



Medicine Hat School District No. 76

Professional Development **HANDBOOK**

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MEDICINE HAT SCHOOL DISTRICT NO. 76

PROFESSIONAL DEVELOPMENT OF SCHOOL PERSONNEL

BACKGROUND

Medicine Hat School District No. 76 supports the initiative of providing teachers with training experiences that will assist them in carrying out the duties of their teaching assignments.

POLICY

The Board of Trustees supports the provisions of professional development funds to assist teachers in upgrading their curriculum knowledge and teaching skills. These funds should be used to meet the goals of the individual teacher's professional growth plan, teaching assignment and/or identified district and school needs and goals.

GUIDELINES

1. The goal of the district is a constantly improving educational program.
2. Promote and support the on-going professional development of all staff in fulfillment of the educational goals of the district, which may include post graduate studies.

**Approved and Adopted:
March 7, 2006**

**Revised:
June 19, 2012**

Cross Reference: Professional Development Handbook supports this policy.



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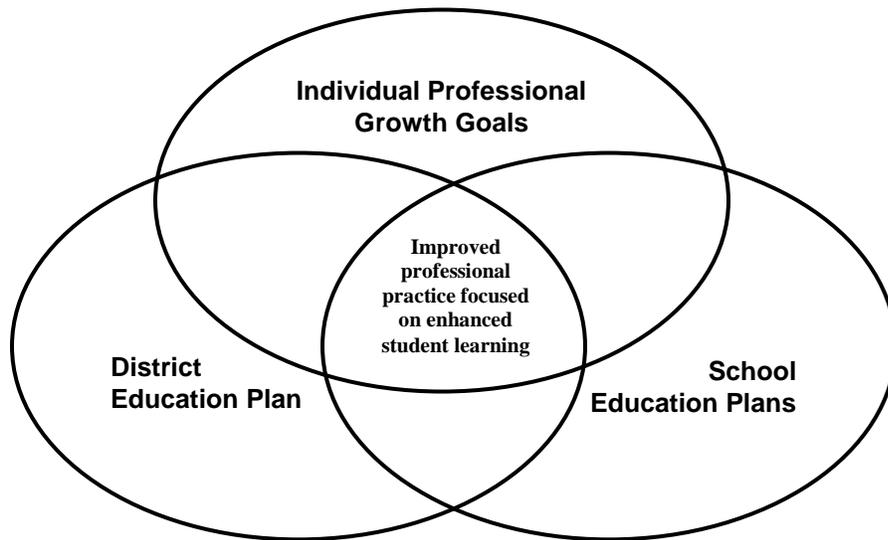
PD Framework

MEDICINE HAT SCHOOL DISTRICT NO. 76

FRAMEWORK FOR PROFESSIONAL DEVELOPMENT
HANDBOOK

A. Introduction

The purpose of this handbook is to articulate a framework for professional development within the Medicine Hat School District. The framework outlined in this handbook reflects our renewed commitment to professional development focused on improving teaching practice and instructional strategies in order to enhance student learning. This handbook will guide activities directed toward developing a network of professional learning communities in Medicine Hat School District.



B. Principles of Professional Development

In Medicine Hat School District No. 76 professional development of teachers is a shared responsibility among individual teachers, school staffs, the ATA, school districts, regional consortia, the department of learning and post secondary institutions. 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.

I. General Principles

- Building a collaborative professional development culture is necessary to build sustainability.
- As the professional voice of teachers, the ATA executive of the Medicine Hat Local should be a key partner with district staff in PD program planning and development through its representation on the PD Council.

II. Content Principles

Professional development:

- is based on research into effective teaching and learning;
- builds on teachers' established knowledge, skills and attributes;
- enhances the implementation of curriculum requirements, instructional strategies and assessment techniques.

III. 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;
- encourages exploration, risk-taking and critical reflection about professional practice.

