

Continuing Learning Units

Calculating the CLU Value of Professional Development Activities

State Board of Elementary and Secondary Education policy states that educators may earn one CLU for each clock hour of active engagement in high quality professional development. CLU providers (e.g., State Department of Education, local education agencies, universities, private providers) will include specific details (e.g., content description, length of time, provider qualifications) for all professional development activities. CLUs may be delivered face-to-face, online, or through video-conferencing.

Measuring Face-to-Face professional development.

- Typical face-to-face professional development experiences (e.g., workshops, courses, institutes, conferences) are scheduled for a particular length of time, during which all participants are active-ly engaged in the learning activities. Each actual clock hour of learning activities equals one CLU.
- When calculating clock hours and CLUs for face-to-face professional development activities, one does not include non-instructional/learning time. For example, for a day-long workshop, one would not include the lunch break; for a professional conference, one would only include those hours spent in actual sessions, excluding lunch/dinner breaks or social events. A typical 3 credit hour university course would be counted as 45 CLUs (one credit hour equals 15 CLUs). The clock hours and CLUs should represent time actually spent engaged in the learning experience.

Measuring Online professional development in CLUs.

- Unlike face-to-face professional development activities that have traditionally been delineated with a beginning time and ending time, the emerging world of online professional development does not as easily fit a clock-hour or seat time analysis. The relative newness of online professional development and the asynchronous nature of online learning make the clock hour measurement more challenging. However, an analysis of the structure, length, and content of an online learning experience can be converted to a "clock-hour" or CLU equivalency.
- The chart below provides general guidance that providers, participants, schools, and districts should use in calculating the CLUs for online professional development.

Length of Online Course/Workshop	Number of CLUs Awarded
12-weeks (approximate equivalent of a three-hour university credit course)	45
8-weeks	30
4-weeks	15
2-weeks	8

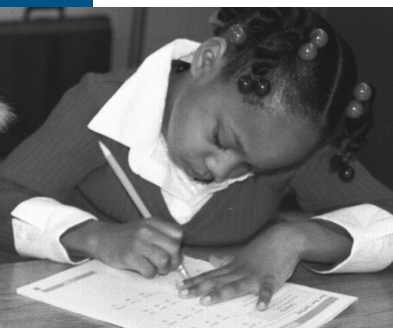
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Calculating the CLU Value of Professional Development Activities

Measuring Specialized and Program-Specific professional development experiences in CLUs.

- There are many opportunities for educators to have high quality professional development experiences and to earn CLUs that extend beyond traditional courses, seminars, institutes, workshops, or conferences. More and more comprehensive school and district improvement programs (e.g., LINCS, SCHOOLTech, LaTAAP) require participating educators to engage in meaningful professional growth activities. The expanded role of a teacher as an educational leader has resulted in teachers experiencing professional growth in a number of ways (e.g., mentoring other teachers, serving on curriculum mapping and curriculum development teams, achieving National Board Certification, completing action research).
- Calculating the CLUs for these types of professional development experiences requires careful deliberation and documentation. An educator may earn 1.0 CLU for each hour he/she is actively engaged in high quality, structured professional development activities with clear goals and objectives and identifiable outcomes.
- For example, to earn CLUs for time devoted to faculty study groups, the group must follow a structured process, with regularly scheduled meetings, agendas, notes/logs, and/or action plans. To earn CLUs for service on task forces and committees, 1.0 CLU is awarded for each clock hour spent in group deliberation.
- If schools participate in school-improvement professional development programs (e.g., LINCS, Reading First, SCHOOLTech), participating educators may earn CLUs for engaging in formal study groups and/or attending ongoing content-specific trainings. In such situations, the district may total the number of CLUs awarded for each individual activity, or may identify an annual CLU amount to be awarded for the full year participation.
- The list below identifies some of the specialized and program-specific professional development opportunities provided by the Louisiana Department of Education and can serve as a guide to how CLUs are awarded for similar opportunities.
 - Louisiana Teacher Assistance and Assessment Program (LATAAP) Mentor(30 CLUs per teacher mentored)
 - Louisiana Principal Induction (LPI) Program Mentor(45 CLUs)
 - District Assistance Team Member(45 CLUs)
 - LINCS Year-Long Study Group(45 CLUs)
 - Teacher Advancement Program Mentor(45 CLUs)
 - Teacher Advancement Program Master Teacher(45 CLUs)
 - Teacher Advancement Program Year-Long Cluster Group Member(45 CLUs)
 - Lead Instructor for LDE Online Professional Development Course(20 CLUs)
 - Member of NCATE/State Board of Examiners Accreditation Team(30 CLUs)
 - Member of the Blue Ribbon Commission on Teacher Excellence(10 CLUs)



“ When one teaches, two learn. ”

-- Robert Half