

# La Vernia ISD



**DRAFT COPY**

## **Professional Learning Plan**

**2026-2027**

## 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/Local**

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.

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

### **Rationale for Professional Learning**

Educators must continuously adapt to an ever-evolving educational landscape. They are expected to stay current with rapid changes in technology, information, and society. To meet these demands, educators must actively engage in ongoing professional learning to strengthen and expand their skills.

By pursuing continuous growth, our staff not only enhance their effectiveness in the classroom but also model the importance of lifelong learning. This commitment ensures they remain responsive, relevant, and prepared to meet the needs of students in a dynamic, global society.

### **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

La Vernia ISD (LVISD) offers a variety of professional learning opportunities designed to support the diverse developmental needs and professional goals of its educators. Engagement and commitment to learning are strengthened when staff are provided with relevant, differentiated professional development tailored to their skill levels and specific roles.

The following outlines the professional learning designs available in LVISD. Each format is aligned to performance standards and focused on improving student learning outcomes.

### *Professional Learning Designs*

- ***Professional Learning Communities (PLCs)***  
A collaborative approach to school improvement in which staff share a common vision, engage in ongoing reflection, and work collectively to enhance student performance.
- ***Blended or Flipped Professional Learning***  
A combination of face-to-face learning, digital resources, and virtual interaction to support continuous and flexible professional growth.
- ***Job-Embedded Learning***  
An ongoing cycle of learning, application, and reflection that occurs within the educator's daily work, allowing for immediate implementation and continuous improvement.
- ***Workshops***  
Introductory sessions designed to build awareness, provide foundational knowledge, and help participants identify areas for further learning.
- ***Independent Study***  
A self-directed course of study that includes progress checkpoints and a final assessment to demonstrate learning.
- ***Book Studies***  
Collaborative reading and discussion of selected texts to explore effective practices, examine innovations in education, and reflect on applications to improve teaching and learning.
- ***Summer Institutes***  
Multi-day learning events offering a variety of sessions centered on key themes, featuring expert presenters and opportunities for collaboration and planning.
- ***Conferences***  
Local, state, or national events that broaden professional knowledge and provide opportunities to evaluate and adapt effective practices from outside the district.



- ***Trainer of Trainers***  
A focused learning pathway in which participants develop expertise in a specific area and commit to providing professional development within the district.
- ***Pilot Participation***  
The formation of targeted teams to implement and evaluate new programs or strategies at designated campuses.
- ***Instructional Coaching***  
Ongoing, job-embedded support that may include modeling, observation, feedback, collaborative conversations, and reflective practices to improve instruction.
- ***College/University Coursework***  
Formal coursework completed through a college or university, often resulting in district or university credit.
- ***Faculty, Grade-Level, or Department Meetings***  
Structured meetings that may include collaborative planning, curriculum study, analysis of student work, interdisciplinary collaboration, or action research.

### *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 shared expectations that guide how individuals work and collaborate together. They promote a positive, respectful environment that maximizes productivity and effectiveness.

By establishing clear norms, individuals take responsibility for their behavior, contributing to a strong sense of community. These expectations also create a safe space that encourages open dialogue, collaboration, and thoughtful 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 are developed through a collaborative process that includes:

- . Alignment with LVISD Strategic Plan priorities
- . Consideration of legal and regulatory requirements
- . Instructional leadership discussions
- . Feedback from campus administrators and instructional staff
- . Analysis of district data related to teachers' professional goals
- . Review of student learning data
- . Evaluation of prior professional learning opportunities



# La Vernia ISD Instructional & Professional Learning Priorities

La Vernia ISD is committed to strengthening instructional practices through focused, aligned professional learning that supports the success of all students.

