

Professional Development Plan 2021-2022

***Calhoun R-VIII School District***

***Professional Development Committee***

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*Preparing motivated, responsible, productive, lifelong learners*

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***Calhoun R-VIII Philosophy***

The Calhoun R-VIII School District, its staff, students, and community members working together with high expectations for students to become:

\*Educated

\* Self-sufficient

\* Responsible Citizens

\* Effective Team Members

\* Cooperative Problem Solvers

\* Individuals with High Self-Esteem

\* Caring, Productive Adults

COLLEGE AND CAREER READINESS

The Calhoun R-VIII school district will provide post-secondary preparation for all students.

LEADERSHIP

The Calhoun R-VIII school district will employ effective instructional leaders who continuously acquire new knowledge and skills and are constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

**Calhoun School District Professional Development Plan**

1. **Statement of Purpose**

Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.

The Professional Development Plan and programs are collaborative cognitive efforts involving teachers, administrators, school board members and the community. The most important benefit will be improved academic instruction for our students. Research based, data-driven, high quality professional development activities, and collaboration around appropriate follow-up activities are needed to support the Calhoun School District Strategic Plan.

2. **Board of Education Commitment**

The Calhoun School District Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and experienced teachers. The Board will support the professional development committee with the one-percent minimum guarantee of its revenue from the Foundation Program plus additional funds where needed to achieve district goals. The Professional Development Committee shall work with:

“…beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff;

and present to the proper authority faculty suggestions, ideas and

recommendations pertaining to classroom instruction within the school district.” (RSMO. 168.400.4)

3. **Professional Growth is:**

a. Expanding one’s academic knowledge and experience to help students succeed and increase educator effectiveness while providing elevated classroom rigor. b. Setting personal/professional goals and establishing means to achieve these goals. c. Continuing the process of professional learning and on-going development throughout one’s career.

4. **The Professional Development Committee Responsibilities Include but Are Not Limited To The Following:**

a. Identify and analyze instructional concerns and suggested practices for beginning and experienced teachers by conducting a yearly needs assessment and monitoring other available input reflective of the district’s School Improvement Plan

b. Serve as a confidential consultant upon a teacher’s request.

c. Inform the Superintendent or his/her representative of faculty suggestions, ideas and recommendations pertaining to classroom instruction

d. Promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

i. Post in central location or email about PD opportunities

ii. Handle reminder memos and announcements concerning professional growth opportunities. (Important items to post: PD Plan, Show Me

Standards, Minutes, PD Committee Members, Calendar, Evaluation

results)

e. Maintain appropriate record

f. Conduct building and district evaluations of professional development activities and programs (District PD evaluation will be administered in March and the PD needs assessment will be given in April)

g. Identify available resources for professional development

h. Make PDC information available on the district website

i. Disseminate information to Building Professional Development Committees, administrators and Calhoun School District Board of Education

j. Evaluate monetary requests from PDC’s for supplemental staff development programs

k. Conduct individual workshop/activity evaluations along with the yearly district PD evaluation

l. Determine and revise topics to be included in the District Professional Development Committee member training, as needed.

m. Monitor the mentor/mentee program

n. Formulate recommendations pertaining to annual staff development (e.g. professional release time, budget and calendar)

o. Elect a chair, vice chair/treasurer and secretary from the elected members of the committee

5. **Professional Development Committee Structure**

a. The PDC will consist of at least one representative from each building within the district. The superintendent and each building administrator will promote communication and facilitate the work of the committee and these individuals will serve as ex-officio members.

b. Committee members shall be certified members with at least three years of teaching experience.

c. Professional Development Committee members will be assigned or volunteer each year and may serve more than one year, but no more than five years.

d. Committee members who are assigned to administrative or supervisory positions will surrender his/her committee position and the affected building will elect a replacement.

e. The members of the committee will elect the chairperson each year. A chairperson may serve as many years as elected.

f. The PDC will meet once a month or on an as-needed basis at a location agreed upon by the committee with a quorum of three members present required to conduct business.

g. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals in accordance with the Missouri *Professional Development Guidelines for Student Success*.

h. The PD chair meets with administration to determine that professional development requests are aligned with individual goals. Then PDC will review requests for professional development by individuals and grant or deny approval.

6. **District Professional Development Committee Responsibilities:**

a. Chair

i. Set the agenda for each meeting

ii. Conduct meetings

iii. Serve as a spokesperson for the District Professional Development Committee

iv. Maintain resource materials

v. Maintain appropriate records

vi. Liaison between staff and district

vii. Meet with building administration to review requests

b. Vice Chair

i. Conduct meetings in the absence of the Chair

ii. Fulfill all other duties assigned by the Chair

iii. Conduct an election for Chairperson

iv. Process reimbursements after attendance of PD event

v. Verification of PD reflection form

vi. Maintain monthly statements of expenditures for the District PDC vii. Process all requests for and by district certified staff

viii. Work directly with the Calhoun Superintendent to validate expenses

c. Secretary

i. Take notes of the proceedings of the District PDC

ii. Distribute pertinent information to the staff

iii. In collaboration with the PD chairperson, a survey will be created and distributed to collect information regarding future PD needs.

