

District Wide InService Days

When the instructional calendar is created, days are set aside for professional learning per SBE Policy 5.200. **District Wide Inservice Days** are for educators to come together to learn from each other during their contracted work days. Hours spent learning on these designated days and hours spent in professional learning during the contracted work day count towards Professional Development Points (PDPs) for license renewal.

Flex Professional Learning Days

At the start of the 2018-2019 school year, Bartlett City Schools will be implementing Flex Professional Learning Days. Educators will earn 24 Flex Hours during the calendar school year and in return have 4 scheduled days off. **Flex Professional Learning Days** will allow educators to personalize their learning throughout the school year and should align to the educator's growth area. **Flex Hours** are hours earned outside of the contracted school day. Flex Hours count as Professional Development Points (PDPs); however, Professional Development Points (PDPs) do not always count towards Flex Hours. All Flex Hours must relate to the educator's current assignment or district goal.

In Practice

Creating and planning for professional learning is a complex task. Using informal and formal observation data is highly encouraged to gain a big picture of areas of strength and areas to grow. Analyzing Individual Growth Scores for educators, departments/grade levels, and the school building as a whole are strong practices to determine areas of focus. Learning from peers is a cornerstone for long term, sustainable growth. It is recommended to use the *Quick Guide for Professional Learning* when planning professional learning.

Bartlett City Schools' sponsored professional learning will be tracked in Bartlett University. These hours will be designated as credit for Professional Development

Points (PDPs), credit for Flex Hours, or credit for both Flex and PDP. Educators are also highly encouraged to track hours for personal records.

Presenters who would like to create a course or session in Bartlett University will submit the approval request through the online platform a minimum of two weeks from the learning session start date. Courses/sessions may be approved for Flex credit or Professional Development Points (PDPs). Should the course/session be approved for Flex Credit, presenters will receive Flex Credit for the course/session facilitated and an additional planning hour per session title if not already receiving pay as part of the facilitation. If presenters receive a stipend for presenting, they will not receive Flex Credit.

Conferences and out-of-district professional learning will need to be submitted for prior approval through Bartlett University and must align to the educator's current assignment. Flex Credit approval and district funding is not guaranteed for out-of-district learning.

College Courses can count for up to 10 hours of Flex Credit and must be submitted for prior approval through Bartlett University. In order to receive Flex Credit, courses must align to the educator's current assignment or specific district goal. Transcripts must be submitted to verify passing the course.

Book studies will need to have a minimum of one face to face meeting and can count for up to 10 hours of Flex Credit. Book Studies must be submitted for prior approval through Bartlett University and must align to the educator's current assignment or specific district goal. A Book Study Discussion Guide must be completed to certify completion.

Professional Learning Communities can count up to 10 hours of Flex Credit if outside of the contracted work day and submitted for pre-approval through the Bartlett

University platform. Meeting notes must be attached to verify the 4 guiding PLC questions were addressed.

Webinar Flex Credit must be submitted for prior approval through Bartlett University and must align to the educator's current assignment or district goal. Certificates must be submitted to verify completion. Webinars can count up to 10 hours of Flex Credit.

Athletic coaching workshops and clinics may account for a maximum of 10 hours of Flex Credit and must align to the educator's current assignment. Athletic coaching workshops and clinics must be submitted for prior approval to count for Flex Credit. Verification of completion must be attached for complete credit.

Educators who do not have all hours submitted before the deadlines will have payroll deductions in hour increments. Educators will be required to have a minimum of 12 hours completed prior to November 30 with an additional 12 hours completed by April 1. This will be for a total of 24 hours of Flex Credit. Should an educator complete more than 12 hours of Flex Credit prior to November 30, any time over the 12 hours will count towards the April 1 deadline. Flex Day credit hours can be carried over from first semester to second semester but can not be carried over from year to year. Sick Days can not be used in lieu of Flex Days. Flex Credit hours must be earned June 1-April 1 of the school year. Principals will certify transcripts for educators based at their buildings.

Professional Learning Framework

Bartlett City Schools believes the greatest resource an organization can have is it's people. As a result, the district chooses to invest in our employees and foster a culture of collaborative, continuous learning. Bartlett City Schools is committed to educators having access to multiple avenues of professional learning. Educators learning from one another and being allowed to personalize the learning leads to empowering improvement.

Bartlett City Schools relies on the Standards for Professional Learning adopted by the State of Tennessee and the professional learning organization, Learning Forward. These standards support creating professional learning experiences that grow educators, leaders, and students.

Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

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.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

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.

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.

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.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Questions?

Should educators have questions, building level Administrators will serve as the first point of contact. The Professional Learning and Evaluation Supervisor will serve as the next point of contact and then the Director of Teaching and Learning.