

Professional Development Days (PDD)  
2007-2008  
Guidelines

1. School principals are the instructional leaders for their school and will be responsible and accountable with teachers for academic improvement. With respect to federal and state laws, teachers and administrators must show improvement on norm-referenced and criterion-referenced tests. The professional development activities shall include an evaluation process (US Public Law 107-110).
2. Each school will identify a local school improvement committee. The makeup of the committee must be designed so teachers, grade levels and/or departments (including classified employees) are represented. The committee membership should have at least one school community council representative that will be the liaison with the school community council (SCC). The committee membership will be approved by the principal and the school advisory committee (SAC).
3. Each school will be responsible to develop/update a local comprehensive school improvement plan (CSIP) every three years with annual review. By law, the plan must be submitted to the Board of Education for approval. The emphasis of the comprehensive school improvement plan should primarily embrace the academic areas of reading/language arts and mathematics. Other areas of focus may be included in the CSIP; however, reading and language arts are critical (US Public Law 107-110). The law also requires each school to include professional development plans as part of the CSIP. The school improvement plan committee, with input from the school community council, shall develop the CSIP. Once the CSIP committee and the school community council approve the CSIP, the plan must be submitted to the area executive director. The area executive director will present the CSIP to the Board of Education.
4. All members of the staff and school community council must receive and review a copy of the completed CSIP before it is submitted to the area executive director.
5. The Board of Education and District administration encourage a consolidation of budgets that unify the school improvement effort. Land Trust budgets, interventions for student success funds, gifted and talented budgets, information technology budgets, specific school grant money, supply and textbook purchases, etc., should be administered to unify support for the school improvement plan. The school improvement plan will also be supported with local (District) funds directly allocated for CSIP activities. The local funds will be available upon approval of the CSIP.
6. If teachers do not complete the contract year, for any reason, they will need to have a Professional Development "Pay-Off" form completed by the principal. The principal shall send the pay-off form to the Director of Accountability and Program Services.
7. Participation in professional development days should be encouraged; however, participation is optional.

8. Teachers will be paid their hourly rate of pay for participation in the professional development days. Year-round employees are paid their hourly rate, not their daily rate.
9. No leave policy will apply to cover an absence for the professional development days (i.e., sick leave, personal bereavement, etc.).
10. Professional development days will be assigned proportionately to the employee's contract (i.e., .5 teachers will qualify for 10 half-days). Hourly employees who are certified professionals and are hired as part of the school's Full Time Equivalent (FTE) may be paid professional development days proportionate to the hours worked per day. All ten (10) days must have a direct link to the CSIP. The principal and the part-time employee will plan which categories of the professional development days will best meet the employee's and the school's needs.
11. Saturday professional development activities may need to be scheduled to allow participation for year-round contract teachers and year-round special education teachers that are on a 57-day contract extension. Extended contract and special education teachers that have a 57-day contract extension may use two (2) calendared professional development days for parent teacher conferences. (See *Year-Round Operating Manual*.) Dates for Saturday school professional development days must be declared by October 1.
12. Local CSIP committees, under the direction of the school principal, will determine what professional development is needed, when it will be offered, and how the information will be applied to the CSIP. Any professional development scheduled during the months of June, July, August and September must be declared by May 30 so staff may plan individual vacations. If the CSIP committee decides to use an additional school professional development day, they must declare by October 1.
13. Ten (10) professional development days have been allocated to each professional staff member identified by payroll budget numbers 131 (Teachers), 135 (Teacher CIT), 140 (Speech Pathologist), 141 (Social Worker), 142 (Guidance), 144 (Psychologist), 143 (Nurse), with the exemption of professional staff identified by job codes 150 (Administrative Interns), 540 (LPP Interns), and 541 (LPP Year-Round Interns). All professional development days are paid in addition to contract time. It is optional for a teacher to work any or all of the ten (10) days.

It is critical that schools utilize a portion of the professional development days to provide quality time for faculties to analyze data.

The Professional Development Days are divided into the categories described below:

School Professional Development Days:

- Traditional – Two or three days
- Year Round - Three or four days

The number of school professional development days is based on the needs of the individual school as outlined in their CSIP. The school improvement committee must declare to the staff by October 1 how many school professional development days there will be.

If traditional schools select two (2) school professional development days, they will then have four (4) individual professional development days. If the traditional school selects three (3) school days, they will have three (3) individual professional development days.

Year-round schools may select either a combination of three (3) school professional development days and four (4) individual professional days or four (4) school professional development days and three (3) individual professional development days.

