

# **Classified Learning Cooperative**

for PSEA Classified Staff

*a program supported by:*

Poway Unified School District  
*and*  
Poway School Employee Association



## **Table of Contents**

<b>Professional Learning Advisory Board</b>	<b>Page 3</b>
<b>Members Program Description</b>	<b>Page 4</b>
<b>Purpose</b>	<b>Page 4</b>
<b>Advisory Board Function</b>	<b>Page 5</b>
<b>Quality Criteria</b>	<b>Page 6</b>
<b>Participation Options</b>	<b>Page 6</b>
<b>Proposal Submission and Review Process</b>	<b>Page 7</b>
<b>Points &amp; Stipend</b>	<b>Page 7</b>
<b>Attendance</b>	<b>Page 8</b>
<b>Completion</b>	<b>Page 8</b>
<b>Financial Course Support</b>	<b>Page 9</b>
<b>Steps for Participation</b>	<b>Page 10</b>
<b>Substitute Employees</b>	<b>Page 11</b>
<b>Appendix A: Facilitator Handbook</b>	<b>Page 12</b>
<b>Appendix B: Facilitator Summary</b>	<b>Page 13</b>
<b>Appendix C: Participant Summary</b>	<b>Page 15</b>

**Poway School Employees Association  
Professional Learning Advisory Board  
2020-2021**

**Classified Staff:**

**Tania Rowe**

Professional Learning Coordinator  
Poway School Employees Association and  
Poway Unified School District

**Courtney Davis Martin**

President  
Poway School Employees Association

**Pauline Moroz**

Categorical Specialist  
Learning Support Services

**Gale Ching**

Instructional Assistant II, Special Education  
Abraxas High School

**Christina Abosamra**

Instructional Assistant II, Special Education  
Pomerado Elementary School

**Christina Figone**

Office Assistant II, Special Education  
Poway High School

**Alexis Knapek**

School Administrative Specialist II  
Career Technical, Adult, & Alternative Education

**Debbie Nielsen**

Administrative Assistant II  
Technology & Innovation

**District Appointed Supervisors**

**Matthew Lenz**

Assistant Director Facilities  
Facilities

**Jeremy Lyche**

Director of Personnel Commission  
Personnel

**Tina Ziegler**

Principal  
Westview High School

**Invited District Supervisors**

**Brian Morris**

Director of Personnel Support Services  
Personnel

**Anton Lotter**

Assistant Director Transportation  
Transportation

## **PROGRAM DESCRIPTION**

The Classified Learning Cooperative (CLC) is a program provided for by professional learning funding in collaboration between PSEA and PUSD for classified staff training and development. It is designed to support classified employees in acquiring occupational and professional skills at all levels of employment. Learning is created and fostered in a collaborative environment, resulting in an effective and economic use of employees' resources. Class offerings are created by classified staff members to address the learning needs of staff, while accomplishing institutional goals.

Why collaborative (group) learning?: Research by Johnson & Johnson (1989) indicates that cooperative learning, compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological, health, social competence, and self-esteem.

In summary: The Classified Learning Cooperative (CLC) program is a collaborative and engaging learning opportunity, both created and attended by classified staff in areas sought by classified staff to attain professional development, skills and growth.

## **PURPOSE**

The purpose of the Classified Learning Cooperative Program (CLC) is to offer training and support to a diverse and wide range of classified staff which is not readily available through other resources and funding. CLCs offer flexible and adaptable learning sessions designed for small to mid-sized groups to collaborate, learn, apply, refine, and ultimately support student learning. Classified staff are able to identify the areas of learning that are in high demand which are not currently being met through other training opportunities. They have the ability and opportunity to create CLCs to fulfill those needs with collaboration and utilization of various learning platforms. Participants of a learning cooperative receive the benefits of the five identified essential elements of learning:

- Positive interdependence - mutual respect allowing each participant to share their experience.
- Individual and group accountability- engaged discussions and active participation by all
- Face to face promotive interaction - individuals strengthening each other to overcome problems
- Interpersonal and small group skills - personal and social development as they recognize how they have navigated solutions in a group setting
- Group processing - working together and developing a new understanding of one another.

