

2020-2021 Sumner County Schools (SCS) Professional Learning Guidelines

The Tennessee Department of Education (TDOE) requires all certified teachers in Tennessee schools to complete thirty hours (or five days in a 200-day contract) of professional learning (PL) each year. *Tennessee Code Annotated, Appendix C., Section 49-6-3004*, states a teacher's 200-day contract must include five (5) days of professional learning. This applies to any person who holds a full-time teaching position and is employed by the Sumner County Board of Education. Part-time teachers' PL requirements are adjusted accordingly. It is the responsibility of the educator to fulfill this five (5) day requirement based on a principal-approved plan of activities that best meets the needs of the teacher and the overall goals of the school. Teachers hired as an interim for less than a full year are not required to complete professional learning.

Sumner County Schools (SCS) has determined for the 2020-2021 school year, the five required days are distributed as follows:

- **Board Required Day 1 July 29, 2020** – 6 hours districtwide for **all** teachers at all schools
- **Board Required Day 2 July 30, 2020** – 6 hours districtwide for **all** teachers at all schools
- **Board Required Day 3 November 3, 2020** – 3 hours districtwide for **all** teachers at all schools; 3 hours summer GSuite training completed prior to July 24.
- **Principal-Discretion Day 4 (Required) date TBA** – 6 hours determined per school-based plan by each principal
- **Principal-Discretion Day 5 (Required) date TBA** – 6 hours determined per school-based plan by each principal. **Note:** *If PLCs are used, they will be credited for Day #5.*

Guidelines for Approvable PL Activities

PL credit shall not be allowed for participation in activities scheduled during calendared, instructional days nor any time for which participants are being paid other than PL reasons. No more than three PL credit hours may be earned on a calendared, instructional school day and must be earned before or after the regular school day hours of the educator.

Teachers may earn PL credit from May 16, 2020 to April 15, 2021.

Please be advised:

- All PL must be submitted by **April 15, 2021**.
- **Online PL Platforms**
 - Up to twelve (12) hours are accepted for the 2020-2021 school year.
 - SCS has expanded how educators can earn up to 12 online, virtual PL hours. Because of the increase in availability of quality PL platforms, SCS educators can acquire PL both online and virtually. **All online PL platforms must be pre-approved.** Note the following information required to receive credit for online, virtual PL:
 - **All online platforms must be approved by Dr. Jeff Yawn, Supervisor of Professional Growth, prior** to completing any online training. For a complete list of approved online platforms, [click](#)

[here](#). To submit a PL platform for approval not on the approved list, email Dr. Yawn at jeff.yawn@sumnerschools.org.

- In addition to viewing the webinar from the approved PL platform, a reflective response is required. Educators will receive 30 minutes, plus the time stamp of the online PL, for each reflective response.
- One reflective response is required for single online PL sessions in duration of 3-6 hours.
 - *Example requiring one reflective response* - If an educator engages in a single 4-hour webinar, one reflective response is required.
- For online PL sessions less than 3 hours, one reflective response is required for every 3 hours collectively.
 - *Example requiring one reflective response* - If an educator engages in a 1.5-hour webinar, a 1-hour webinar, and a 30-minute webinar (collectively totaling 3 hours of engagement), only one reflective response is required for all three webinars.
 - *Example requiring two reflective responses* - If an educator engages in two 30-minute webinars, a 2-hour webinar, and a 1.5-hour webinar (collectively totaling 4.5 hours of engagement), two reflective responses are required.

[Click here](#) for the SCS online PL reflective response form. If you have any questions, please do not hesitate to reach out to Jennifer Stafford at jennifer.stafford@sumnerschools.org.

● **Virtual PL**

- Live, district-led or school-led virtual PL through Google Meets or Zoom PLCs ***do not require*** a reflective response unless mandated by the facilitator. Facilitators will verify attendance and submit a list of participants to Jennifer Stafford at the Teacher Center.
- Pre-recorded district-led or school-led virtual PL ***require*** a reflective response (see criteria above).
- Live or pre-recorded out-of-district virtual PL or webinars ***require*** a reflective response (see criteria above).

[Click here](#) for the SCS online PL reflective response form. If you have any questions, please do not hesitate to reach out to Jennifer Stafford at jennifer.stafford@sumnerschools.org.