**For the 2007-2008 school year**, the school professional development days have already been scheduled for traditional elementary, middle, and high schools. Two school professional development days have been scheduled for year-round schools. The calendared school professional development days will be:

- Traditional Dates:                      August 24                      Elementary, Middle and High School
- Year-Round Dates:                      July 17, 18                      Tracks ABC  
   August 13, 14                      Track D

School professional development days will be scheduled outside of contract time and may be used in blocks not shorter than two (2) hours. These days are specifically designated for staff development. School professional development days may include the entire staff or may be designed to meet department, team/grade level assignments. School professional development days should be scheduled to allow all professional staff the opportunity to participate in intensive professional development directly related to the CSIP. Conferences approved by the school administrator and the area executive director can be included in the plan for these days as long as conference attendance occurs outside of contract time and follow-up activities are included in the CSIP. School professional development activities may be made up if the school improvement committee approves the make-up activities.

Individual Professional Development Days:

- Traditional – Three or four days
- Year-Round – Three or four days

The number of individual professional development days is based on the needs of the individual school as outlined in their CSIP. The school improvement committee must declare to the staff by October 1 how many individual professional development days there will be.

If traditional schools select three (3) individual professional development days, they will then have three (3) school professional development days. If traditional schools select four (4) individual professional development days, they will have two (2) school professional development days.

Year-round schools may select either a combination of four individual professional development days and three school professional development days or three individual professional development days and four school professional development days.

The hours in this category may be worked over the school year and will be used for activities that directly support the CSIP. The activities will vary from school to school and from teacher to teacher. **Only committee-approved activities that are directly linked to the CSIP will qualify.** These days can be broken into segments that best meet individual teacher schedules and assignments. Each school CSIP committee should develop a process for prior approval and final documentation of individual activities to be submitted to the CSIP committee.

#### Teacher Professional Development Days:

- Traditional – Four days
- Year Round – Three days

Days are built into the calendar and are under the direction of the principal.

- Traditional: November 5, January 18, February 29 (Elementary); March 31 (Secondary)
- Year-round:

Tracking off and on days according to track assignment. (See *Year-Round Operating Manual*, “Teacher Contracts.”)

<u>Track A</u>	<u>Track B</u>	<u>Track C</u>	<u>Track D</u>
October 17	September 28	September 7	November 9
January 18	December 21	November 30	February 8
April 11	March 19	February 29	April 25

Teacher professional development days are reserved for analysis of student performance, teacher planning, preparation, and correcting/grading of student work, grade transmittal and track changes in year-round schools. **It is recommended that principal-directed activities not exceed 2 hours each day.** These days may not be made up at any other time. Staff must work the specific date to be paid.

- Traditional – October 8

This day is reserved for activities designed to analyze student performance indicators for the purpose of improving instruction. The day may not be made up at any other time. Staff must work the specific date to be paid.

PROFESSIONAL DEVELOPMENT DAY SUMMARY  
2007-2008

Traditional – Option One				
Option One	School Professional Development Days	Individual Professional Development Days	Teacher Professional Development Days	Total Days
# Days	Two Days	Four Days (32 hours)	Four Days	10
Calendared	August 24 – High School Middle School Elementary		October 8 November 5 January 18 February 29 (elem.) March 31 (secondary)	5
Not Calendared	One day for high school, middle school, and elementary	Four Days		5

Traditional – Option Two				
Option Two	School Professional Development Days	Individual Professional Development Days	Teacher Professional Development Days	Total Days
# Days	Three Days	Three Days (24 hours)	Four Days	10
Calendared	August 24- High School Middle School Elementary		October 8 November 15 January 18 February 29 (elem.) March 31 (secondary)	5
Not Calendared	Two days for high school, middle school, and elementary	Three Days		5

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Year-Round – Option One				
Option One	School Professional Development Days	Individual Professional Development Days	Teacher Professional Development Days	Total Days
# Days	Three Days	Four Days (32 hours)	Three Days	10
Calendared	2 each track July 17 (ABC) July 18 (ABC) August 13 (D) August 14 (D)		Three Track On/ Track Off Days	5
Not Calendared	One Day	Four Days		5

Year-Round – Option Two				
Option Two	School Professional Development Days	Individual Professional Development Days	Teacher Professional Development Days	Total Days
# Days	Four Days	Three Days (24 hours)	Three Days	10
Calendared	2 each track July 17 (ABC) July 18 (ABC) August 13 (D) August 14 (D)		Three Track On/ Track Off Days	5
Not Calendared	Two Days	Three Days		5