Within a cooperative setting, staff members will seek outcomes that are beneficial to themselves and to all other participants.

## **ADVISORY BOARD FUNCTION**

The PSEA Professional Learning Advisory Board (Advisory Board) is comprised of a minimum of (3) PSEA classified staff members and two (2) District members, designated by each organization respectively. The Advisory Board oversees the Classified Learning Cooperative Program. The PSEA Professional Learning Coordinator will implement, coordinate and manage the Classified Learning Cooperative Program.

The primary functions of the Advisory Board in regards to the CLC Program will be:

1. Offer a continuous, high quality professional development program that will support the diverse needs of the PSEA classified staff, be accessible to all unit members, be focused on adult learning that will support specific job functions within the unit, and directly or indirectly support student learning.
  - a) Develop procedures for the submission of professional growth proposals
  - b) Define quality criteria that will be used in reviewing participant proposals
  - c) Develop procedures for allocating points that equate to financial incentives
  - d) Develop guidelines for maintenance of participant records
2. Develop and oversee the implementation of the CLC Program
  - a) Clearly communicate the program, its purpose and process
  - b) Develop templates that can be easily used by participants to guide them through the process and achieve learning goals
  - c) Solicit proposals from participants
  - d) Review proposals and assign appropriate number of points based on outline criteria
  - e) Manage on-going communication regarding CLC opportunities
  - f) Project and manage the budget in support of CLC Program
3. Support for participants
  - a) Provide support to participants during the proposal development phase
  - b) Assist the facilitators of each offering as needed
  - c) Assist individual participants as needed
4. Evaluate program effectiveness
  - a) Create and regularly implement a process that monitors program success by soliciting feedback from participants and managers
  - b) Continually modify program to ensure quality as necessary

## QUALITY CRITERIA

We acknowledge that a wide range of job functions and professional growth needs exist within the PSEA Classified staff membership. The Advisory Board has established the following criteria to ensure the quality of all CLC professional growth offerings. Each proposal shall:

- Directly or indirectly align with and support the District's Mission of *Inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences*.
- Be aligned with District Goal Number 3: *Provide High Quality Professional Learning for Teachers and Staff to promote the culture and conditions that empower world-class learners*.
- Be derived from a problem in practice and/or be relevant to a job function within PSEA Classified staff job descriptions
- Define a goal that directly supports professional growth aligned to a job function within the PSEA Classified staff unit
- Include planning, strategies for implementation, measures of success, and reflection
- Contain an informative outline of the offering that will assist potential participants in deciding the relevancy as it relates to their skill level, job functions and/or career goals

## PARTICIPATION OPTIONS

Recognizing that each one of us learns in our own unique way, CLC facilitators are offered the opportunity to choose a delivery and participation method that best meets their needs. Options may include, but are not limited to:

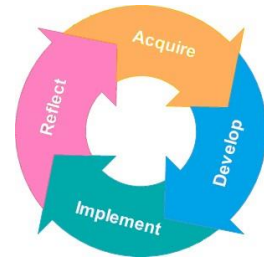
- Peer group study teams (example: workbook style of study)
- Action research (example: attempting different activities and reflecting on results)
- Subject matter coaching expert (example: sharing job expertise and skills)
- Continuous improvement project (example: improving teamwork or communication skills)
- Content study (example: book study)
- Participation in conferences or workshops (example: sharing knowledge and tools obtained)
- Job-specific activity (example: Synergy, My Plan, Follette Desting, etc)
- Participation in on-line learning opportunities (example: using Lynda.com videos in combination with collaborative practice sessions)