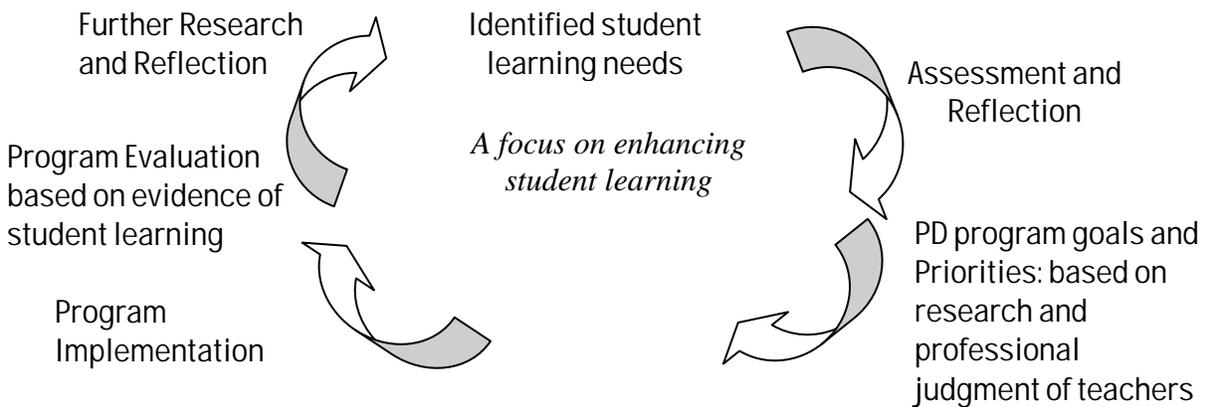
IV. Context Principles

Professional development:

- respects teachers' professional judgment in determining needs;
- considers the needs of the teachers, school and jurisdiction;
- requires support by networks of professional development committees, specialist councils, teachers' conventions, school jurisdictions, regional consortia, university and other stakeholders.

Evaluating PD Programs in MHSD

An effective PD program that will increase professional and support staff capacity to enhance student learning



Two over-riding questions guide the design and deployment of professional development and support staff learning activities in MHSD:

- 1) What are we learning?**
- 2) How will it impact students?**

Adapted from Thomas Guskey, *Does it Make a difference? Evaluating Professional Development*. ASCD, 2003



Medicine Hat School District No. 76

PD Procedures

PROFESSIONAL DEVELOPMENT – TEACHER

Guidelines

1. Any teacher, under contract, with Medicine Hat School District No. 76 may apply for professional development. Substitute teachers are not eligible under this policy. The expectation is that teachers remain current.
2. School principals shall review each professional development application to ensure that it complements the professional and/or instructional goals of the teacher or the school. The professional development activity must also be consistent with the District's needs and goals. The principal will be the final school approving authority.
3. Activities that are eligible will include: short courses, purchasing professional development resources, university credit courses [subject to rules/regulations of Revenue Canada], clinics, workshops, short-term training, seminars, conferences, classroom visitation, visitation to schools and school systems, sponsorship of a speaker, and membership in professional organizations such as those listed in Appendix A.
4. The policy will not normally be used to support individuals to be absent from their duties for more than five [5] consecutive days in each school year unless approved by the Superintendent or designate.

Procedures

1. Teachers are expected to submit the District's professional development application form a minimum of two weeks prior to the date of the activity to the principal for approval.
2. The application approved by the principal will be forwarded to the Superintendent or designate at least one week prior to the activity occurring. Teachers will not be authorized to be absent from the school on a professional development activity without approval. Teachers are expected to confirm the approval prior to being absent from their school.
3. Funds from other sources may be combined with funds allocated to this policy to pay expenses.
4. Expenses will not normally be paid in advance. Please note that the initial submission is an estimated cost only.
5. Reimbursement will be made according to the final expense claim submission. The paid amount will be based on reasonable expenses depending on the distance the conference is from Medicine Hat and the start and end time.

6. The teacher, upon return from the Professional Development activity, has a professional responsibility to share his/her learnings with the school staff, through a method determined by the school principal.
7. The superintendent or designate may ask for a written summary or presentation.
8. Expense reimbursement will be in accordance with Policy 430.

NOTE: For teacher growth plan information see *Teacher Professional Growth, Supervision and Evaluation Handbook*.

