

Lonoke Public Schools
Professional Development Plan 2009-2010
(Act 83, 2003)

The Board of Education of the Lonoke School District is committed to providing the best possible educational opportunities for all students. The District will, therefore, commit the necessary time and resources to a comprehensive professional development program that will be driven primarily by student performance data and result in improved educational achievement for all students.

The Lonoke School District recognizes that the key to a quality professional development program is the establishment of an environment that facilitates and nurtures customer service, continuous learning, data-driven decisions, and continuous improvement at every level of the district. By definition, a learning community member assumes responsibility for his or her own growth. The district, however, has the responsibility to encourage, facilitate, and provide a full range of learning opportunities including job-embedded learning, study groups and seminars, workshops, informational or awareness sessions, in-depth study, access to resources and distance learning, in-classroom coaching and follow-up, conference attendance, participation on various committees, and so forth. However, administrative faculty meetings and administrative organizations, or clerical work in the classroom shall not count as approved professional development.

Requirements for Professional Development:

- Approved professional development activities shall relate to the following areas: content (P-12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; and building a collaborative learning community. At least six (6) of the 60 hours of required professional development shall be in the area of educational technology.
- Approved professional development activities, which occur during the instructional day or outside the employee's annual contract day may apply toward the 60-hour minimum professional development requirement.
- Pursuant to Act 603 of 2003, each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the 60 hour requirement for professional development.
- Pursuant to Act 2095 of 2005, teachers who provide instruction in Arkansas history shall receive at least two (2) hours of professional development in Arkansas history as part of the sixty (60) hours required annually.

- Pursuant to Act 603 of 2003, each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. These three (3) hours may be included in the required 60 hours of professional development.
- Pursuant to Arkansas Code Annotated 6-5-405, guidance counselors, principals and assistant principals who serve grades 7-12 and superintendents and assistant superintendents shall receive in the process of applying for scholarships generated from the state lottery.
- Pursuant to Act 1185 of 2005, a teacher may earn up to twelve hours of professional development credit for time required at the beginning of the school year to plan and prepare a curriculum and other instructional material.
- Teachers who teach advance placement and pre-advance placement classes must obtain required ADE training for these classes. Pursuant to Act 2131 of 2005, each hour of approved training received by certified personnel related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours.
- For each administrator, the 60-hour professional development requirement shall include training in data disaggregation, instructional leadership and fiscal management as developed or approved by the Arkansas Department of Education.
- Pursuant to Arkansas Code 6-11-105, schools that acquire an automated external defibrillator must ensure that expected automated external defibrillator users complete appropriate knowledge and skills courses at least once every two (2) years in required training. This would include identified members of the coaching staff.

Characteristics of Effective Professional Development

An effective professional development program which results in improved student learning includes, but is not limited to, the following characteristics:

- adequate financial resources, space, and time to facilitate effectiveness;
- collaboration with potential participants;
- analysis of student performance data which identifies needs in each site's Arkansas Comprehensive School Improvement Plan, and/or certified employee's Professional Development Plan;
- priorities identified in strategic planning documents and needs identified by emerging education issues;
- performance evaluations of staff both to enhance strong performance and to address weaknesses;

- research-based best practice, subject-specific and site-specific as often as possible, and aligned with the Professional Development Standards established by the National Staff Development Council;
- incorporation of the requirements of the State Board of Education relative to professional development activities for certified staff;
- annual evaluation for its impact on student learning.

Required Professional Development Hours

As per State Board of Education regulations, all certified employees of the Lonoke School District shall complete 60 required, approved professional development hours each year, six (6) of which must be educational technology. Also, within the 60 hours of required professional development, teachers will complete two (2) hours of parent involvement training and administrators will complete three (3) hours of parent involvement training. For each administrator, the sixty (60) hour requirement must include training in data disaggregation, instructional leadership, and fiscal management. Employees who miss any part of scheduled professional development activities for any reason (such as sickness) must make up that time in other approved professional development activities so that the 60 required hours are earned by each certified employee of the district during the school's professional development calendar year. Any teacher with an initial three-year license, who enters the district after first semester, will be required to accumulate at least 30 hours of professional development by the end of that professional development year, which may include but may not be limited to mentor/novice teacher interaction time.

As per Act 1183 of 2005, a three-hour graduate-level, college credit course counts as 15 hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the Department of Education as having critical shortage of teachers. To be certain the course meets approval, approval must be obtained from the building administrator and documented on the given Workshop Approval Form. Administrators will forward any concerns or questions to rtolson@arkansas.gov. No more than half of the required 60 hours of professional development time may be met through college credit hours.

