activities

SBEC Requirements for Gifted and Talented Education

Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the Texas Administrative Code §89.2

Professional Learning for GT - School districts shall ensure that:

1. prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, social and emotional needs of gifted/talented students and curriculum and instruction for gifted students;
2. teachers without training required in paragraph (I) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of Professional Learning in gifted education; and
4. administrators and counselors who have authority for program decisions have a minimum of six hours of Professional Learning that includes nature and needs of gifted/talented students and program options.



English as a Second Language Supplemental Certification

As the demographics change in Texas, teachers must meet the challenge of educating Limited English Proficient (LEP) students. In order to meet this challenge, teachers are highly encouraged to become certified in English as a Second Language (ESL). The ESL supplemental certificate may be added to a valid Texas teacher certificate, special education certificate or a vocational education certificate. Training is provided in-district and at ESCs to prepare participants to take the TExES *ESL Supplemental Certificate Exam (#154)* while introducing teaching strategies that will help improve ESL student achievement.

Special Education Certification

As the demographics change in Texas, teachers must meet the challenge of educating students in special education. In order to meet this challenge, teachers are highly encouraged to become certified in Special Education. The Special Education supplemental certificate may be added to a valid Texas teacher certificate or a vocational education certificate. Training is provided in-district and at ESCs to prepare participants to take the TExES *Supplemental Certificate Exam* while introducing teaching strategies that will help improve student achievement.

Section IV : Evaluation of Professional Learning

Evaluation of Professional Learning

All professional learning sessions in LVISD follow a consistent process for planning and evaluation to ensure the learning is of the highest quality and has a lasting impact on educator performance and ultimately results in improved student learning. Additionally, LVISD supervisors support their professional learning of their employees through a collaborative development of annual growth goals, ongoing performance monitoring and annual appraisal.

For feedback purposes, a survey questionnaire of the in-district professional learning event may be required and completed through Eduphoria or Google forms.

The information gathered will be used to:

- Improve program design and delivery;
- Improve program content, format, and organization;
- Document and improve the implementation of program content;
- Demonstrate the impact of the professional learning and inform future implementation needs;
- Document and improve sustainability efforts.



Tracking Professional Learning

Eduphoria! Strive is a professional learning management system that allows team members to enroll in LVISD professional learning, submit out-of-district courses for credit, and track their own professional learning in one centralized location. LVISD utilizes Eduphoria! Strive to:

- Standardize the process for tracking professional learning
- Provide end of course evaluation
- Provides a standardized employee professional learning portfolio
- Provides evidence of professional learning that aligns and links with employee's professional/personal goals in Strive
- Facilitate the transfer of professional learning hours via the import/export of portfolios

