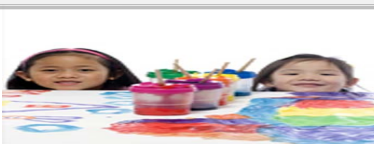


La Joya ISD

Quality District Model Teacher Handbook



2011-2012



LA JOYA INDEPENDENT SCHOOL DISTRICT
201 EAST EXPRESSWAY 83-LA JOYA TX 78560

DISTRICT PHILOSOPHY

La Joya I.S.D. is dedicated to the belief that in order for all students to attain mastery of the instructional goals, there must be a district-wide commitment to constant renewal according to the most effective practices and procedures in the most current research findings. In order to operationalize this philosophy in the most comprehensive and organized manner, the district has adopted the Quality District Model.

The district's Mission Statement, Foundation Beliefs and Desired Student Exit Behaviors: Learner Outcomes exemplify this philosophy.

DISTRICT PHILOSOPHY

The La Joya Independent School District operates from the mission statement that “Educational Excellence is the Right of Every Student.” This position demands that every adult in the organization will act purposefully to create conditions for every student to receive maximum educational services.

Our mission statement is based on a series of foundation beliefs regarding learning and teaching as a reciprocal relationship. These include:

1. We believe that all students can learn.
2. We believe that having sufficient time to learn and appropriate support are critical enablers.
3. We believe that schools control all of the variables that influence student success. The task of schools is to alter the learning environmental to provide conditions of success.
4. We believe that the manner in which a pupil views himself/herself will have direct and important bearing on success for that individual.
5. We believe that one of our most significant roles is to intentionally enhance the pupil’s view of himself/herself as a learner and as a worthwhile person.
6. We believe that all pupils can be expected to successfully acquire what we identify as critical learning. The rate at which pupils will acquire these skills will vary but the expectations for their success will not.
7. We believe that all pupils have unique skills and talents. Our task is to identify them and nurture their development.
8. We believe that any artificial grouping or selecting process, which places pupils in situations where learning expectations and opportunities are automatically limited, is not acceptable.
9. We believe that all pupils can acquire skills and understanding at higher cognitive levels. We commit to keep opportunities open for each learning task.
10. We believe that students proficient in a language other than English are empowered through their first language.
11. We believe that the role of the teacher is that of advocate. All adversarial relationships need to be systematically reduced and eliminated.
12. We believe that learning will likely be more successful when learning experiences have meaning for the pupil.
13. We believe that all of our professional behaviors need to be intentionally aligned with most recent research regarding learning and individual behavior.
14. We believe that learning is an open experience. There are no mysteries or surprises in the total process. What is to be learned, how it is to be learned, and how it will be assessed will be clear and open at all times.
15. We believe that a pupil’s rate of learning may vary from task to task. We are committed to keep opportunity open and support available until critical learning is acquired.
16. We believe that the rate at which a pupil learns not necessarily determines the success of the learner. The most critical requirements are that a pupil learn and be successful. Rate has no influence in determining the power of critical learning.

Desired Student Exit Behaviors: Learner Outcomes

1. Having positive self-esteem as a learner and a person.
2. Performing cognitively from low to high levels – both critically and creatively.
3. Demonstrating effective process skills including problem-solving, communication, decision-making, accountability, and group process skills.
4. Functioning as self-directed learners.
5. Showing concern for others.
6. Demonstrating proficiency in two-languages-English & Spanish.
7. Effectively utilizing computer technology.
8. Developing and maintaining physical well-being.

