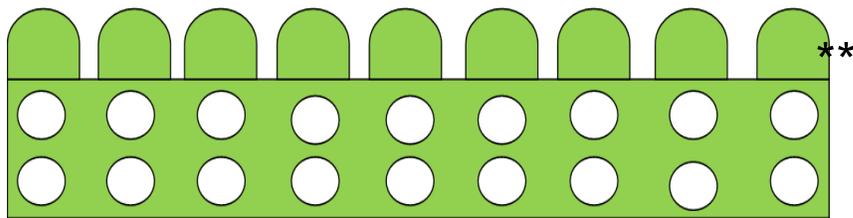
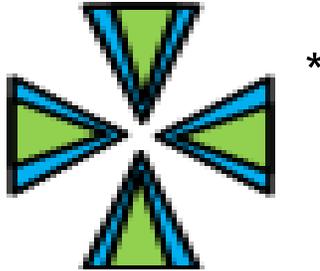




Livingstone Range
SCHOOL DIVISION

Professional Development Handbook

Professional Development



**The Morning Star logo represents the partnership between the Livingstone Range School Division and the local First Nations, Metis and Inuit community.*

***This design represents a traditional design that historically appeared on some local tipis.*

***A collaborative project between
Livingstone Range School Division
& Livingstone Range ATA Local PD Committee***



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Purpose of this Handbook

The purpose of this handbook is to articulate a framework for professional development within the Livingstone Range School Division (LRSD) (please see Appendix 1 for a broader overview of the demographics of LRSD). This handbook will act as a road map for school staff as they move along the professional development journey (please see Appendix 2). The road map will serve as a guide that will include all stakeholders in LRSD as we implement effective professional development within our schools and jurisdiction that is grounded in current research and literature (please see Appendix 3).

This handbook will also outline the collaborative structures and processes that support professional development within LRSD so that it can be delivered in an effective and efficient manner.

Rationale

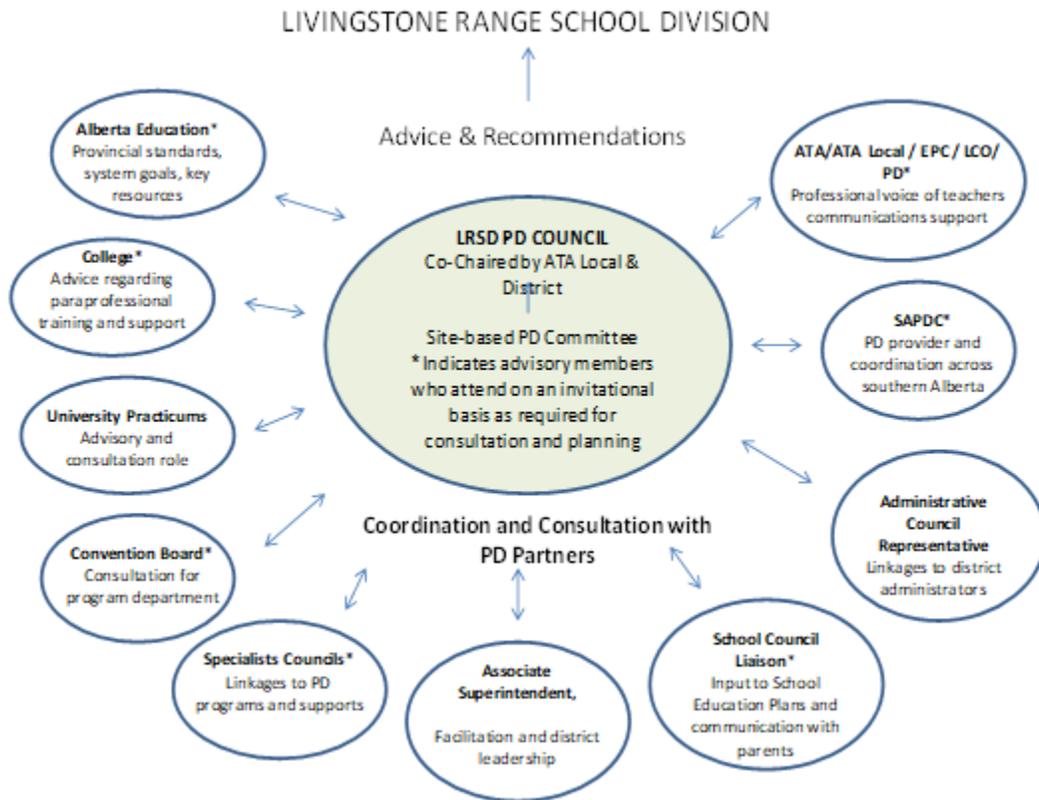
This handbook has three key purposes:

- Articulate core principles and beliefs held by the jurisdiction and our school communities that convey the goals of learning in the LRSD (see Appendix 4);
- Outline processes and structures that will help shape a purposeful professional development program for adult learners in the jurisdiction (i.e. professional and paraprofessional staff, please see Appendix 5, Appendix 6, and Appendix 7);
- Support the efforts of school-based PD Committees in their pivotal role of fostering the development of professional learning communities in the jurisdiction's schools.

Professional Development Framework for LRSD

In LRSD, professional development of teachers is a shared responsibility among individual teachers, school staff, the ATA, the school jurisdiction, regional consortia, Alberta Education and post-secondary institutions (please see Appendix 8).