7. **Building Level Professional Development Responsibilities:**

a. Determine meeting dates and times as needed

b. Assess specific professional/instructional concerns/needs of building certificated staff that are not met by the district professional development

c. Develop a supplemental professional development program that meets assessed needs

The responsibilities of every building PDC member should include being trained, attending building meetings, providing information/materials upon request, and communicating the professional/instructional concerns of the certified staff.

8. **Teacher Recruitment, Retention, and Education Incentives:**

a. A representative from the district will attend career fairs as often as possible while the district will advertise open positions through online education career sites.

b. Identify potential education majors and offer incentives to encourage the field of study and enrollment into the local Future Teachers of America (FTA) chapter. c.

d. Enhance and develop a positive culture and climate with a variety of opportunities for collaboration as well as a strong support structure.

e. Offer leadership and coaching opportunities to aspiring teachers

f. Provide a variety of out-of-district opportunities for professional development and collaboration

g. New teachers that are new to the profession will be placed in a mentor program their first two years of employment with the district with additional years available, as needed.

h. Educators new to the district will be assigned a buddy for one year with additional years available, as needed.

i. New teachers to the teaching profession will participate in the beginning teacher program for two years.

9. **Mentor Program**

a. The Mentor Program should provide needed assistance to beginning teachers to aid them in becoming successful teachers as well as support new teachers to the district. The program should also provide experienced and skilled teachers in the Calhoun School District the opportunity to refine their skills as they instruct and assist new teachers with their classroom and school responsibilities.

The PDC will serve as a guide to the district’s Mentor Program by arranging a training program for mentor teachers, organizing and providing professional development activities for beginning teachers, and serving as a confidential consultant upon a teacher’s request.

b. **GOAL:** To provide special assistance for every teacher during his/her first two years or teachers who are new to the district, including guidance from an assigned experienced teacher.

i. Principal will assign mentors.

1. Input from the Professional Development Committee is

encouraged.

ii. The Professional Development Committee and the principal should be alert at all times for any personality differences or disagreements that

might necessitate assignment of a new mentor.

iii. The mentor and mentee will develop a basic individual professional development plan.

**District Mentor’s Role and Responsibilities:**

● Work with administrations.

● Contact mentors/mentees during the summer before teacher work days. ● Provide release time to mentors/mentees for collaboration/observation.

● Ensure mentor/mentees turn in necessary documentation.

● Submit PO for payment of stipend for mentors.

c. **Guidelines for Mentor Teacher Selection**

i. Any teacher who has taught for at least 4 years (two of which are in Calhoun School District) may serve as a mentor. Exceptions may be made by the building principal with collaboration from the PDC Chair. Teachers chosen to be mentors should desire the position, exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues.

ii. Thorough and consistent training of mentor teachers is very important to

the success of the program. A district’s professional development

committee should arrange training programs for mentors. The training

should address these topics:

a. The role and responsibilities of the Professional

Development Committee (PDC)

b. The techniques of coaching and counseling

c. The format and content of the professional development

plan

d. How to use teacher evaluation to help beginning teachers

e. Resources (people and publications) available to beginning

teachers

f. Techniques of classroom observation

g. Current theory and models of instruction and classroom

management

h. Forms that must be completed (i.e. PDP, mentor/mentee

checklist, PD log, etc.)

**Notification of Mentor Assignment**: The building administrator will consult with teachers to identify potential mentors. The new teacher will be notified as soon as a mentor is assigned. The mentor should initiate personal contact as soon as possible.

d. **New Teacher Mentor Requirements:**

i. First Year

1. Mentors will attend mentor/mentee workshop during new teacher

training at the beginning of the school year.

2. Discuss mentor/mentee checklist and PD log at least quarterly or

more often as needed.

3. Arrange classroom observation of mentee, once per semester.

ii. Second Year

1. Discuss mentor/mentee checklist and PD log at least quarterly or

more often as needed.

2. Attend any required training.

3. Arrange classroom observation of mentee, once per semester

e. **New Teacher to the District Buddy Requirements**

i. Buddies will attend workshops during new teacher training at the beginning of the school year.

ii. Discuss checklist, PDP, and PD log at least quarterly or more often as needed.

iii. Arrange classroom observation of buddy, once per

semester.

f**. Presenting Problems:** If problems occur, they will be addressed in a

confidential manner by the following procedure:

i. Consult building administrator. Building administrator will determine if action is needed.

ii. The Mentor/Mentee will be notified if a change is made.

g**. Teacher/Mentor Assignment Appeal**

i. Consult building administrator. Building administrator will determine if

action is needed.

ii. The District Mentor/Mentee will be notified if a change is made.

h. **Mentee Must Complete the Following Requirements For Certification:** i. Complete a Professional Development Plan. Mentor/Mentee will meet to discuss their PDP at least three times each year (pre-implementation, mid-year, end of year).

ii. Complete PD record sheet. Keep this for verification of in-service hours for certification. Also, keep certificates of attendance, workshop title page, or brochure showing you actually attended with your record sheet.

iii. Keep a copy of NEE evaluations for verification.

iv. Attend (Beginning Teacher Assistance Program) meetings for the first two years of teaching.