TEACHER TRAINING BURSARIES

1. Teacher training bursaries will be considered in only those areas where there appears to be a serious shortage of well-qualified personnel, including both teachers and administrators.
2. The district may wish to identify an individual staff member who could make a significant contribution to the district with improved or different credentials and encourage such an individual to obtain the desired credentials by offering the person a bursary to complete the desired training.
3. A bursary of up to \$2,000.00 may be available for one academic year of study. A second bursary of an equal amount may be available for a second full-year of academic study.
4. A bursary of up to \$500.00 may be available for a summer session of study.
5. The agreement between a candidate and the district for providing the bursary shall include a stipulation that for each bursary received the candidate will make a commitment to teach in the Medicine Hat School District No. 76 for one year.
6. Bursaries granted shall be payable to the recipient in accordance with arrangements mutually agreed upon by the recipient and the Secretary-Treasurer. No payments shall be made until evidence of successful course completion has been received.
7. Prospective recipients shall apply in writing to the Superintendent of Schools for consideration by May 15th for the summer session and academic sessions of the next school year.
8. An annual cap of \$10,000 will be allocated for teacher training bursaries.
9. A committee made up of: Superintendent, Associate Superintendent: Human Resources, and ATA President (or designate) will review applicants and determine bursary allocations. Announcements will be made prior to the end of June.

POST-GRADUATE STUDIES FINANCE PROGRAM

The Post-Graduate Studies Finance Program is designed to encourage and enable employees of Medicine Hat School District No. 76 to pursue post-graduate studies. The form of assistance will be to secure loans at the lowest possible rate for employees.

1. Loans of up to a maximum of \$15,000.00 may be guaranteed for employees pursuing post-graduate studies at an acceptable University.
2. The loan will be available in two installments of \$7,500.00
3. The loan must be used for tuition and/or books.
4. The loan is available at branches of the Royal Bank of Canada in Medicine Hat at Royal Bank Prime Rate.
5. Medicine Hat School District No. 76 will guarantee the loan to the Bank on behalf of the employee.
6. The maximum repayment term for each loan is 5 years.
7. The monthly payment will be established at the time of borrowing and the employee can make additional payments at any time without penalty.
8. It will be the responsibility of the employee to make all loan payments.
9. Should an employee allow a loan to become delinquent for more than 15 days, the Bank will advise the School District and the necessary funds to cover the delinquent portion of the loan shall be deducted from the employee's payroll and submitted to the Bank.
10. Should the employee's employment with the District end for any reason or should the employee go on a leave of absence without pay, the employee shall pay the outstanding balance of the loan in full.
11. Applications must be submitted, in writing, to the Secretary-Treasurer 60 days prior to the date that the loan will be required.
12. At the time of application, the employee must be employed and working for Medicine Hat School District No. 76, consecutively for the last 5 years. Employees on a leave of absence, without pay, would not be eligible to participate.
13. Employee must complete the Acceptance of Liability form.
14. Introduction letter from Medicine Hat School District No. 76 to Royal Bank to be signed by both employee and Secretary-Treasurer.

15. Employee completes and submits application form to the Secretary-Treasurer a minimum of 60 days prior to the funds being required.
16. Secretary-Treasurer meets with Superintendent to review application.
17. When application is approved, Secretary-Treasurer obtains Acceptance of Liability form from employee.
18. Secretary-Treasurer completes and forwards the Letter of Introduction to the Royal Bank and a copy to the employee, accompanied by a list of contact persons at the Royal Bank.
19. Employee makes financing arrangements with the Royal Bank.
20. When completed, Royal Bank confirms the financial arrangements, in writing, with the Secretary-Treasurer.
21. Royal Bank reports on a regular basis to the Secretary-Treasurer, in writing, with regards to accounts delinquent more than 15 days.
22. Secretary-Treasurer contacts the employee to address delinquent account.
23. If employee does not clear up outstanding amounts within 2 business days, the Secretary-Treasurer will forward these funds to the Royal Bank and the necessary deduction will be made from the employee's payroll account.
24. Repeated delinquencies could result in the loan being terminated and the funds being repayable in full immediately.

