

Professional Development for All Teachers

Section [380.1527](#) of Michigan's Revised School Code requires school districts to provide five days of professional development to all teachers each year. These five days are in addition to the [professional development provided to new teachers](#) in their first three years of employment. A "day" is defined as at least six hours, for a total of 30 hours to be provided in a year. The "year" is considered to begin on July 1 and end on June 30, coinciding with the school year.

District "provided" means that the district, at a minimum, has supported the teacher either by providing a substitute teacher, paying conference or workshop expenses or registration fees, or providing released time for attendance at professional development activities. This includes time provided for teachers to work in professional learning communities, examining actual student data in their own school.

Some form of record-keeping must be completed each year to assist districts in documenting professional development and reporting in the Days and Clock Hours Report, as necessary. In the event of a records audit, the district would need to provide:

- Dates on which that these professional development days occurred;
- Times that the professional development activities began and ended on those days; and
- Topic(s) that were presented to participating teachers on those dates.

In addition, **for each date**, the district should have at least one of the following forms of acceptable documentation:

- Sign-in/out sheet
- Attendance log
- Flyer/Notices announcing event
- Agenda/Meeting minutes
- Travel voucher(s)
- Food receipt(s)
- District calendar (dates indicated)

Quality of District Provided Professional Development (DPPD)

The quality of DPPD has become even more critical now that it can be used by teachers to renew Professional and Occupational certificates. Districts should refer to the document

entitled [Guidelines for Professional Development that Qualifies for Michigan Legislative Requirements](#) before offering DPPD to fulfill this purpose. DPPD should be:

1. Relevant, on-going and job-embedded;
2. Specific to the teacher's needs;
3. Aligned to the School Improvement Plan and individual professional development plans (as appropriate); and
4. Focused on increasing student learning.

A record-keeping document is for the district's use only, and should be kept at the district. The form should not be sent to the Michigan Department of Education. Here is a sample of such a tracking form. Districts are encouraged to modify the form to meet their needs, or create their own.

SAMPLE BUILDING RECORD of PROVIDED PROFESSIONAL DEVELOPMENT				
School year: _____				
Building: _____				
District: _____				
PROFESSIONAL DEVELOPMENT PROVIDED				
Date of Activity	Title/Activity	Purpose/Skill Addressed	Number of Hours Provided	Number of Teachers in Attendance
<i>1/16/2012</i>	<i>Assistive Technology for Students with ASD</i>	<i>Instructive Technology</i>	<i>6</i>	<i>8</i>
Signature of Principal/District Designee: _____ Date: _____				

Certificate Renewal and Progression

Some professional development provided by districts can be used for teachers to meet the [education-related professional learning options](#) to [renew or progress their teaching certificate](#). This professional development must meet certain [requirements](#). Hours earned through District Provided Professional Development (DPPD) must be appropriate to the grade level and endorsement area(s) in which the educator is certified. A district may choose to modify the building record of provided professional development to assist teachers with tracking their professional development for certification renewal.

While a modified building record form may assist the teacher with tracking DPPD, it is not required; however, **all DPPD must be entered into MOECS and a [District Provided Professional Development Form](#) must be completed and submitted to MDE, upon request for application verification.**