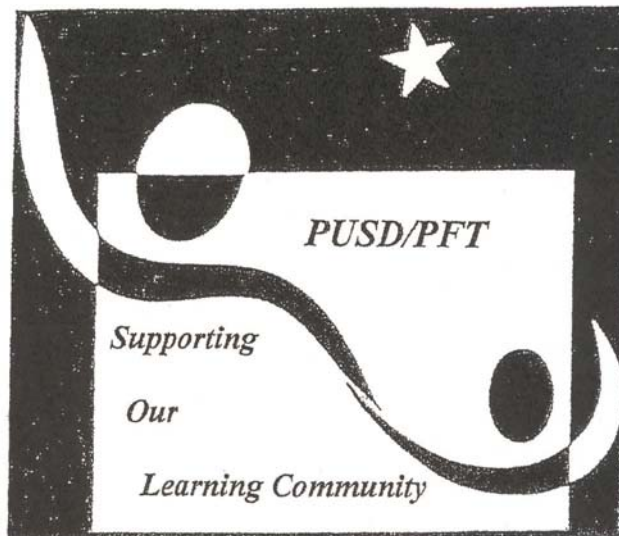


The Poway Unified School District
and
The Poway Federation of Teachers

Teaching & Learning Cooperative



Resource Guide

Rev. 2/2007

**PROFESSIONAL DEVELOPMENT
ADVISORY BOARD MEMBERS
2006-07**

Mary Jo Coffee, Black Mtn. Middle School
Secondary Site Representative

Bonnie Corduan, PPAP
Elementary Site Representative

Jean Cox, Painted Rock Elementary
Elementary Site Representative

Cindy DeClercq, Adobe Bluffs
Site Administrative Representative, Elementary

Alex Fousek, Rancho Bernardo High School
Secondary Site Representative

Mark Houle, PFT President

Eric Lehew
Director, Learning Support Services

Greg Magno, Mt. Carmel, High School
Site Administrative Representative, Secondary

Janet Malone *
Director, Learning Support Services, Staff Development

Kevin Skelly, Ph.D.
Associate Superintendent, Learning Support Services

Karen Wusthoff, NBCT *
PFT Director

* Karen Wusthoff and Janet Malone – co-chairs 2006-07

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POWAY TEACHING & LEARNING COOPERATIVE

A Professional Development Program of the Poway Unified School District
and the Poway Federation of Teachers

PROGRAM DESCRIPTION

The National Foundation for the Improvement of Education, in their 1996 research report, “Transforming Professional Development for Student Success,” states:

To improve student achievement, public schools must weave continuous learning for teachers into the fabric of the teaching job. This work can and should be initiated by the teaching profession itself in partnership with other educators, communities, districts, and states.

In response to this and subsequent additional research positively linking the quality of the classroom teacher with improved student learning, the Poway Federation of Teachers and the Poway Unified School District agreed to jointly initiate the Teaching & Learning Cooperative (TLC) specifically designed to meet the needs of the teachers and learners in PUSD and support attainment of District goals.

PURPOSE

The purpose of this program is to improve student learning by supporting professional development activities that are closely related to the work of teaching and the process of learning. Research studies have clearly identified traits of professional development activities that positively impact student achievement and effectively meet the needs of adult learners. Critical attributes include:

- Content focused on instructional design and implementation
- Processes characterized by inquiry, observation, research, and collegial interactions
- Contextual support for job-embedded professional learning.

THE ADVISORY BOARD

The Professional Development Advisory Board will be composed of four (4) PFT and three (3) District members, selected by each party. Under the joint supervision of the PFT President and Associate Superintendent of Learning Support Services, Karen Wusthoff representing the PFT and Janet Malone representing LSS will have the responsibility of co-chairing the Advisory Board.

ADVISORY BOARD RESPONSIBILITIES:

The Advisory Board has four primary responsibilities for the Teaching & Learning Cooperative: Design; Management; Support; and Improvement.

- I. DESIGN A HIGH QUALITY CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM WHICH IS ACCESSIBLE, RESPONSIVE TO PARTICIPANT NEEDS, AND FOCUSED ON STUDENT AND ADULT LEARNING, INCLUDING:**
 - a. Develop procedures for the submission of professional growth proposal;
 - b. Define the quality criteria that will be used to review participant proposals;
 - c. Develop procedures for the allocation of TLC points earned; and
 - d. Develop guidelines for the maintenance of participant records.

