

Coppell ISD



Professional Learning Plan

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Introduction

Executive Summary

This Professional Learning Plan (PLP) is an essential component to achieve Coppell Independent School District's (CISD) mission and goals and to connect curriculum design and curriculum delivery. The process for the PLP is based on identified need, offers a variety of professional development models with sufficient follow-up, and provides training for staff at all levels of the system. The PLP is a continuous improvement process designed to increase student achievement based on a comprehensive needs assessment. It is built on the expectation that all supervisors are professional developers of the employees they supervise and all employees seek opportunities for continual growth.

Mission

In keeping with the mission, beliefs, CISD strategic plan, objectives, and parameters of Coppell Independent School District, this Professional Learning Plan is the basis for designing and implementing a systematic approach for professional learning in Coppell Independent School District which promotes continuous improvement by leveraging the individual and the collective capacity of all stakeholders.

Definition

Through the utilization of multiple approaches, professional learning is designed to provide educators with the tools and knowledge needed to teach the curriculum. Professional learning serves to improve professional knowledge, competence, skill and effectiveness that enables learners to succeed in a well-rounded education and to meet challenging academic standards. The professional learning at the district level is determined by analysis of a comprehensive needs assessment, as well as district initiatives. Campus/department professional learning is based on the alignment with the district mission and goals, campus/department needs, and on improving instructional practices.

Philosophy

In CISD, all educators are learners and all learners are educators. Professional learning offered in CISD is grounded in research-based approaches to learning theories, which recognize that all learners have unique needs that must be considered and addressed. Utilizing a backwards design approach, learning opportunities are offered to support stakeholders through the continuum of learning, resulting in sustainable changes in practice.

Guiding Principles of Professional Learning

- Professional learning is an interconnected series of activities aligned to district and campus goals focused on increasing student achievement, school culture, and improving classroom instruction.
- Professional learning includes support for the participants during the implementation of acquired professional learning.
- Sustained professional learning gives participants time to integrate new learning into effective practices for learner engagement and success.
- Sessions are rooted in adult learning theory and utilize the most appropriate structures to achieve their learning objectives.
- Professional learning allows for educator follow-up for observation and feedback.

- Facilitators, who guide the professional learning, are articulate, confident, engaging, respectful, and allow participants to build understanding.
- Facilitators design relevant learning experiences to address participants' professional learning while considering the voice and choice of the participants.
- Facilitators engage participants in thoughtfully prepared sessions by building rapport, continually reading the audience, and responding or adjusting as necessary.

Alignment of Professional Learning

Professional Learning in CISD is aligned to the Learning Forward standards (Learning Forward, 2011):

1. Professional Learning Communities (PLC): 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 aligns its outcomes with educator performance and student curriculum standards.

Long Range Professional Learning Plan

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, and 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
 - CISD Strategic Plan
 - Evaluative feedback on prior offerings
 - Educator 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

CISD Professional Learning Plan Implementation

The CISD Professional Learning Plan is implemented on a 3 year cycle, with annual review and adjustment as needed to address emerging needs or other changes impacting priorities for these services. Each current/immediate year's plan will contain explicit and complete information for each group of educators. The future two years will contain a general informational framework that will be developed in detail as data and other feedback lead to specific contents and contexts for the professional learning offerings. As a year of learning is completed, the subsequent plans will be modified as needed and the 3rd year projected and added to the plan. The plan is based on the Curriculum Management Systems, Inc. (CMSI) characteristics of a comprehensive professional learning plan, research-based best practices in adult learning theory, and standards for professional learning.

CISD Long-Term District Professional Learning Initiatives

The following long-term professional learning initiatives are supported in Coppell ISD:

- Professional Learning Communities (PLC)
- Instructional Coaching: Jim Knight
- Closing the Achievement Gap: Lead4Ward
- Understanding by Design: Wiggins and McTighe

These long-term professional learning initiatives provides sessions on reflective leadership and coaching, lesson design, and using data to make decisions regarding teaching and learning.

CISD Design, Delivery, and Evaluation of Professional Learning

Design of Professional Learning

Coppell ISD believes that professional learning will provide educators with a constructivist learning experience to achieve deeper understanding and allow participants to build their own understanding. To justify time, energy, and money invested, professional learning activities offered in CISD 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. Job-embedded professional learning encourages members of the learning community be engaged and to be respectful participants in collaborative study ([Appendix C](#)). To build the capacity of all professionals to lead and participate in this work, CISD offers the following preparation sessions:

- Instructional Pedagogy - as education continues to shift from acquiring knowledge and skills through the memorization of facts to developing the ability to find and use information to construct knowledge, educators are provided professional learning in evidence-based and research-based approaches in improving learner achievement.
- Curriculum: To support educators in curriculum, professional learning is provided in the craft of weaving together the basic elements of content, skills, and assessments. A curriculum

incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments and recommended resources.

