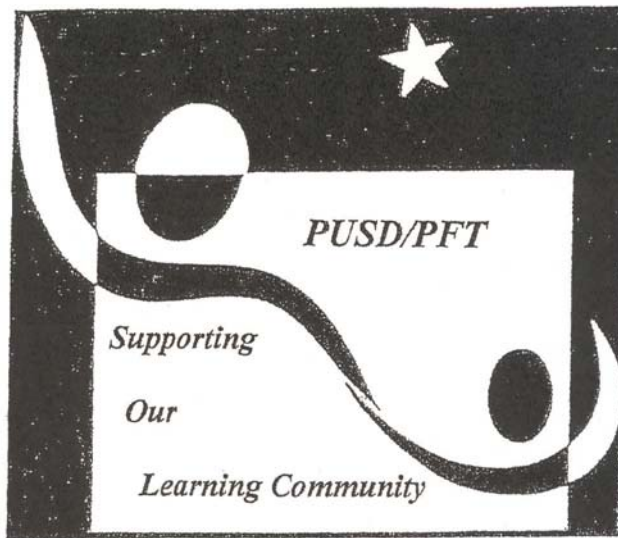


The Poway Unified School District
and
The Poway Federation of Teachers

Teaching & Learning Cooperative



Resource Guide

Rev. 4/09

**PROFESSIONAL DEVELOPMENT
ADVISORY BOARD MEMBERS
2009-2010**

Cindy DeClercq, Willow Grove Elementary
Site Administrative Representative, Elementary

Mark Houle, PFT President
Member, Ad Hoc

Christine Kisselburgh, Mt. Carmel High School
Special Education Representative

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

Noreen Walton *
Director, Learning Support Services

Terianne Libby, Poway High School
High School Site Representative

Mel Robertson
Assistant Superintendent, Learning Support Services

Lynne Harvey, Monterey Ridge Elementary
Elementary Site Representative

Mark Vitti, Oak Valley Middle School
Middle School Site Representative

Karen Wusthoff, NBCT *
PFT Director

* Karen Wusthoff and Noreen Walton – co-chairs 2009-2010

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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 a minimum of four (4) PFT and three (3) District members, selected by each party. Under the joint supervision of the PFT President and Assistant Superintendent of Learning Support Services, Karen Wusthoff representing the PFT and Noreen Walton 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 proposals;
 - 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 and support the District's strategic vision of college readiness and/or post secondary preparation, 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, CMA, CAPA, etc.)
- Increased access to rigorous curriculum and courses for all students (AP Classes, A-G)

In addition, each activity proposal must align, where appropriate, with:

- PUSD Continuum of Teaching Standards
- California K-12 Academic/Content Standards
- National Staff Development Council Standards for adult learners
- Critical Skills Special Education Standards
- Pre-School Standards

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 <https://staffdev.powayusd.com> under TLC Opportunities, Information tab). 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-specific activities
- Participation in on-line learning opportunities focusing on improvement of teaching competency to enhance learning for students and teachers.

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 of the ways the teacher works to attain the Alternative Evaluation goal.

PROPOSAL SUBMISSION AND REVIEW PROCESS

TLC Proposals received by the 1st of each month will be reviewed during monthly meetings of the Professional Development Advisory Board. TLC Proposals must be submitted **electronically** via e-mail attachment, to Lynnette Turner (<mailto:lturner@powayusd.com>), administrative assistant for the PDAB. Information provided on the Proposal Form will be used by the Advisory Board to review each proposal. All TLC proposals will be reviewed and feedback will be provided to the originator.

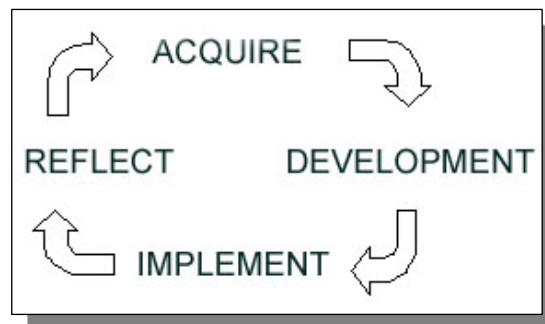
TLC Proposals may be submitted to the Professional Development Advisory Board by teacher teams, school-based teams, individual teachers, and/or District staff developers. Support for this process is available as follows:

Elementary level: Lynne Harvey (lharvey@powayusd.com)
Middle School: Mark Vitti (mvitti@powayusd.com) or
High School: Terianne Libby (tlibby@powayusd.com)
Special Education: Christine Kisselburgh (ckisselburgh@powayusd.com)

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 TLC Proposal Form to ensure the information necessary for objective screening is provided.
- 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.
- Align with the quality criteria identified by the Professional Development Advisory Board. These include the PUSD Continuum of Teaching Standards, Critical Skills Special Education Standards, the Pre-School 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.



