

Noble Public Schools



Professional Development Plan

**Annual Update
2019-2020**

Date Approved by NPS Board of Education

Table of Contents

The Need for Professional Development	Page 3
The NPS Professional Development Plan	Page 5
I. Professional Development Competencies	Page 5
II. Professional Development Committee	Page 6
III. Professional Development Funds	Page 6
IV. Professional Development Days & Points	Page 8
V. Professional Development Point Requirements	Page 9
VI. Evaluation of Professional Development	Page 10
VII. Professional Development Budget	Page 10
Appendix	
I. Certificate of Attendance	Page 12

“Teachers and students go hand in hand as learners – or they don’t go at all.”

*Roland S. Barth – author of *Improving Schools from Within**

The Need for Professional Development Noble Public Schools

Noble Public Schools (NPS) will support professional development opportunities at the district, building, and individual level to ensure that there is a continued focus on student achievement, organizational effectiveness, and compliance with state and federal regulations. The need for professional growth, whether at the district, site, or personal level, must become a staple if school improvement is at the forefront of the school district's goals. Professional development ideas may be generated by assessing Oklahoma State Department of Education and Organizations, the Standards for Professional Learning, teacher surveys, staff development evaluations, district plans and policies, and state/federal regulations.

Oklahoma State Department of Education

- <http://www.ok.gov/sde/>

Oklahoma Association for Supervision and Curriculum Development

- <http://www.oascd.org/>

Noble Public Schools Professional Development

- <http://www.nobleps.com>

The Standards for Professional Learning – These seven standards were developed by Learning Forward: The Professional Learning Association (formerly known as the National Staff Development Council) to outline the characteristics of professional learning.

- **Learning Communities:**
 - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:**
 - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:**
 - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:**
 - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of

student, educator, and system data to plan, assess, and evaluate professional learning.

- **Learning Designs:**
 - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:**
 - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:**
 - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Learning Forward: The Professional Learning Association (2015)

- <http://learningforward.org/>

It is the goal of the Noble Public Schools to develop a Professional Development Plan and Guide that will strive to benefit all members within the district to assist NPS to “ensure all learners reach their highest potential.” The NPS Professional Development Plan will state the district’s staff development competencies and professional development guidelines that will help in achieving this goal. **These competencies and guidelines will be guided by proven standards, district input (which may include the Comprehensive Local Education Plan, Site Level Plans, District Title I Plan, surveys), and local, state, and federal regulations.**

NPS Professional Development Plan

I. Professional Development Competencies for 2019-2020

Certified/licensed personnel shall:

- A. Continue to focus on improving the instruction of all curriculum areas, Goals for the core curriculum areas are as follows:
 1. Increasing the academic performance data scores for the district and each school site.
 2. Closing the achievement gaps among student subgroups.
 3. Increasing student achievement as demonstrated on state-mandated tests and the ACT.
 4. Increasing high school graduation rates;
 5. Decreasing college remediation rates (State Guideline).
- B. Continue to focus on the horizontal and vertical alignment of the Oklahoma Academic Standards.
- C. Continue to focus on understanding social changes outside the school that affects student and teacher performance.
- D. Continue to focus on effective classroom management, student discipline strategies, and bullying prevention (**State Guideline**).
- E. Continue to understand how to teach children with special physical and/or emotional needs.
- F. Continue to acquire knowledge in health related issues such as AIDS, Bloodborne Pathogens, Hazardous Communications, Drug and Alcohol Awareness, CPR, and 1st Aid (**State Guideline**).
- G. Continue to function effectively with all students in a multicultural society and appreciate the diversity that each student brings to the classroom (**State Guideline**).
- H. Continue to develop programs to promote the participation of parents in the education of their children (**State Guideline**).
- I. Continue to develop an understanding of the needs of children and their varied learning styles.
- J. Continue to develop the skills needed to teach children with academically exceptional abilities.
- K. Continue to develop skills in using and implementing advanced technology within the classroom.
- L. Continue to develop and participate in programs that focus on improving school climate.
- M. Continue to allow for effective collaboration in regards to curriculum alignment, benchmark assessments, student data, district goals, best-proven practices, etc.
- N. Continue to be aware of state and federal laws and how they affect the learning environment, such as FERPA, Workplace Safety, etc. (**State Guideline**).

- O. Continue teacher training on recognition and reporting of child abuse and neglect, as well as child sex abuse (**State Guideline**).
- P. Continue to train all resident teachers of students in early childhood through Grade Three in the awareness of the characteristics of autistic children, resources available, and an introduction to positive behavior support to challenging behavior (**State Guideline**).

