

**Draft of Recommendations of LTCAC
Concerning Staff Development/Training**
Based on presentation and discussion at meeting of February 21, 2007

On February 21, the LTCAC was presented with information from Scott Eggerding, Director of Curriculum and Instruction, concerning teacher development and training at LT. Each of 8 tables was asked to complete a survey/questionnaire based on that presentation. The survey is attached. Eight of eight tables submitted completed surveys. These recommendations are extrapolated from those survey results.

Preferences for Scheduling of Staff Training During School Hours

Recommendation: Based on the survey results, the consensus is that the LTCAC members are satisfied with the current scheduling of staff training during the school hours and does not recommend changing to either an early dismissal in lieu of late arrival nor adjusting the calendar for a focused mid-year training immediately following winter break. 50% of the table responses also included some support for modifying the late arrival system to consist of two late morning arrivals per month (each less than two hours per day so as to minimize further loss of instruction time), as long as one meeting per month is dedicated solely to departmental/curriculum related training and meetings.

Survey results:

The LTCAC was asked to consider four different options for scheduling staff training. There was a line available for “other” and, based on that “other” response, we have added a fifth option that received some preference over the other 4 options (see #3 below). The tally of responses is listed after the options, which are ordered from most favorable to least favorable option.

1. Continue monthly late arrivals as is (once per month students arrive at 9:40 am)	6 first preference votes 2 second preference votes
2. Maintain Current Institute Days (currently 3 in fall, 2 in spring)	5 first preference votes 2 second preference votes 1 third preference vote
3. “Other” – Shorter, twice per month late arrivals, but one morning is dedicated only to departmental meetings	1 first preference vote 1 tied for first preference vote 1 second preference vote 1 fourth preference votes
4. Adjust school calendar for focused mid-year training (longer winter break for students; no other Inst. Days)	1 second preference votes 3 third preference votes 1 fourth preference vote 1 fifth preference vote 2 “No” votes
5. Once per month early dismissal (1 PM) in lieu of late arrival	1third preference vote 3 fourth preference votes 1 fifth preference vote 3 “No” votes

Preferences for Content of Teacher Training

Recommendations: See survey results, below.

The LTCAC was asked to prioritize among 8 options for content of teacher training and development (using a 1-8 scale). The areas are listed in order of preference, from most highly preferred to least preferred. The number after the option is the average ranking from the six tables that did rank the priorities

1. Academic content –related training, including Special Education	2.5
1. Departmental/division meetings	2.5
3. Computer Technology training (including Edline, tablets, software)	3.0
4. New staff orientation, mentoring/development	4.0
5. Social-emotional learning	4.6
6. Training for specific educational initiatives (like CRISS reading program)	5.2
7. Substance abuse/gang awareness/safety	5.5
8. Wellness/personal programs for teachers/staff (stress management, health issues, retirement/investing programs)	7.3

Notes: One table indicated that all options should have equal priority, but retirement/investment programs should not be offered on school time.

One comment indicated that Social-emotional learning should be given top priority because of LT’s perceived deficiency in meeting ISBE mandated guidelines.

Types of Training Programs

Recommendations:

1. Re: On-line Programs - LT should permit staff training through on-line instruction, but only if the programs are pre-screened (or some other method is established to verify the program’s value and relevancy) and pre-approved (perhaps by Division Chair and with an application process)

Note: One table did vote “no”

2 Re: Summer Workshops - Should be reimbursed, but only if relevant to teacher’s content area(s), and reviewed and approved, as with on-line programs.

Notes: One table said there should not be reimbursement for professional development, which should be teacher’s responsibility. But there should be reimbursement if for specific curriculum goal or initiative (like CRISS) Another table noted that only workshop costs, not “salary” for time spend at workshops, should be reimbursed.