Professional Development Plan

2013 - 2014

EXCELSIOR SPRINGS
SCHOOL DISTRICT
Together, Achieving Excellence

Approved by the Board of Education
August 12, 2013

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THE EXCELSIOR SPRINGS SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PROCEDURE PLAN

Professional Development Mission Statement
The mission of the Professional Development Committee is supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools. (adopted April, 2012)

School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology, and assessment.

Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacity.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized professional development program, teachers, administrators, and school board members must work as a team for success. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaborative partnerships will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

Missouri Professional Development Guidelines

Professional Development Vision Statement:
The Professional Development Committee acknowledges that in the education of children, the district's most important resource is its employees. In recognition of this, the PDC working through the administration commits to provide professional development opportunities that focus on:
- enhancing and improving student achievement
- supporting the district's mission, vision, goals, expectations and policies
- supporting site-and department identified priorities as they relate to improving student achievement and organizational effectiveness
- supporting various levels of learning

Excelsior Springs School district Mission Statement:
The mission of the Excelsior Springs School District, in partnership with students, parents and community, is to assure a focused and challenging curriculum that will monitor progress and provide a comprehensive system of support to prepare all students for their next level of learning.

PROFESSIONAL DEVELOPMENT PLAN GOALS

All professional development will support the Excelsior Springs School District Mission Statement and The Excelsior Springs School District Comprehensive School Improvement Plan (CSIP). The Excelsior Springs School District Professional Development Goals are designed to mirror and support the objectives, strategies, and action steps outlined in the *Comprehensive School Improvement Plan.*

Goal 1:

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Objective #1: The ESSD will improve student achievement to meet annual targets as determined by student, staff, and school performance data.

Objective #2: The ESSD will annually prepare every student for graduation and for success in their personal, academic, and career goals.

Goal 2:

Recruit, attract, develop and retain highly qualified certified staff to carry out the District mission, goals and objectives.

Objective #1: The ESSD will have 100% of the certified staff participate in annual professional development focused on high quality, research-based instruction and student work, evidenced by enrollment and attendance tracked through professional development surveys.

Objective #2: The ESSD will offer a competitive, comprehensive environment of learning with the annual goal of retaining and hiring 100% highly qualified certified staff as evidenced by data collected from staff surveys as well as outside sources, such as, DESE, MSBA and NEA standards.

Goal 3:

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective #1: The ESSD will provide efficient allocation of resources for instruction, facilities, current technology, training, and human resources to enhance student achievement as evidenced by a Board of Education approved budget prior to July 1 of each year.

Objective #2: The ESSD will provide, on a daily basis, a clean, safe, and well-maintained environment where there is a culture of acceptance for all as evidenced by semi-annual inspections by department supervisors.

Objective #3: The ESSD will annually seek alternate funding resource opportunities, to increase funds above the annually Board of Education approved local, state, and federal resources as evidenced by Board of Education, approved alternate sources of funding.

Goal 4:

Promote, facilitate, and enhance parent, student and community involvement in district programs.

Objective #1: The ESSD will improve the effectiveness of communication with all stakeholders utilizing a variety of accessible methods.

Objective #2: The ESSD will provide stakeholders a variety of opportunities for community involvement.

Goal 5:

Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the District.

Objective #1: The BOE shall govern the district through a comprehensive set of Board policies which are subject to annual review, revision, and/or addition.

Objective #2: The ESSD will provide professional development to keep staff current on technology.

Objective #3: The BOE, through the superintendent, shall provide a learning and working environment that is both collaborative and informative involving district staff and patrons of the district.

A report on the progress and evaluation of each goal, objective, and strategy will be prepared for the District Planning Council annually and made available to the PDC and other appropriate programs for professional development evaluation purposes.

MISSOURI MANDATES AND REGULATIONS

The Excelsior Springs School District recognizes statutory authority for professional development as established under Section 168.400.4 (1) (2) &5 RSMo. (the Excellence in Education Act) and SB380, Section 7: RSMo. (The Outstanding Schools Act of 1993).

Excellence In Education Act of 1985ᴄ Sections 168.400.4(1) (2) & 5 RSMo.

Beginning teacher assistance programs established under this section shall include, but need not to be limited to the following provisions:

Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional committee, which is hereby established in each school district, which 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 inservice opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.

Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.

The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

The Outstanding Schools Act of 1993 ᴄ SB380, Section 7; RSMo.

7.1 Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be
eligible for state aid distributed pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the professional development committee in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.

From these acts, Missouri has developed an in-depth, organized systemic approach to professional development. No longer is "shotgun" professional development acceptable. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school.

Information regarding **adult learning** should be considered as professional development opportunities are planned for staff. (See Appendix A for specific guidelines).

This handbook has been designed to help in planning and organizing professional development activities for the district, building, department/grade level, or for certified individuals.

The Professional Development Committee

What is the Professional Development Committee?
♦ Provides representation from teachers and administrators
♦ Supports district initiatives and the Comprehensive School Improvement Plan (CSIP)
♦ Assists buildings with the design and delivery of staff development outlined in the School Improvement Plan
♦ Provides focus for district level staff development

What are the Professional Development Committee members' responsibilities?
♦ Provide direction for professional development opportunities
♦ Attend scheduled meetings
♦ Act as a liaison to individual buildings
♦ Serve on standing committees
♦ Facilitate workshops as needed
♦ Provide mentoring activities and in-services for first and second year teachers
♦ Act as confidential consultants to requests from teachers
♦ Model being a connected educator and assist others in their professional learning network.

What are the benefits of being a member of the PDC?
♦ Personal professional growth
♦ Leadership opportunities
♦ Collegial interactions with other professionals
♦ Learning of new instructional strategies and processes
♦ A sense of ownership in district staff development

Purpose of Staff Development
The continuous improvement of the organization and the individual toward the goal of increased student achievement.

Goals of Staff Development
♦ Facilitate the implementation of the district's strategic plan, board goals, and state mandates.
♦ Support the School Improvement Plan in order to increase student achievement.
♦ Foster growth, and increase the effectiveness of all staff.

"It is only as we develop others, that we permanently succeed."
Harry S. Firestone

Duties and Responsibilities of
Professional Development Committee Members

Assessing Professional Development Needs:

Faculty:

The PDC will conduct an annual professional development assessment (NSDC standards, DESE Guidelines for High Quality Professional Development rubric) (See Appendix B) and the district's professional development survey to help determine areas of concern or weakness pertaining to individual buildings and individual teachers. In addition, a needs assessment, based on the district's instructional goals, may be used to determine in-service and workshop needs for the following year.

Student Data:

MAP, ACT, PLAN, EXPLORE, DRA, SRI, CBM, Graduation Rate, Attendance, Drop Out Rate (as well as others deemed important by the school) are analyzed at each building to determine the goals and objectives for the School Improvement Plan. PDC members assist administrators and building councils to help determine areas of improvement.

Professional Development Opportunities:

Each calendar school year, the PDC organizes summer professional development opportunities. Throughout the school year the PDC members assist the building administrator and building level councils in organizing scheduled in-service opportunities and collaboration days.

The PDC committee in collaboration with administration is responsible for coordinating and approving all professional development activities throughout the school year. Activities are expected to align with building and district goals.

Each School Improvement Plan for the year is designed by a committee of parents, staff, PDC representative, and administrators based upon the individual needs of the building. This feedback is presented to the building principal, the assistant superintendent, the Professional Development, and the Board of Education committee for discussion and approval.

Individual professional development activities are approved by the PDC member. Activities are to align with the Comprehensive School Improvement Plan.

Faculty members are required to provide feedback to the PDC committee regarding each professional development activity attended. This is accomplished through the evaluation portion of the Professional Development Opportunity (PDO) form and In-service evaluation forms. The PDC committee analyzes the feedback to determine the effectiveness of the professional attending Professional Development activities. The PDC provides several beginning teacher presentations prior to the calendar school year and throughout the year at scheduled PDC meetings. A mentor program is in place to assist both mentors and protégés of state and district requirements as well as to address any concerns or problems which may occur.