La Joya I.S.D. Mission and Vision Statements

Mission Statement

Educational Excellence: The Right of Every Student

District Vision

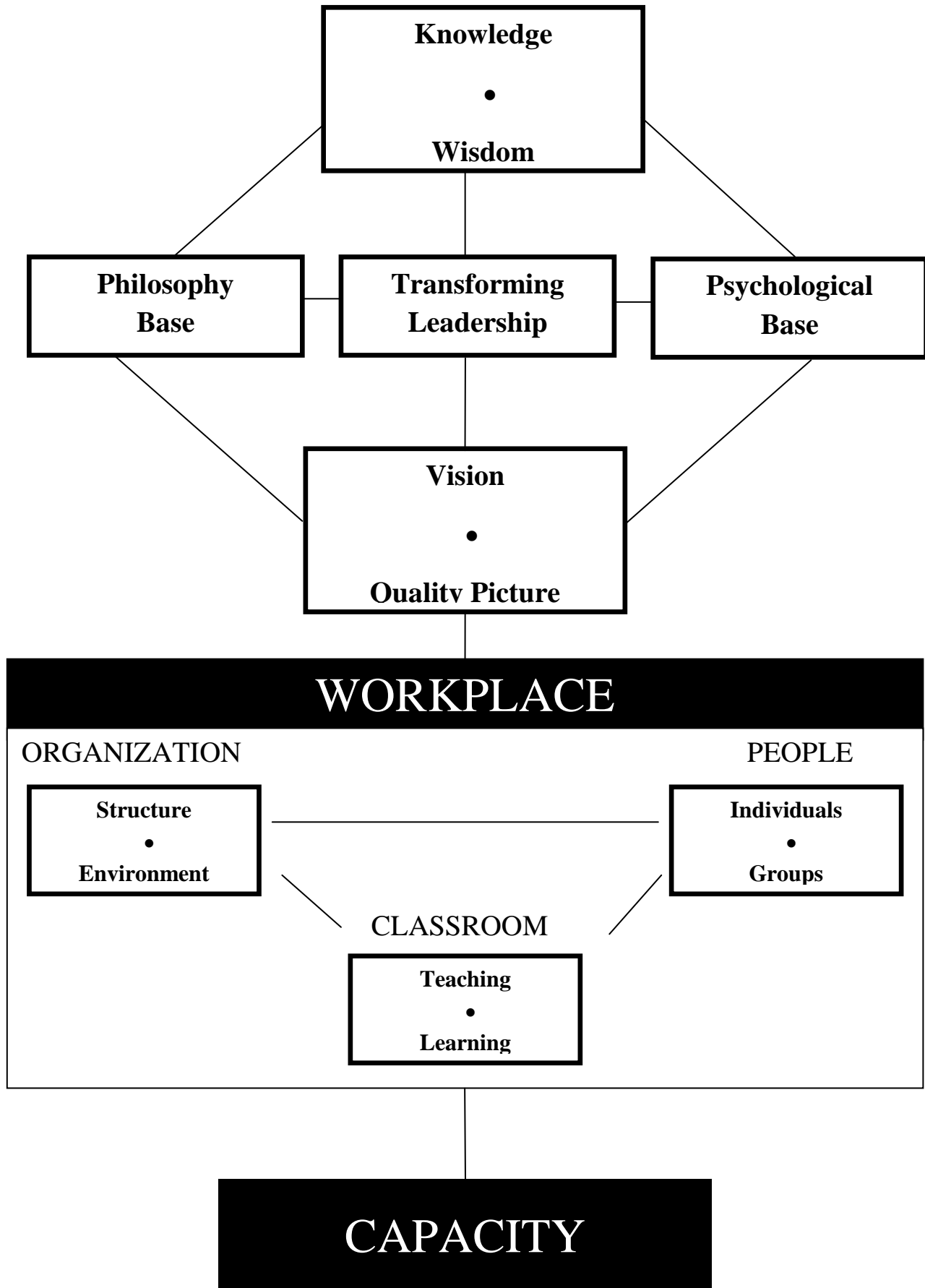
La Joya I.S.D. will create a nurturing environment that encourages every student to reach their highest potential.

We pledge to improve the quality of work to address community, state, and national standards so that all learners can be successful in and beyond school.

We commit to use all resources to achieve this purpose.

THE QUALITY DISTRICT

A Total Systems Module



CREATING THE PROBABILITY FOR QUALITY **DTSTRICK MODEL SUCCESS**

The power of the Quality District Model is unlimited but it is not guaranteed. Because individuals and groups are the prime actors, how well they involve themselves is the key to success. The following statements reflect the pre-requisites which each participant must either bring or develop if the optimum is to be attained.

What makes it go —

1. School personnel who know that significant improvement:
 - a) Is imperative.
 - b) "Will require extra time and effort.
 - c) Will necessitate picking up new skills or gaining more strength in current skills.
 - d) Means letting go and moving on.
 - e) Does not indict the past. It simply acknowledges that there are newer, better and more productive alternatives.
2. School personnel who are open and honest in addressing both institutional and personal issues.
3. School leaders who are willing to explore and eventually shift to new roles and relationships.
4. School personnel who know that significant change takes time and produces conflict and differences.
5. School personnel who have not given in to pessimism and cynicism and who still have energy they are willing to commit.
6. School personnel who can be motivated by a vision of becoming: of the possible: of the new and the exciting.
7. School personnel who have the faith that there are better ways of developing and living personally. Often times the commitment and the initial actions are ample to generate exceptional enthusiasm.
8. School personnel who recognize that the dynamics of people working together creates complex situations and realities. New norms, new expectations and new behaviors take time and perseverance. There are no quick or easy remedies. Quick fixes are rejected because they have no meaning and no assurance that they will be significant.

To Function In A Quality District is to be:

- 1. Purposeful not random.**
- 2. Aligned not incidental.**
- 3. Committed to knowledge not tradition.**
- 4. Engaged in active decision making not committed to ritual.**
- 5. Renewing not static.**
- 6. Committed to personal development not containment.**
- 7. Committed to transformational leadership not boss management.**
- 8. Committed to change as empowering. Change not seen as intrusion and inconvenient.**
- 9. Committed to nurture and caring not impressionableness.**
- 10. Committed to quality not accepting of mediocrity.**
- 11. Prize dignity and respect not coercive relationships.**
- 12. Committed to renewal not permanence.**

Lesson Design and Delivery

The La Joya I.S.D. lesson planning process is aligned to the districts' belief that every student can learn given sufficient time and support.

