



**Crosby Independent School District  
Professional Learning Plan  
2024 - 2025**

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Paula Patterson

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Christina Castillo

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## **Introduction**

This document contains the Crosby Independent School District Professional Development Plan including information about CISD's philosophy, the definition of professional learning, and the rationale for all employees to be lifelong learners.

## **District Mission**

The mission of the Crosby Independent School District is to produce literate, responsible citizens capable of learning and applying academic and social skills successfully in any life setting.

## **District Goals**

### **College and Career Readiness**

Graduates of Crosby ISD will be prepared for success after high school by being adequately prepared for either college or work force success.

### **Quality Faculty and Staff**

Crosby ISD will strive to recruit, hire, develop, and retain highly qualified educators.

### **District-wide Climate of High Expectations and Teamwork**

Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

### **Co-Curricular activities**

Crosby ISD will develop Co-Curricular programs which enhance students' educational experiences, academic achievement and school & community pride.

### **Community Relations**

Through communications and customer service Crosby ISD will create an informative and responsive culture and a welcoming environment.

### **Finance**

Crosby ISD will be a good steward of taxpayers' money.

### **Facilities**

Crosby ISD will complete all planned construction projects, maintain quality and safe facilities, and adequately plan for future needs.

### **Technology**

Crosby ISD will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare student or success in the 21st century academic world and work place.

### **Public Education Reform**

Crosby ISD will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

## Professional Development Mission Statement

Crosby Independent School District facilitates and supports differentiated, blended, professional development which is results oriented, on-going, job-embedded, data-driven and designed to advance student learning.

## Professional Development Belief Statements

In CISD we believe that professional development:

- Improves student outcomes and must be driven by data on student achievement;
- Is research-based, job-embedded and on-going;
- Builds a shared vision that supports collaboration and collegiality;
- Builds capacity for all employees;
- Includes resources to support ongoing work;
- Is meaningful and relevant to the learner;
- Should be offered by various modes of delivery (face-to-face, blended, on-line)
- Must be grounded in inquiry, reflection, action and evaluation;
- Must be aligned and evaluated against district mission and goals;
- Results oriented.

## CISD Definition of Professional Development

Cosby ISD defines professional development as an ongoing course of study that changes the participant behavior in a way that produces a demonstrable and measurable effect on student learning. The CISD Professional Development Plan is built on the expectation that all supervisors are professional developers of the employees they supervise and all employees will continually seek opportunities to grow professionally to improve performance.

Crosby ISD utilizes learning designs that include outcomes aligned with performance standards and student learning outcomes, active engagement, reflection, metacognition, and ongoing support.

## Learning Designs for Results Driven Professional Development

The learning designs of professional development in CISD are as follows:

- **Blended Professional Development or Flipped Professional Learning:** using face to face, digital products or processes, and virtual interaction for ongoing learning;
- **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;
- **Job embedded:** a learning cycle that repeats over time, active teacher involvement and immediate implementation;
- **Seminars:** events with a central theme, utilizing expert consultants and group participation;
- **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 evaluation 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.

Crosby ISD offers online, in-person, and blended learning environments to provide high-quality learning designs.

## Levels of Professional Learning

In CISD, three levels of professional development opportunities are available for employees to determine which learning design will be best to meet the identified needs:

- **District level** professional development focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of CISD goals;
  - Established need and urgency
  - Clear, consistent and shared vision and goals
  - Experience with previous change efforts
  - Culture for risk-taking and learning
- **Campus or department level** professional development to provide specific opportunities for school and department goals that are aligned with CISD goals;
  - Established need and urgency
  - Clear, consistent and shared vision and goals
  - Experience with previous change efforts
  - Culture for risk-taking and learning

- **Individual professional level** to meet each employee's goals aligned with CISD goals.
  - Learning preference
  - Experiences inside and outside of education
  - Personal background and beliefs
  - Previous experiences with the content
  - Initial level of understanding and use of the content
  - Perceived need, urgency, value and purpose
  - Experience with the different learning designs

## **Theoretical Basis of Professional Learning**

All professional learning offered in CISD is based on adult learning theory which recognizes that adult learners, like student learners, have unique needs that must be considered and addressed. Knowles, Holton, and Swanson (2015) emphasized the following aspects of adult learning theory should be considered when professional learning is designed:

- Adults will commit to learning when the goals and objectives are considered realistic and important to the adult learner's personal and professional needs;
- Professional learning needs to provide adult participants some control over the what, who, how, why, when, and where of their learning;
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional learning activities that allow the learner to practice the learning and receive structured, helpful feedback; and
- Adult learners come to learning with a wide range of previous experiences, knowledge, self direction, interests, and competencies. This diversity must be accommodated in professional learning planning and implementation.