Confidential Consultants:

Individual teachers may request assistance from the PDC at any time if any professional concern surfaces. All observations or consultations are treated with professional confidentiality. Special representatives or the entire team can be called in for assistance. The PDC can provide assistance with motivating students; discipline; classroom management; time management; lesson construction; classroom instruction; developing positive relationships with administrators, parents colleagues, and students. The PDC is **not** a liaison between the administrator and the teacher. The PDC is not an evaluator and should not attend meetings related to the PBTE.

Communications:

The Professional Development Committee (PDC) will serve as communicators between the administration and faculty concerning PDC activities, in-service programs, and budget allocation. The PDC will promote and advertise professional growth opportunities.

"Leadership is the capacity to translate vision into reality." Bennis

2012 – 2013 Professional Development Committee

Chairperson – Claudia Howerton – Librarian – Elkhorn/Lewis Elementary – (term 12-13, 13-14, &14-15)

Lauren Henrichs – 3rd grade – Elkhorn Elementary – (term 11-12, 12-13, & 13-14)

Tina Rimmer – Kindergarten – Lewis Elementary – (term 11-12, 12-13, & 13-14)

Kailey Martin – 4th grade – Westview Elementary – (term 12-13, 13-14, & 14-15)
Sarah Champion-Kindergarten –Westview Elementary – (term 13-14, 14-15 & 15-16)

Ben Rubey – Instructional Coach – Middle School – (term 12-13, 13-14, & 14-15)
Jacqueline Whiting – 7th grade Social Studies – Middle School – (term 11-12, 12-13, & 13-14)

Sherie Renne –Art – High School – (term 12-13, 13-14, & 14-15)
Wiley Meade – Science – High School – (term 11-12, 12-13, & 13-14)

Randy Barnes – Building Trades – Career Center – (term 13-14, 14-15, 15-16)

Michelle Nebel – Technology Coach – (term 13-14, 14-15, & 15-16)

Election Procedures:
♦ Members will be elected for a three year staggered term with one third of the committee being elected each year.
♦ Election process will begin in March with new members attending the April meeting.
♦ Staff member will be invited to self-nominate for the available position in each building.
♦ Ballots will be prepared and counted by the past PDC member and an administrator.
♦ The elected members shall assume their duties at the organizational meeting held in May for the ensuing school year.
♦ Vacancies will exist if a PDC member has submitted a letter of resignation or is no longer employed by the district. When a vacancy occurs, an election will be held to complete that term.
♦ A Chairperson will be elected every year at the organizational meeting after the general election from the group of members who have previously served.
♦ The Vice-Chairperson and the Secretary will be elected from the committee.

PROFESSIONAL DEVELOPMENT COMMITTEE
OBJECTIVES AND BELIEFS

With the CSIP as a guide in the planning and development of district professional growth activities, the , &- Professional Development Committee (PDC) establishes the following objectives and goals to- directly lead to improved student achievement:

1. The Professional Development Committee will implement a district professional development plan focused on curriculum, instruction, assessment and intervention driven by building and district data to improve student learning.
   Progress Measures:
   A. Meet annual status targets as defined by MSIP V for ELA, Math, Science, and Social Studies.
   B. Meet building level targets as defined by building improvement plan.
   C. Ninety percent or more of teachers report increasing knowledge and adjusting practices in each of the four areas on the end of year district professional development survey.

2. The Professional Development Committee will continue to improve the two-year mentor/protégé program to assist and retain new teachers.
   Progress Measures:
   A. Ninety percent or more of surveyed teachers agree or strongly agree with the statements on the mentor/protégé survey.
   B. Retain eighty-five percent or more of the teachers new to the district each year.
3. The Professional Development Committee will ensure all staff will be involved in high quality professional development that is primarily site-based and job embedded to address authentic instructional concerns, allowing for instruction, follow-up time, and on-going assistance.
   Progress Measures:
   A. One hundred percent of staff will participate in high quality professional development as measured by attendance.
   B. Ninety percent of staff agree or strongly agree with questions on the professional development survey that evaluate the quality of in-district professional development opportunities.
4. The Professional Development Committee will provide opportunities for increasing staff proficiency for engaging students in 21st Century Learning and effective implementation of technology.
   Progress Measures:
   A. Ninety percent of staff agree or strongly agree with questions on the professional development survey that evaluate professional development opportunities focused on 21st Century Learning and technology.

Beliefs of Professional Development

- PDC decisions and opportunities need to be data driven and impact student achievement.
- Personal/professional growth is based on teachers' input.
- Professional development is site-based and aligned to the district and building school improvement plans.
- Professional development improves daily practice.
- TIME is critical to make change – teachers need time to practice new skills, meet goals and individual needs.
- We work collaboratively for building-wide change.
- Professional development is continuous and from various sources including through a connected environment.
- Professional development evaluates data from various sources – external and internal.
- Professional development is high quality.
- The focus of professional development initiative is narrow.
- Professional learning is made visible to others.

2013 – 2014 Professional Development Calendar

Date	Time	Description		Location
July 29	8:00-3:00	Summer Institute-Building Based		
July 30	8:00-3:00	Summer Institute-Building Based		
July 31	8:00-3:00	Summer Institute-District Based-Connected Educator		
Aug. 1	8:00-3:00	Summer Institute-District Based-Upgrading our Schools to the 21st Century		
Aug. 5 – 9		New Teacher Orientation – Instructional Coaches/Administrators		
Aug. 12 – 14		Teacher In-Service		
Aug. 30		In-Service- Network of Effective Educators		
Sept. 3		**Paragraphs due at Central Office for Sept.19-20 In-Service – all buildings**		
Sept. 5	4:00	PDC Meeting	Central Office	
Sept. 11	3:00 & 4:00	Protégé Meeting at respective buildings		
Sept. 19		In-Service (P.M.) District Day-21st Century Teaching and Learning		
Sept. 20		In-Service Building Based		
Oct. 3	7:30 – 2:30	PDC Workday		Central Office
Oct. 9	3:00 & 4:00	Protégé Meeting at respective buildings		
Oct. 24		Parent Teacher Conferences (P.M.)		
Nov.7	4:00	PDC Meeting		Central Office
Nov. 13	3:00 & 4:00	Protégé Meeting at respective buildings		
Dec. 5	4:00	PDC Meeting		Central Office
Dec. 11	3:00 & 4:00	Protégé Meeting at respective buildings		
Dec. 20		**Paragraphs due at Central Office for Jan. 17 In-Service – all buildings**		
Jan. 9	4:00	PDC Meeting		Central Office
Jan. 15	3:00 & 4:00	Protégé Meeting at respective buildings		
Jan. 17		In-Service Building Based		
Feb. 3		**Paragraphs due at Central Office for Feb. 14 In-Service – all buildings**		
Feb. 6	4:00	PDC Meeting		Central Office
Feb. 12	3:00 & 4:00	Protégé Meeting at respective buildings		
Feb. 13		Parent Teacher Conferences (P.M.)		
Feb. 14		In-Service Building Based P/L		
March 6	4:00	PDC Meeting	Central Office	
March 12	3:00 & 4:00	Protégé Meeting at respective buildings		
March 16-18		**MSDC-Show-Me Conference- Plug into Professional Learning**		
April 3	4:00	PDC Meeting	Central Office	
April 9	3:00 & 4:00	Mentors/Protégé Meeting –at respective buildings		
May 7		Mentor/Protégé Meeting- Reflections at respective buildings		
May 8	7:30-2:30	PDC Workday	Central Office	

Revised 7/2/2013

The Beginning Teacher and Mentor

Procedures for Mentor Selection

A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, (and) opener of doors."

District Instructional Coaches will serve as the primary mentors unless a caseload in a particular building becomes too great. At that point, experienced teachers will be assigned as mentors.

Any teacher who has three years of experience and is willing to be trained will be eligible to volunteer to serve as a mentor. Ideally, a mentor should be teaching the same grade level and in the same area of certification as the beginning teacher. A mentor also could be a faculty member with certification and experience in the same area or grade level as the beginning teacher. An administrator certificated in the same grade level as the beginning teacher could serve as mentor as well.