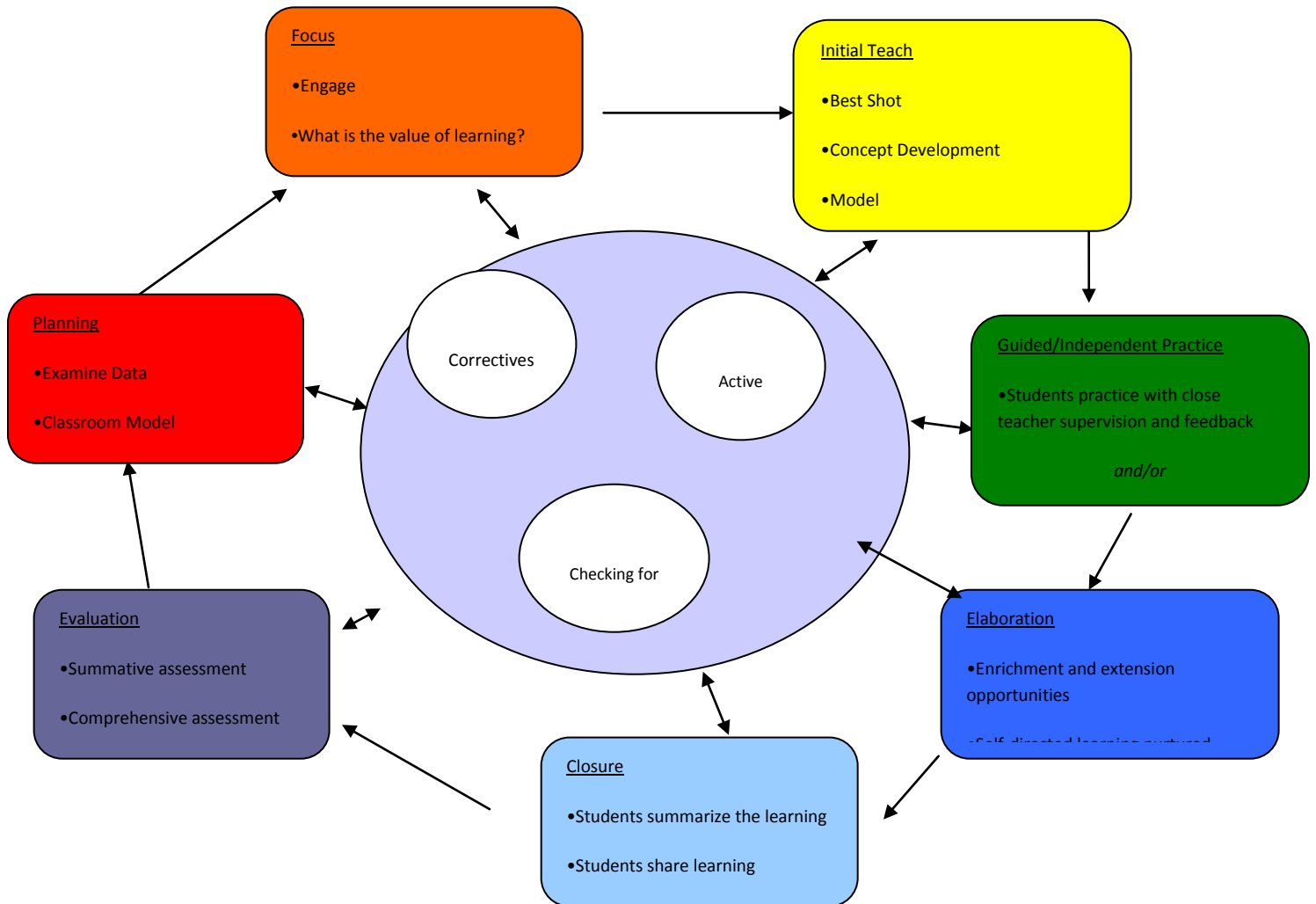
Lesson Design

The lesson planning process includes components that require teachers to use best practices by implementing the SEAL model. Teachers select appropriate **S**tandards; **E**xamine data to plan for pre-requisite skills, use aligned **A**ssessments, for the standard, and design **L**earning experiences that research has proven provide the highest learning yields. The lesson planning process also requires teachers to design engaging lessons by using the Working on the Work Framework by Philip Schlechty. The district lesson plan form is required to be used by all teachers. Administrators use the Lesson Plan Feedback Form to give teachers recommendations for improvement.

Lesson Delivery

The Instructional process is a proven method for teaching and learning. All teachers are required to use this process for all lessons. School principals provide training for teachers on the Instructional Process in August of each year.

