



Professional Development Plan



***Professional
Development
Plan***

Huntsville School District Professional Development Plan 2019-2020

The Huntsville School District Board of Education is committed to providing the best possible educational opportunities for all students. Therefore, the board will commit the necessary time and resources to a comprehensive professional development program that will be driven primarily by the student performance data and result in improved educational achievement for all students. As a district, we hold high expectations for all students and believe all students can learn. Through Professional Learning Communities (PLC) and Response to Intervention (RTI) initiatives, the district will ensure student achievement. Employees will receive the necessary training to create and maintain collaborative PLCs and a strong RTI systemic process, K-12.

The Arkansas State Literacy Standards were fully implemented during the 2017-18 school year. We believe that all students must read on grade level and that literacy is the key to success in the classroom and throughout life. As a result, all kindergarten through fifth grade teachers and instructional assistants will be trained in Phonics First strategies and Empowering Writers. All teachers, K-12, will implement Accelerated Reader (AR), establish reading targets for students, and work diligently to ensure all kids meet grade level reading expectations. The library media specialist on each campus will be leaders in reaching the reading goals established by the district. Best practices and strategies for teaching literacy will be used classrooms throughout the district and literacy skills will be a focus in all content areas. District personnel shall be trained in the Science of Reading as required by the Division of Elementary and Secondary Education beginning in the 2019-2020 school year. Teachers, staff, and administrators will be trained in best practices for closing the achievement gap for ESOL, special needs, and low-socio economic students.

The Arkansas State Math standards will be taught in each grade level and content area. K-2 teachers are being trained in Cognitive Guided Instruction, 3-6 teachers in Extending Children's Mathematics, and secondary teachers in Thinking Mathematically, Backward Design, and AAIMS. K-8 math teachers have implemented Engage New York and 9-12 will begin implementation during the 2019-2020 school year. Professional development in best math practices began in the summer of 2013 and will continue to be a priority in the district.

The board 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. The district, however, has the responsibility to encourage, facilitate, and provide a full range of learning opportunities included 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, tuition reimbursement for university courses, conference attendance, participation of 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.

Memo

To: Certified Employees of the Huntsville School District
From: Superintendent Dennis Fisher
Subject: Professional Development

Arkansas state law requires all teachers to be contracted for a minimum of 190 days. Beginning with the 2015-2016 school year, and each year thereafter, each certified employee must complete 36 hours (for licensure) of approved professional development annually which must be fulfilled between June 1 and May 31 of the school year.

All approved professional development activities, whether on-site, off-site, or online must satisfy requirements dictated by Arkansas law, Department of Elementary and Secondary Education rules, and/or district policy. Only professional development activities which improve student achievement, are identified in the school level improvement plans, are grade level subject area appropriate, and/or meet the needs of the Professional Growth Plan (PGP) will be considered for approval by the building principal. The appropriate form must be completed and submitted and approval must be obtained before registration of the professional development event can occur.

The teacher is responsible for providing documentation of attendance to all approved professional development activities to the building principal who will maintain a professional development file on each certified employee. Principals/Supervisors are responsible for verifying that each certified employee has met the 36-hour Arkansas law requirement, and any additional hours required by the district. The Huntsville School District requires 60 hours of Professional Development each year in lieu of adding four instructional days to the calendar. Professional development will be linked to each teacher's Professional Growth Plan under the district expectations of the Teacher Excellence Support System (TESS). Documentation is critical because each individual's professional development hours must be submitted to the Department of Elementary and Secondary Education each year by July 30 in order for his/her license to be renewed automatically.

Professional Development

Definition (AR Code 6-17-704)

Professional Development is a set of coordinated planned learning activities that:

- ~Are part of the minimum number of professional development hours required by law or by the department;
- ~Improve the knowledge, skills, and effectiveness of teachers (DESE Rules Gov. PD 3.01.1);
- ~Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills (3.01.2);
- ~Lead to improved student achievement (3.01.3);
- ~Are research-based, standards-based, and continuous (3.01.4).

Purposes

The purposes of Professional Development are:

- to develop a high quality professional development system for all educators.
- to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

Professional Development Criteria

Professional development is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. All approved professional development shall be aligned to the following standards developed by the National Staff Development Council (5.01):

- Context Standards (5.01.1)
 - Requires skillful school and school district leaders who guide continuous instructional improvement
 - Organizes educators into learning communities whose goals are aligned with those of the school and school district
 - Requires resources to support educator learning and collaboration
- Process Standards (5.01.2)
 - Uses disaggregated student data to determine educator learning priorities, monitors progress, and helps sustain continuous improvements
 - Uses multiple sources of information to guide educator improvement and demonstrate its impact
 - Prepares educators to apply research to decision making
 - Uses learning strategies appropriate to the intended goal
 - Applies knowledge about human learning and change
 - Provides educators with the knowledge and skills to collaborate
- Content Standards (5.01.3)

- Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments properly
- Provides educators with knowledge and skill to involve families and other stakeholders appropriately.
- Provides educators with knowledge and skills needed to teach students with disabilities, including without limitation autism; and
- Provides educators with knowledge and skills needed to teach culturally and linguistically diverse students.