- II. OVERSEE THE IMPLEMENTATION OF THIS PROFESSIONAL DEVELOPMENT PROGRAM, INCLUDING:**
 - a. Communicate the program's purpose and procedures and the link with classroom practice;
 - b. Solicit professional development proposals from program participants; review proposals and assign the appropriate number of TLC points to those proposals that meet the quality criteria;
 - c. Oversee and manage the on-going communication regarding TLC opportunities; and
 - d. Oversee and manage the budget in support of TLC opportunities.

- III. PROVIDE SUPPORT TO PARTICIPANTS, INCLUDING ASSISTANCE TO:**
 - a. Proposal originators during the proposal development process;
 - b. Facilitators of TLC offerings; and
 - c. Individual program participants, as needed.

- IV. REGULARLY REVIEW THE IMPACT OF THE PROGRAM AND MAKE INDICATED MODIFICATIONS TO ENSURE QUALITY AND ACCESS.**

QUALITY CRITERIA ALIGNMENT

The Professional Development Advisory Board has established the following criteria to ensure the quality of all TLC professional growth activities. Proposals should align with the priority goals of the District and contribute to successful attainment of those goals. These include:

- K-12 Literacy (Reading, Writing, Mathematics)
- Proficiency for all students across all grade levels and content areas as measured by standardized state measures (CST, CAHSEE)
- Increased access to rigorous curriculum and courses for all students (AP Classes, A-G)

In addition, each activity proposal must align with:

- the PUSD Continuum of Teaching Standards
- the California K-12 Academic/Content Standards
- the National Staff Development Council Standards for adult learners

PARTICIPATION OPTIONS

Teachers are invited to consider what professional growth experience best meets their needs and the needs of their students (models can be found on the TLC website at <http://www.powayschools.com/projects/literacy/SSTTL/TLC.htm>). It is the intent of the TLC to provide multiple, varied, high quality, job-embedded options for professional growth and improving student learning. Options may include, but are not limited to, activities such as:

- Professional study teams focused on pedagogy or academic content
- Action research
- Collegial coaching
- Continuous improvement projects
- Lesson study
- District-offered activities
- Participation in conferences and workshops offered inside and outside the District
- Subject-matter focused activities

Alternative Evaluation: Although separate programs, the Alternative Evaluation and TLC programs may support each other in the following way: If an Alternative Evaluation goal of a teacher and the content of a TLC activity are focused on the same content, curriculum, and/or learning targets, a TLC activity can be identified as one way the teacher identifies to support attainment of the Alternative Evaluation goal.

PROPOSAL SUBMISSION AND REVIEW PROCESS

Professional development proposals may be submitted to the Professional Development Advisory Board by teacher teams, school-based teams, individual teachers, and/or District staff developers. Support for this process is available as follows:

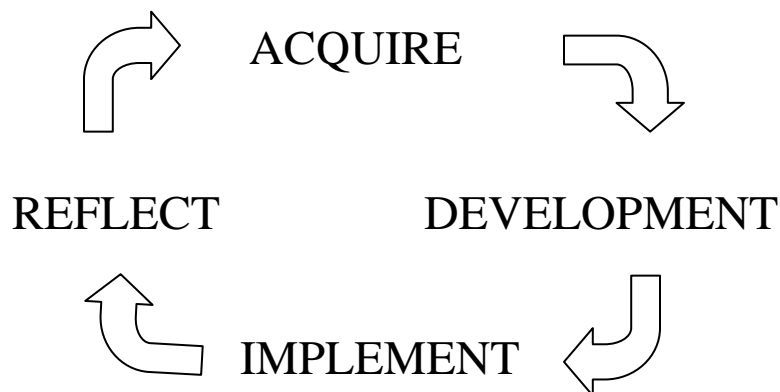
- Elementary level: Bonnie Corduan (bcorduan@powayusd.com) or Jean Cox (jcox.@powayusd.com)
- Middle/High level: Mary Jo Coffee (mjcoffee@powayusd.com) or Alex Fousek (afousek@powayusd.com)

Proposals received by the 10th of each month will be reviewed during monthly meetings of the Professional Development Advisory Board. Proposals may be submitted **electronically** to Bonnie Corduan, Jean Cox, Mary Jo Coffee, Alex Fousek, Karen Wusthoff, or Janet Malone by **e-mail**. Information provided on the Proposal Form will be used by the Advisory Board to review each proposal. All proposals will be reviewed and feedback will be provided to the proposal originator.