The Instructional Process



What We Believe-Educational Excellence: The Right of Every student

Planning for Success

Instructional Process	Use of Technology for Teaching and Learning
Summative Assessment / Goal(Comprehensive, cumulative assessment based on clear outcomes understood by students.)	Authentic Performance Task, documentary, presentation, digital graphic organizer—that synthesizes learning
Materials (Determine what resources are needed for student learning.)	Hardware, software, internet sources
Prerequisite Skills (Plan to teach the skills students need to be successful. How will they be assessed?)	Modeling of technology use How to use equipment, software Guidelines/Appropriate use Standards of technology products Using technology to fill knowledge gaps - internet resources, video,
Cue Set/ Focus (What is the value of this learning? Why is it important in real life? Design for student focus aligned to learning outcomes. Connect to students' experiences, needs, and prior learning.)	Build background knowledge using video, internet sources, graphics, Etc. Present real world scenarios that involve the SEs Multimedia presentation to capture interest
Best Shot / Initial Teach (Model, share, give input needed for students to be successful in guided practice.)	Introduce new concepts through multi-media presentation, graphic organizers, graphs/charts of data, internet resources
Guided Practice (Students practice outcomes with close teacher supervision and teacher feedback.)	Students work independently or in groups to conduct research; use software to collect, organize and/or analyze data; use graphic organizers to examine a topic in detail or outline a process; produce technology-based products such as presentations, web pages, graphic organizers, how-to videos or documents, brochures, etc.
Independent Practice (Students perform outcome with little or no teacher monitoring.)	
Formative Assessment (Teacher checks for understanding. Gives feedback and correctives; not used for grading.)	Teacher reviews rough drafts or storyboards to provide feedback; students rehearse performances/presentations and make revisions based on feedback; teacher and student use rubrics/checklists to give and respond to feedback
Active Participation / Activity Can be both overt (observable) or covert (not observable). Design learning that requires students to be ACTIVE, not passive.)	Technology grabs student attention Group tasks include roles for all students
Correctives (Additional opportunities for student to learn identified outcomes, no later than tomorrow! Address the time variable—offer more than drill and kill—design for higher level thinking.)	Individual assistance by teacher; peer assistance. Use of rubric/checklist provides immediate feedback and corrective opportunity.
Extensions (Extend student learning. Open to ALL students. Nurture self-directed learning.)	Expanded research; more advanced use of technology; interaction with community/experts/ professionals
Closure (Students summarize the learning and share. Hook back to the Cue Set.)	Review learning objectives through email reflections/journals/learning logs or student-created multimedia lessons (student as teacher)

Higher Order Thinking (HOTS) Questions:

1. How will you apply this in real life?
2. How would you evaluate your work?
3. What is the best way to research/solve this problem?
4. Is the source credible? How do you know?
5. What does the data reveal? What questions arise from looking at the data?

ESL Strategies:

1. Multilevel cooperative groups
2. Use of visuals to present abstract concepts
3. Use of graphic organizers reduces language barrier
4. Interaction in groups promotes language development
5. Rehearsal of presentations and use of notes with PowerPoint presentation provides support for oral presentations

La Joya Independent School District / Palmview High School
Weekly Plan for Engaging Lessons

Name _____

Subject _____

Grade _____

Week of _____

Campus _____

Standards(s)/Content and Substance (TEKS/TAKS)

Learner Objective (s)