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking.

Mentor Qualifications:
♦   Is a skillful teacher
♦   Is able to transmit effective teaching strategies
♦   Has a thorough command of the curriculum being taught
♦   Is a good listener
♦   Can communicate openly with the beginning teacher
♦   Is sensitive to the needs of the beginning teacher
♦   Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental
♦   Three years teaching experience
♦   Is mature, self-assured, patient, and confident in knowledge and ability

Mentor/Instructional Coach Objectives
1.   Demonstrate skills necessary for successful job performance.
2.   Demonstrate strategies and skills that will increase effectiveness and efficiency of the beginning teacher.
3.   Facilitate monthly meetings.

The Principal will serve as a facilitator of the mentor process. This will include:
    a.   Identifying mentors when necessary
    b.   Providing mentors with resource material
    c.   Assisting with the development of the Professional Development Plan

If teachers are needed as mentors, they should be identified in sufficient time to allow for training and to help beginning teachers prepare their initial professional development plans.

Provisions for Mentor Training

Thorough and consistent training of mentor teachers is very important to the success of the program. The Professional Development Committee has prepared a handbook to assist mentors and instructional coaches with the mentor process.
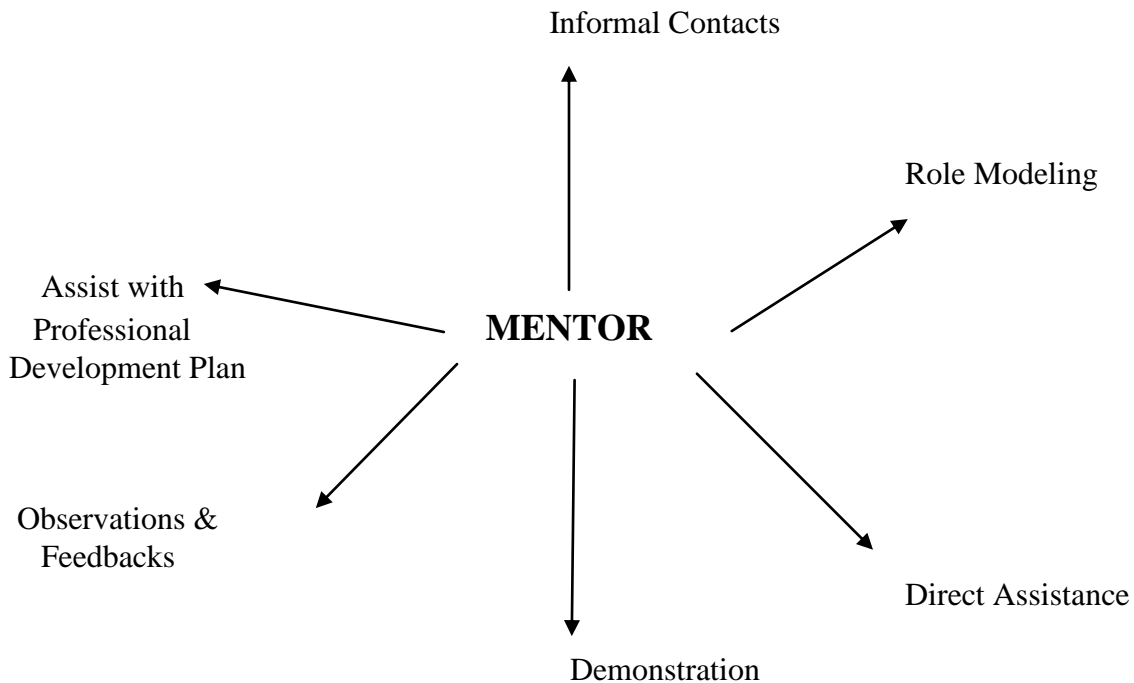
Topics include:
♦ The role and responsibilities of the mentor
♦ Techniques of coaching and counseling
♦ The format and content of the professional development plan
♦ Techniques for mentors
♦ Resources available to beginning teachers
♦ Suggested yearly schedule

Mentor and Instructional Coach Rules and Responsibilities

As a mentor, you will be responsible for:
1. Meeting regularly with your protégés, both formally and informally.
2. Educating your protégé about the daily operation of the school.
3. Being a role model in all aspects of professionalism.
4. Developing your skills as a mentor as wells as a teacher.
5. Supporting and counseling your protégé, providing perspective when needed.
6. Attending district mentor/protégé meetings.
7. Assisting with the professional development plan.
8. Keeping feedback information confidential. *
9. Arranging for your protégé to visit different teachers' classes.
10. Demonstrating lessons for your protégé.
11. Observing your protégé's teaching and providing feedback.

* Mentors do not evaluate; confidentiality is critical. The mentor's feedback to the protégé always is in strict confidence. The mentor must not be part of the district's system of teacher evaluation, nor does the mentor discuss the performance of the beginning teacher with other staff. All written communication should be left with the beginning teacher.