The review process can take up to three weeks before final approval of a proposal.
ALL TLC PROPOSALS AND FACILITATOR REQUESTS MUST BE APPROVED BEFORE WORK BEGINS. THERE ARE NO RETROACTIVE APPROVALS.

All proposals must:

- Utilize the Teaching & Learning Cooperative Proposal Form ([Facilitator form](#) or [Individuals or Groups of 2-4](#)) to ensure the information necessary for objective screening is provided.
- Align with the quality criteria identified by the Professional Development Advisory Board. These include the PUSD Continuum of Teaching Standards, the California K-12 Academic Standards, PUSD District Goals, and the adult learning standards of the National Staff Development Council.
- Link with identified student needs and/or identified professional growth objectives.
- Include plans for acquisition of new learning, for development and implementation of the new information in the classroom or work setting, and for reflection on the impact of that implementation on student learning.



TLC POINTS

It is the intent of the TLC that teachers will be compensated for continuing to grow professionally through a point system that supports the NCLB California Teacher Quality Plan (40 hours/10 points). In the TLC, ten (10) points is the equivalent of approximately 40 hours of work; twenty (20) points is the equivalent of approximately 80 hours of work. No partial-credit points will be allocated. Proposals requesting more than 20 points will be reviewed by the board on a case by case basis. Points have an expiration date of five (5) years from the date earned.

For teachers who participate in TLC professional growth activities, it is expected that more than 50% of the activity involved will occur outside the contractual workday. For teachers who are on a year-round schedule who would like to attend a summer TLC, the teacher must work with the facilitator to ensure that at least 50% of the proposal's requirements are worked outside of the contracted day. Productive professional growth activities are embedded in the work teachers and students do, thus some of the professional growth activities will naturally occur during the workday. Classroom implementation and collegial collaboration are examples of these.

Teachers who acquire 40 TLC points will receive compensation as determined by the prime column appropriate to the teacher's current placement on the salary schedule. Placement on the prime column is for a period of three years and results in compensation valued at 1.5% above the non-prime compensation. During this time, teachers who wish to remain on the prime column must accrue an additional 40 points. Failure to accrue 40 points during each three-year period will result in removal from the prime column until such time as 40 points have been accrued. If a teacher accrues more than 40 points in a three-year period, up to 20 points may be carried into the next three-year period. To ensure quality and prevent intrusion into other professional responsibilities, it is recommended that a teacher earn no more than 40 TLC points during one school year. Teachers may earn points beyond the 20 point carry over, but should be aware that some points may expire before they can be used.

Leave of Absence: If on a paid leave, a teacher may continue to earn points and the point accrual time runs. If on an unpaid leave, points are placed "on hold" until a teacher returns from leave. If the leave occurs for a partial year and paid employment equals at least 75% of the 188 contracted work days in that year, points may be earned, and point accrual time runs.

Teachers interested in earning more than 40 points in one year must submit a waiver to the Advisory board prior to participating in a TLC activity that will result in additional points. A maximum of 50 points will be considered. Waivers must substantiate the need/value of additional TLC participation, as well as ensure that classroom responsibilities remain each teacher's primary focus.

If a teacher desires to earn points for a TLC proposal, that intent must be stated either to the facilitator, or in the case of a facilitator proposal, to the Professional Development Advisory Board, in the beginning of the proposal's timeline prior to beginning any work. A teacher cannot claim points "after the fact." Points will not be awarded retroactively.

Points will be awarded upon satisfactory completion of the proposal, as verified by the facilitator. All proposal requirements must be completed within the proposal's established timeline. No points will be awarded *prior* to completion of the proposal's timeline.

Once a proposal is approved, the points must stand as approved. If the hours appear to be more than originally applied for, a facilitator may submit an additional proposal to cover the additional hours *prior* to the proposal's implementation. TLC work must be completed and verified by October 1st of the school year, in order to be credited for salary advancement retroactive to July 1st.