Examine student, class, grade level, (or team) **Data on**

standard (s) to be taught _____

Prerequisite Skills _____

Assessment

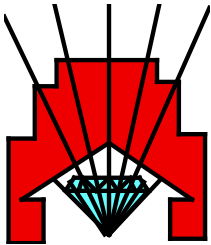
Formative _____

Summative _____

Learning Experiences

<p>Monday</p> <p><input type="checkbox"/> Cue Set/Focus</p> <p><input type="checkbox"/> Best Shot/Initial Teach</p> <p><input type="checkbox"/> Guided/Independent Practice</p> <p><input type="checkbox"/> Elaboration</p> <p><input type="checkbox"/> Correctives/Reteach</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Maintenance</p> <p>Description:</p>	<p>Tuesday</p> <p><input type="checkbox"/> Cue Set/Focus</p> <p><input type="checkbox"/> Best Shot/Initial Teach</p> <p><input type="checkbox"/> Guided/Independent Practice</p> <p><input type="checkbox"/> Elaboration</p> <p><input type="checkbox"/> Correctives/Reteach</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Maintenance</p> <p>Description:</p>	<p>Wednesday</p> <p><input type="checkbox"/> Cue Set/Focus</p> <p><input type="checkbox"/> Best Shot/Initial Teach</p> <p><input type="checkbox"/> Guided/Independent Practice</p> <p><input type="checkbox"/> Elaboration</p> <p><input type="checkbox"/> Correctives/Reteach</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Maintenance</p> <p>Description:</p>	<p>Thursday</p> <p><input type="checkbox"/> Cue Set/Focus</p> <p><input type="checkbox"/> Best Shot/Initial Teach</p> <p><input type="checkbox"/> Guided/Independent Practice</p> <p><input type="checkbox"/> Elaboration</p> <p><input type="checkbox"/> Correctives/Reteach</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Maintenance</p> <p>Description:</p>	<p>Friday</p> <p><input type="checkbox"/> Cue Set/Focus</p> <p><input type="checkbox"/> Best Shot/Initial Teach</p> <p><input type="checkbox"/> Guided/Independent Practice</p> <p><input type="checkbox"/> Elaboration</p> <p><input type="checkbox"/> Correctives/Reteach</p> <p><input type="checkbox"/> Closure</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Maintenance</p> <p>Description:</p>	<p>Materials Needed:</p> <hr/> <p>Daily Routines</p> <hr/> <p>Questioning Strategies</p>
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<p>Modifications/Accommodations:</p>	<p>Instructional Technology:</p>	<p>Design Qualities of Choice</p> <ol style="list-style-type: none"> 1. Product Focus 2. Affirmation of Performances 3. Affiliation 4. Novelty and Variety 5. Choice 6. Authenticity 	<p>Bloom's Taxonomy</p> <p>Creating: create, compose, design</p> <p>Evaluating: judge, decide, rank</p> <p>Analyzing: classify, compare, separate</p> <p>Applying: show, demonstrate, illustrate</p> <p>Understanding: explain, describe, summarize</p> <p>Remembering: name, list, define</p>	<p>9 High Yield Strategies</p> <ol style="list-style-type: none"> 1. Identify Similarities/Differences 2. Summarizing/Note-taking 3. Reinforcing Effort/Providing Recognition 4. Homework and Practice 5. Nonlinguistic Representations 6. Cooperative learning 7. Setting Obj./Providing Feedback 8. Generating/Testing Hypothesis 9. Question, Clues, And Organizers
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La Joya ISD

Feedback for Weekly Lesson Plan

Teacher: _____

Subject: _____

Week of: _____

General Information	Yes	No	Comments
TEKS/ELPS Objectives			
Content Objective: Student Friendly <i>Did you state your daily content objectives? Remember content objectives state what you are teaching/what students are learning for the day. They should be based on the TEKS objectives.</i>			
Language Objective: Student Friendly <i>Did you state your daily language objectives? Remember language objectives state how students will learn/what they will be doing that ensures they learn the day's objective.</i>			
Data Examined: Listed Sources (<i>Quizzes, Exams, etc.</i>)			
Aligned to Timeline			
Learning Experiences			
Prerequisite Skills • <i>Did you state specific skills students must have in order to understand the day's lesson?</i>			
Cue Set / Focus • <i>Did you state how students' will be authentically focused on the day's lesson?</i>			
Best Shot / Initial Teach • <i>Did you state what information will be directly taught / modeled by you?</i>			
Guided Practice / Independent Practice • <i>Did you state what activities students will work on with teacher guidance and/or independently?</i>			
Elaboration / Enrichment • <i>Did you state how you will extend students' learning?</i>			
Correctives / Reteach • <i>Did you state what learning opportunities you will provide to reinforce the concepts students didn't grasp?</i>			
Closure • <i>Did you state how you are going to recap the information taught and tie it back to the focus?</i>			
Evaluation (Summative / Formative) • <i>Did you state how you will assess that students' learned the day's lesson?</i>			
Maintenance • <i>Did you state what skills and/or objectives from previous lessons need constant maintenance?</i>			
Other Information			
Daily Routines			
Questioning Strategies			
Modifications			
Instructional Technology			
Design Qualities of Choice/(WOW)			
Blooms Taxonomy			
9 High Yield Strategies			

Conference Requested: YES / NO

Date/Time of Conference: _____

Appraiser's Signature: _____

Date: _____

Dept. Head Signature: _____

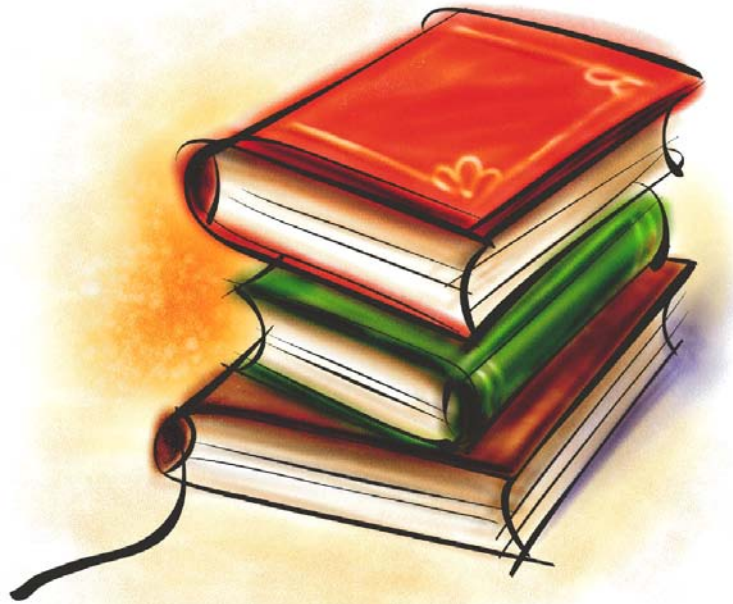
Date: _____

REGULATIONS FOR CLASSROOM PRACTICES

This document provides a philosophical base, definitions, and regulations for research based practices that align to the district's vision and mission statements and promotes student success. It is essential that each teacher follow these processes for the systematic delivery of instruction and evaluation of student learning.