- A “calendared, instructional day” is a day scheduled as one of the 180 required instruction days or the five (5) administrative days on the 2020-2021 SCS calendar. Days designated as professional learning days receive a maximum of six PL hours. Calendared, instructional days are limited to three (3) hours or less for PL which must take place after the educators’ regular school day hours. The 2020-2021 SCS calendar can be accessed on the SCS website or through the following link:
<https://sumnerschools.org/index.php/calendar>
- Snow days are paid, calendared days; therefore, PL hours accrued on snow days are limited to three (3) hours or less before or after regular hours.
- PL credit cannot be earned for participating in any training for which the educator receives a stipend or additional compensation.
- The presentation or facilitation of training for Sumner County teachers garners time-for-time credit for the first time the session is presented. No presentation time-for-time hours can be earned for PLCs.

- **PLCs:**

- Must consist of a minimum duration of **one** hour with a maximum of **two** hours. No time for less than one hour per given meeting will garner PLC credit. Time above two hours per given meeting will receive no more than two hours.
- Cannot be completed on a full PL day where teachers already receive six hours
- A 2019-2020 *PLC Summary Sheet* should be completed and accompany all sign-in sheets.
- Because PLCs are designed to be a collaborative learning discussion, no presentation time-for-time hours can be earned for PLCs.
- Timeline for PLCs submissions:

§ **October 23, 2020** for all first quarter PLCs

§ **January 15, 2021** for all second quarter PLCs

§ **April 2, 2021** for quarter three and four PLCs

- When attending any district-provided PL session, regardless of location, all educators must make childcare arrangements away from the session site. **No children will be allowed at any SCS district-led PL.**
- Educators must attend the entire session to receive any PL credit. **No PL credit will be given for arriving late, leaving early, or partial attendance in any capacity of a PL session.**
- **Substitutions:**
 - **Substitutions may not be authorized for Board Required Days July 29, July 30, and November 3, 2020 at the building level.** In the case of a rare, extenuating circumstance where a substitution might be considered for Board Required Days, contact Dr. Jeff Yawn, *Professional Growth Supervisor*, prior to the Board Required date or within two weeks of the missed date in the case of an unforeseen emergency. If approved, a substitution form for a Board Required Day will be sent directly from the Teacher Center.
 - All PL trainings outside the district require pre-approval from the teacher's Principal and the SCS *Professional Growth Supervisor*. A substitution form must be submitted prior to the training event. Substitutions can only apply to **Required Principal-Discretion Days #4 and/or #5**. All documentation, including a copy of the original substitution form for proof of attendance, should be submitted to the Teacher Center within two weeks after the event. Substitution forms can be located on the Teacher Center website or the following link: [update!](#)
 - All trainings not listed in the school PL plan for 2018-19 for **Required Principal-Discretion Days 4 and/or 5** must submit a substitution form. Substitution forms can be located on the Teacher Center website or the following link: [update!](#)
- **Book Studies**

There are four approved book study options:

1. **Group Discussion Board**
2. **Face-to-Face Group Collaborative**

3. ***Independent Study***
4. ***Districtwide Discussion Board***

All SCS book studies will have these commonalities:

- Before a book study begins, a *Book Study Form*, approved by the principal, is submitted to the Teacher Center
- Principals designate a book study facilitator (principal, assistant principal, lead educator, teacher leader, department chair, etc.) to coordinate and evaluate the online discussions or lead face-to-face collaboratives
- Utilizing the book's contents, responses and prompts should:
 - be detailed and observable
 - push participants to link specifics and expand participant pedagogy
 - take actionable steps toward classroom instruction
- All book studies will be ongoing over the course of multiple meetings or discussion posts and responses
- There is a cap of six professional Learning (PL) hours per school year for book study participation
- Only full credit for the completion of the entire book study will be given
- Additional PL hours or extended contract hours can be earned for facilitating a book study (contact the Teacher Center for specific details)
- Require principal approval for principal-discretion days (Required PL Days 4 or 5)
- Book studies are completed, and all paperwork is submitted to the Teacher Center on or before **March 15**

Criteria for book studies:

1. ***School-based Group Discussion Board***

Description: *Option 1 will offer a school-based, group book study through an online discussion board. Participants will take an in-depth look into the components of principal-approved books through answers and responses to prompts by a book study facilitator(s).*

- A minimum of three sectional writing prompts is required from the educator's perspective. Each prompt should address approximately one third of the book.
- In addition to the three sectional prompts, a final application prompt will connect the book to the following:
 - *immediate next steps* (in the next three weeks);
 - *long-term next steps* (next semester or next year).
- All responses should include multiple textual references with page citations.
- All components of the SCS book studies commonalities are met.