Participants in District-sponsored professional development workshops will have their hours recorded if they sign in at each session and remain in the session for the designated time. Staff members who do not attend the full sessions designated on the District calendar for professional development must make up the time in order to earn the required 60 hours mandated by the Arkansas Department of Education. Principals of individual schools are charged with the development of procedures to account for full attendance at all sessions. Teachers are required to keep records of all sessions on Professional Development forms provided by the district and to submit copies to building administrators each semester.

Any excess professional development hours earned in a given year cannot be carried over to the next school year.

A minimum of 60 hours devoted to professional development activities will be included in the Lonoke School District's annual calendar. In meeting the required 60 hours, certified employees may apply for approved, flexible professional development hours from the Wilbur Mills Education Service Cooperative or other approved professional development providers during the summer months, after school hours, or on weekends. The school's professional development calendar year begins **June 1, 2009** and ends **May 31, 2010**.

The flexible professional development hours should be approved by the building principal in advance of the professional activity. A workshop approval form may be found on the "Employees," link located on the Lonoke Public Schools Web Page. A district and/or building administrator has the authority to require mandatory attendance at specific professional development activities.

Professional Development Activities and Flex Hours:

- **June 1-July 31 – Complete and submit an online workshop approval form to your principal found at <http://lonokeschools.org> to use two (2) professional development days. Be sure workshops are approved before registering (12 hours)**
- **Technology (7.5 hours): Requirement may be met by using one (1) or a combination of the following four (4) available technology days to get the 7.5 hours: August 3, 4, 5, 6, 7. State requirement is 6 hours. Any flexibility with the additional 1½ hours must be approved by the building principal.**
- **Parent Involvement (6 hour Day) – August 11 is Teacher Day provided by WDMESC (8:30 a.m. – 11:30 a.m.; 12:30 p.m. – 3:30 p.m.)**
- **August 14 – This is a contracted day for work in your classroom (6 Hours). Any substitution must be approved in advance by building principal. (These hours are not included in the 60 required PD hours)**
- **August 10, 12, 13 are required district professional development days (total of 22.5 hours)**
- **August 17, 18 are to be used for curriculum planning (total of 12 hours)**

Explanation of Activities and Flex Hours

Two "on-your-own" professional development days (two days – 12 hours) must be scheduled and used between June 1, 2009 and July 31, 2010. Teachers should use any "administrator-approved" professional development for this day (the WDMESC professional development summer calendar will be available at <http://wdmweb.wmsc.k12.ar.us>). Get approval in advance for your meeting. There may be several teachers who have content-related professional development during the summer outside of the scheduled professional development days. As long as those days are approved in advance by your principal, they may be used as a substitute for curriculum planning on August 17 and August 18 (two days – 12 hours). The Lonoke School District will provide technology in-service that meets the six (6) hour requirement. Teachers may select from District technology workshops offered on August 3, 4, 5, 6, and/or 7 to meet the district 7.5 technology hour requirement (one day – 7.5 hours). August 11 is the scheduled WDMESC Teacher Day which will meet the two-hour parent involvement requirement (one day – 6 hours). Any substitution for the August 11 Teacher Day should be approved in advance by building administration. **You may not substitute additional professional development days for August 10, 12 or 13. All faculty members must attend those sessions. REMEMBER: If you are considering substituting any professional development days for those which have been scheduled, you must get your principal's approval in advance. If you do not attend available technology sessions on August 3, 4, 5, 6 or 7 and/or the WDMESC Teacher Day on August 11, it will be your responsibility to get the equivalent of 7.5 hours for technology**

and another 6-hour day, comprised of at least two hours for parent involvement hours. Licensure renewal is contingent upon completion of the annual 60-hour requirement for a period of five years (it's the law). Be sure to keep good documentation!

***Curriculum planning and professional development will be scheduled during the summer for core subject areas. Participants may use those days as professional development days (two days from June 1 – July 31; one day - August 3-7 [technology]; one day – August 14; two days – August 17-18). The number of days used will be based on district need for completion of work assigned. No stipends will be paid for this work.**

NOTE: Federal Funds cannot be used to supplant the 60 required professional development hours by the State. Federal funds are to supplement this process. It is always a good idea to ask if you can count a workshop towards the 60-hour requirement. Anytime federal money is used, the professional development hours can only be applied after the 60-hour requirement is met.