- UbD -Educators design constructivist experiences and facilitate learners' conceptual development and deep understandings as they construct meaning. Educators are intentional in their design so that learners are engaged in active learning by thinking collaboratively, thinking critically, communicating their thinking, representing their thinking, and reflecting on their thinking. Educators have autonomy in creating experiences for the learning process. The district expectation is to follow the scope and sequence for each content area for the designated grade or course and to maintain the integrity of the UbD design model.
- Professional Learning Communities (PLC) -Coppell ISD has invested in Professional Learning Communities (PLC) at the District, campus and departmental levels. It is expected that a PLC be composed of collaborative teams whose members work interdependently to support one another's professional growth and achieve common goals linked to the purpose of student achievement. The expected characteristics of professional learning communities in CISD is:
 - Shared mission and goals;
 - Collaborative teams focused on learning;
 - Collective inquiry into best practice instruction;
 - Action and results driven;
 - Commitment to continuous improvement;
- CISD Classroom Management Framework: In order to equip educators with actionable strategies that improve classroom management and instructional efficacy, the District utilizes the CISD Classroom Management Framework, Appendix J. This Framework is comprised of six essential practices and establishes a common vision among educators and administrators that align with CISD beliefs. The classroom management practices transform our beliefs into actions.
- Support for New to District Educator: All beginning educators (0-1 year experience) new to CISD shall be assigned a mentor and shall successfully complete a District-sponsored induction program. Scheduled induction activities shall be conducted for educators new to CISD including New Hire Induction. Attendance at these activities is mandatory; failure to attend could affect future employment consideration in CISD.
 - The following sequence of activities is recommended for educators who are new to CISD within the first three years of employment. Specific courses that meet these activity requirements will be determined between the appraiser and the educator on the basis of individual needs.

Year 1 New Hire Induction	Year 1 Either after school, in the summer, or on Saturdays	Year 2 Either after school, in the summer, or on Saturdays	Year 3 Either after school, in the summer, or on Saturdays
CISD Classroom Management Framework	Special Education / 504	Questioning for Rigor	ADI - Science K-12 Full Day
Instructional Technology Overview	30 hours GT (on-line)	Understanding by Design	Content Instructional Strategies - District Specific
Content-Lesson Design in the Classroom	Content Instructional Strategies - District Specific	Content Instructional Strategies - District Specific	Write From the Beginning <i>Narrative</i> K-5 6-8 ELAR
CISD Learning Framework	Thinking Maps (online)	Formative Assessment Strategies	
Ethical Literacy	Write From the Beginning <i>Setting the Stage</i> K-5 6-8 ELAR	Write From the Beginning <i>Expository</i> K-5 6-8 ELAR	
	ELPS: by October	Actualizing ELPS in the Classroom	
	Sheltered Instruction		

- **Mentor Training:** In education, a mentor is a highly qualified, experienced teacher who is willing and able to assist a beginning educator. Educators who serve in the role as a mentor are provided thorough training to strengthen the skills, attitudes, and ideas needed to effectively mentor a beginning educator. In CISD, mentor training includes helping mentors understand their scope and limits in their role as a mentor, as well as assist in developing the skills and attitudes needed in order to perform well in their role as a mentor.

Delivery of Professional Learning

To meet the needs of each CISD educator, varied and flexible professional learning opportunities are continuously developed, monitored and supported by CISD's Department of Curriculum and Instruction. Structures for professional learning differ based on the intended outcome, but should always follow the

district guidelines in the Facilitation Framework. These structures include district-level, campus or department level, and individualized professional learning and are available for educators to determine which learning design will be best to meet their identified needs.

In CISD, professional learning takes a variety of forms that are differentiated based upon preferences of adult learners, role related needs, and the nature of learning. It is important to note that faculty meetings that only share administrative information which do not have identified learning goals, are not considered professional learning. The modes of professional learning 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;
- Blended Learning: learning happens, at least in part, at a brick-and-mortar facility and through online delivery with educator control over time, place, path or pace. Examples include: CISD Classroom Management Framework sessions, and the Apple Teacher series;
- 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;
- College or University Coursework: a designated course of study for which District or university credit is offered;
- Common Formative Assessment Development: teams of educators 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;
- Conferences: local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs;
- Content Academies: professional learning targeted to a specific content area (literacy, math).
- Faculty/Grade level/Department Meetings: held for the purpose of formal study groups or educators as a researcher of curriculum, instruction, and assessment design groups, or interdisciplinary planning or sharing of artifacts or analysis of learner work;
- Flipped Learning: inverts traditional teaching methods, delivering instruction online outside of the school day and moving work and discussions into the face to face learning experience.
- 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; this is delivered through a campus based instructional coaching model. Instructional Coaches are content facilitators who support professional learning by providing assistance with various forms of job-embedded professional learning. According to Killion and Harrison (2006), campus based instructional coaches work closely with building principals and educators on a daily basis 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 of initiatives;