The Livingstone Range professional development council was developed in an effort to create a collaborative structure that would support the needs of staff, teachers, principals, schools, district and provincial initiatives. In working collaboratively, priorities can be established, shared and supported throughout the schools, division and province.

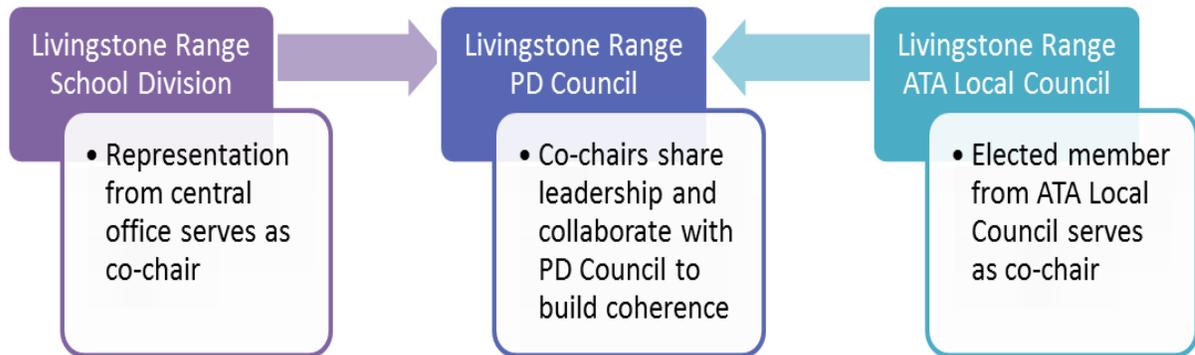


One tool that helps provide a visual of the dynamics involved with PD planning and the thought behind this PD handbook grows out of the 2010 Guide to Support Implementation: Essential Conditions, developed by a provincial working group including the ATA and a number of other stakeholders in education in Alberta. Successful implementation of any initiative, whether it is provincial, divisional or school wide requires system cohesion. The following visual, “illustrates the need to build coherence among all of these plans to improve professional practice focused on enhanced student learning” (p. 2). (More information can be found at [http://www.essentialconditions.ca/.](http://www.essentialconditions.ca/))



LRSD PD Guidelines

The development of a joint council in Livingstone Range between Central Office and the ATA provides for this collaborative cohesion in focusing initiatives that address the needs of our students.



Mandate

The mandate of the LRSD PD Council is to coordinate, advocate and support effective instructional professional development between individuals, schools, LRSD, ATA and Alberta Education.

Membership

The council will have representation from all major stakeholders including:

- Associate Superintendent
- ATA PD Chair
- ATA Local President (ex-officio)
- One teacher member from each school or groups of schools (including one colony teacher representative)
- One DEHR Representative
- One First Nations Metis and Inuit (FNMI) Rep
- Administrative representative
- Two support staff
- Central Office representation as invited

The council will be co-chaired by the ATA PD chairperson and the Associate Superintendent.

Key Responsibilities

The role of the council will be to:

- Within the context of the strategic plan of LRSD, facilitate the identification of needs and to provide information about staff professional development to the board, the principals and school-based professional development committees
- Promote staff involvement and interest in professional development activities
- Gather and disseminate information among staff about professional development activities and opportunities (i.e. newsletters, website)
- Provide leadership and assistance in the planning and organizing of system-wide professional development activities such as Divisional Day and the Inter collaboration Days
- Provide consultation regarding the implementation of school-focused professional development programs
- To develop and submit an annual professional development budget for professional development expenditures
- Evaluate and monitor the jurisdiction's professional development program (see Appendix 9)
- Support, monitor, and evaluate school-based structures for PD (may be a subcommittee)
- Advocate and promote to the community, the jurisdiction's professional development activities
- Review and propose any necessary amendments to the jurisdiction's professional development policy and PD Handbook as necessary
- Plan/coordinate annual Divisional Day

Desired Outcomes:

The teachers and support staff that sit as members of the school-based PD committee will provide leadership and assist in communicating adult learning priorities to the jurisdictional PD Council. (Please see Appendix 9)

The LRSD PD Council will provide leadership in planning and supporting PD in the jurisdiction and schools. Additionally, the organization and coordination of Divisional Day and Inter-School Collaboration Days is the responsibility of the PD Council.

School based PD Committees (3 members) will assess staff needs, informed by teachers' professional growth plans and school improvement goals, promote PD in the school as a learning community (See Appendix 10, 11 & 12), and facilitate communication between schools and PD Council.

The Livingstone Range Local ATA PD Committee will advise the ATA Local regarding PD program priorities, focus on professional growth, provide input to EPC on PD priorities for collective bargaining, and act as the professional voice of ATA members.

Livingstone Range ATA Local Professional Development Committee Frame of Reference

Name

The name of this committee shall be the *Professional Development Committee of the Livingstone Range Local of the Alberta Teachers' Association*.

Mission

Professional Development that enhances student learning.

Purpose of the Committee

The professional development committee shall be the advocate for professional development opportunities and activities undertaken in the jurisdiction. The work of the committee will be undertaken in accordance with the professional development policies of the ATA provincial association and the Livingstone Range Local ATA constitution.

