

Document: Proposed Rule

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**TITLE 511 INDIANA STATE BOARD OF
EDUCATION**

Proposed Rule
LSA Document #00-163

DIGEST

Adds 511 IAC 6.2-4 to establish criteria and procedures for approving professional development programs and determining if a school qualifies for a grant from the department of education to implement its professional development program. Effective 30 days after filing with the secretary of state.

511 IAC 6.2-4

SECTION 1. 511 IAC 6.2-4, PROPOSED TO BE ADDED AT 24 IR 547, SECTION 1, IS AMENDED BY ADDING A NEW RULE TO READ AS FOLLOWS:

Rule 4. Professional Development Program

511 IAC 6.2-4-1 “Program” defined

Authority: IC 20-1-1-6.3; IC 20-1-1-6.5

Affected: IC 20-10.2-3

Sec. 1. As used in this rule, “program” refers to a professional development program developed pursuant to IC 20-1-1-6.3 and IC 20-1-1-6.5. (*Indiana State Board of Education; 511 IAC 6.2-4-1*)

511 IAC 6.2-4-2 Program approval

Authority: IC 20-1-1-6.3; IC 20-1-1-6.5

Affected: IC 20-10.2-3-1

Sec. 2. (a) In approving a program, the board shall consider whether the governing body has done the following:

- (1) Approved a school’s plan.**
- (2) Demonstrated the support of the exclusive representative only for the professional development program component of the plan.**

(b) The following apply to a program developed under this section:

- (1) The program must emphasize improvement of student learning and performance.**
- (2) The program must be developed by the committee that develops the school’s strategic and continuous improvement and achievement plan under IC 20-10.2-3-1 and 511 IAC 6.2-3.**
- (3) The program must be integrated with the school’s strategic and continuous improvement and achievement plan developed under IC 20-10.2-3 and 511 IAC 6.2-3.**

(c) The board may approve a school’s program only if the program meets the board’s core principles for professional development and the following additional criteria:

- (1) To ensure high quality professional development, the program:**
 - (A) is school based and collaboratively designed, and encourages participants to work collaboratively;**
 - (B) has a primary focus on state and local academic standards, including a focus on Core 40 subject areas;**
 - (C) enables teachers to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards;**
 - (D) furthers the alignment of standards, curriculum, and assessments; and**

- (E) includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.
 - (2) A variety of resources, including needs assessments, an analysis of data regarding student learning needs, professional literature, research, and school improvement programs, are used in developing the program.
 - (3) The program supports professional development for all stakeholders.
 - (4) The program includes ongoing professional growth experiences that provide adequate time and job embedded opportunities to support school improvement and student learning, including flexible time for professional development that provides professional development opportunities before, during, and after the regular school day and school year.
 - (5) Under the program, teacher time for professional development sustains instructional coherence, participant involvement, and continuity for students.
 - (6) The program includes effective, research-based strategies to support ongoing developmental activities.
 - (7) The program supports experiences to increase the effective use of technology to improve teaching and learning.
 - (8) The program encourages diverse techniques, including inquiry, reflection, action research, networking, study groups, coaching, and evaluation.
 - (9) The program includes a means for evaluating the effectiveness of the program and activities under the program.
- (Indiana State Board of Education; 511 IAC 6.2-4-2)*

511 IAC 6.2-4-3 Core principles of professional development

Authority: IC 20-1-1-6.3; IC 20-1-1-6.5

Affected: IC 20-10.2-3

Sec. 3. The following are core principles of professional development:

(1) Professional development programs will address issues that are relevant to the priorities of education improvement and reflect the knowledge base of the profession by doing the following:

(A) Reflecting research-based approaches to effective adult learning, student learning, and organizational change to support on-going developmental activities. While tapping educators' life experiences and drawing on the knowledge base from effective research, a variety of modes of learning are used to foster self-directed professional development opportunities.

(B) Integrating education improvement priorities. Consistent and continuous links are made with the school improvement plan, the Indiana professional standards board, and the Indiana state board of education policy.

(C) Incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the world of work. Professional growth experiences enhance educators' knowledge within and across subject areas and their ability to foster and assess students' problem solving and critical thinking skills.

(D) Including explicit strategies for setting high expectations and meeting the diverse learning needs of all students. Training activities increase educators' capacity to implement developmentally-appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.

(E) Receiving adequate resources. Every public school in Indiana must receive the financial resources and support services needed to provide the most effective professional development program, as described within these principles.

(2) Professional development program will engage educators in an effective learning process that impacts practice by doing the following:

(A) Actively involving participants in program design, delivery, and implementation. Professional growth opportunities reflect educators' needs as determined from multiple data sources grounded in and linked with the school improvement plan. All stakeholders shall be engaged in meaningful job-embedded opportunities to effectively support practice that lead to improved student learning.

(B) Promoting multiple strategies that model recommended strategies. Opportunities for professional development incorporate varied approaches, such as theory, demonstration, reflection, practice, mentoring, technology applications, and peer dialogue and coaching.

(C) Incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback. The professional development program provides a range of opportunities for staff to integrate the new strategies into their work with children through practice, feedback, and reflection.

(D) Continuously evaluating impact on educators' practice and student learning. The effectiveness of professional development is determined by its impact on staff performance and student learning.

(3) Professional development programs will contribute to developing an environment that support educators' professional growth by doing the following:

(A) Fostering collegiality and collaboration. Professional growth opportunities encourage staff to build a community of educators, parents, business, and community partners who exchange ideas for innovation, cooperate in developing

curricula, and discuss approaches to strengthening student learning by focusing on the school community as a culture of inquiry.

(B) Building capacity through a continuum of ongoing improvement activities. Professional development activities maintain a focus on the improvement of practices that increase student learning and link to the school improvement plan and the standards developed by the Indiana professional standards board, and the Indiana state board of education policy.

(C) Integrating staff development into educators' practice. The professional development program incorporates supports for staff to implement newly acquired strategies and assess them for their impact on student learning.

(D) Encouraging innovation and risk-taking. As a result of staff development activities, the school community recognizes the need for action research which assists educators, leading toward innovations improving student learning.

(Indiana State Board of Education; 511 IAC 6.2-4-3)

511 IAC 6.2-4-4 Grant requirements

Authority: IC 20-1-1-6.3; IC 20-1-1-6.5

Affected: IC 20-10.2-3

Sec. 4. A grant received under IC 20-1-6.5 and this rule:

(1) shall be expended only for the conduct of activities specified in the program; and

(2) shall be coordinated with other professional development programs and expenditures of the school and school corporation.

(Indiana State Board of Education; 511 IAC 6.2-4-4)

Notice of Public Hearing

Under IC 4-22-2-24, notice is hereby given that on April 5, 2001 at 9:00 a.m., at the Department of Education, 251 East Ohio Street, Fourth Floor, Conference Room, Indianapolis, Indiana the Indiana State Board of Education will hold a public hearing on proposed new rules to establish criteria and procedures for approving professional development programs and determining if a school qualifies for a grant from the department of education to implement its professional development program. Copies of these rules are now on file at 229 State House and Legislative Services Agency, One North Capitol, Suite 325, Indianapolis, Indiana and are open for public inspection.

Suellen Reed
Superintendent of Public Instruction
Indiana State Board of Education