

## Arcadia Valley R-II School District

### Professional Development Handbook

**2010-2011**

#### COMMITTEE MEMBERS

Name (office)	Building	Term
Don Barzowski-Chairman	High School	2009-2012
Tonia Minks-Vice Chair	Special Services	2011-2014
Michele Strange-Treasurer	Elementary	2011-2014
Katie White-Secretary	Elementary	2010-2013
Mike Yates-member	CTC	2008-2011
Kiley Whited-member	Middle School	2009-2012
Carrie Tripp-member	Middle School	2010-2013
Teresa Harris-member	High School	2009-2012
Jim Carver	Superintendent	Ex-Officio
Karen Sargent	Instructional Coach	Ex-Officio

## **PROFESSIONAL DEVELOPMENT PLAN 2010-2011**

### **I. STATEMENT OF PURPOSE**

The Professional Development Committee (PDC) and administration of the Arcadia Valley R-2 School District, in an attempt to implement portions of the 1993 Outstanding Schools Act (OSA) specifically as it pertains to the PDC program, had developed the following district-wide Arcadia Valley Professional Development Plan (AVPDP). The PDC developed the original in 1986. The OSA specifically states the Professional Development Plan should be closely aligned with the School Improvement Plan. Therefore, as suggested by the Comprehensive School Improvement Plan, the Arcadia Valley School Board adopted on May 13, 2004, goals and objectives as the critical areas of focus for the PDC. These needs and other areas of concern will be utilized to establish the goals of the Professional Development Plan for the 2010-2011 school year. Administrators, teachers, patrons, and students will write the CSIP plan. The plan will be made available to all district staff, and approved annually by the Arcadia Valley R-II School Board.

### **II. CSIP DISTRICT GOALS AND PDC GOALS (2010-2011)**

1. **Goal:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
  1. **Objective:** Use MAP data to align curriculum and instructional strategies through analysis of each grade and subject to determine students within 10 points of the next category and report within one month of receiving the data.
  2. **Objective:** All students (100%) will be reading at or above grade level in Grades K-8.
  3. **Objective:** The district will provide a wide variety of supplemental programs and differentiated instruction to meet the needs of all students.
  4. **Objective:** Revise all (100%) of curriculum guides to meet 4th cycle MSIP standards.
  5. **Objective:** Utilize co-teaching in all core (Math, Communication arts, social studies, & science) general education classes in grades 3rd through 12th to include special needs students in core instruction in the middle school and high school.
  6. **Objective:** Instructional coaches, along with building principals, will lead district instructional improvement for 100% of all staff through monthly scheduled activities including curriculum revision, vertical teaming and the development of departmental chairs.
  7. **Objective:** 100% of all teachers will teach for mastery to insure that at least 90% of students master at least 80% of identified objectives on district made assessments.
  8. **Objective:** Teacher-centered instruction will decrease and student-centered instruction will increase as measured by IPI to 35% at levels 5 and 6 and less than 5% at levels 1 and 2 by 2009-2010 and 50% by 2012-2013.

9. **Objective:** Provide Response to Intervention strategies to 100% of students identified as At-Risk.
  10. **Objective:** Identify and improve reading and mathematics levels of K-12 students to meet the target levels for each grade and subject based on State Standards by at least 5% each year.
  11. **Objective:** Integrate technology into at least 75% of all lesson plans as a tool to improve instruction as measured by on-line curriculum guides and principal classroom Evaluations.
  12. **Objective:** Increase the opportunities for students in before and after-school programs to include at least 40 hours per week.
  13. **Objective:** Improve academic instruction in afterschool programs where 80% of events contain mathematics and/or Communications Arts and/or science instruction related to the GLEs.
  14. **Objective:** Career education is an integral component of the educational program.
  15. **Objective:** By the end of Eighth grade all students will demonstrate mastery of Technology Literacy as determined by the local assessment based on NET\*S standards.
  17. **Objective:** By the end of the 2012 school year, the group of all students and students in each subgroup identified for No Child Left Behind accountability will make adequate yearly progress as reported on the DESE AYP report.
2. **Goal:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
    1. **Objective:** Improve Instructor Knowledge in Content Area through 100% of Professional Development Activities being "High Quality"
    2. **Objective:** Raise Student Achievement as measured through the % of Professional Development based on Best Practices and Scientific-Based Research
    3. **Objective:** Ensure PD for Differentiated Instruction is delivered in at least 95% of all classrooms
    4. **Objective:** District will establish professional development standards and opportunities for teachers and administrators to develop their capacity to effectively integrate technology into teaching and learning.
  3. **Goal:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