Duties and Responsibilities

- 1) In general:
 - a) Through its representation on the LRSD PD Council, the professional development committee will help build linkages between the various professional development opportunities for teachers-school-based, local institutes, conventions, in-service, specialist councils, etc.
 - b) The professional development committee will generally exercise leadership in all matters pertaining to all professional development activities undertaken by the local.
 - c) The professional development committee is responsible to the local for a yearly financial statement and for a written annual report of its activities.
- 2) In particular, the professional development committee may need to address the following duties:
 - a) To be responsible for the active promotion and organization of school-based professional development activities through representation to the Livingstone Range Professional Development Council.
 - b) To seek input and feedback from teachers and/or school staffs in regard to Professional development needs and how these needs can best be met.
 - c) To disseminate information about professional development activities through the LRSD PD Council.
 - d) To recommend, where appropriate, changes in the policies of the school Jurisdiction, collective agreement and/or the constitution of the local teachers' association which have an impact on the mandate of the professional development committee.
 - e) To consult with professional development staff officers, district representatives, professional development facilitators (as assigned) and members of the local.
 - f) To attend, if possible, Professional Development Area Conferences and the PD Course at Summer Conference.
 - g) To assist in coordinating and developing local responses to professional development issues.
 - h) To ensure that appropriate payments are made.

- i) To provide expertise and financial assistance, where possible, to school staff and other teacher groups in the area of professional development.
- j) To develop and maintain a budget.
- k) To keep a record of the minutes of the meetings.
- l) To establish operational policy and procedures for any subcommittee that may be formed for the professional development committee.
- m) To recommend procedures through the LRSD PD handbook for the consideration of funding applications for conferences, school and school-system professional development activities.

Membership

- 1) The professional development committee may consist of the following voting members:
 - a) One (1) representative from each school in the district;
 - b) One (1) representative from part-time and substitute teachers';
 - c) One (1) representative from the teachers' convention association.
- 2) The district representative and those staff officers and professional development facilitators who may attend professional development meeting from time to time shall be non-voting members of the professional development committee.
- 3) The president of the local or designate acting in an ex-officio capacity shall also be a member of the professional development committee.
- 4) The members of the professional development committee are expected to:
 - a) Attend two annual meetings of the professional development committee or if unable to attend, to ensure that a substitute representative is present;
 - b) Be prepared to serve on the LRSD PD Council and other working committees of the professional development committee;
 - c) Provide full and effective communication for their constituency both to and from the professional development committee;
 - d) Elect annually from its members a vice chair to assist the chair (elected by members at large at general meeting). These positions are called "the officers" of the committee.

Note: Selection of the chair is subject to provisions within the Livingstone Range Local constitution.

Officers

The officers of the professional development committee shall consist of the chair, a vice chair and if deemed necessary, a secretary-treasurer (or a secretary and a treasurer).

The chair will be elected by the Livingstone Range Local members at the annual general meeting. If needed, the secretary treasurer and vice chair of the professional development committee will be elected from and by the teacher members of the committee.

The officers of the professional development committee are expected to:

Chair

- Call meeting of the LRSD PD Council at least two times per year.
- Set the agenda for each meeting.
- Chair all committee meetings.
- Serve as co-chair on LRSD PD Council
- Attend Local Council meetings and submit a report of committee activities.
- Attend Policy Committee meeting.
- Attend Professional Development Area Conferences (PDAC) called by the region.
- Review the PD Guidelines with new committee members early in the school year.
- Act as a member of the Local Executive Committee.
- Submit an annual report to the Local.
- Submit an annual budget to the Local for approval.

Vice Chair

- Assist the chair in the discharge of duties.
- Sit on the Professional Development Council.

Secretary-Treasurer (if needed)

- Keep accurate business records of all professional development meetings;
- Perform such other internal communications functions as may be assigned from time to time;
- Prepare a budget;
- Record all monies received and disbursed;
- Present financial statements at meetings, as necessary;
- Make available professional development books for an audit;
- Prepare, prior to the local's Annual General Meeting (AGM), a yearly financial statement for the treasurer.

Term of Office

All professional development committee members, officers and subcommittees are deemed to be elected (as per the Livingstone Range Local constitution).

Committees

The professional development committee shall establish subcommittees from time to time as required.

Emergency Replacements

Vacancies in any office of subcommittee shall be filled at the next properly called meeting of the professional development committee.

Meetings of the Professional Development Committee

- The professional development committee shall meet two times a year or as deemed necessary.
- Notice of intent to hold a meeting shall be given to members as soon as possible with agenda sent to each school representative.
- It is the duty of each elected member of the professional development committee to attend meetings for the purposes of reporting and communicating.

Quorum

A majority of the voting representatives on the professional development committee shall constitute a quorum.

Rules of Procedure

The proceedings of all meetings shall be regulated by the official rules of procedure as published in the ATA Members' Handbook.

Finances

- The professional development committee will be funded annually by the Local.
- The professional development committee shall prepare and submit to the Local an annual budget.
- The professional development committee will reimburse members and disburse funds on the basis of the attached approved policies and guidelines.

Ratification of this Frame of Reference

This Frame of Reference shall be approved in accordance with the terms of the local constitution.

Amendments to this Frame of Reference

Amendments to the Frame of Reference shall be made in accordance with the following procedure:

- Notice of Motion of Intent to Amend shall be given at a preceding professional development committee meeting.
- Except when time is of the essence, the text of proposed amendments shall be made available in writing to the members prior to the meeting.
- The amendment shall be approved by a two-thirds vote of the professional development committee members.
- The amendment shall be approved by the majority of teachers of the local council at a properly called meeting.