- 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: Impact, NTRC Vision-Driven Leadership Academy, NTRC Visioning Institute;
- Leadership Development: 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: Principals' Academy, CISD Twitter Chats;
- 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;
- Professional Learning Community: 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;
- Pilot Participation: establishment of core teams of educators and administrators at given sites to implement specific programs or strategies;
- Professional Learning Session: a brief event designed to build awareness and provide basic information relevant to team member's role and responsibilities;
- Required Annual Trainings: professional learning developed in accordance with Texas Education Code and local requirements that is required of all team members;
- 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;
- 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;
- Virtual Learning: professional learning which utilizes varied and flexible modes of innovative technologies for learning, collaboration, and reflection. Examples include: Schoology Poolside, GT 30 Hours.

Evaluation of Professional Learning

It is expected that all supervisors actively support their team members in their professional growth activities through collaborative development 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 educator performance and ultimately results in improved student achievement.

In order for CISD educators to receive credit for professional learning completed within the District, a survey questionnaire of the professional learning event may be required and completed through Eduphoria. The information gathered will be used to:

- Improve program design and delivery;
- Improve program content, format, and organization;
- Document and improve organization support and understanding of change process which will guide future preparation for capacity building implementation;
- 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.

District Level and Campus Administrators utilize the following macro level evaluation questions to analyze professional learning:

1. What evidence do you have that participants acquired the knowledge and skills?
2. What evidence do you have that participants effectively applied new knowledge and skills?
3. How did this professional learning positively impact student achievement?
4. How will this professional learning be shared and sustained among your learning community?

The following micro level evaluation questions are asked of participants following a professional learning event:

1. Choose all that apply to this professional learning (check all that apply)
 - a. I liked this professional learning
 - b. The material made sense
 - c. My time was well spent
2. Which of the following best describes the usefulness of this professional learning?
 - a. Provided everything I need to use the new ideas
 - b. Good start, and I look forward to using the new ideas
 - c. Good start, and I'd like some more opportunities for clarification
 - d. Don't think these ideas will work very well
 - e. Too soon to tell
3. Indicate the extent to which this professional learning met your needs.
 - a. Addressed my needs completely
 - b. Addressed some of my needs
 - c. Did not address my needs
 - d. Did not help much because I was already familiar with this topic
4. To what extent was this professional learning aligned with the CISD Learning Framework for continuous improvement?
 - a. Closely aligned
 - b. Somewhat aligned
 - c. Not aligned
 - d. Don't know
5. Which of the following best describes the likelihood that you will apply what you have learned in your job?

- a. Currently use and it seems to work well
 - b. Looking forward to using in the next few weeks
 - c. Looking forward to using sometime later in the year
 - d. Would like to use, but do not have the necessary materials
 - e. Previously used, but did not work well
 - f. Previously used, but was not appropriate for my situation
6. What is your key understanding from this professional learning?

Evaluation and Tracking with Eduphoria! Workshop

Eduphoria! Workshop is a professional learning management system that allows team members to enroll in CISD professional learning, submit out-of-district courses for credit, and track their own professional learning in one centralized location. The Professional Learning Department utilizes Eduphoria!

Workshop to:

- Standardize groups and categories in a concise manner to assist team members in their searches for professional learning offerings
- Follow a naming standard for all courses
- Provide the required end of course evaluation feature
- Facilitate the transfer of professional learning hours via the import/export of portfolios
- Standardize the process for tracking professional learning

Professional Learning Roles and Responsibilities

Professional Learning Calendar Year

The professional learning calendar year shall begin on the day following the end of the current contract school year and shall end on April 30th of the subsequent school year. Annual professional learning and flex requirements may be prorated based on an employee's start date.