II. Noble Professional Development Committee (PDC)

- A. The NPS Professional Development Committee will include classroom teachers, administrators, at least one school counselor, and parents/guardians of children in the school district and shall consult with a higher education faculty. A majority of the members of the professional development committee shall be composed of classroom teachers. The teacher members shall be selected by a designated administrator of the school district from a list of names submitted by the teachers in the district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. The local professional development committee shall be headed by a chairperson to be elected by the full committee. The chairperson and co-chairperson will be chosen at the end of each school term to begin serving the following school year. The chairperson should be a professional development member with one year of experience on the committee. Members of the PDC will be elected to serve for a 3-year term. A term is from July 1 of the current year to June 30 of the following year.
- B. The NPS Professional Development Committee shall include:
 - 1. 1 administrator to be appointed by the superintendent and approved by the board
 - 2. 1 teacher from each elementary school site within the district
 - 3. 2 teachers from each secondary school site within the district
 - 4. 1 school counselor
 - 5. And at least 1 parent to be selected by administrators and the PDC and approved by the board.

III. Professional Development Funds

- A. The PDC may provide funds, if available, upon requests for additional workshops as solicited to meet individual building or program needs as they arise.
- B. The PDC may provide funds, if available, for and encourage participation in individual workshops that support professional growth. If registration is paid for by the PDC, participants may be asked to present workshop material to the district for staff development and provide feedback on the workshop attended.

- C. The PDC may provide funds, if available, to send district employees to receive "Train the Trainers" In-Services. Registrants will be expected to provide training to NPS teachers upon completion of this type of in-service.
- D. Payment may be made to NPS certified personnel who wish to present a professional development program to compensate for the extra time and preparation involved. The PDC provides funds for workshop preparation and/or presentation in the amount of \$50.00 per workshop hour, per presenter, as funds are available.
- E. The PDC provides funds for registration fees for certified personnel in the amount of \$250.00 per person per school year, as funds are available for workshops. Knowing that professional development workshops and services have been increasing prices, as well as knowing that certain trainings are needed for certain teachers and/or school sites, additional money may be considered. The funding, if available, for the CPR training of support staff (1 per site per year) to comply with state regulations will be allowed. Proof of attendance is required for all workshops upon completion.
- F. The PDC will consider providing funds within the professional development budget to target additional training and workshops for teachers and administrators in areas in which district students scored below the state average. These funds will be in addition to the allotted money stated in III-E and must have PDC and site administration approval.
- G. Professional Development funds are not available to pay dues to any organization on the behalf of individuals.
- H. PDC may request funds, if available, to be used to pay for substitutes when release time is granted for teachers to attend curriculum workshops.
- I. Requesting funds for workshop registrations through the PDC can be done by Purchase Orders and Reimbursement Forms.
 - 1. Purchase Orders – Purchase orders may be filled out and approved for any amount prior to registering for any workshop. All POs must have building principal approval before coming to the PDC for funding. After the PO is approved, if the registrant does not attend the workshop, he/she is responsible for the cancellation fee if applicable. Funds provided by the PDC are for early or normal registration amounts only. The PDC may consider late registration fees if applicable. Any registration that costs over \$75.00 must be pre-approved by the PDC through a purchase order. It is important not to sign "for payment" on any invoices that arrive prior to the workshop date.
 - 2. Reimbursement Forms – The PDC highly requests certified personnel use purchase orders. However,

reimbursement forms may need to be utilized at certain times and the expense preapproved by the PDC or Executive Director of Instruction. Reimbursement forms not preapproved may be approved at the discretion of the PDC. Reimbursement forms must be accompanied by proof of payment (processed checks or receipts).

3. Whether a purchase order or reimbursement form, the person requesting funds must provide to the PDC the following information:
 - a. Name of workshop
 - b. Location of workshop
 - c. Date of workshop
 - d. Amount of registration
 - e. Number of people attending
 4. It is important to note, that the PDC will only meet periodically. If needing to submit a PO, POs may be approved by the District Administrator, the Site PDC Representative, and the site administrator, as long as the request complies with III-E. If needed, the PDC Chairperson and a second PDC member may be notified for approval.
- J. During times of educational budget downfalls, the PDC may allocate state and district funds to each school site. This allocation will be based on a percentage of certified staff within the school site and guidelines III A-I will fall in accordance within this allocation. The PDC will continue to try and maintain a minimal budget to assist with district and/or additional site professional development activities.