Professional Development Activities

Approved professional development activities shall relate to the following focus areas (5.02):

- Content (K-12) (5.02.01)
- Instructional strategies (5.02.02)
- Assessment/data-driven decision making (5.02.03)
- Advocacy/leadership/fiscal management (5.02.04)
- Systemic change process (5.02.05)
- Standards, frameworks, and curriculum alignment (5.02.06)
- Supervision (5.02.07)
- Mentoring/Peer Coaching
- Next generation learning/integrated technology (5.02.09)
- Principles of learning/developmental stages/diverse learners (5.02.10)
- Cognitive research (5.02.11)
- Parent involvement/academic planning and scholarship (5.02.12)
- Building a collaborative learning community (5.02.13)
- Student health and wellness and: (5.02.14)
- The Code of Ethics for Arkansas Educators

All approved professional activities must be based on improving student achievement on state assessments and increasing academic performance. (5.03)

Methods of Earning Professional Development

Approved professional development takes on many forms and may be earned in the following ways (5.04):

- Conferences/workshops/institutes (5.04.01)
- Study groups/learning teams (5.04.03)
- National Board for Professional Teaching Standards Certification (5.04.04)
- Distance learning/on-line opportunities (5.04.05)
- Micro-credentialing approved by DESE
- Internships (5.04.06)
- State/district/school programs (5.04.07)
- College/university course work (5.04.08)
- Action research (5.04.09)
- Individually-guided as noted in the educator's individual prof. dev. plan (5.04.10)

Arkansas Online Professional Development Initiative-a partnership between the DESE and the Arkansas Educational Television Network (AETN) to provide on-line programs, courses, and workshops through the AETN.

Under the initiative, the Commissioner of Education shall identify teacher professional development needs in the state and prioritize the needs based on the areas of professional development most needed to improve academic and teaching knowledge and skills of certified personnel. The commissioner shall work with the Director of the Educational Television Division of the Department of Education and local school districts to develop a statewide online professional development program that includes quality professional development courses that:

- Are aligned to the required focus areas identified in the State Board of Education rules governing professional development and the Arkansas Comprehensive Testing, Assessment, and Accountability Program
- Are aligned with the clear, specific, and challenging academic content areas as established by the Department of Education as required under 6-15-404
- Are aligned with the state curriculum frameworks established by the department for each class level or subject area included in the respective professional development programs;
- Are research-based and available from sources with expertise in technology-delivered professional development courses;
- Are consistent with the Southern Regional Education Board Multi-State Online Professional Development Standards in existence on January 1, 2005;
- Focus on improving student academic achievement by improving a teacher's academic and teaching knowledge and skills; and
- Include an assessment at the end of the program designed to measure each certified person's level of understanding and ability to implement or apply the information presented in the program.

NOTE: This method of professional development must be approved in advance by the building principal.

Professional Development Guidelines

**60 hours of Professional Development must be completed by all certified employees between June 1 and May 31 of each year. (This includes the DESE required 36 and the district's required 24).*

**One professional development day = 6 hours professional development credit*

**A certified employee who misses any professional development activity for any reason must make up the time in order to complete the PD requirement.*

**Failure of an employee to complete the required hours of professional development in any given year shall be grounds for disciplinary action up to and including termination.*

** Approved professional development activities, which occur during the instructional day, or outside the educator's annual contract days, may apply toward the minimum professional development requirement.*

**Professional development hours earned in excess of sixty (60) in the designated year cannot be carried over to the next year.*

** Hours of PD earned by an employee in excess of the employee's required hours, but are either not at the request of the district, or not approved by the building principal, shall not be credited toward fulfilling the required number of contract days for that employee.*

**Certified employees in positions not directly related to instructional activities shall be responsible for completing the required professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the district.*