District

CISD Department of Curriculum and Instruction

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

- Guide implementation of CISD Professional Learning Plan
- Prepare long range planning for district, campus, and department learning plans
- Support all district, campus, and department based professional learning to ensure alignment with CISD Strategic Plan
- Gather data on effectiveness of professional learning offered throughout the district
- Facilitate the development and implementation of CISD's comprehensive instructional coaching model

- Coordinate professional learning resources within the organization
- Assist individuals, as appropriate, seeking support for their own identified professional or personal growth activities
- Assist in identification of appropriate resources for planned professional learning opportunities
- Publish a calendar of scheduled professional learning activities
- Use social media, email, web-site and other communication avenues to inform educators of learning opportunities
- Director of Professional Learning will report documentation of all staff members' flex hours to the Business Office by the last working day in May.

Professional Learning Advisory Committee

The District shall maintain a professional learning advisory committee, including representatives from each campus to inform the Superintendent or designee in the planning of the professional learning calendar and opportunities for growth. The DEIC shall annually approve the District's Professional Learning Plan.

Campus Administration

Campus administration is responsible for approving and reporting completion of flex hours to the Director of Professional Learning for all staff members.

Department/ Team / PLC - a method to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups of practice-based professional learning.

Individual

All CISD employees shall complete professional learning hours during the professional learning calendar year. The professional learning calendar is defined as: first non-instructional day at the end of the school year through April 30th of the following school year.

Employee Specifications:

Campus Exempt employees:

Campus exempt employees on a 187-day and 197-day work schedule include, but are not limited to, classroom educators, instructional coaches, counselors, nurses, librarians, specialists/therapists, special education staff, and any other position deemed by the district to have direct responsibilities with learners.

For professional learning, a minimum of 18 hours of learning/training recorded in Eduphoria! Workshop must be completed during non-contract hours during the professional learning calendar year. These hours are to be accrued, and recorded in Eduphoria, starting the first non-instructional day at the end of the school year through April 30th of the following school year.

Non-exempt employees:

District non-exempt employees on a 187-day and 197-day work schedule include, but are not limited to, instructional paraprofessional employees who are not exempt from overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor as documented in the district timekeeping system. *(Instructional paraprofessional is defined as an individual working in the classroom/learning areas (library, etc.) and supports students directly. FYI: non-instructional paraprofessionals are defined as working in the office/administrative areas.)*

For professional learning, the steps below should be followed:

Professional Learning in CISD <i>(instructional paraprofessional):</i>	Professional Learning not in CISD <i>(instructional paraprofessional):</i>
<ul style="list-style-type: none"> ● Supervisor pre-approves and monitors 8 hours of professional learning, recorded in Eduphoria! Workshop. ● This 8 hours of professional learning must occur outside the contract day, and must be completed between the first non-instructional day at the end of the school year through the second Friday in January of the following calendar year. ● Must clock in/out using the CISD Timekeeping system. 	<ul style="list-style-type: none"> ● Supervisor pre-approves and monitors 8 hours of professional learning, recorded in Eduphoria! Workshop. <p>This 8 hours of professional learning must occur outside the contract day, and must be completed between the first non-instructional day at the end of the school year through the second Friday in January of the following calendar year.</p> <p>Within 10 business days following completion of training/workshop, employee is to email their supervisor and Director of Professional Learning indicating attendance and completion of the training. Certificate of completion/attendance is to be attached to this email (original certificate is to be maintained by the employee).</p> <ul style="list-style-type: none"> ● The Director of Professional Learning will notify Payroll with the number of hours employee to be given in the timekeeping system for this training/workshop. ● <i>Note: if the certificate of completion/attendance is NOT attached to the email, Payroll will not be notified.</i>

Separately, 16 hours of comp time (instructional paraprofessional) must be recorded via clock in/out procedures between July 1 and the third Friday in November for those whose employment agreement includes the exchange hours equal to two workdays. Taking personal days is not an option for 16 hours of comp time.

Part-time Staff Requirements:

All part-time staff working 20 hours or more per contract/agreement must complete the full professional learning requirement. Part-time staff working 19 hours or less per contract/agreement must complete professional learning based upon the number of working hours per contract/agreement (see below chart for requirement).

# of Working Hours Per Contract	Required hours of Professional Learning
19	9 hours
17 - 18	8 hours
15 - 16	7 hours
13 - 14	6 hours
10 - 12	5 hours
8 - 9	4 hours

Employees on special contracts should consult the Payroll Department to verify contract terms.

Staff members are expected to gain approval for flex hours prior to registering for and/or attending a session. Flex hours must relate to the current teaching assignment and area of content certification. If an employee is receiving pay from any source for attending an activity/workshop, the activity/workshop is NOT eligible for flex credit. (It is, however, permissible for CISD to pay employee registration.) Each employee is responsible for keeping record of his/her flex hours and providing documentation according to procedures established by each campus principal. If a course survey is required following the completion of a course, the survey must be completed within 10 calendar days following completion of the course. This survey is located in Eduphoria. If the survey is not completed, credit for the course will not be granted.