10. **Educator Certification**

UPGRADING FROM THE INITIAL CERTIFICATE TO CAREER CERTIFICATE

The classification, Initial Professional Certificate (IPC) or Initial Career Education Certificate (ICEC), is valid for four (4) years from the date of issuance. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date.

During the four (4) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Career Continuous Professional Certificate (CCPC) or Continuous Career Education Certificate (CCEC), both valid for 99 years:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

*Approved teaching experience includes at least half-time, contracted*

*employment in Missouri’s public schools or Missouri's accredited nonpublic schools. Experience will be accepted when earned in nonpublic schools accredited by AdvancEd, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, or Missouri Accreditation of Programs for Children and Youth.*

*Substitute teaching and serving as a teacher’s aide or assistant cannot be counted toward teaching experience.*

2. Participate in a district-provided mentoring program for two (2) years. Your school will assign an appropriate teacher to be your mentor;

3. Successfully complete thirty (30) contact hours of professional development for an IPC upgrade; successfully complete ninety (90) contact hours of professional development for an ICEC upgrade. This may include college credits (1 semester hour equals 15 contact hours of professional development);

4. Participate in a beginning teacher assistance program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA; and

5. Successfully participate in your employing school's annual Performance Based Teacher Evaluation process.

6. Develop and implement a professional development plan that is on file with the district.

11. **Evaluation of PD trainings**

a. All PDC activities will be evaluated for effectiveness. The evaluation process will be determined by the PDC. The PDC may use multiple assessment techniques, which may include the following:

i. Teacher-led, interactive group sessions

ii. Surveys and opinion polls

iii. Student achievement based data-driven decisions

iv. Individual conferences and interviews

v. Other data as deemed appropriate

b. The PDC will communicate the results of these evaluations back to the staff for discussion and future planning.

12. **Annual Assessment of instructional needs**

The Professional Development Committee will assess the use of effective classroom practices of all instructional staff and its impact on students gathered from NEE, Evaluate and other common assessments. Information will be gathered based on the district’s instructional goals and the criteria in the district’s performance-based teacher evaluation form. Information will be gathered annually and professional development will be designed around the needs of teachers as well as based on the goals included in the district strategic plan.

A summary of results based on the information gathered will be shared with the PDC, district staff and board of education as appropriate. These results will determine if changes in policies, procedures, reporting, and resources are needed.

13. **Application for Professional Expenditure**

a. All forms can be found on the Calhoun School District website under the Professional Development tab as well as on the staff folder on the server/Google Drive.

b. Teacher will complete the PD request form with all necessary information and follow all steps listed.

c. Completed forms will be given to the PD chairperson.

d. The PD chair will take completed form to the appropriate building administrator to discuss whether the paperwork aligns with teacher/district goals for approval or non-approval.

i. In the event of non-approval, the form will be returned to the teacher.

e. After the building administrator and PD chairperson approve paperwork, it is taken to the Professional Development Committee for final approval or non-approval.

i. If approved, the staff member will receive a signed copy from the vice

chairperson

ii. If not approved, the form will be returned to the teacher with an explanation as to why the request was denied.

f. After receiving the approved paperwork, the teacher will fill out POs from their building office and give them to the PD chairperson.

g. Chairperson will return all signed POs to the vice-chairperson; paperwork will then be given to the bookkeeper.

h. Reimbursement forms must be submitted to the vice-chairperson as soon as returning from the event. Further requests for reimbursement will be denied until previous requirements have been fulfilled (PD reflection and reimbursement forms).

14. **Professional Development Log**

a. Each teacher working on his/her continuous professional certificate will need to submit a proposed Professional Development Plan (NEE) to the building principal. All teachers should keep a Professional Development Plan and log of activities in which he/she has been involved and these should be submitted to the building principal at the end of each year.

15. **Professional Development Budget Plan**

a. All PDC activities will follow the outlined/approved guidelines for expenditures:

i. Activities consistent with the PDP and District Strategic Plan (CSIP) for

staff with teaching certificates

ii. Consultant and presenter fees and expenses

iii. Stipends for teachers’ in-service participation and PD events, supplies and

mentor teachers as long as the activity occurs after contracted school

time.

iv. Regional Professional Development Membership

v. Reimbursement for substitute pay (if required), travel, food, registration

fees to in-service training, and PD events. Above mentioned fees must be

approved by the PDC committee and shall not exceed the maximum

allowed for the current school year (see application for professional

expenditures).

vi. Professional library resources, book studies, and any state mandated

requirements.

b. Expenditures of mandated professional development funds are to be determined by the PDC in consultation with administration and approved by the local school board.

c. Professional development expenditures under this section shall be spent to meet objectives of the Board of Education Goals, Calhoun School District PD Plan, and concerns addressed in the MSIP review.