1. **Objective:** Appropriate instructional technology and training is available for all students and staff.
  2. **Objective:** All teachers and students will have instructional resources and equipment to support and extend all curriculum.
4. **Goal:** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
1. **Objective:** The district will establish lines of communication between the district and community to convey issues related to the school district, engender support, trust and to solicit input from the community.
  2. **Objective:** Provide at least 15 activities per year to involve parents in the educational process of their child.
  3. **Objective:** The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.
  4. **Objective:** The school district provides or arranges with other local groups, agencies, and organizations to provide educational, career education, recreational, cultural, enrichment, and/or other services for the local community.
5. **Goal:** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.
1. **Objective:** By the end of the 2012 school year, the group of all students and students in each subgroup identified for No Child Left Behind accountability will make adequate yearly progress as reported on the DESE AYP report.
  2. **Objective:** The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services and other necessary plans as needed or required.
  3. **Objective:** The district complies with all (100% compliance/zero issues) provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.
  4. **Objective:** The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.
  5. **Objective:** The district employs appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.

### **III. ARCADIA VALLEY R-II MISSION STATEMENT**

It shall be the mission of the Arcadia Valley R-II School district to establish an educational environment conducive to the needs of all students. The district will provide varied opportunities to increase skills, broaden knowledge, to promote strength of character, and develop work habits necessary to successfully

1. Seek and maintain employment
2. Further education through a trade or technical school
3. And/or attend an academic college or university

### **IV. PROFESSIONAL DEVELOPMENT COMMITTEE**

#### ***Responsibilities:***

1. Implement beginning teacher assistance
2. Work collaboratively with administrators and instructional coach to develop a district professional development plan that will be presented to the board of education for approval.
3. Align the plan with the professional development budget.
4. Determine instructional needs.
5. Communicate results of instructional needs assessment to total staff.
6. Read, study, and discuss research on instructional practices and quality professional development.
7. Based on this information and in consultation with administrators and instructional coach, design professional development programs to meet those needs.
8. Communicate the final plan to the total staff (teachers and administrators).
9. Evaluate the effectiveness of programs and implement appropriate suggestions through use of reflection sheets.
10. Serve as confidential consultant to teachers when requested.
11. Research other district professional development funding and blend funds currently available within the district for coordination of resources.

#### ***Checklist for Implementation:***

1. Evidences are available and collected to reflect improvement in instructional practices being used in the classroom through Clear Learning Targets, Formative assessments, Data Analysis, and Benchmark Assessments.
2. Records are being maintained that identified how follow-up activities are occurring.
3. Student performance (cognitive, affective, behavioral) records related to improvement goals are being maintained and reviewed by instructional coach and administration.

#### ***Structure***

The Arcadia Valley R-II Professional Development Committee shall be composed of the following representatives: two (2) from the Elementary school, two (2) from Middle School, two (2) from high school, one (1) from the career tech school, and one (1) from special services. Their respective building teachers shall elect PDC members by January of each year. The members of the PDC shall select a chairperson, a vice-chairperson, a record keeper, and a secretary. Members of the PDC shall serve three-year staggered terms. The exiting member(s)

is/are responsible for the training of new PDC member(s). The Mentoring Program Team of the PDC shall be responsible for planning summer training programs for mentors. Arrangements should be made in May or June.

### ***Membership***

Membership on the PDC must be certified staff members with two years experience in teaching. An administrator and instructional coach shall serve as ex-officio members without voting privileges. The lead instructional coach shall also serve as an ex-officio member without a vote. Members elected in January shall be trained in February or March and begin service in April. Members will receive a stipend of \$200.00 for their service on the committee provided they attend the required meetings and perform the duties. Officers will receive a stipend of \$300.00 provided they attend required meetings and perform the duties of the office satisfactorily. *Stipends may be pro-rated in years in which PDC is not fully funded.*

### ***Membership Training***

If Professional Development Committees (PDCs) are to be effective, they must plan implement and evaluate their professional development programs. All new members are encouraged to attend the spring MSDC conference paid for from PDC funds.