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                        Informal Contacts
                              ↑
                              |
                              |                  Role Modeling
                              |                      ↗
                              |                    ↗
    Assist with    ←          |                  ↗
    Professional              MENTOR
    Development Plan        ↙        ↘
                          ↙            ↘
                        ↙                ↘
    Observations &    ↙                    ↘
      Feedbacks                              Direct Assistance
                              |
                              ↓
                        Demonstration
```

Any concerns of beginning teachers are valid subjects for frequent informal conferences. Consequently, the mentor should make an effort to be both available and easily accessible to the beginning teacher, especially the first few weeks of the school year.

New teachers often find more difficulty in implementing school procedures than teaching students. The mentor should facilitate the new teacher by covering all items on this checklist:

- ☐ Maintaining classroom management and discipline
- ☐ Managing time, including striking an appropriate balance between personal and professional time
- ☐ Motivating students, especially working with students who have special needs
- ☐ Managing classroom instruction including: Planning instruction, finding resources and materials, evaluating student progress, and coping with a wide variance of student ability in the same class
- ☐ Experiencing feelings of isolation
- ☐ Developing positive relationships with parents, administrators, colleagues, and students
- ☐ Coping with the workload

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New Teachers' Responsibilities

The beginning teacher will develop and follow a written Professional Development Plan which is in compliance with DESE certification guidelines.

♦ The beginning teacher will attend 5 days in August: District orientation, Mentor program orientation, and "Getting Started".
♦ The beginning teacher will meet regularly (at least monthly) with mentor.
♦ The beginning teacher will attend at least 2 in-services by BEST – Kansas City Professional Development Center (University/College requirement).
♦ The beginning teacher will attend district meeting for mentors/protégés.
♦ The beginning teacher will make two observations of master teachers (one each semester).
♦ The beginning teacher will maintain a monthly reflection journal.

New Teachers' Objectives

1. The beginning teacher will demonstrate understanding and organizing of subject matter for student learning.
2. The beginning teacher will use district assessment data to make purposeful decisions regarding selecting and applying effective instructional strategies.
3. The beginning teacher will demonstrate instructional strategies to meet the diverse needs of all students.
4. The beginning teacher will create an environment that engages all students.

Requirements for New Teachers' Professional Development Plans

Certification standards for persons receiving INITIAL certification after September 1, 1998 require an on-going Individual Professional Development Plan for a **10-YEAR period** (Initial Certification for four years; and Career Certification for 5-99 years). Teachers who begin in the district on Life Certification, however, need to continue a growth plan for a period of three years.

Since the growth plan is tied to certification, thus contract renewal, and to evaluation, the building principal should take the primary responsibility for <u>working with the teacher</u> on his/her plan. The principal and the teacher should review progress with the plan on a regular basis and update the growth plan at least once each year or as needed.

Professional Development Plans will be completed with the mentor and protégé for beginning teachers with assistance from the principal and district Professional Development Committee. Basic common information is usually included, although plans should be personalized by making additions at the building level, and by adding specific targets identified by the teacher and/or the principal.

The intent of the plan is that it be a tool for both the principals and teachers to foster continual growth and

development of professional skills of the teacher.

New teachers to the district with more than two years of experience are required to attend the five days of orientation and have the option to attend other training, but are not required.

Administrators' Responsibilities

♦ Acts as liaison between building and Central Office
♦ Attends workshops
♦ Coordinates activities
♦ Coordinates time for mentor and protégé to observe each other
♦ Encourages staff to apply for mentoring
♦ Selects mentors
♦ Exhibits high level of trust (Respects confidentiality of mentor-protégé relationship)
♦ Identifies areas needing support
♦ Provides encouragement
♦ Provides leadership
♦ Runs interference-clears way

Time for New Teachers to Observe Master Teachers

In each of the first seven months, observation and feedback is a listed activity. This can be accomplished in a variety of ways:
1. The beginning teacher can observe the mentor or instructional coach.
2. The instructional coach or mentor may arrange for the beginning teacher to observe another teacher.
3. The instructional coach or mentor can observe the beginning teacher.
4. Video tapes may be used to accomplish this objective.

The Excelsior Springs School District will provide time and substitutes to mentors or new teachers with the approval of the building principal. It is suggested that the mentor's conference/planning time be used for at least part of these growth activities.

Conferences should be scheduled after each observation. This conference should focus on the instructional process and classroom management.

The Professional Development Committee has prepared a monthly calendar of responsibilities to assist the mentor with the coaching process. (See Handbook for additional information, specific examples, calendars, and forms).

University/College New Teacher Assistance

Each building teacher is required to attend 2 or more BEST workshops provided by the Kansas City Regional Professional Development Center at UMKC. The BEST workshops meet the requirements of the Excellence in Education Act mandating beginning teacher assistance programs. (See Handbook for actual dates and times). Beginning teachers are requested to document the BEST workshops attended.

Goals and Objectives for the Beginning Teacher/Mentor Program

Goal

Provide mentoring program for teachers new to ESSD which will assure professional growth for both the teacher and the mentor.

Objectives

- ♦ To provide a mentor for beginning teachers in compliance with certification guidelines.
- ♦ To provide training and assistance for teachers new to ESSD in their development of classroom skills.
  - Demonstrate understanding and organizing of subject matter for student learning.
  - Use district assessment data to make purposeful decisions regarding selecting and applying effective instructional strategies.
  - Demonstrate instructional strategies to meet the diverse needs of all students.
  - Create a positive environment that engages all students.
  - Develop a classroom management plan.
- ♦ To provide planned support, guidance, and feedback for teachers new to ESSD.
- ♦ To help mentors refine their own instructional skills in the process of serving as mentors to teachers new to ESSD.

Expectations for Mentors/Instructional Coach

- Monitors the beginning teacher's Professional Development Plan
- Attend district level meetings with the beginning teacher during the year
- Meets regularly with beginning teacher to:
  →Answer questions and provides information
  →Listen to concerns and help solve problems
  →Advise, support and encourage

Monthly Topics

August	Prepare for the first day - Open House - Performance Based Teacher Evaluations - Using Curriculum Guides to plan instruction and assessments - Supplies - Taking attendance
September	Planning/ Lesson Design - PDP – Professional Development Portfolio - Homework, make-up work policy – Principal Observation/Communication - School policies, procedures - Discuss school norms, social traditions, review standard operating procedures - Keeping a gradebook- Managing classroom instruction - Maintaining student discipline - Planning for a substitute – Parent-Teacher Conferences
October	Keeping Records - Progress Reports - Report Cards - Parent-Teacher Conferences - Documentation - Modifications and students with special needs - Maximizing academic learning time-Student motivation
November	Parent Conferences, How did it go? - Field Trips - Extra Activities – Forms - Professional Development
December	Students with concerns: What do I do? Who can help?
January	MAP- Procedures for ending and beginning the semester - Promoting positive relationships with students and teachers - Plan activities for second semester - Review first semester experiences
February	Portfolio - Share professional reading - Use of the community resources, speakers - field trips
March	Assessments - Testing Strategies - Preparing for testing
April	Completion of PDP - Professional Responsibilities - Professional Reading - End-of-the-year procedures
May	Celebrating - Planning for next year - Goals - Wrapping up the School Year

GENERAL PROCEDURES

> "Student learning outcomes should provide the starting point for all school improvement and staff development efforts." *Tom Guskey, Dennis Sparks*

Each year the Excelsior Springs School District has a set amount of professional development funds available through a variety of sources and programs.   The largest single amount comes from the 1% allocation required by the state. According to state guidelines, up to 25% of the 1% allocation can be carried over to the next year but it must be spent on approved tasks. Additional funds are also available for professional development each year through Title I, Title II, Title IV, Incentive Grants, Targeted Incentive Grants, private grants, district funds, etc. Careful planning and collaboration of the various sources by individuals responsible for those funds and programs will ensure that the district has a comprehensive professional development plan that utilizes revenues in the most effective and efficient manner to accomplish the goals, objectives, and action steps outlined in The Excelsior Springs Comprehensive School Improvement Plan - "Comprehensive School Improvement Plan."

District/Building Level Staff Development Activities

Starting in 1997-98, the district required programs and buildings to submit a yearly plan that supports the mission of the district and indicates how it will play a part in achieving the objectives and action steps identified in the "*Comprehensive School Improvement Plan.*"

- All buildings will establish a building level planning council to assist in the development of a plan.
- Professional development needs pertaining to achieving objectives and activities targeted by the building will be included as part of the finished building level plan.
