

Professional Development GUIDELINES Revised October 4, 2011

IMPROVEMENT OF STUDENT ACHIEVEMENT SHALL BE THE PREREQUISITE OF ALL PROFESSIONAL DEVELOPMENT - (2005 Arkansas Legislature)

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 ensure 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.

The purpose of professional development is to improve teaching and learning so that all students demonstrate proficiency on the state academic standards. Improvement of student achievement will be the prerequisite goal of all professional development.

All approved professional development will relate to improving student achievement on the CRT and other ACTAAP indicators and must relate to one of the following areas (definitions on page 3):

- Content K-12
- Assessment
- Mentoring/Coaching
- Parent Involvement
- Standards/Frameworks/Curriculum Alignment
- Principles of Learning /Developmental Stages
- Building a Collaborative Learning Community
- Instructional Strategies
- Educational Technology
- Supervision
- Systemic Change Process
- Advocacy/Leadership
- Cognitive Research

1. **Full-time Certified Personnel must complete 60 hours of professional development training during 2011-2012. Included in the 60 hours:**
 - 48 hours provided by school/district on the required professional development days
 - Educational Technology - 6 hours
 - Parent Involvement - 2 hours
 - Arkansas History - every teacher who teaches Arkansas History (K-12) is required to obtain 2 hours
 - Code of Ethics for Arkansas Educators
 - Knowledge and skills needed to teach students with disabilities, including without limitations, autism
 - Health and Safety in Athletic Activities for every coach
 - Bullying Prevention and Investigation
 - Knowledge and skills to teach culturally and linguistically diverse students

Certified personnel working solely part time in one of the following settings shall be required to earn 30 hours of professional development during the 2011-12 school year:

- Adult basic education
- General adult education
- English as a Second Language for adults
- General Education Development Test examiners

2. **Every administrator must complete 60 hours of professional development training during 2011-12. Included in the 60 hours:**
 - 3 hours of Effective Parental Involvement
 - 4 hours of Tier II Fiscal Management
 - 6 hours Educational Technology
 - Data Disaggregation
 - Instructional Strategies
3. **For the 2011-12 school year professional development credit will not be awarded on the two (2) calendar teacher preparation days of August 12, August 15 p.m. and August 16 p.m.**
4. **Professional development hours must be earned from June 1, 2011 - May 31, 2012.** Certified personnel who fail to acquire the 60 hours training, (6 of those hours in Educational Technology and 2 hours in Parent Involvement) in each school year will lose one day's pay or a pro-rata share for each 6 hours of professional development training in which they are deficient.

5. **It is the responsibility of the certified staff member to submit documentation for the required hours earned by May 31.** If the hours are earned after April 15, the certified staff member must submit a copy of the hours to his/her immediate supervisor and send a copy to the office of professional development by June 1.
6. **An employee who misses any part of regularly scheduled professional development activities for any reason (such as sickness) must make up that time in other professional development activities so that a minimum of 60 hours is earned during the school year.**
7. **Documentation for each staff member's professional development will be maintained at the individual school.** Upon acquisition of 90 hours of approved professional development, a staff member may request from the principal/immediate supervisor a waiver from subsequent professional development. The waiver will permit the teacher to be absent from the building at those times specifically approved by the principal or immediate supervisor. A separate request should be submitted for each required activity for which waiver is desired.

At least 20 of the 90 hours must be earned during off-contract time.

Factors involved in the supervisor granting a waiver will include state regulations, district requirements, and the relationship of the professional development activity to the strategic goals of the building or department.

8. **A three-hour graduate or undergraduate level college credit course from an accredited college 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 ADE as having a critical shortage of teachers. These hours must be approved by the Arkansas Department of Education Office of Professional Licensure for each course or
 - Is otherwise approved by the ADE as a graduate level course eligible for professional development credit.

Forms may be downloaded from the FSPS Professional Development website. Send the form and transcript to the Director of Professional Development for an authorized signature. The form will then be submitted to the ADE for approval.

No more than half of the 60 required hours may be earned through college credit.

9. **A maximum of professional development credit may be earned for work on ACSIP Committees:** chairperson - 9 hours; member of committee - 6 hours. No credit will be given for clerical tasks on the ACSIP.
10. **Each hour of approved training received related to teaching an advanced placement class shall be counted as professional development up to a maximum of 30 hours.**
11. **All certified staff should be listed on the Annual Professional Development Report including principals, directors, and also nurses, social workers, occupational therapists, etc.**
12. **Principals and directors will inform their certified staff members of the topics of professional development at least three (3) days prior to the workshop.**
13. **All teachers, within 12 months of employment and at the time of Renewal of License, will be trained in Recognizing Signs and Reporting of Suspected Child Abuse. This training, designed by the ADE, may count as Parental Involvement.**
14. **Beginning in 2012-13 school year, each certified person will be trained in Suicide Prevention. This will be required to be taken every 5 years.**

Definitions

For the purpose of these Guidelines the following definitions will apply:

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

Instructional strategies mean techniques or methods 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.

Principals of learning/developmental stages mean understanding and applying knowledge about how humans learn from birth through adulthood in order to maximize achievement.

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 educational results and increase student achievement.

Parental Involvement means gaining knowledge in effective ways to engage parents in the education of their child. *Must be professional development, not the act of engaging parents (not PTA meetings, Open House, Orientation).*