The topics for PDC member training may include:

1. The roles and responsibilities of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.
2. Guidelines and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators, and higher education representatives. Conversations, panel discussions, and round table discussions could be planned.
3. The ethical responsibilities of members including the need for confidentiality.
4. Effective assessment methods for determining learning needs of practicing teachers, and how to use assessment information to establish priorities.
5. Good resource (people and publications) that provides information and services related to professional development. For example, *the Standards For Staff Development* from the *National Staff Development Council* (NSDC) are an excellent resource for PDC member training.
6. Effective tools for evaluating professional development activities in order to promote teacher development and improve student learning.
7. An overview of theoretical foundations of teaching and learning to help committee members design programs for their districts.
8. Needs identified in the district's Comprehensive School Improvement Plan (CSIP).
9. National, state, and district models of school improvement.
10. Case studies of best practices.
11. Characteristics of effective staff development.
12. Effective models of staff development
13. Principles of adult learning and group dynamics.
14. Data based decision-making.

### ***Administration***

PDC are not intended to replace principals or district administrators as instructional leaders. The committees should work with principals and other administrators to meet teacher's needs and help move schools closer to their instructional goals. Administrators are encouraged to support the staff in use of appropriate data. The importance of principals in the professional development

process cannot be over looked. Principals can be the key to creating optimal conditions for teacher learning and student learning. Professional Development leaders at all levels recommend that teachers and principals work together on PDC to determine the needs of teachers and administrators alike. A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for helping the board of education establish goals and objectives for the district. They must solicit input from all those who makeup the educational community so the goals and objectives can most effectively address the needs of the district.

### ***Officers***

1. The chairperson will be responsible for all meetings and be the liaison between the administration and PDC faculty members.
2. Vice-chairperson of the committee will take over in the absence of the chairperson and chair all meetings.
3. Secretary of the committee will take all minutes of meetings, notify members of meetings, distribute newsletters, and handle all correspondence.
4. The treasurer will keep account of all disbursements and applications.

### ***Replacement of Members***

The PDC shall have the authority to appoint staff members to fill a vacancy that occurs between elections.

### ***PDC Plan Revision***

1. Each Spring the PDC Committee will review the PDC plan and goals to insure compliance with Arcadia Valley R-II CSIP goals.
2. The PDC Committee will annually review and revise the Professional Development with revisions submitted to the Arcadia Valley R-II School Board for approval.
3. The Professional Development Committee Budget will be set and amended by a majority vote of the PDC with administrative approval.

## **V. MENTORING PROGRAM**

New teachers are required to participate in a two-year mentoring program as part of the certification process. Teachers new to the district, teachers that have taught out of state or have not taught in a classroom for years or more, may also be required to participate in the mentoring program at the discretion of the teacher's building principal. Mentoring requirements and responsibilities can be found in the Mentoring Handbook. Mentors will be paid a stipend of \$500.00 by the PDC and other financial support may be provided to the new teacher at the discretion of the PDC.

## **VI. PROFESSIONAL DEVELOPMENT ACTIVITIES** **Allowable Expenses for State "One Percent" Funds**

It is important that professional development funds be spent wisely. The following are just three examples of unwise use of professional development funds: one time workshops with no follow-up; the expenditure of funds with no clear objective; and the over expenditure of funds for tuition reimbursement. One percent professional development monies should be committed to long term job embedded activities which impact student achievements as determined by measurable outcomes.

- The professional development plan will focus on four specific instructional strategies: Clear Learning Targets (CLTs), formative assessments, benchmark assessments, and data analysis. Clear learning targets, concise statements of instructional focus, will be provided to students for each instructional activity. Both formative and benchmark assessments will provide informal and formal measurements of student learning, guiding the instructional process. Data gathered from ongoing formative and benchmark assessments will be analyzed throughout the duration of each instructional unit.
- Professional development opportunities will be offered that instruct teachers to optimize technology-driven instruction in the classroom. Smart Technology, clickers, computer-based remediation, online tutorials, and ITV-based learning environments are all utilized to enhance student achievement.

### **Approved Activities**

Approved professional development activities may include the following:

1. Consultant/presenter fees and expenses.
2. Travel, registration fees, lodging, meals and related expenses to inservice training and professional development events. PDC request for conferences or events cannot exceed \$600.00. Meals will be reimbursed at a rate of up to \$30.00 per day. No Alcoholic Beverages will be reimbursed.
3. Substitute teacher pay to permit teachers to participate in planned activities during the regular school day.
4. Purchase of materials for the Professional Development Library (This list is not intended to be all inclusive.)
5. Professional Development (RPDC) reimbursements.
6. District Fee to belong to a professional development co-op and professional organizations.