- Program directors and building councils will be responsible for submitting staff development needs and requests identified in their plan by **September 1** to the PDC and/or other revenue source for funding consideration.
- It is very important to prioritize professional development requests outlined in a plan. In this fashion, decisions regarding funding and allotments affect the most important needs identified for the year.
- Completed program/building level plans, with approved professional development funding, will be sent to Central Office by **October 3** for tentative approval.
- Revised plans will be sent to Central Office by **November 1** for final approval.

In all cases, CSIP – "*Comprehensive School Improvement Plan"* will be utilized to determine the emphasis and guide the year's professional development activities undertaken by district programs, PDC, building, department, grade level, and individuals.

Individual Staff Development Activities

❖ The PDC will annually set aside funds for individual staff development activities which may not have been identified in district requests or building plans.

❖ Individuals are encouraged to identify his or her professional development needs as soon as possible and request approval.

❖ All requests for professional development must relate to a strategy or activity identified in the ESSD – CSIP – *"Comprehensive School Improvement Plan"* and must be submitted on a Professional Development Opportunity Form using My Learning Plan. This form will be approved by the building PDC member and sent along with all completed purchase orders to the Assistant Superintendent of Curriculum.

❖ If the inservice activity takes place during school hours, a leave form signed by the building administrator must accompany the request.

❖ Completion of the Professional Development Opportunity Form located on My Learning Plan is required after attending the inservice. No reimbursement will be paid until a completed form is submitted.

❖ Staff members wanting to utilize PDC funds for substitutes, travel, registrations, consultant fees, etc., must have prior approval and/or authorized purchase orders.

❖ It is expected that teachers who participate in professional development activities outside the district will share information with other teachers in the district about the resources, skills, and strategies they gained.

❖ Staff members who present approved in-district inservices may be paid an hourly stipend of $25 per hour (a maximum of 1-3 staff members may receive this hourly rate per presentation).

❖ Staff member who attends approved in-district inservices may receive a stipend ($10 per hour) for attendance outside of regular contract time.

❖ Any professional development opportunity exceeding $750.00 per trip, per person, will need Central Office approval and/or PDC approval.

Fiscal Guidelines

♦ Approved PDC funds may be utilized by building councils for "similar" professional development activities as long as they meet the objectives, strategies, and activities outlined in their building plan and do not exceed the total figure allocated to the building by the PDC.

♦ College course reimbursement will be distributed for professional development funds set aside for individual staff development activities which may not have been identified in district requests or building plans. Stipends of $25 per credit hour may be paid to teachers taking college courses in targeted areas approved by the PDC. Classes (or degree programs) must be pre-approved through a Professional Growth Requirements form, available from the school office. Staff members may receive no more than $250 per fiscal year.

Courses are eligible for reimbursement only in the school year in which they are taken (July 1st through June 30th). Funds for classes may be encumbered ahead, but all paperwork for reimbursements must be turned into Central Office before the end of June.

♦ "New" activities are activities not originally identified in the building plan and will be regarded as a change to the building level plan. All "new" activities need to be approved at the building level and by

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the superintendent. Up to 30% of a building's PDC fund allocation may be substituted for professional development related to "new" activities without being referred to the PDC but still may not exceed the total allocated. Use of PDC funds for "new" activities that exceed 30% of the total funds allocated must first be resubmitted to the PDC for approval as an amendment to the plan. Use of fund sources other than PDC, for "similar" activities and/or "new" activities, will require contact and approval of the program coordinator/administrator since there may be different fiscal guidelines and/or time lines in effect.

♦ PDC funds that a building intends on utilizing are to be obligated prior to MARCH 1 of the fiscal year for which they were approved. Following MARCH 1, all unobligated PDC funds at the building level will be returned to the PDC and used in consideration of additional funding allocations throughout the district.

Food and Travel Reimbursement

When traveling as a representative of the Excelsior Springs School District, the following guidelines must be followed before reimbursement can be made for meals.

Governmental guidelines for meal and incidental rates vary from city to city. To determine the meal limits for each city:

- Visit the governmental guidelines website to find the city of the workshop: **www.gsa.gov/mie**
- Click on the "per diem rate" link
- Type in the location of your workshop
- Check the "Meals and Inc. Exp.**" Column to find the total meal reimbursement amount for that city
- Click on "Meals and Inc. Exp.**" to see a breakdown per meal allowed by ESSD for reimbursement
- Use the allowed amounts to encumber reimbursement funds on district PDO form
- Following the workshop: Complete a reimbursement form with a printout of the city per diem rate page, and attach your itemized receipts

This procedure applies to all out-of-district trainings including Special Education, Title, PBS, PST, and RtI.

Important Information:

- Breakfast receipts are only accepted if you must leave your home prior to 6:00 a.m. to arrive at your destination.
- Dinner receipts are only accepted if you are unable to leave your meeting and drive directly home by 7:00 p.m.
- Individuals that choose to not eat meals that have been included in the conference or meeting registration will not be reimbursed for an alternative meal.
- Meal receipts must be itemized and must not include alcohol

Travel will be reimbursed at a rate of 40 cents per mile (staff members are expected to car pool when possible).

Lodging

District approved purchase orders will be utilized to secure and pay lodging bills. Individuals are not to pay for lodging and cannot be reimbursed. (Staff members are expected to share room assignments when possible.)

PDC 2013-2014 BUDGET

Beginning PDC Budget		$123,095.98	
Less Amount for District PDC		($51,801.63)	
Total PDC Budget for Buildings		**$71,294.35**	

No. of Certified at each Building			
Career Center	11.00		
High School	50.00		
Middle School	38.00		
Westview	35.00		
Lewis	39.00		
Elkhorn	18.00		
Total Certified Staff	**191.00**		

Per Certified Rate		**$373.27**	
(Total PDC budget for buildings divided by the Total Certified Staff)			

	Total PDC	**Fund 1 (Everything but Salary and Benefits)**	**Fund 2 (Salary and Benefits)**
Career Center	$4,105.96	$2,367.41 - $645.40 = $1,722.01	$1,738.55
High School	$18,663.44	$11,078.42 - $1769.98 = $9,308.44	$7,585.02
Middle School	$14,184.22	$8,168.73	$6,015.49
Westview	$13,064.41	$5,334.07	$7,730.34
Lewis	$14,557.49	$6,879.90	$7,677.59
Elkhorn	$6,718.84	$4,262.27	$2,456.57
	$71,294.35	**$38,090.80**	**$33,203.56**

District:			
Membership	$500.00	001-2214-6371	
PDC Conferences/Workshops	$3,784.43	001-2214-6343	
Counselors (7 total)	$2,612.89	001-2214-6343	
Librarians (4 Total)	$1,493.08	001-2214-6343	
Gifted (2 Total)	$746.54	001-2214-6343	
Technology (1 Total)	$373.27	001-2214-6343	
PDC Activities/Supplies/TOY $500	$1,750.00	001-2214-6410	
Catering	$1,800.00	001-2214-6343-000-999	
My Learning Plan	$3,549.00	001-2214-6312	
Tuition Reimbursements	$3,600.00	001-2214-6319	
Summer Academy/Mentors/Inst. Coaches	$17,715.00	002-2214-6131	
Curriculum Subs	$8,000.00	002-2214-6121	
Benefits	$3,477.42	002-2214-6211, 6231, 6232	
21st Century Focus Group Subs	$2,400.00	002-2214-6121	
Total District PDC Budget	**$51,801.63**		

Professional Development Opportunity Requests

Please complete the following steps when requesting Professional Development money for conferences and workshops.

1. Fill out the registration form for the workshop/conference.

2. If you need motel/hotel accommodations, you must make your own reservations. While making your reservations, be sure to get your <u>confirmation number</u>.

3. If your conference/workshop is on a school day you will need to fill out a ***Leave Request form***. Mark the appropriate line under the Professional section on the top left-hand portion of the leave form. Please remember to have your ***<u>building administrator sign</u>*** your Leave Request.

4. Log onto MyLearningPlan and complete the online Prof. Dev. Opportunity Request.
   a. **<u>ALL</u>** pink areas on the request form must be completed prior to submitting for approval
   b. Please pay special attention to the Payment-PDC Fund Section. Be certain you know which area is funding the event.
   c. In the comment section, you will need to include your hotel reservation confirmation number.
   d. Once you submit the online form, give the completed registration form (step 1) to the building secretary. She will prepare the necessary purchase orders for the registration fee and hotel reservations.

5. After the conference/workshop you need to log onto MyLearningPlan and complete the online evaluation form. Once you have submitted the evaluation form, click on the "Mark Complete" link. This sends the event for final approval and gives you credit for attending the event.

6. If you are requesting reimbursement for meals or mileage, fill out a **Request for Travel and Expense Reimbursement form**. Don't forget to get itemized receipts for all of your meals. If meals are included in the workshop/conference registration fee, you cannot receive reimbursement.

7. Submit Request for Travel and Expense Reimbursement form along with the itemized receipts for meals to your building secretary who will prepare a purchase order for your reimbursement.

8. **Please complete the following steps if you are requesting *reimbursement for college classes*:**
   a. Complete and have approved a Professional Growth Requirement form or an approved program of studies. The form must be signed by the appropriate administrators. [Note: Classes should be approved prior to taking.]
   b. Following course approval, repeat Step 4 above, checking the "District Tuition Reimbursement Request" under the Payment PDC Fund section.
   c. After course completion, send a copy of your final grade to Debbie Gaul at the District Office and she will prepare the purchase order for your reimbursement.
   d. Repeat Step 5 above.

NOTE: Please see your building PDC representative if you need assistance with MyLearningPlan.

Flex Hour Documentation

Flex hours will be documented in the Network of Educator Effectiveness Professional Development Plan and approved and verified by the building administrator. For the 2013-2014 school year, teachers may have taken a summer workshop and submitted the Professional Development Flex Day form to the building administrator for verification and approval.

Professional Development
College Course Reimbursement Guidelines

- College course reimbursement will be distributed for professional development funds set aside for individual staff development activities which may not have been identified in district requests or building plans. Stipends of $25 per credit hour may be paid to teachers taking college course work in the teacher's field of teaching, approved by the PDC. Classes (or degree programs) must be pre-approved through a Professional Growth Requirements form, available from the school office. Staff members may receive no more than $250 per fiscal year.

- Courses are eligible for reimbursement only in the school year in which they are taken (July 1st through June 30th). Funds for classes may be encumbered ahead, but all paperwork for reimbursements must be turned into Central Office before the end of June.

Request for Tuition Reimbursement for college classes:

① Complete and have approved a Professional Growth Requirement form or an approved program of studies on file at Central Office.
[Note: Classes are to be approved **prior** to taking]

② After completion of the class, log onto MyLearningPlan and complete the online Prof. Dev. Opportunity Request form. PDC Funding will be "District Tuition Reimbursement"

③ Send a copy of your final grade to Debbie Gaul at the District Office for approval and reimbursement

④ Log onto MyLearningPlan and complete the online evaluation form. Once you have submitted the evaluation form, click on the "Mark Complete" link. This sends the class for final approval.

APPENDIX A

ADULT LEARNING

Like other students, adults have some general and specific requirements for a delivery system and environment that will support their learning. The following information is taken from a few sources to help guide Professional Development Committees (PDCs) in planning and providing effective professional development for staff.
** From the work of **John Goodlad:**

(A)   Adult Learning Preferences

- Most adults learn best by doing – get them involved!
    - Adults can learn from the experiences of peers as well as from their own experiences.
    - Adults like small-group interaction to network formally and informally.

- Adults hate to have their time wasted.
    - Post clear goals, agenda, and benefits.
    - Find a need and fix it with practical, concrete examples.

- Adults need to succeed.
    - Provide a "map of the territory" and refer to it frequently.
    - Protect adults' self-esteem.
        - Use clear, written directions for activities.
        - Check for understanding frequently – "turn to your neighbor and…"
        - Call on volunteers; never use sarcasm.
    - Establish procedures for returning from breaks or lunch and zero noise signal ahead of time.

- Adults need comfort.
    - Establish breaks approximately every 75 minutes.
    - Provide a variety of refreshments, especially if in-service workshop is after a full day of teaching (de-caf and regular coffee, teas, juices, and healthy snacks are preferable choices.)
    - Graciously accommodate late-comers and those who need to leave early.

(B)   Adult Prefer Learning Situations Which:

- Are practical and problem-centered, so. . .
    - Give overviews, summaries, examples, and use stories.
    - Plan for direct application of new information.
    - Design collaborative, problem-solving activities.
    - Anticipate questions as new learning occurs.
    - **CAUTION** – Guard against becoming too theoretical.

- Promote their positive self-esteem, so. . .
    - Provide low-risk activities in small group settings.
    - Plan for building success incrementally
    - Help them become more effective and competent.
    - **CAUTION** – Readiness to learn depends on self-esteem.

- Integrate new ideas with existing knowledge, so. . .

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- Help them recall what they already know that relates to the new ideas.
        - Help them see how the new information is relevant to them.
        - Plans ways they can share their experience with each other.
        - **CAUTION** – Find ways to assess participant knowledge before an event.

- Show respect for the individual learner, so. . .
        - Provide for their needs through breaks, snacks, coffee, and comfort.
        - Provide a quality, well-organized experience, that uses time effectively.
        - Avoid jargon and don't "talk down" to participants.
        - Validate and affirm their knowledge, contributions, and successes.
        - Ask for feedback on your work or ideas.
        - **CAUTION** – Watch your choice of words to avoid negative perceptions.

- Capitalize on their experience, so. . .
        - Don't ignore what they know, it's a resource for you.
        - Plan alternative activities so you can adjust to fit their experience level.
        - Create activities that use their experiences and knowledge.
        - Listen before, during, and after the event.
        - **CAUTION** – Match the degree of choice to their level of development.

** From "Assumptions About Staff Development Based on Research and Best Practice," by **Fred H. Wood** and **Steven R. Thompson** (Fall 1993). *Journal of Staff Development 14 (4): 52-57.*

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing in-service programs. For example:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."

- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.

- Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.

- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, in-service should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

- Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.

- Adults who participate in small groups are more likely to move their learning beyond understanding to

application, analysis, synthesis and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.

- Adults come to learn with a wide range of previous experiences, knowledge, self-direction, interest, and competencies. Therefore, staff development must accommodate the diversity in terms of needs, knowledge, readiness to learn, etc.

- Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.

- Because the transfer of the learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

** Other helpful information from research:

- Adults learn and retain:
  - Ten percent of what we hear.
  - Fifteen percent of what we see.
  - Twenty percent of what we both see and hear.
  - Forty percent of what we discuss with others.
  - Eighty percent of what we experience directly or practice.
  - Ninety percent of what we attempt to teach others.

- Effective staff development should build in purposeful redundancy particularly repeating the same ideas in differing forms of presentation.

- Effective professional development is ninety percent effective when opportunity to practice with feedback or coaching is provided with a real situation (clinical experience). Concrete experiences and coaching are available during and after the professional development offering.

- Effective professional development is experiential using both simulated practice with group critique or video tape review and opportunity to test one's own environment.

- Effective professional development involves a challenging activity which provides opportunity for:
  - A first-time experience.
  - Demanding or extended performance.
  - A reasonable risk of failure in an accepting environment.
- Effective professional development provides models of excellence. Leaders teach by modeling.

- Effective professional development is rewarding to participants, and they believe that the learning will help them become more effective.

- Effective professional development includes human development activities to set a climate of warmth, trust, and enhanced self-esteem.

- Effective professional development is personalized and accommodates individual participant needs and learning styles.

- Effective professional development is partially self-directed, so that adults have at least some control over their own learning.

- Effective professional development integrates new information and knowledge with applied practice and performance.

- Effective professional development is results- or goal-focused. All activities are strategically selected to attain predetermined intentional outcomes.

- Effective professional development attempts to change perceptions where destructive beliefs and attitudes exist.

APPENDIX B

RUBRIC FOR DETERMINING EXCELLENCE IN PROFESSIONAL DEVELOPMENT

LearningForward-MO-MSDC Standards for Professional Learning

**Unpacking the 2011 Learningforward
Standards
With the
Commissioner's Award for High quality
Professional Learning Rubric**

CONTEXT

LEARNING COMMUNITIES	Commissioner's Award Scoring Guide Aligned to MSIP and Learning forward's Professional Learning Standards Standard: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement collective responsibility, and goal alignment.		
Level 1	Level 2	Level 3	Level 4
*Planning time is Primarily used for individual planning or on non-instructional issues.	*Staff sometimes works with others or non-instructional group concerns or personal issues	* Most staff teams focus their planning for instruction on improving student learning in subject matter or grade level teams only.	* All staff participates in regularly scheduled, on-going school based collaborative teams focused on student learning that meet during the regular school day. (engage in continuous improvement.)
* No attempt is made by teams to align Professional Learning with district or building goals.	* Some attempt is made to align Professional Learning to the district's Comprehensive School Improvement Plan (CSIP) and/or the building-level goals.	* Collaborative teams align Professional Learning with the district's CSIP and building level goals.	* Collaborative teams use data and are regularly involved in a variety of professional growth activities to improve student learning that include examining student work, developing lesson plans, and assessing the effectiveness of instruction (collective responsibility) while focusing consistently on district and building-level goals (CSIP/SIP) (create alignment and accountability.)
* The administration does not provide teachers support of training to build collaboration skills, and never checks for implementation of skills.	* The administration provides little support to collaborative teams, but rarely monitors the fidelity of implementation.	*The administration provides support to collaborative teams and occasionally monitors fidelity of implementation.	* The administration provides training and support that enables faculty serve as skilled facilitators and monitors implementation of new skills.
*Educators seldom share what they learned through Professional Learning.	*Educators occasionally report information learned from Professional Learning to colleagues.	* Educators often share and model lessons learned from Professional Learning will colleagues.	*Educators consistently implement and collaboratively reflect on their learning from professional development.
*There is little evidence of focused collaboration on student achievement.	*Staff gain an understanding of new content, but cannot translate the knowledge into new practices.	*Professional Learning often promotes the practice of new skills that would improve student achievement.	*There is consistent evidence of focused collaboration using student achievement and data-driven decision-making.

CONTEXT

LEADERSHIP	Standard: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning (Related to MSIP and LF Standards)		
Level 1	**Level 2**	**Level 3**	**Level 4**
*The leader makes all decisions with little or no input from the learning community.	*The leader sporadically seeks input from the learning community.	*The leaders consistently nurture collegiality within the learning community.	*Leadership teams are in place at all levels and focus on continuous instructional improvement.
*Student achievement is poor and/or showing little improvement.	*Student achievement is static and/or only showing short term improvement.	*Student achievement is showing some long-term improvement linked to effective leadership.	*Student achievement is high and can be linked to a high quality school improvement plan; quality focused professional development, and exemplary leadership.
*Teachers serve in no instructional leadership roles within the school or district.	*Teachers serve as unofficial instructional and professional development leaders.	*Teachers serve on committees that make instructional decisions for the school and district and help to develop guidelines that support these practices.	*Teacher leaders serve as designated leaders on committees and as instructional coaches or mentors.
*Teachers and administration work in isolation from each other.	*Teacher and administrators rarely advocate for PD initiatives.	*Teachers work with administration to plan and implement PD initiatives.	*Teachers work with administration and colleagues to promote advocate and monitor the implementation of PD initiatives.
*Administrators have no expectations for implementation of new classroom practices.	*Administrators articulate the purpose of professional development, but do not discuss expectations for implementation of new classroom practices.	*Administrators discuss expectations for implementation of teacher practices related to professional development initiatives and student achievement.	*Administrators work with staff to create rubrics that clearly describe expected classroom practices associated with professional development initiatives.
*Leaders cannot explain the link between SIP/PD Plan and student achievement.	*Leaders can explain SIP.	*Leaders can explain SIP and PD Plan integration.	*Leaders can explain the link between their school improvement plan, which includes PD, and student achievement.
*Leaders do not have support systems in place to ensure high quality professional learning designs occur.	*Leaders have looked at possible support systems to ensure high quality Professional Learning designs occur; however, only one thing has been put in place.	*Leaders have support systems in place to ensure high quality Professional Learning designs occur for most staff.	*Leaders have created support systems and structures to ensure the continuation of high quality Professional Learning designs for all staff throughout the entire year.

CONTEXT

RESOURCES	Standard: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. (Related to MSIP and LF Standards)		
Level 1	**Level 2**	**Level 3**	**Level 4**
*Monies have been cut and professional learning has been reduced and there is not adequate monitoring of resources.	*Money for Professional Learning is only provided from schools funds and little monitoring of resources occurs.	*Professional Learning is a line in the budget with amounts from at least two sources dedicated to focused Professional Learning, which is aligned with the CSIP and the resources are monitored twice yearly.	*Various funds provide monies allocated for Professional Learning are prioritized and aligned with the CSIP with quarterly monitoring of resources.
*The staff has minimal access to facilities, resources and personnel to support adult learning and collaboration.	*The staff has some access to facilities, resources and personnel to support adult learning and collaboration.	*Facilities, resources and personnel are readily available to support staff learning.	*The Staff and Board consistently provide facilities, resources and personnel to support staff learning.
*The staff is given minimal time for adult learning and collaboration.	*The staff is given some time for adult learning and collaboration.	*The staff is regularly provided time for adult learning and collaboration.	*The school community consistently participates in adult learning and collaboration.
*The district has not prioritized professional development goals and resources with CSIP.	*The district has identified a large number of PD goals, which results in a lack of sufficient resources to accomplish goals.	*The district has identified a small number of goals, but resources are not coordinated to those goals.	*The district is focused on a small number of high-priority goals and coordinates resources to support their accomplishment.
*No access is available to expertise for assist with solving instructional problems or developing knowledge and skills.	*Limited access is available to expertise that can assist with solving instructional problems or developing knowledge and skills.	*Internal expertise is available to assist with solving instructional problems or developing instructional knowledge and skills.	*Both internal and external professional development expertise are regularly accessed in order to develop internal capacity.

PROCESS

DATA	Standard: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Related to MSIP and LF Standards)		
Level 1	**Level 2**	**Level 3**	**Level 4**
*There is little or no evidence that staff works together to analyze student data, monitor progress and the impact on achievement.	*There is some evidence of staff working together to analyze student data, monitor progress and impact student achievement.	*Staff collaborate using summary student data and disaggregated student data to determine needed learning and school improvement planning.	*Evidence is clear that a variety of disaggregated student data is consistently and continuously used to monitor classroom improvement efforts and determine the learning priorities for professional learning.
*Educator data is not used in school improvement planning.	*Teacher evaluation data is utilized to ensure high quality teachers are in each classroom.	*Teacher evaluations along with grades are used to ensure high quality teaching and learning are occurring.	*Quarterly grades, lesson design, examination of student work, curriculum development, and action research are used to ensure high quality teaching is occurring.
*System data besides MAP is not used in school improvement planning. Professional Learning is planned without consideration of student, educator or system data.	*Some system data such as a needs assessment is utilized in school improvement planning.	*System data such as attendance, graduation, and SES are used in school improvement planning.	*System data of attendance, graduation, SES, cohort data, minority and culture are used in school improvement planning.
*Professional Learning is evaluated based on personal satisfaction rather that its impact on student achievement.	*Professional Learning is sometimes evaluated based on its impact on student achievement.	*Professional Learning is often evaluated based on its impact on student achievement.	*Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement. *Meetings with colleagues are used to compare student baseline data with identified benchmarks across the school year and assess progress.
*Professional development focus is not aligned to student achievement results and does not assess progress.	*Professional development focus is sometimes based on student achievement results but minimal assessment of progress.	*Professional development focus is usually based on student achievement results used to assess progress.	*Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement.
*Professional Learning evaluation results are not used to evaluate the impact of professional development.	*Professional Learning results are sometimes used to evaluate the impact of.	*Professional Learning results are often used to evaluate the impact of professional development.	*Multiple sources of data concerning knowledge gained by participants, level of implementation and changes in student learning are consistently used to evaluate the impact of professional development.
*There is little evidence that professional development is linked to student achievement.	*There is evidence that professional development is targeting student achievement.	*There is evidence that professional development is beginning to impact student achievement.	

PROCESS

LEARNING DESIGN	**Standard:** Professional learning that increases educator effectiveness and results for all students, integrates theories, research, and models of human learning to achieve it intended outcomes. (Related to MSIP and LF Standards.)		
Level 1	Level 2	Level 3	Level 4
*Professional Learning seldom moves beyond training, workshops, courses, and large group presentations and does not consider teacher's prior knowledge or experience.	*Professional Learning occasionally includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. and occasionally considers teacher's prior knowledge or experience.	*Often Professional Learning includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. and often considers teacher's prior knowledge and experience as well as active engagement.	*Professional Learning consistently includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. along with considering teachers' prior knowledge, experience and active engagement.
*Those responsible for Professional Learning seldom select learning strategies based on the intended outcomes.	*Those responsible for Professional Learning occasionally select learning strategies based on the intended outcomes.	*Those responsible for Professional Learning often select learning strategies based on the intended outcomes.	*Those responsible for Professional Learning consistently select learning strategies based on the intended outcomes.
*The use of combined learning theory and strategies by collaborative teams is seldom used.	*The use of combined learning theories and learning strategies by collaborative teams is occasionally incorporated.	*The use of combined learning theories, research, and learning strategies by collaborative teams is often incorporated.	*The use of various learning theories, research, models, and learning strategies by collaborative teams is consistently incorporated.
*Professional Learning is viewed as single, stand-alone events or "days"	*Teachers experiment with new practices in classroom alone or infrequently with colleagues.	*Teachers participate in multiple related experiences with some collaborative support from colleagues.	*Support and follow-up for professional development consistently enables teachers to receive classroom feedback on their use of new instructional practices.