La Joya Independent School District's

Regulations for Classroom Practices



Updated 1-25-10

Grading

Philosophical Basis:

The district expectation is to move learning from lower to higher levels of cognition. Because a grade is a motivator, appropriate reward power must be established to have pupils strive for higher level learning. There is no motivation if full power is given to lower level achievement.

Definition:

A grade is a measure of the power a student has demonstrated on an assessment on a particular learning task.

Regulations:

1. Provisions for the assignment of grades on class assignments and examinations; must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; may not require a teacher to assign a minimum grade for an assignment without regard to the student's quality of work.
2. Assessment of the learning, not the learner, should occur. All grades recorded should be a measure of the student's performance. There must be no arbitrary assignment of grades. Factors such as discipline and attendance, although they may affect students' academic performance must be excluded from the grading process.
3. All homework shall be graded and averaged to count for one of the grades averaged for the six week's final grade. Feedback should be given to the student by the next class session. Evidence to support eligibility for testing as homework and guided practice must be indicated in the teacher's records. Formative assessments such as guided practice must not be averaged. All assignments included but not limited to independent practice, homework, (activities completed without teacher assistance) and other assignments such as oral and written reports, projects, group presentations, etc. will be graded and averaged.

4. A minimum of six grades must be reported for a grading period in any combination of summative assessments, independent practice, homework, projects, reports, etc. A campus may raise the minimum number.

5. The standard for passing is 70%. Students who score below a 70 on an assignment or examination shall be required to be retest or redo. The initial grade earned will be recorded until the time of the retest. (See Retest/Redo regulation #4)

6. For all grades earned, the appropriate instructional level should be indicated. For students who are below level the learning should be accelerated and curriculum compacted to move the student on level as soon as possible.

Testing

Philosophical Basis:

Evaluation is a means of establishing the degree of success a pupil is experiencing against our pre-established criteria. It is the only valid and acceptable means of formally acknowledging the need and to satisfy our concern that an appropriate power of learning is demonstrated.

Pupils are driven through the program by demonstrated success. Testing/evaluation are the only acceptable means of having a pupil demonstrate our expected learning power. Pupils do not progress without demonstrating success.

Definitions:

A test is a measurement of the power a student reflects through either formal or informal measures. There are four types of evaluation:

1. Pre-Entry—Any form of measurement employed to determine the degree of strength each pupil has in reference to the essential prerequisite skills.
2. Formative—A measure applied to determine the degree of attainment at any point during the instructional process. The purpose of formative assessment is to determine what additional steps might be taken to further the learning associated with a particular task. A formative assessment may reflect satisfactory learning, thus enabling extensions to be addressed. A formative assessment may indicate that additional learning or correctives need to be applied.
3. Summative—A formal measure administered to determine exit behaviors. The summative evaluation may certify a pupil being able to move to the next task, or it may reflect some deficiencies which need to be corrected prior to moving on.
4. Exemption Assessment—A form of assessment provided for pupils who claim to have acquired or mastered the skills about to be learned in the next unit. The Critical Learning Skills serve as the basis of assessment. If a pupil satisfactorily demonstrates having acquired the skills, alternative learning experiences need to be provided.

Regulations:

1. Mastery of prerequisites must occur to ensure success.
2. Alignment of the test to the objective(s) is crucial; i.e. develop test prior to the teaching process.
3. Formative assessment should precede summative testing and both must occur.
4. Grade levels/departments/teams should determine the appropriate checkpoints for assessing long term retention of critical learning. Grading period exams preceded by appropriate review are acceptable alternatives.
5. Feedback to students on test results should be provided within 5 class days. A conference must be held with each student needing re-teaching or re-testing. The teacher must certify that each student is eligible for testing and retesting.

Retest/Redo

Philosophical Basis:

Learning is a continuous process. It is not contained nor limited by artificial time constraints.

Success drives the system. Learners must have appropriate opportunity and support to achieve higher rates of success.

The assumption of responsibility to continue to learn, whether it be at either the critical or extended level, is to be constantly nurtured.

Definition:

Retesting is an additional assessment to determine when a learner has grown to critical learning standards or for a pupil who has contracted to become eligible to be re-assessed to demonstrate higher levels of learning.