IV. Professional Development Days and Points

- A. Professional Development Days are the same length as other contracted teaching days. All certified employees are required to attend in-service activities or take the appropriate leave.
- B. Professional development points, when appropriate, will be based on the state and/or board regulations and shall not be given for routine job-related assignments.
- C. Strong emphasis is placed on in-service programs at the district and building level; however, the importance of individual and district wide programs are recognized. The following is a list of approved alternate activities in which the faculty may participate to meet the district's professional development competencies.
- D. List of Approved Alternate Activities for Obtaining Professional Development Points:
 1. Attendance of workshops, seminars, in-service days, etc. in relation to education or subject area.
 - a. 1 hour = 1 professional development point
 2. College course work in regards to education.

- a. 1 semester hour = 15 points
- 3. Receipt of "Certificate of Completion" for National Board Certification
 - a. Portfolio = 45 points
- 4. Observation of programs related to the educational setting. This may include visits to other schools and or school districts. A Certificate of Attendance must be signed by the person observed and the building principal.
 - a. 1 hour = 1 point
- 5. Publication of Professional Articles in a Professional Journal or other recognized educational publication. A copy of the actual publication must be submitted to the PDC.
 - a. Points to be deemed by the PDC
- 6. Supervised planning, benchmark assessment development or curriculum writing of a new educational program to be used in the schools.
 - a. 1 hour = 1 point (max 5 points per year)
- 7. The PDC may authorize staff development points for an individual's reading of articles and viewing or listening to video or audio tapes on topics required by state and federal agencies.
- 8. The PDC recognizes that there are many activities that may be classified as professional development. The PDC welcomes individuals to submit outlines and descriptions of those activities to the committee, which will be evaluated on an individual basis.

V. Professional Development Point Requirement for NPS

- A. All certified and licensed personnel in the Noble Public Schools should earn at least 15 points per year and must earn 75 points within a five year period. It is recommended that at least 1/3 of these points must be related to the academic teaching assignment and/or classroom instructional strategies.
- B. Professional development point requirements for certified employees that work less than 120 days, will obtain at least 2 points per year.
- C. In the event a teacher's year of service, within the 5-year cycle, is interrupted by two or more years, that teacher can choose whether to continue the 5-year cycle or begin a new 5-year cycle.
- D. The PDC calendar year is from July 1 through June 30. All points must be submitted to the PDC within the same calendar year of completion of the staff development.
- E. Summer workshops and/or courses will be applied toward the next professional development year, except for

workshops/courses completed by June 30, which may be counted for either year, but not both years.

- F. The Noble School District shall maintain in the professional development file of each staff member a record of participation in the staff development program. April 1st of each year, the superintendent, or designee will verify each certified staff members current point tally and each certified staff member will be informed in writing of their professional development point total.
- G. The superintendent and/or designee, as well as the site administrator will work with each certified staff member in assisting them in meeting the five-year 75 point requirement as stated in the Noble Public School Board Policy (DMB).

VI. Evaluation of Professional Development

- A. The workshop evaluation procedure for NPS is as follows:
 - 1. Participants may be asked to complete an evaluation form at the end of certain locally sponsored staff development in-service activities. The evaluations need to be turned in to the PDC representative for your building.
 - 2. The evaluations will be formally reviewed by the PDC.
 - 3. The PDC will continue to monitor professional development activities.
 - 4. Each Certified PDC representative may conduct surveys and discussions to determine ways to improve the Professional Development Program.
- B. The PDC may write a formal evaluation of the year’s Professional Development Program in the spring to determine how well the identified needs and competencies were met.

VII. Professional Development Budget for 2018-2019

Professional Development Revenue Appropriation	TBA
Professional Development Revenue Funds Carry-Over	\$0.00
Total	TBA

The NPS Professional Development Plan is respectfully submitted by the 2019-2020 Professional Development Committee.

- Jana Atkinson – John K. Hubbard Elementary School
- Skylar Smith – Pioneer Intermediate School
- Katherine Jones – Katherine I. Daily Elementary School
- Cheryl Mitchell – Curtis Inge Middle School
- Denise Swarowsky – Curtis Inge Middle School
- Katelynn Walker – Noble High School
- Megan Cole – Noble High School
- Heather Maguire – Parent Representative
- Deanna Wyche - Counselor
- Jon Myers – District Administrator

NOBLE PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PROGRAM

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Certificate of Attendance

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This certificate acknowledges that _____
Name of Participant

successfully completed _____
Name of Workshop/Activity

on _____ and has been awarded _____
Date # of Points

professional development points.

Presenter/School Official