<b>Instructional Priority</b> (What We Expect in Classrooms)	<b>Professional Learning Focus</b> (How We Support It)
<b>TEKS Alignment &amp; Curriculum Coherence</b> Ensure strong alignment across the written, taught, and assessed curriculum with K–12 vertical coherence	<ul style="list-style-type: none"> <li>• TEKS unpacking and alignment</li> <li>• Curriculum calibration (written, taught, assessed)</li> <li>• Vertical alignment conversations across grade levels</li> </ul>
<b>High-Quality Tier 1 Instruction</b> Strengthen core instruction in every classroom to ensure all students have access to rigorous, grade-level content.	<ul style="list-style-type: none"> <li>• Lesson internalization and planning</li> <li>• High-impact instructional strategies</li> <li>• Academic writing across content areas</li> <li>• Explicit reading instruction (phonics, fluency, vocabulary, comprehension)</li> <li>• Balanced mathematics instruction (conceptual understanding, fluency, and application)</li> </ul>
<b>Student Engagement &amp; Academic Discourse</b> Develop students’ ability to think critically, solve problems, actively engage in learning, and communicate effectively across all content areas	<ul style="list-style-type: none"> <li>• Questioning strategies</li> <li>• Academic discourse &amp; collaborative learning across all disciplines</li> <li>• Writing to learn across disciplines</li> <li>• Engaging students in meaningful, student-centered learning experiences</li> </ul>
<b>Data-Driven Instruction</b> Use data to inform instruction, intervention, and enrichment	<ul style="list-style-type: none"> <li>• Student work and assessment data analysis</li> <li>• Instructional adjustments based on data</li> <li>• Progress monitoring practices</li> </ul>
<b>Differentiation &amp; Student Support Systems</b> Ensure all students receive appropriate support through targeted, differentiated instruction.	<ul style="list-style-type: none"> <li>• MTSS implementation</li> <li>• Emergent Bilingual (EB) strategies</li> <li>• Gifted &amp; Talented (GT) differentiation</li> <li>• Special Education supports</li> <li>• Military-connected student support</li> </ul>
<b>Digital Literacy &amp; AI Integration</b> Enhance instruction through effective and responsible use of digital tools and emerging technologies	<ul style="list-style-type: none"> <li>• Digital platforms and instructional tools</li> <li>• AI literacy and responsible use in instruction</li> <li>• Using AI to support planning, differentiation, and feedback</li> <li>• Digital citizenship and ethical use of technology</li> </ul>
<b>Safe &amp; Inclusive Learning Environments</b> Create classrooms that are safe, inclusive, and supportive for all learners	<ul style="list-style-type: none"> <li>• Culturally responsive practices</li> <li>• Classroom environment and engagement</li> <li>• Inclusive instructional strategies</li> </ul>



## 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
  - Kagan Learning Strategies
- Explicit Reading Instruction (Reading Academy K-3)
- 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

La Vernia ISD requires all staff to complete annual training in compliance with state and federal regulations. These courses ensure employees remain informed, prepared, and aligned with district expectations to support a safe, effective, and legally compliant learning environment.

### LVISD Annual Required Training 2026/2027 **Draft**

#### La Vernia ISD Board Policy - Professional Development: Required Staff Development

<u>Eduhero Courses</u> (courses available on June 1, 2026)	Audience
<ul style="list-style-type: none"> <li>● Bullying/Cyberbully Prevention and Intervention (David's Law)</li> <li>● Child Maltreatment Responsibilities</li> <li>● Sexual Harassment for Educators</li> <li>● Suicide Awareness &amp; Prevention</li> <li>● Bloodborne Pathogens</li> <li>● CyberSecurity Awareness for Educators</li> <li>● FERPA and PPRA in Schools</li> <li>● Texas Educator Ethics Training</li> <li>● Trauma Informed Care</li> </ul>	All Staff
<ul style="list-style-type: none"> <li>● Science Safety (K-12 Science Teachers only)</li> <li>● Understanding the IEP/BIP</li> </ul>	Instructional Staff
Face-to-Face Training Sessions	Audience
<ul style="list-style-type: none"> <li>● Safety and Security Annual Trainings               <ul style="list-style-type: none"> <li>○ Stop It</li> <li>○ SRP- Standard Response Protocol</li> <li>○ Alice</li> <li>○ Raptor</li> <li>○ Psychological First Aid</li> </ul> </li> </ul>	All Staff
<ul style="list-style-type: none"> <li>● Health Related Trainings               <ul style="list-style-type: none"> <li>○ Sam's Law</li> <li>○ Stop the Bleed</li> <li>○ Epi-Pen Allergies UDCA</li> </ul> </li> </ul>	All Staff
<ul style="list-style-type: none"> <li>● Special Education Trainings               <ul style="list-style-type: none"> <li>○ Child Find</li> <li>○ Dyslexia</li> </ul> </li> </ul>	Instructional Staff
Job-Specific Required Training	Audience
<ul style="list-style-type: none"> <li>● CPR and Automated External Defibrillators (AED)</li> <li>● Extracurricular Activity Safety Training</li> <li>● Positive Behavior Support Initiative (PBSI)</li> <li>● Section 504 and Public Schools</li> <li>● Samegoal/xLogs updates/CPI for SPED teachers and paras BOY</li> </ul>	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.

