PROFESSIONAL LEARNING

School Personnel and School Finance
Professional Learning is like ____ because____.
PURPOSE

• To provide knowledge and training to assist you, as future school administrators, in the personal and professional learning and growth of yourself and other educators.

• To identify and describe the effective elements of an effective induction program for new teachers.

OUTCOMES

✓ Describe Professional Learning as defined by ESSA.

✓ Describe effective Induction Programs, including CCTC Approved Induction Programs and District specific Induction Programs
Why Professional Development Matters

In groups of 4, number off 1-4.

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<tr>
<td></td>
<td>Read: Forward &amp; Introduction</td>
<td>The Basics Pg. 2-9</td>
<td>Ensuring Quality Learning Pg. 10-12</td>
<td>How Schools and Districts Make it Happen Pg. 13-17</td>
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<td>The Difference Professional Development Makes Pg. 18-20</td>
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Read your section and mark at least one thing with which you:

• **agree**
• **argue**
• **aspire**
• **aha**
Why Professional Development Matters

**Step 1**
Beginning with #1, Share, without interruption:

- What you **Agree** with
- What you **Argue** with
- What you **Aspire** to
- Your **Aha**

**Step 2**
After #1 has shared, beginning with the person on the left, each member can ask questions and/or share their own insights to the section shared.

**Step 3**
Continue until all members have shared.
PROFESSIONAL DEVELOPMENT DEFINED

The term ‘professional development' means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused
What *should* Professional Learning look like?

<table>
<thead>
<tr>
<th>WINDOWS</th>
<th>MIRRORS</th>
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<tr>
<td><strong>SEE</strong></td>
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<td>Describe what you would see</td>
<td>Describe what you would hear</td>
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<td>Use actual words/phrases</td>
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As the leader, describe what you would hear yourself saying/doing.
INDUCTION PROGRAMS FOR BEGINNING TEACHERS [C.E.16]
Induction Programs for Beginning Teachers – Formerly BTSA

Job-embedded professional teacher induction programs are designed as the sole pathway for employed teachers to clear a California Preliminary General Education credential or Education Specialist teacher credential.
Induction Programs for Beginning Teachers

Why would a District fund an Induction Program?

- Total Approved Institutions with Active Programs: 179
- California State University: 12
- University of California: 2
- Private/Independent Institution: 15
- Local Education Agency: 150

[Map showing locations]
What is Induction?

- https://vimeo.com/3851746
Induction Requirements

- **Preconditions** are requirements that must be met to consider accrediting a program sponsor. Some preconditions are based on state laws, while other preconditions are established by Commission policy. (Initial, General, Program)

- **Common Standards** deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs.

- **Program Standards** address aspects of program quality and effectiveness. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet.
What are the elements of an effective Induction Program for new teachers?

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<tr>
<th>Sustained &amp; Intensive</th>
<th>Collaborative</th>
<th>Job-Embedded</th>
<th>Data-Driven</th>
<th>Classroom-Focused (Student Success)</th>
<th>Builds Teacher Knowledge and Skills</th>
<th>Personnel and Fiscal Resources</th>
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## Funding the Induction Program

### Personnel
- **Program Leader**
  - Compliance and program quality
  - Tracking and monitoring candidate progress
  - Program assurances
- **Mentors**
  - 1:1 weekly support for candidate
  - Inquiry support and guidance
  - Observation of Candidates

### Professional Developers
- Coaching/mentor training
- Program training
- Candidate Professional Development

### Materials
- Induction Website
- Collaborate meetings and Trainings
- Books for trainings
- Program Documentation
What a Principal needs to know about Induction

- Teachers learn to use an **inquiry model** to improve their teaching practice. Through their work with a mentor, new teachers learn how to:
  - Understand their Context for Teaching
  - Develop measurable goals
  - Collaborate with colleagues/mentors
  - Use data to drive decision making for student success
  - Focus on personal growth along the continuum for the Standards for the Teaching Profession
Shortfalls to Induction

Induction Supports Preliminary Credential Holders

Induction does not require support for:

- Short-Term Staff Permit
- Provisional Intern Permit
- Interns
- Newly hired veterans
DISTRICT NEW TEACHER PROGRAMS
New Teacher Support System

- **Pre-Service, Buy-Back-Days, Early Release Mondays, Mentor & Teacher Leadership Opportunities**
  - All Educators

- **TTIP**
  - All New Educators

- **Induction**
  - For Preliminary Credentialed Educators

- **Peer Coaching**
  - For Permits/Interns Non-Credentialed Educators

TUSD Professional Learning Support System
Tracy Unified schools will provide high levels of learning for all students regardless of student background.

WE BELIEVE:

➢ ALL students CAN learn
➢ ALL children WILL learn because of what we do
➢ In supporting the SOCIAL EMOTIONAL and LEARNING needs of all students
➢ We share COLLECTIVE RESPONSIBILITY for student learning
➢ We must intentionally build a POSITIVE CULTURE
➢ We work INTERDEPENDENTLY through collaborative PLC’S
Tracy Teacher Induction Program, TTIP

Purpose

To support ALL newly hired educators in developing their role in building relationships and understanding the TUSD culture.

- Develop or refine effective classroom management, procedures, and routines, and instructional strategies
- Use standards aligned materials, curriculum, and assessments to lesson plan for the students in the classroom
- Understand the need to balance the learning and social-emotional needs of our students
- Engage in on-going collaboration with colleagues to improve teaching practices and student learning
TTIP Days of Support

• Six Days of Summer Orientation

- Five Days of Staff Development Training
  - Checking out Device and Learn the basics
  - Curriculum and Materials Checkout and Support
  - Lesson Planning with a Content Colleague
  - Specialized Special Education Training and Support
  - Differentiation for New and Veteran Teachers
  - Classroom Management
  - Inquiry Cycle
  - *Teach Like a Champion*, Doug Lemov

- One Day of On-Site Orientation with Principal
  - Content is Determined by Site Administrator
  - Culture

8:30AM-3:30PM
Monday, July 24, 2017
Tuesday, July 25, 2017
*Wednesday, July 26, 2017*
Thursday, July 27, 2017
Monday, July 31, 2017

8:30AM-3:30PM
Tuesday, August 1, 2017
TTIP Follow-up Support

Support Throughout the Year

- Three Full Release Days
  - Observation of Peer Teaching
  - Alignment of Practices to CSTPS
  - Technology Training and Education Tools
  - Inquiry Cycle

- Observation of Classroom Instruction by TTIP Staff to support Inquiry

- Monthly Workshops (1st Thursday of every month)
  - Provides "just in time" support as determined by TTIP Teachers
    - EADMS
    - ELD
Services available to New Hires

• Staff Development Services for New Hires:
  - 1:1 Coaching Cycles
  - Lesson Planning Support
  - Classroom Management
  - Data Analysis
  - Observation and feedback
  - Materials Support

• Special Education Services for New Hires:
  - Administering Sp. Ed. Specific Assessment
  - Classroom Management
  - SEIS
  - Writing IEPS
  - Modifying Lessons to support the students in the classroom
District-Wide Support

- **Pre-Service Days:** August 3-4, 2017
  Two Required Professional Development Days before the start of School
  The second day is reserved for site-based planning and preparation as directed by the principal with 3 ½ hours reserved for planning and preparation

- **Buy-Back-Days:** August 2, 2017, January 26, 2018, March 2, 2018
  Three Professional Development Days throughout the school-year

- **Early Release Mondays (ERM) Every Monday**
  District and Site staff development, grade-level meetings, curricular planning, site improvement plans, etc.
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OUTCOMES

✓ Describe Professional Learning as defined by ESSA.
✓ Describe effective Induction Programs, including CCTC Approved Induction Programs and District specific Induction Programs
Reflection

3. Share three effective components of professional learning and how those components support new educators’ growth.

2. Share two things you want to remember as a future administrator supporting professional learning.

1. Share one impact you want to have on professional learning as an administrator.