Inter-School Collaboration Day Frame of Reference

Purpose:

Professional sharing and collaboration provides an opportunity to share ideas, artifacts, experiences, and strategies with others. In LRSD we celebrate the strengths and diversity of all staff members. Inter-School Collaboration Days (ISCD) provide staff an opportunity to organize and model professional learnings based on the needs of the unique challenges posed in our communities and thus aligning to our jurisdictional goals. ISCD, unlike other LRSD school planning days in which PD may be mandated by school goals; ISCD supports staff in choosing their own professional development and is solely decided by each staff member.

When

As determined on the Divisional calendar approved by the Board.

Where

Staff members organize sessions which can include:

- Presentations
- Workshops
- Ed Camp style sessions
- Vertical meetings that allow professionals to come together.

Planning and Scheduling

Sessions need to be posted to a website at least one week prior to the scheduled day. One-week prior, sessions will be opened and staff can register. Sessions should promote attendance from more than one school. Sessions should reflect the time schedule of the day, allowing for individuals who are travelling to other locations. We encourage all staff members to host a session and create an opportunity for staff to work with people outside of their school. ISC Days could also be used to support the work of an ongoing project, thus utilizing several or all of the ISC Days. A brief survey will be distributed to staff after each ISC Days addressing the effectiveness and the goal of their day.

DIVISIONAL DAY FRAME OF REFERENCE

Purpose

In LRSD we celebrate our accomplishments, our diversity and our strengths. We honour the committed efforts of our diligent staff, hear their voices and celebrate their milestones and accomplishments. Through professional sharing we enhance our learning and our sense of identity for students and staff in our unique rural division.

Celebrate

- Introduce new staff
- Staff professional accomplishments (courses, graduations, publications)
- School accomplishments (digital examples, performances, artifacts)
- Jurisdictional accomplishments
- Long-term service awards
- Recognition of PD council, including EA PD divisional planning committee

Professional Sharing

- Opportunity to share ideas, artifacts, experiences and strategies with others
- Organize and model professional learning sessions relevant to staff, school and jurisdictional needs

When

As determined on the Divisional calendar approved by the Board.

Where

The day is rotated between the larger communities each year in the following order: Crowsnest Pass, Nanton, Claresholm, Fort Macleod and Pincher Creek

Planning

The Divisional Day is organized by the Divisional Day Steering Committee who takes its direction from PD Council.

Divisional Day Steering Committee Membership includes:

- PD Council Member from the host community (Chairperson)
- PD Council Member from the previous host community
- PD Council Member from the next host community
- Two Educational Assistant Member from the host community
- One Division Office representative
- PD Council Member at large
- PD Council Educational Assistant Member at large
- FNMI Rep

| Divisional Day Steering Committee Template | | |
|---|---|---|
| Component | Details | Budget |
| Format / Structure of the Day | Morning: Celebration of staff, keynote speaker Afternoon: sharing sessions organized and / or facilitated for staff, by staff | \$10,000.00 total budget each year for Divisional Day \$2,000.00 EA budget |
| Facilities | Site bookings; rotates communities (pending circumstances): 2015-16 Claresholm 2016-17 Fort Macleod 2017-18 Pincher Creek 2018-19 Crowsnest Pass 2019-20 Nanton 2020-21 Canceled due to COVID 2021-22 Virtual Room allocations Sound system Tables and chairs Facilitation materials Technology Support | |
| Lunch | Catering Number of attendees Location | @ \$10 / person - \$4,000 |
| Snack | Coffee and drinks upon arrival Coffee and drinks for 10:30 am Snacks morning and at 10:30 am | Coffee / Tea \$450 Juice \$150 Water \$300 Snacks \$325 |
| Evaluation | Demographic information: What were the successes of the day? Suggestions for improvement | |

| Divisional Day Steering Committee Template (Continued) | | |
|---|--|---------------|
| Component | Details | Budget |
| Invitations | Should include but not be limited to: Board of Trustees School Council Chairs First Nation Council | |
| Advertising / Program | Program prepared one month prior to divisional day | |
| Media | Press release 3 weeks prior to event | |
| Gifts | Thank you gifts for presenters and organizers | |
| Opening Remarks | Remarks are tied to the purpose of the divisional day terms of reference. Remarks should include but not be limited to: PD council chair Trustee chair (or representative) Superintendent (or representative) Elders Blessing and Honour Song ATA Local President | |
| <p>**Long Term Service Awards are given to recognize those with 5, 10, 15, 20, 25 and 30 years of service to Livingstone Range School Division. Those with 25 or more years of service to LRSD will be recognized at Divisional Day as part of the morning celebrations. Those employees with less than 25 years experience will be appreciated at their schools with gifts and staff celebration. **</p> | | |

PROFESSIONAL DEVELOPMENT HANDBOOK REVIEW

COMMITTEE FRAME OF REFERENCE

Purpose

To establish structures and processes to review and if necessary revise the Livingstone Range School Division Professional Development Handbook and present to PD Council at the spring meeting.

Objectives

Consult with stakeholders regarding revisions to the Professional Development Handbook. These stakeholders may include:

- Administrative Council
- Wisdom and Guidance Council
- School Staff
- ATA Local Council
- Management Council
- PD Council
- School Councils (for awareness purposes)

Based on stakeholder feedback make the suggested revisions to the handbook for stakeholder approval.