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POST-GRADUATE STUDIES FINANCE PROGRAM

APPLICATION FORM

Name _____ School/Location _____

Present Assignment _____ FTE _____

Total employment years with MHSD #76 _____

Program of Study _____

University _____

Total Length of Program to Completion and Degree _____

Brief Overview of Program Schedule:

Year	Months	Activities or Courses
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Estimated Cost of the Program to Completion:

Tuition _____

Books _____

Total _____

Employee Signature

Date

Agreed to and approved this _____ day of _____, 20____.

Superintendent

Secretary-Treasurer

MEDICINE HAT SCHOOL DISTRICT NO. 76

SPECIAL LOAN PROGRAM

INTRODUCTION LETTER

This letter will serve to introduce _____ to RBC Royal Bank as an employee of Medicine Hat School District No. 76, who is eligible for the Special Loan Program.

Loan Details: 1st year up to \$7,500.00 amortized over 5 years
2nd year up to \$7,500.00 amortized over 5 years
Maximum loan \$15,000.00

Loan Type: Variable-Rate Personal Loan @ prime (rate fluctuates), monthly payments (principal and interest), ability to repay early without penalty.

Authority: Medicine Hat School District No. 76 guarantees this loan. As such I give my full permission and authority for RBC Royal Bank to release any and all information pertaining to this loan to Medicine Hat School District No. 76.

Agreed to and accepted this _____ day of _____, 20____.

Employee

Medicine Hat School District No. 76

Print Name

Secretary-Treasurer

Signature

Signature



Medicine Hat School District No. 76

Professional Learning Communities

Professional Learning Communities

Emerging research that points to the benefits of creating and sustaining professional learning communities informs much of our renewed commitment to the district's professional development program. Achieving the goal of becoming a network of professional learning communities will happen only if we recognize that our school district is a complex living system. As such, we must commit ourselves to build capacity at the individual, interpersonal and organizational levels.

PLC Terms Defined

- a. **PLC** – a group of teachers who meet on a regular basis and share a common goal or need.
- b. **PLC focus** – the instructional strategies, tactics and skills that a PLC group would like to address during the school year.
- c. **District-based PLC's** – time provided in which teachers focus on instruction, student engagement, and student achievement using varied instructional strategies, tactics and skills.

Essential Characteristics of Effective PLC's

Establish supportive and shared leadership: involves colleagues coming together and sharing leadership responsibilities:

- Sharing facilitation
- Determining focus
- Setting goals, and outcomes strategies
- Creating agendas
- Sharing learning with members and other PLC groups
- District reporting

Are committed to a shared mission, focus and goals:

Mission: Improving learning through enhanced instruction.

Focus: Selecting and using instructional strategies to enhance instruction.

Goals: creating goals centered on the improvement of student achievement and learning.

Develop collective learning and application of learning: involves colleagues learning together and sharing the application of their learning as they implement instructional changes in their classrooms.

Pursue continuous inquiry and practice: involves colleagues being committed to ongoing collaborative learning and applying that learning to their instructional practice.

Focus on improvement: involves colleagues being committed to improving student learning by collaboratively enhancing their instructional practice.

Supportive Conditions and Structures for PLCs

Time for teachers to meet and dialogue: regularly embedded time for teachers to collaborate.

Create physical proximity of staff to one another: the ability of teachers to be readily available to their colleagues will help promote professional dialogue

Teaching roles and responsibilities: it is important for PLC groupings to consist of teachers with similar teaching responsibilities and goals.

Effective communication programs: communication between PLC members and other PLC's must enable collaborative learning to occur. The sharing of ideas between PLC groups is enabled by communication occurring between grade levels and subject disciplines, departments and other organizational units.

Embrace teacher empowerment. This condition respects the teachers' ability to make decisions autonomously but these decisions are still guided by the mission "improved learning through enhanced instruction" and the focus on instructional strategies as mandated by funding by Alberta Education AISI guidelines.

The Seven Norms of Collaborative Work

Pausing: pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

Paraphrasing: using a paraphrase starter this is comfortable for you "So..." or "As you are..." or "You're thinking..." and following the starter with a paraphrase assists members of the group to hear and understand one another as they formulate decisions.