*No ongoing support or follow-up is provided.	*PD initiatives are year-long efforts.	*PD initiatives continue over multiple years.	*Pd initiatives continue over multiple years and are job-embedded allowing teachers to move from awareness to full implementation.
*Little or no best practice research for PD, curriculum, instruction/assessment is considered when making decisions regarding student achievement.	*The staff has some awareness of the importance of research-based results when making decisions and/or selecting strategies for improving student learning.	*Staff often uses research when making decisions and/or selecting strategies for improving student learning.	*Educators are skillful users of educational research regarding school improvement and the enhancement of student achievement.
*Little or no collaboration for research is encouraged.	*Some staff collaborates and share research-based information.	*Many teams use pilot studies and action research to monitor initiatives and make decisions about the continuation and institutionalization of those initiatives.	*Teams consistently conduct pilot studies and/or action research to support, confront, and/or generate new knowledge and evidence about the effectiveness of innovations and initiatives.

CONTENT

IMPLEMENTATION	**Standard:** Professional Learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.(Related to MSIP and LF Standards)		
Level 1	Level 2	Level 3	Level 4
*No one accepts responsibility for closing the achievement gap.	*Some responsibility is accepted by the school and/or district for closing the achievement gap.	*Closing the achievement gap is seen as a school and/or district responsibility.	*The school board, administrators, teachers and community consistently share responsibility for closing the achievement gap.
*Educators are unaware of instructional needs of diverse students.	*Educators attend some training sessions, but are not connecting and applying what they learn about student diversity.	*Educators are increasingly more knowledgeable about student diversity and apply their knowledge.	*Educators are knowledgeable about student diversity and consistently adjust classroom instruction in light of student background, disabilities, cultures, and SES for Long-term improvement.
*No support is provided for non-learning students.	*Support and success for non-learning students is left up to the individual teacher.	*A systemic plan is in place to identify and support non-learning students in multiple formats.	*Multiple interventions providing support for non-learning students are in place. If one strategy doesn't work, others are used.
*Educators do not consider personal attitude, background, culture and SES as part of the teaching process.	*Educators use a limited set of interventions with all students.	*Uses a variety of instructional strategies to motivate all students to learn.	*Professional development provides staff with the skills to make adjustments in instruction as a result of the impact of teacher attitude, background, culture, and social class on teaching.
*Professional Learning methods seldom mirror the methods teachers are expected to use with their students or promotes the practice of new skills.	*Professional Learning methods occasionally mirror the methods teachers are expected to use with their students and promotes the practice of new skills.	*Professional Learning methods often mirror the methods teachers are expected to use with their students and promotes the practice o new skills.	*Professional Learning methods consistently mirror the methods teachers are expected to use with their students and the practice of new skills.
*Professional Learning leaders seldom gather, use or communicate information about adult learning theory.	*Professional Learning leaders occasionally gather, use or communicate info about adult learning theory.	*Professional Learning leaders often gather, use or communicate info about adult learning theory.	*Professional Learning leaders consistently gather and use information about adult learning theory.
*Time or support is seldom provided to increase knowledge@ change theory.	*Occasionally, there is time or support provided to increase knowledge about change theory.	*Efforts are often made to provide time and support for increasing knowledge about change theory.	*Knowledge about change theory is consistently and systematically addressed through Professional Learning.
*Focus is on awareness and not deep understanding.	*Staff gain an understanding of new content, but cannot translate the knowledge into new practices.	*Staff exhibit understanding of new content and are able to use new strategies routinely with students.	*Staff exhibit deep understanding of new concepts and strategies and are able to adapt and implement new strategies in classrooms resulting in higher student achievement.

CONTENT

OUTCOMES	Standard: Professional Learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (Related to MSIP and LF Standards)		
Level 1	Level 2	Level 3	Level 4
*Teachers demonstrate superficial knowledge of content/subject area—mostly relying on textbooks.	*Teachers demonstrate breadth of knowledge of content/subject area. They can explain and demonstrate to students the concepts that underlie the content/subject matter in multiple ways.	*Teachers exhibit deep understanding and meaning of new concepts/strategies and ability to adapt and integrate them into classroom lessons aligned to curriculum standards.	*Teachers plan interdisciplinary units with colleagues that focus on major content area concepts and align to curriculum standards. Teachers exhibits deep understanding of new concepts/strategies and ability to adapt and integrate them into classroom instruction.
*Uses lecture, seatwork, and discussion as primary instructional strategies.	*Uses instructional strategies that engage students in activities that are not clearly aligned with learning outcomes.	*Uses scoring rubrics and teaches students to use the rubrics to improve their performance. Uses a variety of formal and informal performance assessments(I.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.	*Creates and uses authentic, embedded assessments connected to the subject/content area that are accompanied by scoring rubrics. Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.
*Build coherence. Uses end of unit paper-and-pencil tests as the primary assessment strategy.	*Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) but do not address learning outcomes.	*Uses scoring rubrics and teaches students to use the rubrics to improve their performance. Uses a variety of formal and informal performance assessments(i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.	*Creates and uses authentic, embedded assessments connected to the subject/content area that are accompanied by scoring rubrics. Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.
*There is no understanding in the community of the purpose of professional development. *There is no system for meaningful input from parents, business, or community.	*There is little understanding in the community of the purpose and importance of professional development. *There is occasionally a means for input from parents, business, or community.	*The community demonstrates understanding and support for professional development efforts. *The school staff has knowledge of why partnerships are important and includes members of the learning community in strategic planning and decision making.	*The school community can articulate the link between professional development and improved student achievement. *The staff is trained and consistently utilizes two-way communication with the learning community about student achievement and long term improvement.

Resources

Learning Forward .(2011). *Standards for Professional Learning.* Oxford, OH: Author.

Missouri Professional Development Guidelines for Student Success. (1997) Developed and Prepared by
a Statewide Advisory Committee in Cooperation with The Missouri Department of Elementary and
Secondary Education Division of Urban and Teacher Education.

APPENDIX C

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

In accordance with Board policy, the professional development committee (PDC) is responsible for implementing the district's professional development plan (PDP).

Professional Development Committee

Responsibilities

The professional development committee shall:

1. Create a professional development plan that is:

    ►   Tied to the district's Comprehensive School Improvement Plan (CSIP).

    ►   Based on identified needs.

    ►   Created in consultation with the administration.

    ►   Submitted to the Board for approval.

2. Evaluate the PDP annually and make appropriate recommendations for change.

3. Work with beginning teachers to:

    ►   Coordinate and facilitate the mentoring program.

    ►   Coordinate and facilitate assistance from the teacher education program where the teacher graduated if such assistance is provided.

    ►   Assist beginning teachers in developing and completing the Individual Professional Development Plan (IPDP) required of all teachers with an Initial Professional Certificate (IPC). The mentor will initiate preparation of the plan and will assist the teacher in tailoring the plan to his or her needs. Goals identified in the plan will relate to the evaluation criteria used in the district, and copies of the initial plan and all subsequent revisions will be readily available to the teacher and mentor for review and revision.

4. Work with all teachers to:

    ►   Identify instructional concerns and remedies.

    ►   Serve as a confidential consultant upon a teacher's request, as allowed by law.

    ►   Arrange training programs for mentors.

    ►   Assess needs.

    ►   Develop in-service opportunities.

    ►   Present the superintendent or designee staff suggestions, ideas and recommendations pertaining to classroom instruction.

5. Work with support staff to:

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►   Identify needs.

►   Develop in-service opportunities.

6.   Consult with district administration on all facets of the PDP.

7.   Select programs that:

►   Reflect the results of any needs assessments survey.

►   Coordinate with the district's CSIP.

►   Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Council.

Structure

The committee shall have no more than 11 members, with membership on the committee spread across disciplines and attendance centers. Committee membership will include teachers from elementary, secondary and specialty teaching areas as well as support staff representatives. While both certified and noncertified staff members will serve on the committee, only teachers will be allowed to select committee members.

Committee members shall be staff members with at least two (2) years of experience and at least two (2) years in the Excelsior Springs School District #40. Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 02/11/2002

Revised: 02/11/2008

MSIP Refs: 6.1.2, 6.2.2, 6.4.3, 6.7

Excelsior Springs School District #40, Excelsior Springs, Missouri

Link to Missouri Statutes   Link to Missouri Regulations

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