TLC POINTS

Teachers will be compensated for continuing to grow professionally through a point system that supports the NCLB California Teacher Quality Plan. 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.** 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 TLC hours will occur outside the contractual workday.** Teachers who are on a year-round schedule and would like to attend a summer TLC, must work with the facilitator to ensure that over 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 inside the contract day. 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 three-year period, 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.

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 that will result in additional points. A maximum of 50 points per year 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.

Participants whose intent is to earn TLC points must be electronically enrolled in the TLC. A teacher cannot claim points "after the fact." Points will not be awarded retroactively.

Points will be awarded upon satisfactory completion of the TLC, as verified by the facilitator or PDAB representative. 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 will 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.

Leave of Absence: A teacher on paid leave is subject to the same TLC point guidelines described above. If on an unpaid leave, points are placed "on hold" until the teacher returns, or until 39 months have passed, whichever occurs first. If the leave occurs for a partial year and paid employment equals at least 75% of the contracted work days in that year, points may be earned, and point accrual time runs. If a teacher is reduced in force, the earned points will be placed "on hold" until the teacher is rehired, or until 39 months have passed, whichever occurs first.

FISCAL SUPPORT

A budget up to \$500.00 per proposal has been established to help cover costs of participant materials and publishing costs. 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, the site must bear at least 50% of requested amount, with the PDAB contribution not to exceed \$500.

Any participant who fails to complete a TLC, and was supplied with materials for that TLC, must either return all materials (such as books, software, etc.) to the facilitator in usable condition or reimburse the materials.

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
- An appropriate facilitator/participant ratio must be maintained in order to pay facilitators. Unless otherwise approved, stipends will be paid as follows:

Number of Participants	Number of Facilitator Stipends
1-8	1
9-16	2
17-24	3

Before the TLC starts, teams of facilitators must agree that if the enrollment drops below the needed ratio, they will split one stipend.

Timesheets must be submitted to the Professional Development Advisory Board grade-level representative for signature at the end of the TLC. Once the representative has signed the timesheet, it will go to Lynnette Turner to process. Timesheets will not be processed until the conclusion of the TLC and must be presented within three (3) weeks of the TLC completion date.

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 Professional Development 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 members of the bargaining unit who fit the “parameters” of the TLC.

To take advantage of the TLC point system:

1. Obtain a TLC Proposal Form. All TLC forms can be found on the website at <http://staffdev.powayusd.com>.
2. Write a proposal that provides **ALL** information indicated on the forms.
3. The completed TLC proposal must then be submitted **electronically** via e-mail attachment by the 1st of each month for approval at that month’s PDAB meeting, to Lynnette Turner, Learning Support Services (<mailto:ltturner@powayusd.com>). Lynnette will date stamp the TLC and forward to your Professional Development Advisory Board representative.
4. Your representative will read the TLC proposal carefully. If no modification is indicated, the documents will be sent to the co-chairs for approval. If modifications are needed, suggestions will be made and the proposals returned to the writer for editing.
5. Proposals will be reviewed by the Co-chairs at regularly scheduled meetings. After this review, proposals will either be returned to the writer with suggestions, or will be sent to the PDAB for final approval. Once approval has been given, the originator will be contacted and work may begin on the TLC activities.
6. Proposals will be reviewed by the PDAB at regularly scheduled meetings (August through June).
7. Proposals for summer work must be received by Lynnette Turner no later than May 1st.
8. When the activities in the TLC proposal are completed, the following steps need to be done in order to receive credit for the TLC:
 - Turn in to facilitator or advisor your completed portfolio for evaluation by date set by facilitator. This includes your Summary Reflection - the one page summary detailing the impact on the participant(s) learning and the learning of their students
 - Complete on-line survey.

FACILITATORS:

If you are a facilitator, in addition to the above:

- Complete a Facilitator Summary of the TLC (summary form found on website) and submit it along with your timesheet (if you took facilitator hourly in lieu of points) to your Professional Development Advisory Board representative within three weeks of completion of your TLC.
- Facilitation hours (if you chose hourly) must be kept on a timesheet by the facilitator. This timesheet will be processed at the conclusion of the TLC, and must be given to the PDAB grade level representative for authorization within three (3) weeks of the TLC completion date. For a 10 point TLC, the paid facilitator hours cannot exceed 30 hours. For a 20 point TLC, the paid facilitator hours cannot exceed 60 hours.
- Complete the online Facilitator survey.
- Retain your participants' Summary Reflections. PDAB recommends you retain these documents for a period of three years.

Facilitation limitation: Teachers who are active in a classroom are limited to facilitating up to 20 points per six-month period, for a maximum total of 40 points per year. Facilitators may petition the Professional Development Advisory Board if they would like to facilitate more than 40 points in one year.