- Professional Development Goals for 2009-2010**
- **To enhance learning opportunities for all students through the use of differentiated/multiple intelligences instructional strategies** – Each school will develop any additional professional development activities that reflect attention to the effective use of differentiated/multiple intelligences instructional strategies and support for all teachers.
- **Evaluation of Professional Development** – Each school leadership team will develop a implementation matrix for the actions in the ACSIP and building and district administration will visit every classroom each nine weeks to check for implementation and provide each school with feedback on the level of implementation.
- **Building Level Goals** – All building level professional development will focus on providing support for the implementation of best practices instructional strategies, including differentiated/multiple intelligences instruction. School leadership teams will provide ongoing feedback to teachers and administrators regarding implementation of action components by participating in classroom walkthroughs.
- **To enrich curriculum and curriculum offerings** – professional development activities should include activities that promote the implementation of research-based reform initiatives.
- **To support school improvement goals, interventions, and action components** – Each school leadership team will review their respective Arkansas Comprehensive School Improvement Plan to ensure effective implementation, which includes data review, attention to instructional strategies as a response to data, job-embedded professional development, and a process to monitor and evaluate the effectiveness of the plan.

Approval of Professional Development

Approval of professional development hours shall be based on the requirements within the ACTAAP State Rules, Board priorities, student achievement data, and local ACSIP plans. Improvement of student achievement shall be the prerequisite goal of all approved professional

development. School administrators and the Arkansas Department of Education will be responsible for approving professional development hours. The participant is responsible for obtaining and submitting the necessary documentation of professional development hours to the Lonoke Public Schools Central Administration Office for documentation and recording purposes.

Approved professional development activities, which occur outside the employee's annual required instruction days may apply toward the 60-hour minimum professional development requirement. This shall not diminish the 190-day state requirement for an annual contract.

Professional Growth Plan (PGP)

Each certified staff member must complete/review annually, in collaboration with his or her supervisor, an Individual Professional Growth Plan (IPGP) or equivalent for professional development that is an outgrowth of the employee's performance evaluation. Such forms will be provided by the School District. Individual Professional Growth Plans for novice teachers will be collaboratively developed and will be in addition to those developed through the state mentoring program.

Use of the School Day for Professional Development

To the extent possible, professional development activities should be conducted outside the school day in order to preserve the integrity of the instructional program. Approval may be granted to attend specific, required professional development activities during the school day.

Mentoring

Mentors will receive professional development hours as specified by Arkansas Department of Education. Mentors receive sixteen (16) of professional development credit for completing the Arkansas Mentor Training. Furthermore, mentors receive thirty (30) hours of professional development credit for being a mentor for a year.

National Board for Professional Teaching Standards Certification

Teachers are encouraged to participate in the certification process established by the National Board for Professional Teaching Standards. The school district will annually provide to principals copies of the Arkansas Department of Education Regulations Governing Incentives for National Board for Professional Teaching Standards for dissemination to teachers and will provide appropriate District-level support to those teachers seeking certification. The Lonoke School District provides an additional stipend of \$500.00 per semester following the completion of National Board Certification.

Pathwise/Induction Program for Beginning Teachers

The school district will administer an Induction Program for Beginning Teachers. All teachers in the Lonoke School District will be trained in the Pathwise Classroom Observation System.

Teachers new to the district who have not previously attended the training will be trained on-site or assigned to alternate sites early in the school year by building administrators.

Arkansas Comprehensive School Improvement Plan (ACSIP)

Each school must include in ACSIP reporting a professional development plan designed to build the capacity of the staff to achieve the plan's goals and objectives.

Monitoring and Evaluation

Regular monitoring activities of the professional development requirements shall occur when the Standards Assurance unit directly monitors the school and when the School Improvement Planning unit directly assists the school in ACSIP.

The criteria for evaluating the impact of professional development shall be the improvement by student achievement on the state criterion-referenced assessments, formative assessments, and other related indicators as defined by ACTAAP. These data shall be used to revise ACSIP and the professional development design associated with the local improvement plan.

Building principals and ACSIP chairpersons will be responsible for seeing that the ACSIP goals and actions are completed. An implementation matrix will be developed by each school to determine the level of implementation for each action in the school improvement plan. Matrices will be used each nine weeks grading period to determine the level of implementation in each classroom and school.

