

ECASD Definitions for Scheduled Time

Professional Development (PD): Blocks of time throughout the year designated for professional learning intended to help administrators, teachers, and other district employees to increase student learning by improving their professional knowledge, competence, skill and effectiveness.

Professional Development will include time to learn, develop, and monitor the School Improvement Plan (SIP) as well as provide training to administrators, teachers, and other district employees to meet the expectations set forth by policies, procedures, and regulations needed for the learning, safety, and well-being of students. Professional development experiences may be delivered in person or online. They are lead and facilitated by educators within a school or provided by outside consultants or organizations hired by the school district.

**School Improvement Plans (SIP) will inform the planning for professional development which may be district-directed or building-directed.*

Instructional Planning (IP): Four hour blocks of time throughout the year designated for instructional teams to plan collaboratively. Instructional planning is a process of the teachers using appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of students.

- Educators are organized into grade-level, subject-area instructional teams or PK-12 department teams.
- Develop & refine units of instruction & review student learning data.
- All teams prepare agendas for their meetings.
- All teams maintain official minutes of their meetings.

**School Improvement Plans (SIP) will inform Instructional Planning.*

Work Day: Days designated for educators to work independently on job specific tasks in the classroom, school, or educational setting. No mandatory meetings will be scheduled on these days.

PD Wednesday: Regularly scheduled time each Wednesday after the school day ends used for building level needs pertaining to the building's School Improvement Plan (SIP).

Professional Learning Communities (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. (DuFour, DuFour, Eaker, & Many, 2010) The work of a professional learning community is guided by four questions:

- What do we want students to learn?
- How will we know when they have learned it?
- What will we do if they don't?
- What will we do if they already know it?

District-Directed PD: Required professional development will be focused on district goals. All targeted staff will participate in district directed PD. District directed PD may be provided at the district or building level. Individuals who will be facilitating the professional development will be trained at the district level. The Executive Director of Teaching and Learning will coordinate and plan for District-Directed professional development.

Building-Directed PD: Required professional development will be focused on the school improvement plan and occur at the building level. The building principal and the leadership team will coordinate and plan for Building-Directed professional development.

Instructional Teams: Two or more teachers who teach the same grade level or subject. "Instructional teams collaborate to build a team working together to solve the dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on student learning, and to cooperate in planning and critiquing lessons, learning intentions, and success criteria on a regular basis." (Hattie, 2012 Visible Learning for Teachers)

School Leadership Teams: A school team that is headed by the principal and includes teachers and other staff. School Leadership Teams facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team meets twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity. Effective teams operate with agendas, keep minutes, stay focused, and provide evidence of their School Improvement Plan accomplishments.