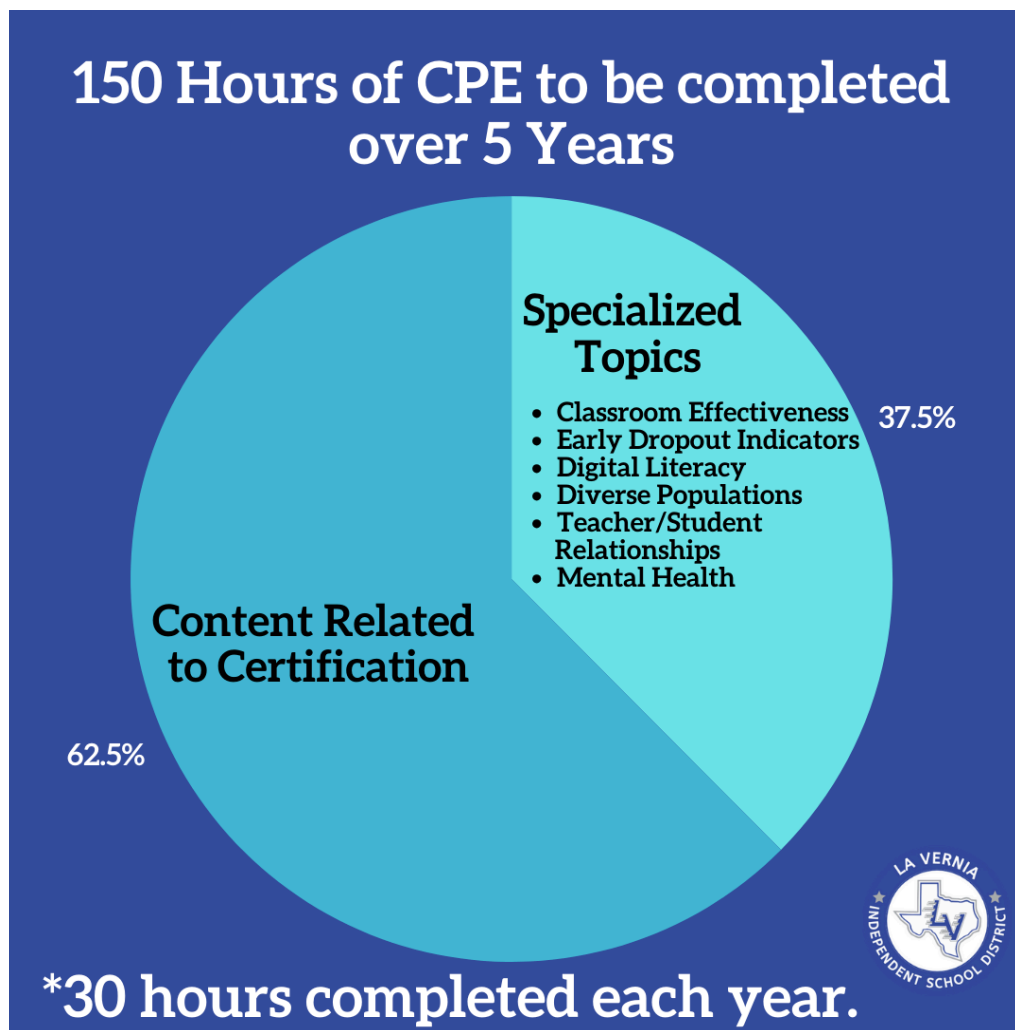


## **SBEC Requirements for Professional Learning (Certification Renewal)**

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