Putting inquiry at the center: inquiring to explore perceptions, assumptions and interpretations and inviting others to inquire into their own thinking. Inquiring into the ideas of others' before advocating for one's own ideas.

Probing: using gentle open-ended probes or inquiries such as "Please say more..." or "I'm curious about ..." or "I'd like to hear more about..." or "Then, are you saying...?" increases the clarity and precision of the group's thinking ability.

Placing ideas on the table: ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example you might say, "Here is one idea..." or "One thought I have is ..." or "Here is a possible approach...".

Paying attention to self and others: meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he or she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings.

Presuming Positive Intentions: assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.

Frequently Asked Questions

- Q. What PLC group do I belong to?** The grade level and/or subjects that you teach will determine the PLC group.
- Q. Where does our PLC meet?** Each PLC elementary grade or secondary subject discipline will be assigned a school location.
- Q. Who fills in the PLC Focus and PLC form?** The entire PLC group shares in this responsibility.
- Q. What happens if a member is late or doesn't attend?** Sometimes people can be delayed; however if this is an on-going issue, then the group must address the issue with the individual. All teachers must follow the ATA Professional Code of Conduct.
- Q. What do we do if not everyone in our PLC is contributing?** People can contribute in subtle ways. Be sure to deal with any concerns in a professional manner.
- Q. Can I work with more than one PLC group in the year?** No you will be required to remain with your PLC for one year. If extenuating circumstances do occur please contact Associate Superintendent of Human Resources.
- Q. How many times do we meet as a PLC group?** You will meet 4 times during scheduled district common planning days.
- Q. Are we expected to complete a reporting form during every PLC meeting?** Yes, this information will allow other PLC's to know what work is being done by colleagues throughout the district as they will be posted on a district file share.
- Q. What happens if we complete or want to change our focus on our PLC Focus Sheet?** Your PLC has the flexibility to modify your focus at any time.
- Q. Other questions? Please contact your school administrator, school AISI coordinator or Associate Superintendent: Human Resources.**

Sample Agenda for PLC Organizational Meeting

1. **Introductions**
 - Group members – teaching assignments
2. **Discuss expectations**
 - What makes a group successful?
 - What drives you crazy about meetings?
 - It's okay to _____ It's not okay to _____
3. **Agree on guidelines**
 - Timeliness
 - Participation
 - Preparation
 - Focused
 - Respect
4. **Confirming PLC Instructional Strategy Focus**
 - What instructional strategies, tactics or skills do we want to focus on?
 - What do we hope to accomplish (goals)?
 - What's the plan to achieve our instructional goals?
 - How will we know we have accomplished our instructional goals?
5. **Agenda items/goals for next meeting.**

Sample Agenda for PLC ½ Days

1. 1 minute PMI: Each teacher gets 1 min to share plus/minus/interesting thoughts.
2. Overview of today's purpose (5-10 minutes)
3. Share, discuss and work on goal for the afternoon.
4. Review to determine progress on PLC focus goals.
5. PLC team will set agenda for the next PLC meeting.
6. Decide who will do what before next meeting.
7. Fill in PLC Reporting Sheet together.

PLC Year Focus

Team Members
What is the instructional focus for the year? (General statement – one sentence)
What do you hope to accomplish? (SMART Goals) 1. 2. 3.
How will you accomplish your goals? List of activities/strategies that your PLC will use to achieve your goals. Who will do what? (May include timeline if you choose) 1. 2. 3.
How will you know you have achieved your goals? What will you use to measure your success – changes in instructional practice – greater student engagement and achievement? 1. 2. 3.
Please forward an electronic copy of your PLC Focus form to Associate Superintendent: Human Resources

PLC Reporting Form
Submitted after each PLC Meeting

Date:	Location:
PLC Group:	
Members Present:	
<p>What did you cover in your meeting?</p> <p>How are you meeting your focus goals?</p> <p>What's working/ not working?</p>	
Goals for Next Meeting (agenda)	
Next Scheduled Meeting location as a PLC group	
<p>Please forward an electronic copy of your PLC Focus form to Associate Superintendent: Human Resources</p>	

PLC Year End Focus Report

Team Members
What was the instructional focus for the year? (General statement – one sentence)
What did you accomplish? (SMART Goals) 1. 2. 3.
How did you accomplish your goals? List of activities/strategies that your PLC used to achieve your goals. (May include timeline if you choose) 1. 2. 3. How do you know you have achieved your goals? What did you use to measure your success – changes in instructional practice – greater student engagement and achievement? 1. 2. 3.
Please forward an electronic copy of your PLC Focus form to Associate Superintendent: Human Resources.