TLC's that contain a "collaboration" component: When a TLC is written that involves collaboration with colleagues (two or more) as a component of the TLC, and sufficient numbers of colleagues do not register for the TLC, or the number drops below the level needed for collaboration to complete the TLC as written, the originator of the TLC must contact their PDAB representative immediately to discuss and amend the TLC in order to receive points, which may be modified from those originally approved.

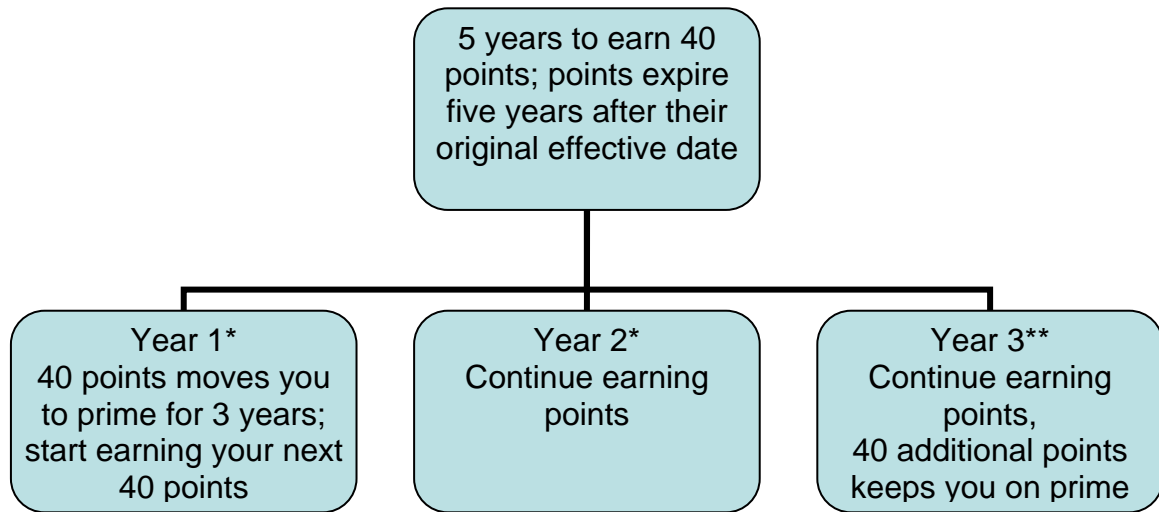
PROFESSIONAL FILE

It is in the teacher's interest, but it is not required, to maintain a professional file for a period of at least 3 years that includes:

- Documentation (time logs, student work samples, etc.) that provide evidence of time spent in TLCs
- Copies of TLC Summaries
- Record of points acquired

TLC Points Cycles

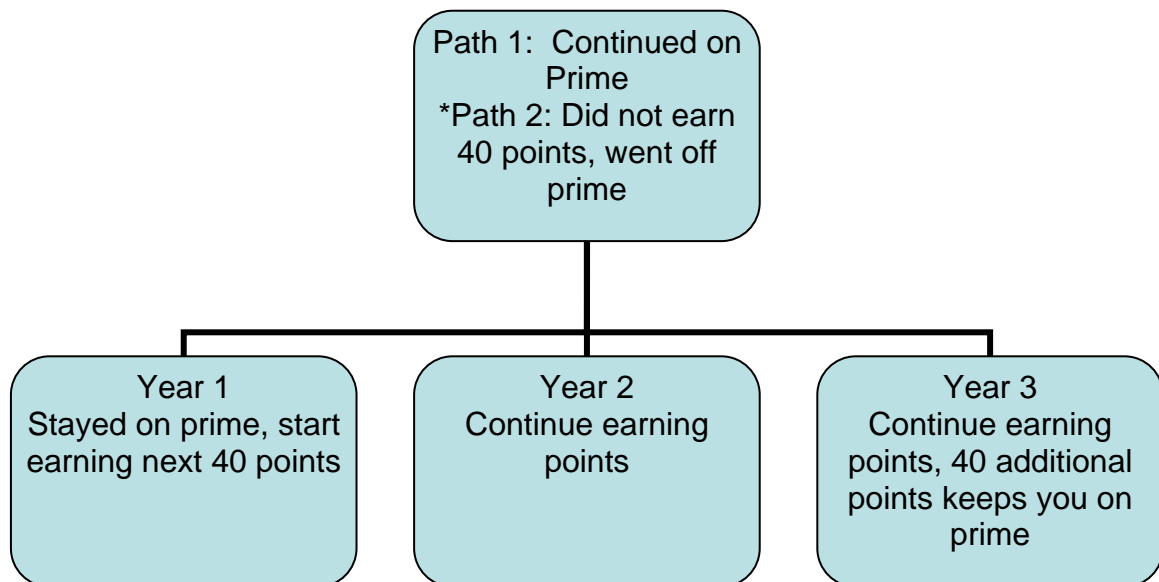
Start earning TLC points:



*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:

