

Willard R-2 Professional Development Plan 2006-2007

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.

Effective professional development programs are well organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw resources of higher education and the community. Their most important benefit is better education for students.

Professional Growth is:

- Expanding one's academic knowledge and experiences to help students grow
- Setting personal/professional goals and establishing means to achieve these goals
- Growth of individuals within each group resulting in interdependence among the team
- The continuous process of learning throughout one's career

Objectives and Goals

In the planning and development of district professional growth activities for the teachers and the beginning teachers, the PDC establishes the following objectives and goals:

1. Provide a professional development program for beginning teachers.
2. Oversee and assist in a mentoring program.
3. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress, and burnout.
4. Provide information on available college credit courses, seminars, and workshops to staff members.
5. Assess staff needs and develop in-service opportunities to meet those needs.
6. Provide a professional development program for practicing teachers to update curriculum and improve teaching practices.
7. Develop a budget for continued growth of the in-service programs.
8. Address the district comprehensive school improvement plan as follows:

CSIP Goal 1: The Willard School District will increase student learning as evidenced by local, state, and national achievement levels.

CSIP Goal 2: The Willard School District will recruit, train, and retain high quality teachers and support staff.

CSIP Goal 3: The Willard School District will enhance and improve community and parental support.

CSIP Goal 4: The Willard School District will establish, maintain, and plan for adequate facilities, resources, and materials.

Committee Structure

The Willard Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

- The PDC will consist of two, elected teacher representatives from each school building. A central office staff member or building principal will be asked to serve as an ex-officio member.
- Committee members shall be certified staff members with at least two years of teaching experience and at least one year in the Willard R-II School District.
- Professional development committee members will be elected for three-year terms. New members are to be elected no later than Feb 10 of each year. Training will be accomplished by April 30, and service will begin on May 1. Committee members are to be elected by certified staff (classroom teachers, librarians, and counselors.)
- In the event a member must be replaced, a special election will be held under PDC supervision to fulfill that member's term of office.
- The members of the committee will elect the chairperson each year.
- The chairperson will call meetings as needed, create agendas, and conduct the meeting.
- A secretary will be elected to keep and record the minutes of the meetings.
- The PDC will meet at least once each month.
- The chairperson may call special meetings.
- The PDC committee will receive on-going training during regularly scheduled meetings.
- Representatives from the committee will be selected to attend area and / or state meetings annually to maintain current knowledge regarding the PDC.
- The PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
- PDC representatives will review individual requests for professional development, determine if requests are related to PDC goals, and grant approval.

Steps to follow for a Professional Leave Request:

1. A building-level committee member will sign and pre-approve the form turned in by the teacher. Teacher should have a PDC goal checked on the form.
2. After receiving approval from the building PDC representative, the teacher will complete an on-line Professional Leave Request Form and submit it to the building principal.
3. Building principal will approve leave.

New Teacher Assistance

- Assistance will be provided for every teacher during his or her first two years, including guidance from an assigned experienced teacher. Mentors may choose to receive a stipend of \$200 for assistance with a first year teacher, \$150 for assistance with a second year teacher, or \$100 for serving as a mentor buddy to

a new-to-district teacher. Mentors and buddies may choose to record after school hours for Career Ladder instead of monetary reimbursement.

- Principals will assign mentors and mentor buddies.
- 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.
- Results of the mentor-protégé evaluations will be analyzed to determine the procedures that will be of most benefit to assist teachers with their teaching experiences.
- The PDC will develop an individual professional development plan. New teachers in conjunction with their mentor (and or principal if requested by the teacher) shall make adjustments so the plan best fits the teacher's needs.

Guidelines for Mentor Teacher Selection

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Mentor Training

Thorough and consistent training of mentor teachers is very important to the success of the program. Mentor-Protégé Trainers will be available for on-site training and to serve as confidential consultants through the PDC. The Willard R-2 Professional Development Committee will schedule training programs for mentors. The training will address these topics:

- role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative
- role and responsibilities of the professional development committee
- techniques of coaching and counseling
- format and content of the professional development plan
- how to use teacher evaluation to help beginning teachers
- resources (people and publications) available to beginning teachers
- techniques of classroom observation
- current theory and models of instruction and classroom management
- dates to turn in plans and evaluation forms

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the

teacher elaborate upon the original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in hi/her individual professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

Needs Assessment

The professional development committee will assess the in-service needs of all practicing teachers. The assessment will consist of gathering information from MSIP concerns and reports, test data, and teacher input from in-service evaluations. This information will be reviewed and discussed annually to determine the needs of the district for in-service planning.

Communication

Members of the professional development committee will serve as liaisons between the administration and faculty on matters of professional concern. The professional development committee will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

Educational Advertising

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

- Maintain a professional development bulletin board in each staff workroom in order to post current professional development opportunities.
- Handle reminder memos and announcements concerning professional growth opportunities.
- Develop and maintain a professional development website.

Evaluation

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:

1. Teacher-led, interactive group sessions
2. Questionnaires and opinion polls.
3. Observations of student achievement
4. Individual conferences and interviews
5. Study of student attendance and dropout rates

Professional Development Budget Plan

Expenditures that are NOT allowable:

1. Individual membership dues to associations or organizations
2. Travel, food, and registration fee to conferences and workshops of general interest, which do not support the professional development plan and comprehensive school improvement plan
3. Travel, food, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships
4. Equipment for administrative or instructional use
5. Salaries (Professional development funds may not be used to pay for extra-duty activities and sponsorships.)
6. Travel as a form of professional development
7. Any expenditure of funds for Title 1, Title 2, Incentives for School Excellence or any other program presently funded with state or federal funds
8. Training for school board members—the Department of Elementary and Secondary
9. Education subsidizes the cost of training new school board members by using state-level professional development funds
10. Training of Parents as First Teachers
11. Stipends for teachers to work on MSIP preparation
12. Professional development activities for non-certified staff

PDC Plan Goals / Budget

PDC GOAL 1: *Participate in a professional development opportunity and release time provided by the professional development committee or college/university for **beginning teachers**.*

Activity 1: Provide release time opportunities for mentors and beginning teachers

Activity 2: Release time for Beginning Teachers Assistance Program provided by universities

Goal 1 Budget: \$12,500

PDC GOAL 2: *Participate in an effective **mentor-teacher program** for first and second year teachers and teachers new to the district.*

Activity 1: Provide a Willard Mentor Handbook for all beginning teachers and their mentors

Activity 2: Mentor Training and Supplies

Activity 3: Evaluation and assessment

Activity 4: Stipends for mentors

Goal 2 Budget: \$15,000

PDC GOAL 3: *Participate in a professional development program targeting **research-based teaching strategies** that are effective in increasing student achievement and mastery, reducing the dropout rate by increasing student attendance, involvement in the learning process, and opportunities to use technology.*

Activity 1: New and Returning Teachers Institute

Activity 2: Two half-day in-service activities

Activity 3: Stipends and materials

Activity 4: Provide a Technology Integration Academy during the summer

Activity 5: Speaker at the beginning teacher meetings

Goal 3 Budget: \$35,000

PDC GOAL 4: *Participate in a professional development program for **practicing teachers** to improve and update curriculum, teaching practices and use of technology.*

Activity 1: Create a district calendar and distribute to all district employees

Activity 2: Provide opportunities for teachers to attend grade-level/content area workshops and conferences (divided proportionately among buildings for greatest needs).

Activity 3: Curriculum Alignment Stipends. Participating teachers may be paid a stipend (\$18.75/hr) for up to 20 hours for work completed outside of contract time with approval from PDC and administration.

Goal 4 Budget: \$25,500

PDC GOAL 5: *Address the **district comprehensive school improvement plan**.*

Activity 1: Materials for study groups

Goal 5 Budget: 5,500

Total Budget 06-07 \$93,500

Budget Breakdown

Stipends and subs	\$30,000	(Budgeted amounts are based on an estimate. The budget will be modified to reflect actual appropriation when that is known.)
Benefits	\$700	
Purchase Services for buildings	\$33,800	
Travel for buildings	\$15,500	
Purchase Services—district	\$10,500	
Travel—district	\$3,000	
Total	\$93,500	

Professional Development / Professional Growth Guidelines

Professional Development

- Teachers wanting to attend a workshop or conference using PDC funds must have approval through the Professional Development Committee.
- Professional Development is limited to academic areas that fit under the “Comprehensive School Improvement Plan” and/or “Professional Development Plan.”
- A “Request for Professional Leave” form must be completed.
- Approval for professional leave must be given to your Professional Development Committee member for approval of funding.
- Request should be turned in by the 1st or 15th of each month to a PDC building representative for processing.
- Mileage will not be paid for activities held in Springfield.

Professional Growth

- If you are requesting professional growth, you will need to have that form pre-approved by your building principal and attach it to your “Request for Professional Leave” form.
- Once you have attended the workshop or conference you will need to complete a “Request for Payment” form attaching all necessary receipts and turn in to a PDC building representative by the 1st or the 15th of the month. The building representative will then turn the form into the building secretary for payment.
- Depending upon available funds, additional requests may be considered after January 15th.