Regulations:

1. A student who fails an assignment or examination (less than 70%) will be allowed a reasonable opportunity to redo a class assignment or retake a test.
2. Students must engage in correctives as determined by the classroom teacher prior to redoing an assignment and retesting.
3. If a student fails the assignment/ examination, he/she has up to seven (7) school days in which to retest or redo the assignment. Students must be retested in which case the teacher will use the pre-developed eligibility criteria. Students must demonstrate eligibility prior to a retest or redo of an assignment by participating in tutorials, re-teaching sessions, and/or other activities deemed appropriate by the teacher.
4. The grade earned from the second assignment or retest will be recorded. The highest grade will be averaged. Only one retest or redo for each assessment will be provided for students.
5. Teachers should demonstrate evidence in their grade books of providing eligibility opportunities for students needing to be retested.

Note: *This applies to Advanced Placement (AP) courses.*

Homework

Philosophical Basis:

Purposes for homework generally fall into four major categories:

- Preparation assignments aid students by providing background knowledge needed for subsequent lessons.
- Practice, the most familiar, consists of assignments that provide students opportunities to reinforce newly acquired skills or apply recent learning.
- Extension activities require research and study and focus on student production.
- Creative activities allow students to use the skills acquired and develop new ideas and/or products. Homework must be well-planned and meaningful.

All students must experience all four types of homework based on their individual needs and interests.

Definition:

Homework provides the opportunity to supplement classroom learning and develop a desire for independent study. Homework can also solidify mastery of skills/objectives for higher learning, teach responsibility, and acquire study skills necessary.

Regulations:

1. Success in guided practice activities must be a prerequisite to any homework assignment.
2. All homework assignments must be aligned with lesson objectives.

3. All homework must be of reasonable length as defined by grade levels and subject areas. Reasonable length of time would be 10 minutes per grade level. For example:

* Pre-Kindergarten, Kindergarten, and 1 st grade:	10 minutes
*2 nd Grade	20 minutes
*3 rd Grade	30 minutes
*4 th Grade	40 minutes
*5 th Grade	50 minutes
*6 th , 7 th , 8 th , 9 th , 10 th , 11 th , and 12 th grades:	60 minutes

Note: This excludes silent/oral reading as homework assignment time. Furthermore, Advanced Placement (AP) and Dual Enrollment courses may require additional time.

4. Prior to assigning homework, teachers must inform students on how the homework will be evaluated.
5. Teachers should maintain evidence of students satisfactorily completing homework by recording the homework grades in the grade books. Homework grades must be averaged to one grade as part of the six week's average (see Grading regulation #3).
6. Homework shall not be used as punishment.

Incompletes

Philosophical Basis:

Because of different rates of learning, sometimes varying according to the nature of the task, some students may not have totally completed learning at the time of formal assessment. The indicator of incomplete acknowledges that additional time and assistance may be required to facilitate completion.

Success in every learning encounter is the application of the district philosophy. When the learning is incomplete providing additional assistance and support is a district expectation of this philosophy.

The fact that a student does learn is far more critical than how quickly a student learns. An incomplete indicates that learning has not been completed.

Definition:

An incomplete is a temporary indicator to reflect that the critical learning level has not been attained.

Regulations:

1. An incomplete acknowledges that some aspect of the critical learning has not been demonstrated. That portion of the critical learning which has not been satisfactorily reflected will be the focus of the teaching/reteaching.
2. All incompletes should be cleared within seven (7) class days. Extenuating circumstances may be taken into consideration.
3. Parents will immediately be informed of incompletes to notify them of the alternatives needed to be considered (i.e. tutorials, summer school, and placement change). Incompletes should be recorded in the grade book until a grade is assigned.
4. If the incomplete is not cleared at the end of seven (7) class days, the highest grade earned will be recorded.

5. An incomplete reflecting a grade between 70 and 80 will not affect extra-curricular activities.

6. Incompletes for secondary migrant students are governed by the Migrant Education Policies for Late Entry and Early Withdrawal.

Correctives

Philosophical Basis:

Incomplete learning is never acceptable. Success implies that the learner has time and opportunity to complete the acquisition of critical learning.

Critical learning is an expectation and not an option. Success as determined by critical learning drives a student through the curriculum. Gaps in learning are never acceptable.

Definition:

Subsequent activities and experiences designed to help a learner achieve academic success through mastery of critical learning objectives.

Regulations:

1. Corrective feedback must be on-going and intentionally provided for students throughout the instructional process.
2. Correctives must be adapted to individual student needs using varied teaching strategies.
3. Correctives are critical in determining the eligibility for testing and must be completed prior to summative assessments.
4. Corrective activities must be aligned to non-mastered critical learning objectives.
5. Corrective activities will be scored only for determining student readiness for retesting of the critical learning objectives and not for grading purposes.

Enrichment

Philosophical Basis:

Our exit behaviors call for students to experience success in learning at all cognitive levels. Enrichment provides a structured opportunity for students to learn with formally-designed experiences.