Professional Learning Credit for Courses:

SBEC: All professional learning, accrued during and/or after contract hours, is eligible for SBEC credit. *Compliance trainings are not considered professional learning; therefore, compliance trainings are not eligible for SBEC credit.*

Flex: Employment contracts/agreements for all eligible employees shall include hours equivalent to three workdays to be designated as “flex days.” The purpose of the flex hours are for employees to meet the expectation for professional learning by attending workshops, conferences, seminars, and courses. Compliance trainings are not considered professional learning and therefore, are not eligible for flex credit.

Sanctions for Non-Compliance:

Staff choosing not to meet the professional learning expectations shall be:

- Documented through the performance appraisal system, T-TESS.
- Docked at their daily rate of pay in order to return the compensation received for the exchange hours. Payroll deductions shall be done in half-day or full-day increments based on each individual's daily rate as determined by Human Resources

**Pay Reduction for Non-completion of Flex Hours Requirement
(exempt employees - instructional staff):**

Flex Hours Completed	Pay Reduction at Daily Rate
Less than 6 hours	3 days' pay
Between 6.1 and 11.5 hours	2 days' pay
Between 11.6 hours and 17.9 hours	1 day's pay

**Pay Reduction for Non-completion of Flex Hours Requirement
(non-exempt employees - instructional paraprofessionals):**

Flex Hours Completed	Pay Reduction at Daily Rate
Less than 4 hours	1/2 day's pay
Between 4.5 hours and 7.5 hours	hourly rate

Extenuating Circumstances:

A Hardship Waiver Request form must be completed, with supporting documentation, and submitted to the Director for Professional Learning for consideration to waive the annual professional learning requirement due to extenuating circumstances or hardship. Final approval of this request will be the Superintendent of CISD. Request this form from the Director of Professional Learning.

[Hardship Waiver Request Form](#)

College/University Courses:

Transcripts and a course description must be submitted to your supervisor before a new portfolio entry is requested in Eduphoria! Workshop. Up to 6 hours of Graduate coursework, per year, may be requested for flex credit. Final approval is up to campus administration.

Out of District Courses and Conferences:

To receive non-contract professional learning credit for out-of-district workshops and conferences, the staff member is to request credit through Eduphoria! and provide certificate of completion to supervisor. A certificate of attendance from the presenter and workshop/session details must be submitted to your supervisor before a new portfolio entry is requested in Eduphoria! Workshop.

For out-of-district workshops, proof of attendance must be provided to campus administration. Campus administration is expected to use the features with the Eduphoria! Workshop application to verify and approve employee flex hour requests.

Required Compliance Training:

Compliance training shall not apply towards professional learning hours, as well as flex hours. Examples include, but are not limited to, bus driver training (CDL license) and Safe Schools trainings, such as sexual harassment, sexual misconduct, child abuse, FERPA, state assessment, etc. Additional compliance training may be required by the employee's supervisor. List of CISD required compliance trainings is accessible through the below link. (*Note: State Compliance Trainings are not eligible for Flex Credit.*)

[STATE COMPLIANCE TRAININGS](#)

Coaching and Sports Clinics:

Coaching and sports clinics may account for a total of 9 hours towards the 18-hour minimum non-contract requirement for content teachers. Professional learning through attendance at workshops, conferences, seminars, and/or courses is the expectation for the remaining 9 flex hours.

Digital Learning Environments:

Online, distance learning, eCourses, webinars, and/or any combination thereof, are acceptable for professional learning hours when pre-approved by the supervisor.

Book Studies:

Six hours of professional learning is the maximum number of possible hours for a single book study. Hours are not accrued for reading the book, but are given for the time spent processing and applying the content (discussions, round robins, application action plans, and or presentations/sharing). A Book Study Proposal Form must be completed and submitted for approval to the campus administrator prior to scheduling a book study.

[Book Study Proposal Form](#)

Monitoring Compensation Time:

Compensation balances for non-exempt employees can be accessed from the time system on a weekly basis.

Official Time:

The campus or department is not responsible for calculating compensation time for non-exempt employees. Calculations are done in the Payroll Department to ensure legal and accurate calculations are completed.

Instructor Credit (During Non-contract):

Workshops that educators conduct for other CISD educators during non-contract time shall count double toward the minimum 18-hour non-contract (flex) requirement. If educator is receiving payment for the workshop, then flex hours will not be granted.