Medicine Hat School District No. 76

School Based PD

School-based Professional Development

1. Principles

- a) 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.
- b) Successful professional development is continuous and developmental. It should:
 - be thoughtfully planned.
 - be flexible, adaptive and ongoing.
 - allow time for reflection, evaluation and refocusing.
- c) 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.
- d) 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.
- e) In successful professional development programs, a process for reflective evaluation is in place.

2. Guidelines

- a) 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 innovative:
 - resource materials
 - teaching strategies

- developments in learning theory
 - enhance student learning in our schools
 - develop school improvement plans
- b) The principal, in collaboration with the school-based PD committee, is ultimately responsible for planning, implementing and evaluating a program of learning activities for the benefit of all professional staff within the school. In order to facilitate this process, the School Education Plan as well as needs assessed from teachers' professional growth plans, will be used as a guide by the school-based PD committee in planning and reporting PD activities to the district PD Committee.
- c) The school PD rep with the school administration team is responsible for advising the district office through the MHSD PD Committee of the professional development plans for the school by the end of September of each year.
- d) The school administration team and the school PD committee is responsible for keeping parents informed of the school's professional development activities.

	School-Based Committee(s) (3 members)*
Structure and key members	Administration team representative 2 Teacher representatives
Key Responsibilities	Assess school based staff needs informed by teachers' feedback. Promote PD in the school as a learning community Facilitate communication between schools and the PD District Committee.
Sources of support	Staff development leadership sessions provided by the MHSD PD Council, AISI coordinator, ATA staff, consortia. Leadership development opportunities and conferences (i.e. National Staff Development, ATA Summer Conference, Consortia Conferences, graduate programs)
Meetings	Ongoing (monthly)



Medicine Hat School District No. 76

District PD

Professional Development Structure

Overview of Organizational Structures

Currently a number of partners play a significant role in program development and planning. In order to coordinate the professional development program in Medicine Hat School District #76, a coordinating structure and coherent process needs to be developed that reflects the different roles each of these partners plays.

MHSD Steering Committees

1. MHSD PD Steering Committee

Mandate:

To coordinate, advocate and support effective professional development by working in a principled partnership with individuals, schools, MHSD, the ATA and Alberta Education.

Membership

- The committee will have representation from all major stakeholders including:
- Superintendent/Designate
- District office representative (Associate Superintendent: Human Resources)
- The ATA PD Committee Chair/and Local President (ex officio)
- One teacher representative from each school, school-based committee, typically the chair of the school-based committee
- elementary admin
- 2 secondary admin
- 1 Convention Board member

The committee will be co-chaired by the ATA PD chairperson and the Superintendent or designate.

2. MHSD AISI Steering Committee

Mandate:

To coordinate, advocate and support the effective implementation of AISI projects by working in a partnership with PD Council, school and district administration, the ATA, Alberta Education and other stakeholders in the education community.

Membership:

The committee will have representation from all major stakeholders including:

- Superintendent
- Associate Superintendent Human Resources
- Associate Superintendent Student Services
- Director of Programs and Instruction
- ATA PD Committee Chair

- 2 secondary teachers
- 2 secondary administrators
- 2 elementary teachers
- 2 elementary administrators
- 1 parent
- 1 student

The committee will be chaired by the Associate Superintendent Human Resources.

MHSD PD Committee	
Structure and key members	<p>Co-chaired by Superintendent/designate and ATA PD Committee Chair*</p> <p>One teacher representative from each school, school –based committee, typically the chair of the school-based committee. 2 elementary admin 2 secondary admin ATA President 1 Convention Board member</p> <p><u>Invitational</u>: non-voting members that may include representatives or liaisons from SAPDC, U of L, School Councils, College, Regional specialist councils on ad hoc basis</p>
Key Responsibilities	<p>Provide leadership in planning and supporting PD in the district and schools</p> <p>Consult and coordinate in PD program development</p> <p>In collaboration with school-based committees, evaluate professional development programs in terms of impact on student learning</p>
Sources of support	<p>District staff, including AISI coordinator and technology team leaders. ATA provincial staff. Alberta Education. SAPDC Universities (i.e. consultants, graduate programs) Specialized Councils</p>
Meetings	<p>Approximately 3 times per year</p>
<p>*ATA PD Committee and Chair The ATA Local will work with the school district on broad PD program priorities and consult on other local matters as required. Chair of the committee of the ATA Local will be the contact person. Provincial representatives, PD staff advisors, PD facilitators and Local president (ex-officio) may assist when required.</p>	



Medicine Hat School District No. 76

Appendix

Professional Development Opportunities

MHSD will provide opportunities for adult learning in its schools by providing resources for PD supports and programs. They may include but not be limited to:

- AISI project support and monitoring
- Association advice and coordination in leadership in professional development (i.e. Professional Development Area Conference, Summer Conference)
- Association Professional Learning Communities workshops
- Association programs for administrators
- Association workshops focused on specific curricular or instructional areas
- Base funding for Southern Alberta Regional Consortia
- Beginning Teachers' Conference
- Classroom Visitations
- Convention Board consultation
- External Conferences and Workshops for Teachers and Support Staff
- Funding for targeted initiatives (i.e. pilot programs, assessment projects)
- Graduate work and program supports (i.e. U of A, M Ed in Education Leadership)
- Inservice training and curricular roll-outs for new programs of study
- Inter-School Visitations
- Local ATA and PD Committee consultation
- Mentorship Programs
- Mentorship Programs
- New Teacher Orientation and Inservice
- Ongoing support for AISI (i.e. funding, university supports, AISI Clearinghouse)
- PD Conference Calendar (published annually)
- Professional Development in Leadership Initiative
- Regulatory framework for teacher growth and supervision
- Release time for Teachers' Convention
- School Jurisdiction Curriculum Inservice
- School Jurisdiction Subject Area and Evaluation Development Meetings
- School/District Level Curriculum Inservice
- Southern Alberta PD Consortium programs
- Specialist council conferences
- Subject and Grade Level Meetings
- System-wide Inservice for Assessed and/or Emergent Needs (i.e. AISI)
- System-wide Professional Development
- Teacher Assistants' Inservice

Professional Organizations

Alberta Assessment Consortium
Specialist Councils of Alberta Teachers' Association
American Association of Physics Teachers (AAPT)
American Association of School Administrators (AASA)
American Library Association (ALA)
Association of Education Communication and Technology (AECT)
Association for Supervision and Curriculum Development (ASCD)
Canadian Association of Student Activity Advisors
Canadian Association of Principals (CAP)
College Chemistry Canada (CCC)
Council for Exceptional Children (CEC)
International Reading Association (IRA)
International Society for Technology in Education (ISTE)
International Technology Education Association (ITEA)
National Association of Biology Teachers (NABT)
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Education Association (NEA)
National Middle School Association (NMSA)
National Science Teachers Association (NSTA)
National Staff Development Council (NSDC)
Phi Delta Kappan (PDK)
Technology and Information Educational Services (TIES)
Association canadienne des professeurs d'immersion/Canadian Association of Immersion Teachers (ACPI/CAIT)
Canadian Association of Second Language Teacher (CASLT)
Alberta Speech/Language Hearing Association
American Speech/Language Hearing Association
Canadian Music Educators Association (CMEA)
Alberta Choral Federation (ACF)
Alberta Band Association (ABA)
Association of Teacher Librarians of Canada (ATLC)
National Academy for Child Development
American Volleyball Coaches Association
Soundview Executive Book Summaries
AASPA – American Association of School Personnel Administrators
Association of Children's Educators International
Teach Magazine
Other professional organizations may be accepted by the superintendent or designate.