Knowles, M. S., Holton, R. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource learning*. Routledge.

## **School Board Policy Governing Professional Learning**

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. (DMA (LEGAL))

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

- Be guided by the recommendations for training in the clearinghouse;
- Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
- Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.

## **Planning, Evaluation, and Monitoring Professional Learning**

It is expected that all supervisors actively support their employees in their professional growth activities through the collaborative learning of annual growth targets, the ongoing monitoring of performance, and annual appraisal. All professional learning sessions in CISD 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 employee performance and ultimately results in improved student achievement.

### **Planning for 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 Crosby ISD are research-based, proven in practice, and relevant to district, campus, and department goals. Each participant 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.

Employing a backward design model, the Crosby ISD Professional Learning Plan includes a planning framework to guide all campuses and departments in planning quality professional learning for all employees. By utilizing the planning framework, a common language and planning sequence will be employed ensuring a standard process is in place. The process includes these concepts:

- Planning for professional learning will begin with the end goals for student achievement based on needs assessments.
- New practices or strategies are matched to the desired student achievement result. Careful consideration is given during the planning process for on-going support from district and campus personnel.
- Professional learning activities build on the knowledge base needed to ensure success with new learning.
- Design of professional learning activities match the best delivery approach with the intended audience and the new skills that will be a result of the learning activity.

### **Needs Assessments for Planning Professional Learning**

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

- District expectations for effective organizational leadership, instructional leadership, and teaching supporting adult learners in attainment of student learning success.
- Identification of professional learning needs and offerings will be based on consideration of data aligned to:
  - District vision and mission;
  - District and campus improvement plans;
  - A range of data sources providing information about student performance such as: universal screeners, local, state, and national assessment data;
  - Evaluative feedback on prior offerings;
  - Employee performance appraisals;
  - Information regarding innovation efforts and introduction of new expectations;
  - Legal and regulatory requirements.

## **Professional Learning as a Component of Annual Teacher Appraisal**

As a component of the Crosby ISD board approved teacher appraisal system, T-TESS, teachers are required to work closely with their supervisors to identify and plan annual professional learning targets aligned with the district mission and goals and focused on increasing student achievement. These professional learning targets are reviewed first and second semester as well as at the end of each school year. Teachers complete a self-assessment in Eduphoria! Strive that is used in planning individual professional learning for the next school year.

- The professional learning plan may incorporate all forms of professional learning, not limited to traditionally provided courses offered by outside entities or to whole staff.
- Professional learning could include working within professional learning communities (PLCs), a department chair, or another teacher on practices identified as improvement goals. It could also include self-directed professional learning that seeks literature, online videos, or modules addressing practices that the teacher identified as improvement goals.
- Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on T-TESS, Professional Learning Plan, and other related data sources.

## **Professional Learning for Paraprofessional and Auxiliary Staff**

- Campus-based paraprofessional and auxiliary staff members assigned to work with students will be required to attend all campus and district professional learning day sessions during the year based on their job responsibilities.
- Campus-based paraprofessional and auxiliary staff members not assigned to work directly with students will be required to attend all professional learning day sessions during the year based on their job responsibilities.
- District-level paraprofessional and auxiliary staff members will be required to attend all professional learning during the year based on their job responsibilities.

## **Professional Learning Requirements for other Certified Professionals, Administrators, and District Leadership**

CISD leaders, whether at the district or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. CISD will provide opportunities for all campus and district leaders to continue their learning through embedded job experiences and training offered through partners. The purpose of the leadership learning is to make leaders competent to function effectively and influence others to continuously improve instructional, cultural, and strategic operational practices that ultimately lead to student success.