Non-Certified Professional Development Requirements

The following professional development is required for non-certified positions within the Lonoke School District.

- Pursuant to Arkansas Code 6-11-105, schools that acquire an automated external defibrillator must ensure that expected automated external defibrillator users complete appropriate knowledge and skills courses at least once every two (2) years in required training. This would include school nurses and coaching staff.
- Custodial staff members are required to attend yearly training in asbestos awareness (2 hours), chemical safety and right to know procedures (1-2 hours).
- Maintenance staff members are required to obtain four (4) hours of asbestos awareness training annually.
- Bus drivers are required to obtain an annual three (3) hour workshop related to bus safety, laws and procedures.
- School bookkeepers are required to attend annual training in financial management from the Arkansas Department of Education.

- Instructional assistants/aides who provide direct service to students with special needs will receive two days of core training that involved interactive sessions, which enhance the knowledge, and variability of instructional demands.

Definitions:

Advocacy/Leadership means building the capacity for shared visions and system improvement in order to improve student learning.

Assessment means measuring and judging student performance and achievement relative to the learning standards.

Building a Collaborative Learning Community means understanding community, sensitivity, diversity, and effective communication of high expectations.

Cognitive Research means research about learning and application to practice.

Content (P-12) means increasing knowledge in a discipline or domain.

Instructional Strategies means a technique or method for teaching students.

Educational Technology means the use of any technology to enhance instruction, learning and management.

Mentoring/Coaching means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.

National Board Certification is a demonstration of teaching practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. Offered on a voluntary basis to teachers with at least three years of teaching experience, the system of National Board Certification complements, but does not replace, state licensing.

Principles of Learning/Development Stages means understanding and applying knowledge about how humans learn from birth through adulthood in order to maximize achievement.

Professional Development means a coordinated set of planned learning activities for teachers and administrators which are standards-based and continuous. Professional development will result in individual, school-wide, and system-wide improvement designed to insure that all students demonstrate proficiency on the state academic standards. Approved professional development will be linked to the school's improvement plan, demonstrate research-based best practice, and be subject-specific and site-specific as often as possible.

Professional Development Flex Day or Flex Hours means prior approved flex day or flex hours earned in lieu of or substituted for activities scheduled on the school district's professional development calendar.

Standards, Frameworks, and Curriculum Alignment means defining what students should know and be able to do at acceptable performance levels and organizing curriculum and instruction to bring about desired learning results.

Supervision means gaining knowledge and skills in instructional management in order to improve the quality of staff members and staff performance.

Systemic Change Process means understanding changes across an entire system such as culture, governance, community, roles, rules, responsibility, etc., to improve the education results and increase student achievement.

Legal Reference: A.C.A. 6-15-704, A.C.A. 6-17-701 to A.C.A. 6-17-703 (needs to be updated)

Cross-Reference: Arkansas Department of Education Regulations Governing Professional Development; National Staff Development Council's Standards for Professional Development revised "Advancing Student Learning Through Professional Development"; ADE Regulations Governing Financial Incentive for National Board of Professional Teaching Standards.

**WORKSHOP APPROVAL FORM
LONOKE SCHOOL DISTRICT**

NAME _____ BUILDING _____

WORKSHOP TITLE _____

LOCATION _____ WORKSHOP DATE(S) _____

PRESENTER _____ TOTAL CREDIT HOURS* _____

Identify the type of workshop (check all that apply – labels per ADE regulations).

- Conference Institute Individual Learning
- Mentoring Peer Coaching Study Group
- Distance Learning Internship College/University Work
- National Board for Professional Teaching Standards Certification
- Other _____

Identify the area of focus for the professional development activity (per ADE regulations).

- Content (K-12) Instructional strategies Assessment
- Advocacy/Leadership Systemic change process Supervision
- Mentoring/Coaching Instructional technology Cognitive research
- Building a collaborative community Principles of learning/Developmental stages
- Standards, frameworks, and curriculum alignment

Describe how this Workshop/Training/Graduate Class addresses your Professional Development Plan or your school's ACSIP Plan. _____

Is this workshop replacing some other planned professional development activity? Yes No
If "Yes", please explain: _____

*Count all-day workshops as 6 hours and half-day workshops as 3 hours.

TEACHER'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE

CENTRAL OFFICE APPROVAL
(only necessary if funding is required)

DATE

Funding Source _____

*Submit to principal for approval. Principal will file original. Keep a copy of approved form for your records.