

Cañon City Schools - Professional Development

Within Canon City Schools, professional development/learning encompasses various approaches tailored to an employee's growth and effectiveness.

Types of Professional Development/Learning

- *District-Driven Professional Development:* Training and support programs organized by the educational district to address systemic pedagogical goals and initiatives, curriculum standards, vertical or horizontal alignments, and state and federal requirements. These may include seminars, conferences, or training sessions required or offered by the district. The time for District-Driven Professional Development is typically listed on the district calendar and, in certain instances, stipulated through district committee-level work.
- *Building-Driven Professional Development:* Initiatives driven by individual schools, guided by building-level decision-making teams, focusing on specific needs and goals within their respective communities. This may involve:
 - Workshops.
 - Intentional/structured peer collaboration directed by building leadership and with predetermined outcomes, to include time for implementation of a given platform, program, etc.
 - Curriculum development aligned with school priorities.

The time for Building Driven Professional Development is typically listed on the district calendar and, in certain instances, is stipulated through building committee-level work.

- *Self-Driven Professional Learning:* Individualized learning that is pursued by educators to enhance their skills and knowledge, often outside of formal institutional structures. This can involve Independent Projects, online courses, webinars, research projects, or attending conferences based on individual professional growth and professional goals. This learning type is often called asynchronous learning/professional development. The time for Self-Driven Professional Learning takes place outside of the contract day. When salary movement is requested or the district has paid for the professional learning opportunity, learning must take place outside of the school day, and approval must be agreed upon in advance between the participant and his/her supervisor.
- *Self-Driven Professional Learning vs. Professional Development:* While **self-driven professional learning** involves educators proactively seeking out learning opportunities based on individual professional needs and Professional Growth Plan goals, **professional development** encompasses organized training and support programs facilitated by institutions or districts and are strategically connected to Unified Improvement Plan goals and/or the Canon City Schools Strategic Plan. While both contribute to educators' growth, the former is initiated and directed by the individual, whereas the latter typically involves structured initiatives guided by institutional or district priorities.
- *Teacher Work Time:* The allocated time within educators' schedules dedicated to planning, grading, and other tasks necessary for effective education. It is distinct from professional development activities but may overlap with opportunities for growth and learning. Teacher Work Time is not eligible for compensation or salary movement.
 - As this applies to classified support staff, the nature of the work is dictated by their supervisor(s).

Approval Process

- *District Driven Professional Development* does not require pre-approval or final approval. It is typically documented directly in PowerSchool without any action by the participant.
- *Building Driven Professional Development* does not require pre-approval or final approval. It is either documented directly in PowerSchool or submitted by principals to HR for PowerSchool documentation.
- *Self-Driven Professional Learning* is a three-step process, which requires:
 1. Pre-approval, including information about the course/project date(s), description, anticipated hours/credits, type of hours/credits (salary movement, recertification, or both), and an attestation to how the learning furthers the goals of the position, department, school, or district
 2. Course/project participation and completion
 3. Final approval and submission of certificates and artifacts once complete for hours/credits to be applied to district transcripts toward salary movement or license recertification

The Professional Development Committee developed and created the Definitions, as specified in Certified Master Agreement Articles 5-11.

Adopted: 5/13/2024