FISCAL SUPPORT

A budget up to \$500.00 per proposal has been established to help cover costs of participant materials, publishing costs, and facilitator hourly pay (where needed). Funds may not be requested for conference fees, substitutes to attend the TLC, food, or guest speakers. If a proposal is specific to one site only, then the expenses will be shared equally between the site and the Professional Development Advisory Board, in an amount up to \$500.00.

Facilitators who do not wish to obtain TLC points for facilitating a proposal may opt for hourly pay via timesheet as follows:

- Up to 30 hours for a 10 point proposal
- Up to 60 hours for a 20 point proposal

Timesheets must be submitted to the Professional Development Advisory Board for review before submission to payroll.

STEPS FOR PARTICIPATION

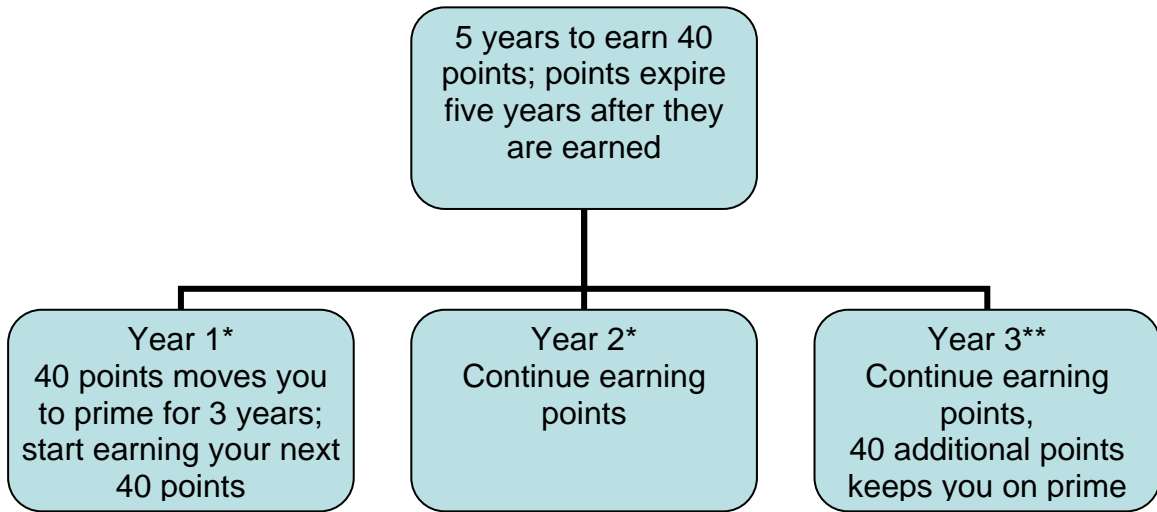
Participation in the Teaching & Learning Cooperative is voluntary. Although teachers may engage in a variety of worthwhile professional growth activities, only those submitted to the Advisory Board, reviewed for alignment with identified quality criteria, and assigned points prior to the start of the activities will be considered for TLC compensation. Access should be open and available to all teachers who fit the "parameters" of the TLC.

To take advantage of the TLC point system:

1. Obtain a TLC Proposal Form (Facilitator or Individual or Groups of 2-4)
 - All TLC forms can be found on the website at <http://www.powayschools.com/projects/literacy/SSTTL/TLC.htm>
2. Write a proposal that provides all indicated information and identifies:
 - Participants
 - Schedule of activities and associated time estimates
 - Anticipated outcomes
3. Submit the proposal to your Professional Development Advisory Board contact by the 10th of the month. Remember, it takes approximately three weeks for the proposal review process:
 - Proposals must be received by the 10th of the month to be considered at a monthly Advisory Board meeting.
 - Proposals will be reviewed by the Advisory Board at regularly scheduled meetings (August through June).
 - All proposals will receive feedback and if modifications are indicated, personal assistance will be provided.
 - Proposals for summer work must be received by May 10th.
4. Receive feedback from your Advisory Board contact:
 - If no modification is indicated, begin the planned activities.
 - Refer to the Facilitator Guidelines for procedures when beginning a TLC to ensure that all participants are fully aware of expectations.
 - If modification is needed, revise proposal and return it to an Advisory Board chair to continue the review process.
5. Complete the activities and summarize TLC work and the outcomes, including the impact of the implementation on student learning and on self.
 - If you are a participant in a facilitated TLC activity, complete and submit your TLC work to the facilitator.
 - If you are a facilitator or an individual participating in an un-facilitated proposal, complete and submit a TLC Summary Form to your Advisory Board representative.
 - Facilitators must include a list of the participants who met the requirements to ensure TLC points will be awarded.
6. Maintain a professional file that includes:
 - Documentation (time logs, student work samples, etc.) that provide evidence of your time spent
 - Copies of TLC Summaries
 - Record of points acquired