- A *Book Study Completion Form* is submitted to the Teacher Center upon the conclusion of the book study. Sign-in sheets from any optional face-to-face meetings that might be held during the book study should accompany the *Book Study Completion Form*.

2. **Face-to-Face Group Collaborative**

Description: *Option 2 will be a school-based, group book study through face-to-face interactions. Participants will take an in-depth look into the components of principal-approved books through answers and responses to prompts by a book study facilitator(s).*

- A minimum of one hour in length is required for all collaborative meetings.
- A minimum of four hours of contact time should be spread over the course of at least three ongoing meetings (e.g. hour durations of: 1-1-1-1; 1-1-2; 1-2-1; 2-1-1).
- The facilitator will prompt discussions that connect the book's specifics to prompts identified in the SCS book study commonalities.
- Each participant will complete a written component that connects the book to the following:
 - *immediate next steps* (in the next three weeks);
 - *long-term next steps* (next semester or next year).
- Conversations should include multiple textual references with page citations.
- All components of the SCS book studies commonalities are met.
- A *Book Study Completion Form* is submitted to the Teacher Center upon the conclusion of the book study. Sign-in sheets from all face-to-face meetings held during the book study and all written responses from each participating teacher should accompany the *Book Study Completion Form*.

3. **Independent Study**

Description: *Option 3 will be an independent book study facilitated by the Teacher Center. Participants will take an in-depth look into the components of principal-approved books through answers and responses to prompts by a Teacher Center facilitator(s).*

At the end of the book study, a copy of the book and a hard copy of the educator's written responses will be submitted to the Teacher Center. The book will be returned to the principal.

- The template for the independent book study is as follows:
 - Write a summary of the book including
 - The major theme of the author and
 - Three specific examples, case studies, and/or applications that the educator found particularly interesting or relevant and why. This should include the page numbers on which the examples are found.
 - Choose three of the chapters in the book to explore. A detailed for each chapter paragraph should explore following:

- How does this chapter relate to the author’s central theme and/or purpose?
 - How is this chapter’s content directly applicable to his/her individual classroom?
 - Select two chapters to dig deeper and develop a paragraph for each that connects the book to the following:
 - *immediate next steps* (in the next three weeks);
 - *long-term next steps* (next semester or next year).
- Contact the Teacher Center for more information.

4. ***Districtwide Discussion Board***

Description: *Option 4 will offer multiple districtwide, group book studies through an online discussion board. Participants will take an in-depth look into the components of books approved by the Professional Growth Supervisor through answers and responses to prompts by a Teacher Center book study facilitator(s).*

- Search ***Sumner County Schools PL*** for *Districtwide Book Study* options or contact the Teacher Center for more information.

- **Non-approvable activities for PL (this is not a comprehensive list):**
 - Conferences or workshops scheduled on a calendared day when schools are closed for inclement weather or other events which use stockpiled time
 - Visits to exhibits, historical sites, theatrical performances, movies, personal trips, and other activities not specifically intended to enhance the educator effectiveness
 - Workshops or activities which have not been pre-approved
 - Parent-Teacher Conferences
 - Teachers working in their classrooms
 - Putting grades on permanent record forms
 - Business meetings for professional associations
 - Coaching or cheerleading clinics
 - College courses for credit

This link contains more information about state guidelines:

<https://www.tn.gov/education/lea-operations/in-service-guidelines.html>

In accordance with ADA (Americans with Disabilities Act), any disabled person requiring accommodations for participation in a PL session should contact Jeff Yawn, Professional Growth Supervisor, at 451-6515 at least two working days prior to the session so appropriate accommodations may be made.

Please reach out to Jennifer Stafford at jennifer.stafford@sumnerschools.org or Dr. Jeff Yawn at jeff.yawn@sumnerschools.org if you have any questions. You may also find the SCS Teacher Center website helpful at <https://sumnerschools.org/index.php/teacher-center>.