Teacher Requirements

- 4.03.2 **Arkansas History** (2 hours in 2020-21) and every fourth year thereafter according to the professional development schedule if teacher provides AR History instruction; Act 2095 of 2005; Ark. Code Ann. § 6-17-709/§ 6-17-703.
- 6.03.1 **Teacher Excellence Support System (TESS)** (3 initial required hours, HSD trainings on all domains will be provided for all new to the classroom teachers). All teachers will be TESS trained as required by law or rule. The training will be directly related to the content area, instructional strategies, or identified needs on professional growth plans. Intensive support teachers must directly relate all of those hours to the PGP. Ark. Code Ann. § 6-17-2801
- 4.03.3 **Parent Involvement** (2 hours in 2018-19) and every fourth year thereafter of professional development designed to enhance understanding of effective parental involvement strategies according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-15-1703.
- 4.17 **Teen Suicide Awareness and Prevention** (2 hours in 2019-20) and every fourth year thereafter according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-17-708
- 4.18 and 4.19 **Child Maltreatment** (2 hours in 2017-18) and every fourth school year thereafter) related to recognizing the signs and symptoms, legal requirements, and methods for managing disclosure of child maltreatment according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-61-133. Child maltreatment shall be obtained not more than one year before the individual's initial licensure.

Child Maltreatment	2017-2018	2021-2022	2025-2026
Parent Involvement	2018-2019	2022-2023	2026-2027
Teen Suicide Awareness/Prevention	2019-2020	2023-2024	2027-2028
Arkansas History	2020-2021	2024-2025	2028-2029

- Ark. Code Ann. 6-48-514, 6-10-110, 6-10-121, 6-15.1302, 6-15-1303 **Anti-bullying and School Safety** (All school district employees will receive training (2 hours) with the anti-bullying policies including reporting, prevention, relationship of bullying and the risk of suicide, and employee's duties under the district's anti-bullying policies. All employees will also receive school safety training to include fire, tornado, and emergency situations.)
- Ark. Code Ann. 6-17-704 (e)(2) and Act 780 of 2011 **Autism (Special Education Teachers and Teachers** teaching students with disabilities receive professional development providing knowledge and skills, including without limitation autism.)

- HSD will make available 30 minutes of professional development annually on recognizing and reporting **Human Trafficking**.
- HSD will provide professional development annually in the Code of Ethics for Arkansas Educators.
- Beginning in the 2019-2020 school year, the district shall provide annual training instruction based on the Science of Reading as set forth in the literacy plan contained within the district's SLIP's.
- Ark. Code Ann. 6-17-704 (e)(2) ***Disability and Diversity Training*** (Educators receive professional development with knowledge and skills to teach intellectually, culturally, and linguistically diverse students.)
- **4.16 Athletic Coach Requirements**
Once every three years obtain training in recognition and management of the following events or conditions:
 - 4.16.1 A concussion, dehydration, or other health emergency;
 - 4.16.2 A environmental issue that threatens the health or safety of students; and
 - 4.16.3 A communicable disease.
 - 4.16.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.
 -Act 1013 Requires Sudden Cardiac Arrest Training for athletic coaches beginning in the 2018-19 school year.

Administrator Requirements

- **4.03.3 Parent Involvement** (2 hours in 2018-2019) and every fourth year thereafter of professional development designed to enhance understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-15-1703 Note: No more than once every 5 years, an educator may substitute for this parent involvement requirement no more than 2 hours for Child Maltreatment.
- **4.17 Teen Suicide Awareness and Prevention** (2 hours in 2019-2020) and every fourth year thereafter according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-17-708
- **4.18 and 4.19 Child Maltreatment** (2 hours in 2017-2018) and every fourth school year thereafter) related to recognizing the signs and symptoms, legal requirements, and methods for managing disclosure of child maltreatment according to the professional development schedule under Ark. Code Ann. § 6-17-709/§ 6-61-133. Child maltreatment shall be obtained not more than one year before the individual's initial licensure.

Child Maltreatment	2017-2018	2021-2022	2025-2026
Parent Involvement	2018-2019	2022-2023	2026-2027
Teen Suicide Awareness/Prevention	2019-2020	2023-2024	2027-2028

- Ark. Code Ann. 6-48-514 ***Anti-bullying*** (All school district employees will receive training (2 hours) with the anti-bullying policies including reporting, prevention, relationship of bullying and the risk of suicide, and employee's duties under the district's anti-bullying policies.
- 4.03.4 ***Administrator Requirements***
 - Data Disaggregation
 - Instructional Leadership
 - Fiscal Management
- 4.03.4.1 ***Fiscal Management (Superintendents and District Designees)***
 - 12 hours Tier I (New Superintendents/Business Managers ONLY) / 2 hours Tier II

Additional Professional Development

1. ***Ed Reflect Training*** (associated with TESS): All teachers will receive Ed Reflect training.
2. ***College Course*** = 15 hours; must meet requirements and be approved by HSD
3. ***AP Training*** = maximum of 30 hours
4. ***Planning/Development of Curriculum or Instructional Materials*** = 12 hours (prior to first student/teacher interaction day)
5. ***Professional Development Provider*** = 2 hours for each hour spent in presenting professional development content
6. ***Coaching Clinics*** = Head coaches 2 days (12 hours) - Other coaches 1 day (6 hours)
7. ***New Teacher Orientation***: This is for **new hires** only.