## PROPOSAL SUBMISSION AND REVIEW PROCESS

The Advisory Board will meet 10 months a year, August through June, to review CLC proposals. Our goal is to assist in designing proposals that will enable quality professional growth opportunities for all participants. Submissions will be assigned and evaluated by a PLAB Board Mentor for initial review. The PLAB Representative will work directly with the CLC facilitator to ensure a complete and quality proposal submission. Additional assistance will be provided to participants whose proposals do not meet the criteria for submission and approval by the Advisory Board. For this reason, the review process can take up to eight (8) weeks. Please keep this in mind and allow yourself plenty of time prior to beginning your CLC. All proposals must be submitted electronically to Tania Rowe, Professional Learning Coordinator, at [trowe@powayusd.com](mailto:trowe@powayusd.com). Information provided on the CLC Proposal Form will be used by the Advisory Board to review each proposal. All CLC Proposals will be reviewed and feedback will be provided to the originator.

All CLC proposals must be APPROVED before work begins. There will be no retroactive approvals. All approvals must:

- Meet the quality criteria as defined above
- Include the CLC Proposal Form
- Identify professional growth objectives
- Include plans for acquiring learning goals, development and implementation in support of goals within the workplace, measures of success and reflection of the process.



## POINTS & STIPEND

**Points:** PSEA Classified staff will be compensated for continuing to grow professionally through a point system and stipend payment that is earned based on the amount of time invested in the CLC opportunity. CLC points will be awarded as follows:

Approximately 20 hours of work = 5 CLC Points  
Approximately 40 hours of work = 10 CLC Points

Partial points will not be allocated.

**Stipend:** Participants will receive a one-time paid stipend valued at \$75.00 per CLC point for a successfully completed CLC course. Once PLAB has approved and awarded the completion points to participants, records verifying earned points and allocated stipend amounts will be submitted by the Professional Learning Coordinator to Payroll. The employee will receive the compensation on the following month's pay warrant.

## **ATTENDANCE**

Attendance is a key ingredient for the success of the collaborative process. Participants are responsible for reviewing the posted session dates of the CLC prior to enrollment to ensure that they can attend all sessions. Participants must be enrolled prior to the CLC start date. Attendance to the first session of the CLC is mandatory. If unable to attend a subsequent session, the participant must notify the facilitator prior to the 'missed' session date and the participant continues to be responsible for makeup assignments. Missing the first session of any CLC or missing 2 or more of the remaining sessions will cause the participant to be immediately dropped from the class. Points cannot be claimed after the fact and will not be awarded retroactively.

It is expected that a substantial portion of the CLC hours will occur outside of the workplace unless authorized by the immediate supervisor. Productive professional growth activities are embedded in the work that we perform daily. Therefore, some of the professional growth activities as defined in the specific CLC proposal will occur naturally during the work day. Participants must work with the CLC facilitator to project the amount of time that the CLC learning will take place within and outside the workday and plan accordingly so as not to interfere with their regular work schedule.

CLCs involve collaboration between colleagues (two or more) as a component of learning. Should an insufficient number of colleagues register for the CLC, or if the number drops below the level needed for collaboration to complete the CLC as written, the originator of the CLC must contact the Professional Learning Coordinator immediately to discuss and amend the CLC.

## **COMPLETION**

Points will be awarded after satisfactory attendance and completion of the CLC as verified by the facilitator and Advisory Board. All proposal requirements must be completed within the proposal's initial timeline. No points will be awarded prior to the completion of the CLC or if the timeline is not met.

Once a proposal is satisfactorily completed as defined by the facilitator and Advisory Board, points will be awarded. If the hours spent on the CLC are more than originally applied for, a facilitator may submit a proposal amendment that includes justification for the additional hours. If approved by the Advisory Board, participants may earn extra points based on the additional hours.