Schools are responsible for providing structured experiences to regularly challenge all students to move beyond rote learning.

Definition:

Providing structured experiences for students to utilize critical learning in situations requiring higher cognitive thinking processes. Enrichments are an intentional and purposeful phase of the learning experience.

Regulations:

1. Enrichment activities must provide the application of knowledge at a higher cognitive level, more complex level, or both.
2. Enrichment activities should include objectives which address critical and creative thinking and independent study skills.
3. Having mastered the critical objectives (low to high); students have the opportunity to participate in enrichment-level and/or exceptional-level learning.

Statement of Purpose

La Joya ISD clearly recognizes that staff must have opportunities to grow professionally. Professional development is linked with student performance as determined by school improvement plans, student achievement data, and performance appraisal data for teachers and administrators. Professional development activities focus primarily on subject content and best teaching practices, classroom management skills, and school safety. Quality and sustained staff development opportunities are available to meet the professional growth of all staff. The On-line Summer Staff Development Catalog contains information about staff development opportunities in the La Joya Independent School District. The trainings have been designed in response to the needs assessment information received from respective campuses and / or departments. Hours obtained will be used for Professional Development and Appraisal System (PDAS) requirements, and certification requirements as applicable.

Documentation – Staff Responsibilities

Through the La Joya ISD website www.lajoyaisd.com , each teacher will be provided with a Staff Development Catalog containing an in-service record titled Continuing Professional Education (CPE) Activities. This may be used for recording in-service training. Each teacher should maintain documentation of all in-service activities in order to fulfill Professional Development and Appraisal System credit. Teachers should keep certificates of completion and submit copies of those certificates to their campus in-service coordinator.

In addition, Texas educator certificates obtained after September 1, 1999 will require renewal in accordance with the Standard Certificate Renewal and Continuing Professional Education (CPE) requirements. Each staff member who holds a standard certificate will be responsible for keeping documentation of CPE activities for certificate renewal.

Documentation - CPE Provider Responsibilities

For every CPE activity completed, the provider should provide each educator with written documentation to include the provider's name, educator's name, content of the activity completed and number of clock hours. See the links at: (www.sbec.state.tx.us) (<http://www.sbec.state.tx.us/SBECOnline/certinfo/regprov.asp>)

District Required Professional Development for Teachers

To accomplish the achievement goals set for each student, effective instructional practices must be used by all teachers with every lesson taught. The following trainings will be conducted by the school principal at the beginning of each school year to ensure that every student learns the knowledge and skills required in each grade.

1. Instructional Process, Lesson Design and Delivery
2. La Joya I.S.D. Classroom Practices
3. Language Arts/Reading Instructional Plan
4. Response to Intervention Process
5. The Student Code of Conduct

Teachers in the beginning years of their teaching experience require further training to deliver instruction that meets the diverse learning needs of all students. Therefore, within the first three years of teaching in the district every teacher will be required to attend these trainings.

1. Reading Academy Training
2. Teacher Expectations Student Achievement (TESA)
3. Responsibility Education
4. Cooperative Learning
5. English Language Proficiency Standards (ELPS)
6. Sheltered Instruction Observation Protocol (SIOP) for secondary teachers
7. The Writing Process

Registration Procedures and Information

All District registrations will be processed through the Electronic Registrar Online (ERO) on a first-come, first-serve basis. You may access ERO by going into www.lajoyaisd.com or <https://ero3eschoolsolutions.com>. Workshops are closed as their maximum enrollments are reached. You will find a copy of the registration forms in the online catalog. To register for an approved Region One workshop, complete a Region One form and submit to the contact person.

- *Select a workshop from the ERO Course List that will enhance your ability to increase student achievement results.*
- *Register prior to attending workshop in order to reserve your place and receive proper credit.*
- *Call the contact person listed in the Catalog if you have any questions about a particular workshop.*
- *Once you attend a session please allow 5-7 days to go and complete the evaluation on the “My Evaluations Tab” on ERO.*
- *After completing evaluation go to “My Transcript” to print your certificate.*

Drops & No Shows

If you are unable to attend a workshop for which you have registered, you must request to be dropped from the workshop through ERO. This will enable those on a waiting list to register.

Professional Development and Appraisal System

Professional Growth Activities Guidelines

For Credit:

- All professional growth activities must pertain to the following dimensions:
 - Alignment with the goals of the campus and of the district;
 - Correlation to assigned subject content and varied needs of students;
 - Improvement of student performance;
 - Correlation to prior performance appraisal;
 - College courses for which the district does not provide reimbursement;
 - College courses related to the educational field.
 - Sessions should be scheduled after school hours or Saturdays.
 - Certificates are not needed for every session; however, verification of attendance by the campus administrator will be required for credit.

The following will not be allowed for credit:

- Faculty meetings
- School programs
- Parent/PTO meetings
- UIL events
- District staff development (waiver) days
- Campus council meetings
- District (DEIC) council meetings
- Staff development for which payment is received