TLC Points Cycles

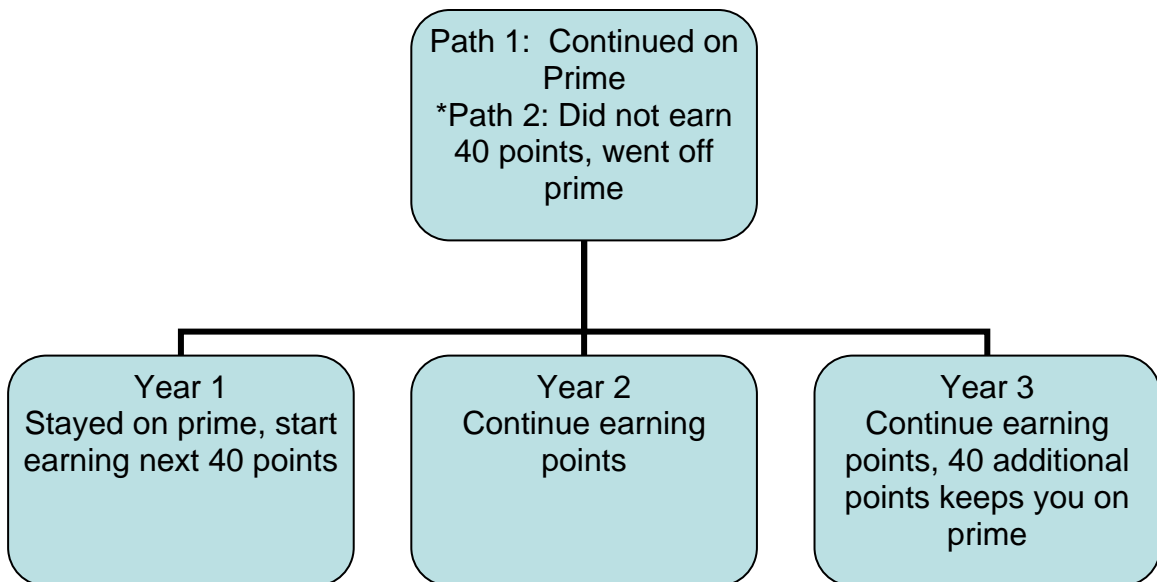
Start earning TLC points:



*40 points is the maximum number of points to be earned in any one year period

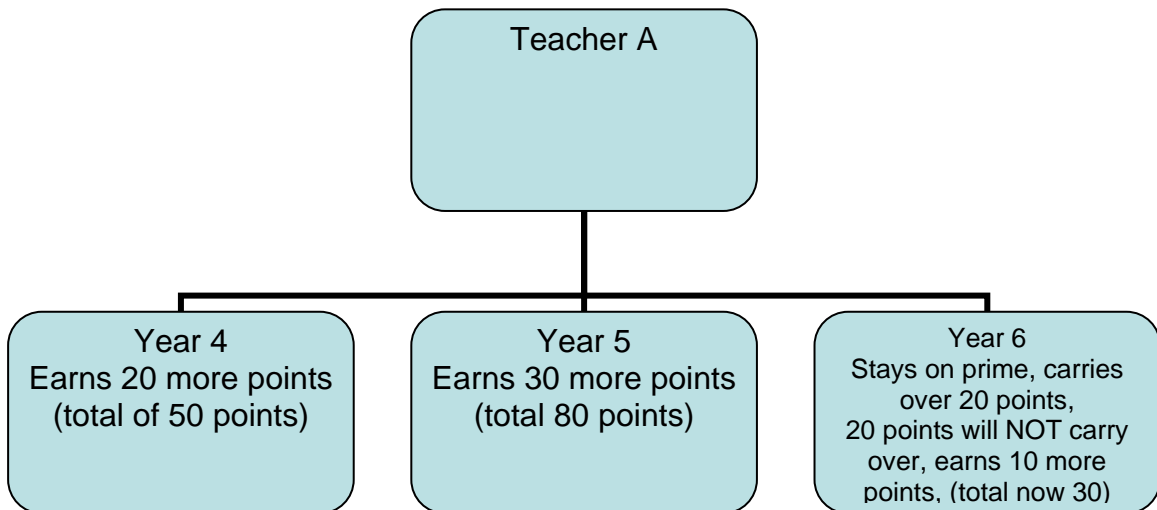
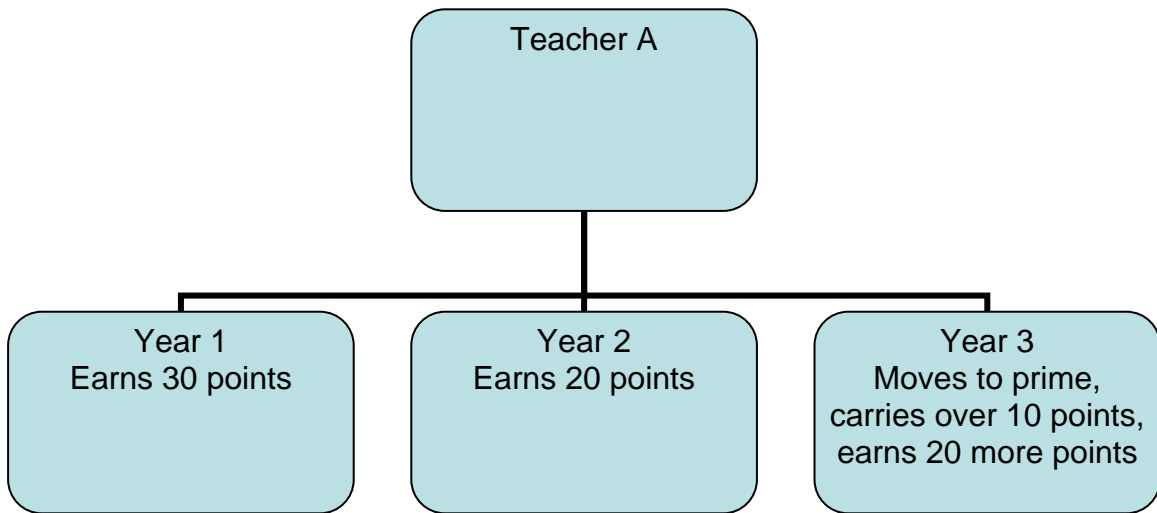
* **If you earn over the 40 additional points during this three year period, only 20 points will carry over to the next three year cycle.

Split to two paths:



*Continue to earn points until you go back to prime, but remember: after 5 years, points expire

How this might look for a teacher:



*It is important to know that once a 3 year cycle has been completed, 40 points will keep a teacher on prime, and only 20 additional points beyond the 40 needed to stay on prime will be carried over.

TLC Information- If you choose to be a facilitator

As the facilitator of a TLC project, you must choose between receiving points as the facilitator of the project (in addition to any points you will be receiving if you are also taking the TLC) **OR** receiving teacher hourly compensation. You may not receive both forms of compensation. There are specific guidelines to understand as you make your choice.

Facilitator Points:

This is the route to take if you wish to be receiving points as a facilitator who is acquiring new learning. You need to write a SEPARATE proposal (see Facilitator template) showing how you are doing the three areas (acquiring new knowledge, implementing, reflecting) in your role as a facilitator to teachers. Your proposal must justify 40 hours if you are seeking 10 points, or 80 hours if you are seeking 20 points. The proposal MUST be submitted with the TLC proposal and be approved PRIOR to the start of your work.

Teacher Hourly:

This is the route for those who wish compensation for administrative tasks connected with TLC projects, (getting the work together, presenting and checking through the work); or for facilitators repeating facilitation of an unchanged TLC project who have previously received points as a facilitator for that project. If you do not want to pursue points via a Facilitator proposal, you may opt for teacher hourly pay. You need to declare this under the “Budget” section of the TLC proposal. Remember, for a 10 point project, teacher hourly compensation is limited to no more than 30 hours, and to no more than 60 hours for a 20 point TLC. You will need to keep written track of your hours on a timesheet.

Facilitator Choices