## **PROFESSIONAL FILE**

It is in the employee's interest, but it is not required, to maintain a professional development file for a that includes:

- Documentation (time logs, work samples, etc.) that provide evidence of time spent in CLCs
- Copies of CLC summaries
- Record of points acquired



## FINANCIAL COURSE SUPPORT

A budget of up to \$500 will be established for any approved CLC course and is available to help cover the costs of participant materials and publishing fees. Reimbursement of up to \$500 is available, depending on the number of participants. Funds may not be requested for conference fees, substitutes to attend the CLC, food or guest speakers. This budget will fund up to \$250 for a small group CLC of less than 4 participants, up to \$375 for a group of 5-9 participants, and up to \$500 for a larger group of 10 or more participants.

Any participant who fails to complete a CLC and was supplied materials for that CLC, must either return all the materials (such as books, software, etc.) to the facilitator in a usable condition or reimburse the Advisory Board for the cost of the materials.

Facilitators may obtain CLC points for participating in a CLC as well as hourly pay for facilitation of that CLC. Or, they may simply receive facilitator pay and not participate in the CLC. Facilitator timesheets must be obtained and submitted to the Professional Learning Coordinator. An appropriate facilitator/participant ratio must be maintained in order to pay facilitators. Before the CLC begins, facilitator teams must agree that they will split the stipend if the enrollment drops below the needed ratio. Unless otherwise approved, timesheet hours will be paid as follows:

Number of Participants (in addition to the facilitator(s))	Number of Facilitators Paid on Timesheet
3-7	1
7-15	2

Facilitators who are not participants in the CLC may submit a timesheet for:

- Up to 15 hours for a 5 point proposal
- Up to 30 hours for a 10 point proposal

Facilitators who are participants in the CLC may submit timesheets for:

- Up to 10 hours for a 5 point proposal
- Up to 20 hours for a 10 point proposal

Timesheets must be submitted to the Professional Learning Coordinator for signature at the end of the CLC. Timesheets will not be processed until the conclusion of the CLC and must be presented within three (3) weeks of the CLC completion date.

## STEPS FOR PARTICIPATION

Participation in the Classified Learning Cooperative is completely voluntary. Although employees may engage in a variety of professional growth opportunities, only those that submit their proposal according to the requirements outlined in this document will be considered for approval by the PSEA Professional Learning Advisory Board. Proposals will be reviewed based on the defined Quality Criteria. If approved, points will be assigned prior to the start of the CLC. Points will not be awarded unless all requirements listed within this document are met. This program is available to all non-management classified employees.

To participate in the CLC Program:

Join a CLC that has already been approved and has not begun yet. Look at courses in the Professional Learning newsletter or go to the Poway Professional Development website to view current offerings.

or

Obtain a CLC Proposal Form and write your own proposal.



1. Obtain a CLC Proposal form. All CLC forms can be found on the PSEA website at <https://www.poway-psea.org/professional-learning/clc/> or on the Poway Professional Learning webpage at <https://ppl.powayusd.com>
2. Write a proposal that provides all of the information indicated on the form and this guide.
3. The completed proposal must then be submitted electronically via email attachment to Tania Rowe, Professional Learning Coordinator at [trowe@powayusd.com](mailto:trowe@powayusd.com). Proposals must be submitted a minimum of 4 weeks prior to the next Advisory Board meeting (see deadline calendar).
4. The CLC will then be assigned to a PL Mentor by the Professional Learning Coordinator. The PL Mentor will review the proposal in detail and if necessary, modifications will be made with the writer.
5. If no modification is indicated, the proposal will be added to the next Advisory Board meeting agenda for approval. If modifications are needed, suggestions will be made and the proposal will be returned to the writer for editing.
6. Proposals will be reviewed by the Advisory Board at regularly scheduled monthly meetings. After this review, proposals will either be returned to the writer with suggestions or approved. Once approval has been given, the originator will be contacted and work may begin on the CLC activities.
7. Proposals for work beginning before mid-September, must be received no later than April 29.
8. When the activities in the CLC proposal are completed, the following steps in the table below need to be done to receive credit for the CLC:

PRIMARY FACILITATOR	PARTICIPANT
<p>Collect and submit the following forms within 3 weeks of your last CLC session in order to receive facilitator pay. All items must be sent in one collective “package” to the PL Mentor.</p> <ul style="list-style-type: none"> <li>• Complete Facilitator Timesheet (if applicable)</li> <li>• Complete Facilitator Summary</li> <li>• Complete Participants Roster (attached to Facilitator Summary)</li> <li>• Identify each participant’s CLC status as completed, pending (in the event that there are extenuating circumstances and the participant plans on completing the CLC within an agreed upon timeframe) or dropped from the CLC course.</li> <li>• Submit a complete portfolio displaying examples of participants’ work demonstrating the acquired learning that occurred throughout the CLC.</li> <li>• CLC Participant Summary for each completed participant.</li> </ul>	<p>To be given to facilitator within one (1) week of your last CLC session:</p> <ul style="list-style-type: none"> <li>• Your completed portfolio examples of work completed during the CLC for evaluation</li> <li>• Complete Participant summary</li> </ul>
ALL CO-FACILITATORS	
<p>Must complete and submit:</p> <ul style="list-style-type: none"> <li>• Complete timesheet if applicable</li> <li>• Complete Facilitator Summary</li> </ul>	

FACILITATOR HANDBOOK: Appendix A

FACILITATOR SUMMARY: Appendix B

PARTICIPANT SUMMARY: Appendix C

## SUBSTITUTE EMPLOYEES

Substitute Classified employees who are cleared to substitute in a job that is within the PSEA unit are welcome to audit a CLC class if space is available after the course has been offered to employees. He or she is responsible for purchasing his/her own materials for the course. No credits nor stipend payment will be awarded to Substitute Classified employees who choose to audit CLC classes.

## **PSEA CLC Facilitator Handbook**

Thank you for facilitating a Classified Learning Cooperative course! You play a vital role in ensuring high quality professional learning for PUSD classified staff and in maintaining the integrity and success of the CLC Program. Your responsibilities as facilitator are listed below.

### **Before the CLC Starts (Once your CLC is approved):**

1. Confirm that your location, dates and times have been scheduled and provide information to your PLAB Representative.
2. PLAB Representative will enter the course into the Poway Professional Learning website <https://ppl.powayusd.com/>. Once entered, log in and confirm that all information is correct.
3. Contact PLAB Representative for requested course supplies more than 2 weeks before class starts.
4. You are encouraged to invite any contracted classified staff member to participate. (Substitutes are welcome to audit but will not be compensated).
5. Ensure that you are able to access through the Poway Professional Learning website your class roster, sign-in sheets and email contact information for all enrolled participants.
6. It is helpful to send reminders or welcome emails a day or more before your class starts. You may use your PUSD email address or the 'email participant' feature within Professional Learning website.

### **Starting your CLC:**

1. Print out sign in sheets from Professional Learning for each session and have participants sign for attendance. Keep sign-in sheets until the course has been funded at completion.
2. Explain course expectations and requirements to participants:
  - a. Review CLC materials needed during the course. Provide participants with a checklist of materials outlining the requirements that will be part of their portfolios at the close of the CLC. (As facilitator, you will be turning in a hard copy of one completed portfolio from a participant (other than yourself) to your PLAB Rep at the close of the CLC. It may be copies or originals).
  - b. Review attendance requirements. If a participant contacts the facilitator about missing a session prior to that session time and date, the facilitator may require a "make up" plan. The "make up" plan will be coordinated between the facilitator and participant at a time that is reasonable for both and must be completed prior to the end date of the CLC. If more than one class is missed, CLC points and compensation cannot be awarded. If necessary, contact your PLAB representative for further guidance.
3. Access Poway Professional Learning to record attendance electronically.
4. Maintain accurate records of all meetings including sign in sheets, agendas, meeting notes, homework, portfolios, journals, etc.