Committee Membership

- Two (2) Teachers (minimum)
- One (1) Central Office Staff
- Chairperson: A teacher will serve as the chairperson for this sub-committee

Key Milestones

- Professional Handbook Review Committee will be established by PD Council at the first meeting of the school year. It will meet as needed or at minimum every three years. Last revision done in 2022.
- Letter of Notification of the Handbook Review Framework will be sent to all stakeholders by October 31. This letter will outline the intent of the review, the review process and submission deadlines.
- Submissions must be in writing and sent in by December 1st, to the chairperson of the PD Handbook Review Committee.
- PD Handbook Committee will meet prior to Christmas break to review submissions and consider changes. If necessary, the committee will make first draft revisions to the PD Handbook and send out those revisions to all stakeholders for input and approval.
- Stakeholders must submit any second draft revisions February 28 to the chairperson of the PD Handbook Committee.
- PD Handbook Committee will meet in March to consider submissions.
- PD Handbook Committee will present draft 3 of the Handbook to PD Council for final approval at their spring meeting.
- The revised Professional Development Handbook will be posted by September of the new school year.

Appendices

- Appendix 1 LRSD Demographics
- Appendix 2 A Model for Professional Development, and Core Beliefs
- Appendix 3 PD Accountability in LRSD
- Appendix 4 Foundation Statements
- Appendix 5 Jurisdictional Assurance Framework
- Appendix 6 A Framework for Professional Development in LRSD, Cornerstones of Professional Development
- Appendix 7 Organizing Principles for Professional Development Program Planning in LRSD
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- Appendix 9 Characteristics of a Successful School-Based Professional Development
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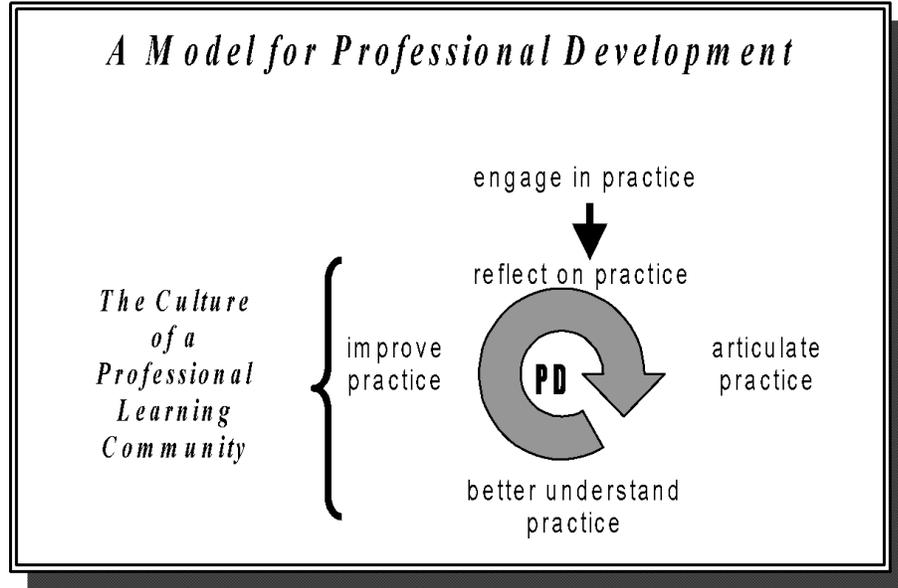
Appendix 1

LRSD Demographics

LRSD serves a population of approximately 26,000 and an area of 8930 square kilometers. It spans a distance of over 100 kilometers from Fort Macleod in the east, to Crowsnest Pass in the west, and a distance of over 300 kilometers from Nanton in the north, to Waterton in the south. There were 3524 students in 14 regular schools and 13 Hutterite Colony schools during the 2021-2022 school year, with an operating budget of approximately \$54 million.

Neighboring our jurisdiction are also two Blackfoot Reserves, the Kainai Tribe to the south, the largest reserve in Canada, and the Piikani Reserve to the west. Approximately 10% of our jurisdictional population is Blackfoot and approximately 27% of school populations in the communities of Pincher Creek and Fort Macleod are Blackfoot. Approximately 35% of our First Nation students are Kainai, 62% Piikani and the remaining 3% from other First Nations.

Appendix 2



CORE BELIEFS

1. In LRSD, the primary goal of professional staff development is to establish and promote high standards of practice in order to enhance student learning. The participation by teachers in professional development, in-service education, and staff development should focus on addressing the diverse learning needs of students.
2. In LRSD, support for adult learning for staff members, including members of the teaching profession and paraprofessional or support staff, is crucial in developing networks of Professional Learning Communities.
3. In LRSD, professional growth is a key responsibility of the jurisdiction's teachers and is articulated through each practitioner's Professional Growth Plan. These growth plans represent a commitment to ongoing reflection and improvement of professional practice within the contexts of the school and classroom. Effective professional development is practitioner driven, researched-directed and through a shared focus on student learning is committed to school improvement.