## **Professional Learning Requirements**

All CISD employees are expected to model lifelong learning through active participation and application of professional development. Professional development at the District level is determined by district initiatives along with state and federal guidelines. Campus/department professional development is based on alignment with the District mission and goals, campus/department needs and on improving instructional/operational practices. Employee requirements:

- A mandatory induction program for new to district teachers;
- Requirement for supervisors to monitor employee professional learning and
- Requirement for employees to maintain an electronic portfolio (Eduphoria! Strive).



## **Annual Compliance Trainings**

All employees will access the majority of state-mandated training online through the Vector SafeSchools program at the beginning of the school year with training completion deadlines set by the Human Resources department.

CISD employees are required to participate annually in statutory professional learning training. The following list reflects mandatory compliance training. All mandatory training is aligned with the TEA clearinghouse guidelines in compliance with SB1267 and update 119 to DMA (LOCAL).

CISD Annual Compliance List includes but is not limited to:

- Bloodborne Pathogens in Schools (Exposure Prevention)
- Bullying: Recognition & Response
- Child Abuse: Mandatory Reporting (Sex Trafficking Awareness)
- Dating Violence: Identification and Prevention
- General Ethics in the Workplace (Establishing and Maintaining Positive Relationships)
- Health Emergencies: Diabetes Awareness
- Severe Bleeding Response: Wound Packing and Tourniquet Use
- Sexual Harassment Policy and Prevention
- Sexual Misconduct: Staff-to-Student
- Texas Cybersecurity Awareness for Employees Program
- Title IX Compliance Overview
- UIL Safety Training\*
- Use of EpiPen\*
- Youth Suicide: Prevention, Postvention, Trauma Informed Care
- Seizure Training for School Personnel by Epilepsy Foundation of America
- Students Experiencing Homelessness: Awareness and Understanding

*\* Only employees requiring training in this area will be trained. This training is provided by alternate methods from the Vector SafeSchools program.*

## **Professional Learning for Serving Emergent Bilingual Learners**

Crosby ISD teachers are annually trained in providing accommodations, interventions, and scaffolding for serving our Emergent Bilingual (EB) students. Teachers are trained to understand the English Language Proficiency Standards (ELPS). All teachers with EB students will be trained in the Language Proficiency Assessment Committee (LPAC) framework and the Texas English Language Proficiency Assessment System (TELPAS).

## **Professional Learning for Serving Students with Dyslexia**

All teachers are required to complete annual TEA Dyslexia training. The annual training will be provided at each campus by the assigned dyslexia specialist/teacher.

## **Professional Learning for Serving Gifted and Talented Students**

As specified in 19 TAC §89.2 Professional Learning, each school district must ensure the following:

- Prior to assignment in the program, a teacher who provides instruction and services as a part of the program for gifted students must have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student

needs, and curriculum and instruction for gifted students.

- A teacher without the above required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the fall semester.
- A teacher who provides instruction and services that are a part of the program for gifted students must complete annually a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the fall semester.
- Administrators and counselors who have authority for program decisions must complete a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options.

## **Professional Learning for Special Education Services**

All teachers and campus administration will complete a special education/Section 504 annual compliance training.

Designated staff will complete Mandt training. The Mandt System is a healthy-relationship based, learning & development platform designed to promote prevention, de-escalation and intervention approaches. Mandt training is an annual certification.

Mandt System training is required for the following employees:

- All Special Education teachers and teaching assistants assigned to Behavior, Life Skills, and ECSE classrooms, including 1:1 staff/student assignment;
- Campus Crisis Team, which minimally must include an administrator, SPED teacher, and GE staff member; and,
- Any other faculty/staff designated by the principal.

## **Evaluation of Professional Learning**

In order for CISD employees to receive credit for professional learning completed within the district, an evaluation survey of the professional learning session should be completed through Eduphoria! Strive. The evaluation results of professional learning sessions are used as a measure for ongoing improvement.

Professional Learning sessions, programs, and initiatives will also be evaluated by the following factors:

- Participant reactions: The perceptions of the professional learning delivery and attitudes towards the professional learning initiative;
- Participant learning: The knowledge of the professional learning content;
- Organizational support and change: Active advocating, leadership understanding, time for learning, effective communication of expectations for new learning, alignment with district goals, financial support for ongoing learning and effective atmosphere for learning;
- Participants use of the new knowledge and skills: Participant implementation of learning expectations;
- Student learning outcomes: Student attitudes, engagement, effort, motivation, support and self-efficacy, improved student achievement; and
- Demonstrating capacity of learning: Coaching, instructional reviews, content coordinators and administrators communicate content expertise, common language, adapting implementation based on feedback, time devoted to deeper learning, facilitation of collaboration, support of the initiative and delivery of content to new participants.