### **After CLC ends:**

1. Make sure all participants submit a completed CLC Participant Survey within 1 week of the last session.
2. Collect required portfolio participant materials as specified in the CLC checklist.
3. Check attendance records and each portfolio to ensure all requirements have been met.
4. Complete Facilitator Summary.
5. Submit the following to your PLAB Rep within two weeks:
  - a. Sample participant portfolio (other than your own)
  - b. Facilitator and/or Co-facilitator Summary
  - c. Participant Summaries
  - d. Signed, original Facilitator Timesheet (if applicable)

We appreciate your willingness to take on this commitment. Thanks again!

Your PUSD/PSEA Professional Learning Advisory Board



## Classified Learning Cooperative Program

### Facilitator Summary

---

Title of CLC: [Click here to enter text.](#)  
CLC Points: [Choose an item.](#)  
Actual start date: [Click here to enter text.](#)  
Actual end date: [Click here to enter text.](#)

*For coordinator to complete*

Received date: [Click here to enter text.](#)  
CLC #: [Click here to enter text.](#)

### FACILITATOR CONTACT INFORMATION

Primary facilitator name: [Click here to enter text.](#)  
Co-facilitator name (if any): [Click here to enter text.](#)  
Work location: [Click here to enter text.](#)  
Email: [Click here to enter text.](#)

### LEARNING SUMMARY

Summarize your participants' thoughts and reactions to the new learning that took place in this CLC by citing a few examples of how the participants implemented their new learning in the classroom with their students. Include any changes and modifications to the original CLC proposal that occurred as a result of the participants learning.

[Click here to enter text.](#)

Do you feel this learning will have a direct or indirect impact on student learning? If so, how?

[Click here to enter text.](#)

### REFLECTION

*Complete the following based on your review of the participants' summaries:*

Overall impact of the learning on your participants: [Click here to enter text.](#)

What did *you* learn as a result of this CLC? [Click here to enter text.](#)

What, if anything, would you change if you were to facilitate this CLC again?

Did you come up with any ideas for future CLCs as a result of this one? If yes, what are they?

[Click here to enter text.](#)

## PARTICIPANT ROSTER

*To be completed by primary facilitator. Send original signed copy to Tania Rowe at PSEA upon completion of the CLC.*

***Please “X” the appropriate box for each participant.***

<b>Name of Participant</b>	<b>Completed</b> (Met all requirements and receives points)	<b>Not Completed</b> (Attended TLC but did not complete all requirements and does not receive points)	<b>Dropped</b> (Did not finish course)	<b>Pending</b> (Please cite reason and anticipated completion date) <i>*Must be cleared by 6/1</i>

CLC Name: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_

Primary Facilitator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Classified Learning Cooperative Program

### Participant Summary

Title of CLC: [Click here to enter text.](#)  
CLC Points: [Choose an item.](#)  
Actual start date: [Click here to enter text.](#)  
Actual end date: [Click here to enter text.](#)  
Primary facilitator name: [Click here to enter text.](#)  
Co-facilitator name (if any): [Click here to enter text.](#)

*For coordinator to complete*

Received date: [Click here to enter text.](#)

CLC #: [Click here to enter text.](#)

### PARTICIPANT INFORMATION

Your name: [Click here to enter text.](#)  
Work location: [Click here to enter text.](#)  
Position: [Click here to enter text.](#)  
Email: [Click here to enter text.](#)  
Phone number: [Click here to enter text.](#)

### LEARNING SUMMARY

Summarize your new learning activities including approximately time involved. Summary should reflect the topics you have documented in your portfolio.

[Click here to enter text.](#)

Impact of the learning in your current or future positions: [Click here to enter text.](#)

Do you feel this learning will have a direct or indirect impact on student learning? If so, how?

[Click here to enter text.](#)

### REFLECTION

What did you learn as a result of this CLC? [Click here to enter text.](#)

What worked well? [Click here to enter text.](#)

What didn't work well? [Click here to enter text.](#)

Did you come up with any ideas for future CLCs as a result of this one? If yes, what are they?

[Click here to enter text.](#)