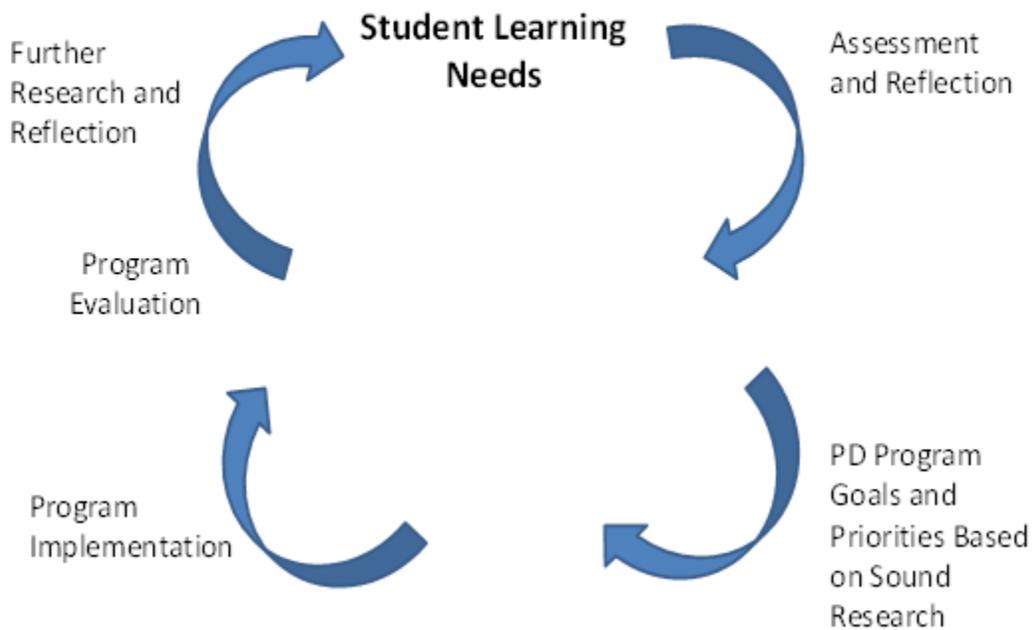
Key Indicators of Effective Professional Development:

- Personally relevant
- Collaborative
- Student centered
- School-based
- Sustainable and ongoing
- Embedded in the school day

Appendix 3

PD Accountability in LRSD

An effective professional development program that will increase staff capacity to enhance student learning.



Appendix 4

Foundation Statements

Vision

Every student, every day.

Mission

Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.

Core Values

- Student-Centered
- Leadership
- Integrity
- Wellness
- Place-Based



Livingstone Range
SCHOOL DIVISION

Mission

Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.

Vision

Every student,
every day.

Core Values

Student-Centered
Leadership
Integrity
Wellness
Place-Based

Appendix 5

Jurisdictional Assurance Framework



Appendix 6

A Framework for Professional Development in LRSD Cornerstones of Professional Development:

Designing, planning and implementing effective PD programs is a complex process. It requires collaboration, informed decision making and an understanding of adult learning. The following principles describe the characteristics of and necessary conditions for effective PD programs that enhance student learning.

Content Principles

Professional development:

- Builds on teachers' established knowledge, skills and attributes
- Is based on a shared vision and clearly stated objectives
- Focuses on improving teaching and supporting learning
- Is based on research into effective teaching and learning
- Enhances the implementation of curriculum requirements, instructional strategies and assessment techniques

Process Principles

Professional development:

- Is interactive, continuous, reflective and part of the day-to-day work life of teachers
- Engages teachers in collegial and collaborative dialogue
- Is responsive to changing contextual variables and therefore requires ongoing monitoring and refinement
- Encourages exploration, risk-taking and critical reflection about professional practice

Context Principles

Professional development:

- Respects practitioners' professional judgment in determining needs
- Reflects the unique circumstances in which teaching takes place
- Considers the needs of the teachers, school and jurisdiction
- Operates within and contributes to the development of a collaborative learning culture
- Is integral to the work of all teachers
- Is supported by adequate resources, including time, funding and infrastructure
- Requires support by networks of professional development committees, specialist councils, teachers' conventions, school jurisdictions, regional consortia, university and other stakeholders.

Funding Principles

- Professional development within the jurisdiction and schools will:
- Acknowledge that there are professional development needs at the jurisdictional, school and individual levels
 - Respect the practitioner's professional judgment in determining his/her professional needs
 - Use an open and transparent collaborative process to make decisions regarding the amount of funding and access to that funding for professional development
 - Clearly communicate the professional development funding opportunities that are available
 - Fund professional development adequately.

Appendix 7

Organizing Principles for Professional Development Program Planning in LRSD

- Professional development needs to have a central focus on the school linked to the broad strategic goals of the jurisdiction
- Professional development must ultimately recognize teachers' professional judgment.
- A variety of strategies should be provided to staff to promote continuous growth.
- Building a collaborative culture among school-based PD committees is necessary to build sustainability.
- The effectiveness of PD is best determined at the school level, informed by the broad goals of learning as established by Alberta Education and LRSD.
- The role of administrative leadership and support in school-based PD is critical.
- As the professional voice of teachers, the ATA executive of the Livingstone Range Local should be a key partner with jurisdiction staff in PD program planning and development.

A Strategic Approach to Building Leadership Capacity at the Individual, School and Jurisdictional Levels:

Success in professional development programming consists of an integrated approach to jurisdiction strategic planning and policy development. A systematic approach is in place to adapt to changing school-community circumstances and broader policy shifts (i.e. provincial policies, societal and economic transformations). The jurisdiction's strategic goals are best supported through a meaningful professional development program for adult learners in the jurisdiction, focused on creating networks of Professional Learning Communities. Jurisdiction leadership is crucial in encouraging school administrators in this work. For administrators at the school level, their ongoing supervision of staff includes attention to the support for professional growth in terms of the Teaching Quality Standard and the Teacher Assistant Standard of Practice. In this respect, accountability is a key component of the professional development program because of its continued focus on enhancing student learning.