## Professional Learning Continuum by Topic/Content Area

<p>Annual Compliance Training</p>	<p>Employee Handbook - Acknowledgement signed in TalentEd *</p> <hr/> <p>CISD Annual Compliance List includes but is not limited to:</p> <ul style="list-style-type: none"> <li>● <i>Bloodborne Pathogens in Schools (Exposure Prevention)</i></li> <li>● <i>Bullying: Recognition &amp; Response</i></li> <li>● <i>Child Abuse: Mandatory Reporting</i></li> <li>● <i>Dating Violence: Identification and Prevention</i></li> <li>● <i>General Ethics in the Workplace (Establishing and Maintaining Positive Relationships)</i></li> <li>● <i>Health Emergencies: Diabetes Awareness</i></li> <li>● <i>Severe Bleeding Response: Wound Packing and Tourniquet Use</i></li> <li>● <i>Sexual Harassment Policy and Prevention</i></li> <li>● <i>Sexual Misconduct: Staff-to-Student</i></li> <li>● <i>Texas Cybersecurity Awareness for Employees Program</i></li> <li>● <i>Title IX Compliance Overview</i></li> <li>● <i>UIL Safety Training*</i></li> <li>● <i>Use of EpiPen *</i></li> <li>● <i>Youth Suicide: Prevention, Postvention, Trauma Informed Care</i></li> <li>● <i>Seizure Training for School Personnel by Epilepsy Foundation of America</i></li> <li>● <i>Students Experiencing Homelessness: Awareness and Understanding</i></li> <li>● <i>Trauma-Informed Practices</i></li> <li>● <i>Human Trafficking Awareness</i></li> </ul> <p><i>* Only employees requiring training in this area will be trained. This training is provided by alternate methods from the Vector SafeSchool program.</i></p>
<p>Skyward</p>	<p>Navigation of Skyward Gradebook: taking attendance, building seating charts, creating assignments, entering grades, grade book settings, and accessing student profiles</p>
<p>Eduphoria!</p>	<p>Using Eduphoria! Strive for professional learning enrollment, portfolios, and T-Tess</p>
<p>Google Suite for Education</p>	<p>Navigation and use of Google Drive and Google Shared Drives, Google Apps, and Google Classroom</p>
<p>Digital Learning Instructional Technology</p>	<p>Understand the definition and role of instructional technology in teaching and learning</p>
<p>Texas -Teacher Evaluation &amp; Support System</p>	<p>Culture of continuous improvement, rubric training, professional goal setting, student growth goal setting, formative evaluation, and summative evaluation</p>

(T-TESS)	
English as a Second Language (ESL)	Program model, English Language Proficiency Standards (ELPS), Proficiency Level Descriptors (PLDs), and Texas English Language Proficiency System (TELPAS) overview
Bilingual/Dual Language	Dual Language Framework, ELPS Resources, Bi-literacy expectations, ESSA/Title III expectations, Emergent Bilingual and English Proficient assessments and checkpoint data
Special Education/504	ESped, SHARS/Medicaid billing, content based trainings
Security Training	District Security Manual review and training is completed on campus for all staff. Substitutes attend mandated security training prior to assignment.
Dyslexia	Required certification training for Dyslexia intervention providers and classroom teachers
Gifted and Talented	Initial 30 hours of professional learning including the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Annual 6 hour update for all classroom teachers serving gifted students
TEA Reading Academies	K-5th grade classroom teachers, principals, and other identified staff will successfully complete reading academies.
TEKS Resource System and Schoology	Core Content (RLA, Mathematics, Science, and Social Studies) Career and Technical Education (CTE), Fine Arts, Languages Other than English (LOTE)
Physical Education, Health, and Coaching	PE/Health curriculum
Early Child Education	Complete 30 hours of ECE-specific professional learning with 15 of the 30 hours to include experiential learning in a mentor/coaching relationship until 150 hours are documented.