College Courses

A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit (4.04) (Act 1182 of 2005):

- is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed;
- is part of the requirement for the teacher to obtain additional certification in a subject matter that has been designated by the DESE as having a critical shortage of educators;

- is otherwise approved by the DESE as a graduate level course eligible for professional development credit. No more than half of the required 60-hours of professional development time may be met through college credit hours;*
- Graduate level courses in educational leadership are eligible for professional development credit based on approval by the DESE. The focus of the course must specifically relate to the job assignment as approved by the district;*
- Nothing in this section shall prevent or restrict a school district from requiring additional in-service training.

***The Request for 15 Hours Credit for Professional Development Form must be submitted to the HSD central office curriculum/PD director for approval before it may be counted toward the 60-hour requirement.**

Advanced Placement

Each hour of approved training received by educators related to teaching an advanced 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 (4.05).

Curriculum Planning/Instructional Material Development

An educator may be entitled to **up to 12 hours of professional development** credit approved by the district/school which may be applied toward the 60 hour professional development requirement at the beginning of each school year which is used to plan and prepare curriculum or develop other instructional material provided:

- The time is spent in his/her instructional classroom, office, or media center at the public school. (5.05.01)
- **The time is prior to the first student teacher interaction day of the school year.** (5.05.02)
- The time is spent in the focus areas listed in Section 5.02 of these Rules and may include but are not limited to the following (5.05.03):
 - Grade level and/or vertical team planning to integrate subject areas (5.05.03.1);
 - Team work to analyze student data (5.05.03.2);
 - Team work to develop academic improvement plans (AIP) or individual improvement plans (IEP) (5.05.03.3);
 - Developing assessments for learning (formative assessments) (5.05.03.4);
 - Professional book studies (5.05.03.5);
 - Content K-12
 - Developing student-centered units tied to the State academic standards and student learning expectations (5.05.03.6);
 - Developing intervention strategies to support remediation (5.05.03.7);
 - Developing and/or revising the School Level Improvement Plan (SLIP) (5.05.03.8);
 - Developing and/or revising curricula maps and/or pacing guides (5.05.03.9);
 - Pursuing study as noted in individual professional development plan (5.05.03.10);
 - Arkansas IDEAS, on-line professional development, related to SLIP or the educator's professional growth plan (5.05.03.11).

- Specific activities which **do NOT** qualify include but are not limited to (5.05.04):
 - Making and putting up bulletin boards (5.05.04.1);
 - Clerical work associated with documents such as SLIP, AIPs and IEPs (5.05.04.2);
 - Administrative faculty or team administrative meetings (5.05.04.3).

Professional Development Provider

Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content (4.09).

Coaching Clinics

Head coaches will be allowed to count two days (12 hours) of coaching clinics toward fulfillment of the 60 hour requirement; other coaches may be allowed to count one day (6 hours) at the discretion of his/her principal. Documentation of attendance must be given to the principal to be placed in the individual's professional development file.

Professional Development Committee Members

Dennis Fisher-Superintendent
Cheryl Gall-Assistant Superintendent
Jennifer Roach-WPS Principal
Sheila Trinkle-HMS Asst. Principal
Mike Cain- HHS Asst. Principal
Roxanne Enix-HHS Principal
Matt Ferguson-HMS Principal
Audra Kimball-St. Paul Principal
Kenena Pelfrey-HIS Principal
Natosha West-Federal Programs/District Test Coordinator
Tonja McCone-Special Services Director
Kathy Lyman-Paraprofessional
Nikki Brecheen-Instructional Facilitator/Dean of Student
Eric Miller-Instructional Facilitator St. Paul
Sherri Cozad-ESOL Director
Sherri Siegrist- Dyslexia Specialist
Susan Stevens-Director of Personnel and Program Compliance
Belinda Stafford-Instructional Facilitator Secondary Math
Teresa Rutledge-Instructional Facilitator Secondary Literacy
Dana Bailey-HIS Third Grade Teacher
Rose McKinney-St. Paul Social Studies Teacher
Jo Lynn Nelson-HHS Math Teacher