Professional Learning

LRSD has a well articulated Assurance Framework in place to guide collaborative planning involving all partners. Professional learning is embedded within this process and schools are required to articulate their yearly school-based PD plans. (Appendix 5, Assurance Framework)

Individual goals identified in individual professional growth plans consider the priorities identified in school and jurisdiction plans. This involves a complex mediation of professional judgment among practitioners. Ultimately, effective professional development begins with a study of the learner, and then altering our own behavior to meet the needs of the students. The professional judgment of staff supported by the instructional leadership of the principal is therefore central in identifying PD needs, program planning and implementation.

The ongoing supervision of staff by administrators is a key leadership function that can be complemented by strong support for school-based PD committees and decision-making structures and processes. (Jurisdiction policy regarding Staff Growth Supervision and Evaluation is outlined in Administrative Procedures 410, 411 and 420. All PD partners should familiarize themselves with these procedures, noting that the processes associated with ongoing supervision are distinct from evaluation processes.)

Appendix 8

Key Responsibilities for Professional Development Partners in LRSD

LRSD will provide opportunities for adult learning in its schools by providing resources for PD supports and programs focused in the following areas:

Individual Staff Supports and Programs

- Recognition of teacher and support staff leadership in staff development as a key area of responsibility for school staff
- Encouragement of individual teacher reflection and improved practice through Professional Growth Plans
- Support at the school level for review and sustained support of goals and strategies identified in Professional Growth Plans
- Leadership from school-based PD committees consisting of colleagues well-versed in the principles of staff development (i.e., supported through workshops, conferences and course training)

School Improvement Supports and Programs

- Staff development programs
- External conferences and workshops for teachers and support staff
- Teacher assistants' conference
- Inter-school visitations
- Classroom visitations
- Subject and grade level meetings
- School / Jurisdiction level curriculum in service
- Mentorship programs

School Jurisdiction Supports and Programs

- Divisional Day
- Professional Development Days (Teacher Planning, Professional Development, Inter-School Collaboration Days, Staff Planning and Collaboration)
- Subject Advisory Committees
- Release time for convention days (2)
- Conferences and workshops for school and system administrators
- School jurisdiction curriculum in service
- System-wide in service for assessed and/or emergent needs (i.e. Technology Initiatives, First Nations Education Projects)
- School jurisdiction subject area and evaluation development meetings
- New teacher / administrator orientation and in service
- System wide professional and support staff development
- Mentorship programs
- Regulatory framework for staff growth, supervision and evaluation

Alberta Education Supports and Programs

- In service training and curricular roll-outs for new programs of study
- Funding for targeted initiatives (i.e. Pilot programs, assessment projects)
- Base funding for Southern Alberta Regional Consortia
- AISI Clearing house
- Regulatory framework for teacher / administrator growth and supervision
- Ongoing support for FNMI initiatives and accountability pillars

Alberta Teachers' Association Supports and Programs

- Association workshops focused on specific curricular or instructional areas
- Association advice and coordination in leadership in professional development (i.e., Professional Development Area Conference, Summer Conference)
- Local ATA and PD Committee consultation
- Association programs for administrators
- Association Professional Learning Communities workshops
- Convention Board consultation
- Beginning Teachers' Conference
- PD Conference Calendar (published annually)
- Specialist Council conferences

Appendix 9

Characteristics of Successful School-Based Professional Development

Successful professional development focused at the school level through collaboration, collegiality and cooperation can help to establish:

- A sense of school unity and purpose.
- Individual ownership and personal meaning.
- Shared decision-making.
- A positive learning culture.
- Networking, mentoring and coaching.
- An open and supportive professional environment.

Successful professional development is continuous and developmental. It should:

- Be thoughtfully planned.
- Be flexible, adaptive and ongoing.
- Allow time for reflection, evaluation and refocusing.

Successful professional development is based on adult learning principles and our understanding of change. It should:

- Be practical and realistic (usable).
- Use a variety of approaches based on sound theory and research findings.
- Encourage risk taking and experimentation.
- Recognize and utilize local expertise.

Administrative and staff support are basic to successful professional development. Such support is demonstrated through:

- Personal involvement and participation.
- Provision of release time, resources and information.

In successful professional development programs, a process for reflective evaluation is in place.

School-Based PD Committee Guidelines

School-based professional development activities are intended to provide a school staff with the opportunity to:

- Support the goals set out in their professional growth plans
- Coordinate instructional programs
- Enhance teaching practice and instructional strategies
- Identify/reaffirm the philosophy, goals and objectives of their school
- Assess existing schooling and teaching practices
- Expose teachers and support staff to new:
 - developments in learning theory
 - teaching strategies
 - resource materials
- Enhance student learning in our schools
- Develop school improvement plans

Key Responsibilities

- Provide leadership in planning and supporting PD in the schools as Professional Learning Communities.
- Develop and implement funding procedures that will equitably support professional development in the school.
- Consult and coordinate PD program development focused on staff individual professional growth plans and the school's improvement plans.
- Evaluate school-based staff needs in terms of student learning goals.
- Provide information to the LRSD PD Council.
- Through the ATA staff representative, advise EPC on PD priorities for collective bargaining.
- Conduct needs assessments and ongoing evaluation of PD programs.
- Act as the voice of professional educators and school staff.
- Represent the views of individual schools on the LRSD PD Council.
- The school PD representative with the school administration team is responsible for advising the jurisdiction office through the LRSD PD Council of the professional development plans for the school by the end of September of each year.
- The school representative with the school administration team and the school PD committee is responsible for keeping parents informed of the school's professional development activities. See Appendix 11.

Key Requirements

- Release time and/or support for work at the school level.
- Leadership training by the jurisdiction, ATA and university.
- Ongoing release time in order to attend PD Council meetings.