### **College Credit Funding**

College credit will be funded up to (not to exceed) \$500.00 or class tuition, whichever is less.

College credit must meet the following criteria to be considered for funding:

- credit must be from an accredited college or university.
- **only** courses that relate to instructional improvement or content based knowledge in the teacher's teaching subject will be considered for funding.
- no courses towards counseling, administration, or others unrelated to the specific teaching assignment of the teacher will be considered for funding.
- teachers will only be funded after successful completion of the course when an official transcript has been received by the school district
- no more than one class (3hrs) per semester, per teacher will be funded.
- summer courses will be funded based on availability of funds.

### **Non-Approved Activities**

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging, and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
4. Equipment and materials for administrative use or for the instruction of students.
5. Salaries.
6. Travel as a form of professional development.
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development.

8. Training of school board members, DESE subsidizes the cost of training new school board members through other state-level funding.
9. Training of Parents as First Teachers.
10. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program review.
11. Professional development activities for non-certified staff.

The PDC will endeavor to ensure that all staff members have an equal opportunity to avail themselves of professional development activities.

### **Documentation**

Teachers will use My Learning Plan for registration, evaluation and reimbursement of all PD activities.

### **Evaluation**

It is required by this district PDP that personnel participating in activities (whether in-service or out-of-district) that are approved under this plan complete an evaluation form and submit it to the PDC before reimbursement will be made.

## APPENDIX

### A. PLANNING FOR PROFESSIONAL DEVELOPMENT

1. All professional development must be linked to and supportive of the District CSIP.
2. The Professional Development Plan is to be collaboratively developed by Professional Development Committees and their school administrators.
3. If professional development is to be effective, it must focus on School Improvement Plans (SIPs), skill development, attitude change, and knowledge acquisition.
4. Through collaborative processes, change effort must involve and support individuals as they integrate new ideas and skills with current skills, knowledge, and past experiences.
5. Good professional and curriculum development allows individuals to adapt innovations in ways that (1) best fit their teaching styles and (2) are supported by the research base regarding best practices.

### B. PDC Budget

The Outstanding Schools Act of 1993 (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the PDC. Of the monies allocated to the PDC, seventy-five percent shall be spent the same fiscal year for purposes determined PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board.” The remaining *twenty-five percent* must also be spent for professional development, but may be carried forward for use in the succeeding year.

### C. HIGH QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in High-Quality Professional Development (HQPD). The No Child Left Behind Act brings to us challenges regarding High-Quality Professional Development. Teachers must complete a survey each year signifying whether they were involved in an activity that met the criteria for High-Quality Professional Development. One-day workshops and short-term conferences or workshops are not considered HQPD unless they are part of an ongoing program or plan, and may not be funded with federal funds. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. Each school district is required to report to Core Data information indicating whether or not each teacher engaged in at least one professional development activity during the year that meets the required criteria established for HQPD. (See Form M)

### D. PDC FUNDING INFORMATION

1. The PDC will reimburse no more than the state mileage rate. See mileage chart.
2. The PDC will reimburse up to \$30.00 per day on necessary meals. Meal funding is for off campus activities only. Meals will be reimbursed in the following manner. Breakfast will only be reimbursed on days that the teacher is at the activity prior to 6 a.m. Breakfast will be reimbursed at a rate of \$6.00. Lunch will be reimbursed on days when the teacher is at the activity prior to noon and no lunch is provided. Lunch will be reimbursed at a rate of \$9.00. Dinner will be reimbursed when the teacher is at an activity after 5 p.m. Dinner will be reimbursed at a rate of \$15.00. On days when teachers are at an activity for the entire day and no meals are provided, teachers will be reimbursed \$30.00 for the teacher’s total meals. Teachers will not be reimbursed unless receipts are turned into the Treasurer. Gratuities or Alcoholic Beverages will not be reimbursed.

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3. The PDC will reasonable lodging charges. Unusual circumstances will be given special consideration. Receipts for expenses plus workshop fees must be submitted to the PDC Secretary by the last day of the month to allow time for request to be submitted to the School Board on the second Thursday of the month. Any receipts submitted later than this will be held until the next regular meeting. Checks will be available following the meeting.