Key Strategies

- Provide leadership in supporting the strategic goals of LRSD as they relate to supporting adult learning within the jurisdiction and its school communities.
- The PD committee needs to be viewed as an authoritative voice in promoting professional development opportunities and in fostering a commitment to a learning culture in schools.
- Collaboratively establishing broad organizational PD goals that can be adapted at each school site (i.e. set out in three year plans).
- Providing programs or access to programs that enhance professional development leadership skills of school-based PD representatives.
- Encouraging innovative PD approaches such as:
 - Action research
 - Administrator leadership development
 - Innovative projects
 - Peer observation
 - Subject/grade level teams
 - FNMI – Enhance First Nation Success and Achievement
 - Project based learning initiatives
 - Subject advisory committee
 - Competency implementation
 - Strive to ensure there is adequate funding for adult learning at all organizational levels.

Role of the School Principal (Administrative Team)

- Supporting the professional development thrust for the school.
- Being aware of the program (one of the administrative team should be part of the professional development team).
- Advocating the value of professional development at Administrative Council and with Superintendent.
- Advocating the importance of professional development with school staff.
- Promoting adequate time and money for professional development.
- Model personal professional development principles that reflect schools as professional learning communities.
- Contribute to year-end PD report.

Appendix 10

PD Representative Checklist

| PD Representative Checklist | | |
|-----------------------------|---|--|
| Month | Task | Ongoing |
| September | <ul style="list-style-type: none"> • PD Planning Worksheet completed in school planning template • IPGP Clusters (see E. Organizing Principles for Professional Development Program Planning in LRSD) • Attend orientation and / or become familiar with PD Handbook • Strike School-based committee in consultation with administration • Book subs for PD Council Meetings • Analyze results from PD survey with school committee | Attend PD Council meetings and carry out ROD expectations Post PD information on bulletin boards Regular communication with school council |
| October | <ul style="list-style-type: none"> • Meet with school-based committee to develop school PD Plan (considering IPGP's) • Submit plan to PD Council • Inform / communicate jurisdictional day plans | |
| November | <ul style="list-style-type: none"> • Inform staff to complete jurisdictional day survey | |
| March | <ul style="list-style-type: none"> • Facilitate PD survey completion as per protocol | |
| June | <ul style="list-style-type: none"> • PD Plans as part of 3 Year Plan | |

Appendix 11

Checklist for Effective School Based PD Committees

This tool can be used as an on-going assessment of the effectiveness of our site based PD committees.

| | Always | Sometimes | Not yet |
|---|--------|-----------|---------|
| School has a PD Committee in place. It consists of the following members: PD Council representative (chair), support staff, ATA representative, administrative team and FNMI representative (identified schools) | | | |
| School PD Committee reviews PD handbook | | | |
| School PD Committee has an agenda for meetings, records minutes or records of decisions and meets on a regular basis throughout the school year | | | |
| PD chair follows PD Monthly checklist, (found in Appendix 9 of PD handbook) | | | |
| Chair person establishes current staff distribution list to forward emails regarding upcoming PD opportunities | | | |
| PD committee has an opportunity to share at staff and school council at meetings as a regular agenda item | | | |
| Assess school-based staff needs, informed by teachers' professional growth plans and school improvement goals | | | |
| Work closely with school staff to identify priority areas for professional development | | | |
| PD Committee supports the implementation of the school's Annual Plan | | | |
| Promote PD in the school as a learning community | | | |
| Develop an action plan to support professional development (See Professional Development Resource Planning Template located on the PD repository site, within "School Based PD Planning to Support the Annual Plan", Section E) | | | |

| | | | |
|--|--|--|--|
| Facilitate communication between school & PD Council; use most recent Record of Decisions from LRSD PD Council (located on PD repository site) to report to school staff | | | |
| Share and revisit the PD plan periodically in a variety of ways | | | |
| Communicate the school's priority areas of professional development to the PD council for jurisdictional use | | | |
| Support staff in accessing professional development at the jurisdictional, school, and individual levels as per the LRSD Professional Development Handbook | | | |

Appendix 12

Checklist for Encouraging Community Involvement and Awareness in LRSD Students' Learning

| Strategies | Timelines | Responsibility | Notes |
|---|---|--|-------|
| Develop, refine and add to site on LRSD that easily allows parents to access PD events, celebrations for students and staff. | In Fall review strategies/actions to implement and identify responsibilities and timelines. | Working group, Technology director | |
| Monthly updates and reminders to check PowerSchool and the LRSD repository website on newsletters for parents. | Monthly / fall of each year | Administrative Assistant | |
| Monthly reminders from PowerSchool to check child's progress. Could also be to e-mail. | Monthly/fall of each year | Administrative Assistant | |
| Update the LRSD website that easily allows parents to access PD events, celebrations for students and staff. | Monthly/fall of each year | Administrative Assistant to Associate Superintendent | |
| New students to your school – have a meeting where parents are shown how to access child's marks and comments on PowerSchool. | Fall - at 3 way conferences, Celebration of Learning nights | Staff appointed at each school | |
| Add as an agenda item for all parent council meetings PD events, celebrations, how parents can support student learning, and reminder to check web-sites. | Fall at each parent council meeting | Administration PD rep. | |
| Invite local newspapers to major PD days to write up of what teachers have been involved in that day. | On each major PD event throughout the year | School communications person | |
| Review the above strategies and make changes to the PD Handbook. | Spring of each year | Working Groups | |