

PROFESSIONAL DEVELOPMENT PLAN

HALFWAY R-III SCHOOL

2016 – 2017

Developed: May 3, 2016

Board Approved: June 22, 2016

PD Committee Present:

Rhonda Agee, chairperson

Joann Brown, outgoing treasurer

Anissa Laney, newly elected treasurer

Christa Padgett, secretary

Karla Spear, Tammy Highley & Lance Roweton, ex-officio

Chandler Saultz -mentor/buddy coordinator

Term:

Rhonda Agee 2019

Anissa Laney 2019

Chandler Saultz 2017

Christa Padgett 2018

Professional Development Plan

Statement of Purpose:

The Halfway R-III School District is committed to providing students with quality education that will enable them to become productive lifelong learners. In accordance with this philosophy, we are committed to the continuous professional growth and development of all staff in all areas of curriculum and instruction.

The purpose of the Halfway R-3 Professional Development Plan is to facilitate optimum student performance through improved instruction. We support both new and experienced teachers in their continuous efforts to expand their academic and experiential knowledge of both traditional and differentiated educational practices.

2016 – 2017 Goals:

The Professional Development Committee has set goals for the 2016 – 2017 school year that support the district's CSIP goals.

1. Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/district mission, goals, and objectives.
2. Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
3. Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Selection and Structure:

The Professional Development Committee shall consist of at least one elementary classroom teacher, at least one secondary classroom teacher, at least one shared teacher and at least one at large member. At least one administrator will serve as ex-officio. The certified staff shall elect committee members for one initial three year term with one experienced member always overlapping terms with new members. New members will be elected by March 31st, attend training, and begin work in April.

The members of the committee will elect a Chairperson, Secretary, Treasurer, and Mentor/Buddy Coordinator.

The Chairperson will call and conduct meetings as needed, type and present the PD plan to the Board, and consult regularly with administrators. The Chairperson will also distribute PD opportunities information.

The Secretary will keep minutes of the meetings and conduct PD surveys as needed.

The Treasurer will handle request forms and maintain an account of PDC funds as well as correspond/reconcile with district bookkeeper accounts and track accountability for use of PD funds.

Mentor/Buddy Coordinator will be in charge of maintaining and corresponding on all information regarding the Mentor/Buddy program.

Responsibilities:

The responsibilities of the Professional Development Committee are to

1. Identify instructional concerns and remedies for beginning and experienced teachers.
2. Serve as a confidential consultant upon a teacher's request
3. Assess faculty needs and develop in-service opportunities for certified school staff.
4. Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

The Professional Development Committee coordinates and provides funds and opportunities for in-district and out-of-district workshops, study groups, and peer collaboration to meet the identified professional development goals. The Superintendent provides information to the PDC concerning the amount of funds allocated for PD during the current school year

The Professional Development Committee will meet on the first Tuesday or as needed.

Needs Assessment:

The Professional Development Committee recognizes that needs assessment is an ongoing and continuously changing necessity if we are to keep the district responsive to constantly shifting current and future demands. We will therefore use a variety of procedures to collect and analyze data, identify and prioritize needs, and design professional development activities to meet those needs. A needs assessment will be conducted by the Professional Development Committee near the end of each school year. The assessment instruments will be based on the district's CSIP goals for instruction and the criteria in the performance based teacher evaluation form.

Evaluation:

All teachers, administrators, and the Board of Education will evaluate the Professional Development Plan annually. All PDC activities will be evaluated for effectiveness by the PDC. The process will include questionnaires, needs assessments, individual conferences, group meetings, analyses of student achievement data, student attendance data, discipline referral rates, drop out rates, and year-end evaluations. The Professional Development Committee will collect data, analyze responses, and evaluate the information prior to formulating the next year's PD goals and activities.

PD Request Policies and Procedures:

All certified staff members and administrators are encouraged to participate in Professional Development workshops, conferences, seminars, and activities that can help them improve their instruction, improve student performance/achievement, and are consistent with the goals of the PDC plan and the district's CSIP.

Participants are required to submit a Professional Development Request online for activities OUTSIDE the district PRIOR to the activity. Online applications must be approved by the committee at least 2 weeks prior to the activity.

After attending the approved activity, participants are REQUIRED to submit a summary and share their learning with faculty at PD meetings, faculty meetings, or via email. The reimbursement application and receipts are then submitted to the district bookkeeper.

[Documentation for these expenditures may be found in the school's accounts payable and in the PDC files].

All requests must be received by May 1st.

Budget Plan:

The following categories are allowable expenditures with Board approval:

1. **Activities for staff with teaching certificates:** Professional development activities can be provided for all staff with teaching certification. (Including, but not limited to, registration fees, travel, supplies)
2. **Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation **if planning and presentation is done on his/her own time.**
3. **Stipends for:**
 - Teachers' participation in curriculum development and related work if the work is done after contracted school times such as evenings, weekends or during the summer (must be separate from district summer school commitments). Pay for curriculum development will be set at \$10 per hour with a maximum of 10 hours, logs must be approved by the PD committee.
 - Teachers' work as a member of the professional development committee. This includes any training received for being a PDC member if the work is done after contracted school times such as evenings, weekends, or during the summer (must be separate from district summer school commitments).
 - Mentor teachers for time spend planning for and working with first and second year teachers outside regular contracted school hours.
 - Teachers' participation in professional development/learning/in-service activities scheduled and held by the district outside contracted school hours.
4. **Pay for substitute teachers:** Pay for substitute teachers when professional development activities are held during the regular school day or to allow for teachers to observe, coach, mentor or work with other teachers in collaborative situations.

5. **Library resources:** Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.
6. **District fee to belong to a professional development co-op and professional organizations:** This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board –adopted professional development plan.

The Professional Development Committee encourages membership and participation in professional organizations, and provides access to research and best instructional practices through publications and notices displayed in the teachers’ workrooms and the library media center.

Budget for 2016– 2017

Instructional Program Improvement Services	\$1200.00
Other Professional and Technical Services	161.00
Travel	3000.00
Supplies	500.00
Substitute Pay	975.00
Supplemental Pay-Committee	700.00
Supplemental Pay-Mentors	600.00
Supplemental Pay-Curriculum Development	2,600.00
Medi	71.00
OASDI	60.00
Retirement Teacher	566.00
TOTAL	\$10,433.00

Peer Coaching Opportunities:

The budget includes funds for hiring substitute teachers to provide an opportunity for teachers to observe each other in the classroom, share ideas, plan cross-curricula activities, team teach, peer coach. All participants will be asked to submit a brief statement of activity to PDC and administration. Dates and times will be arranged and announced. Opportunities for follow-up and evaluation will be available during in-service days.

PDC Calendar 2016 –2017

August 5th	New Teacher In-Service
September 29th	Missouri Learning Standards, Leader in Me (Elem) Curriculum/Testing Results, Technology (HS) Teacher Eval System/SLOs (both) Mentor/Mentee mtgs (Full Day PD)
September 30th	PCL Day (Dadeville) – Group Speaker & Content area meetings
October 20th	Leader in Me (Elem) Technology Follow-up, At Risk (HS) (1/2 Day PD/1/2 PT Confs)
January 2nd	Leader in Me (Elem) Technology (HS) RCET/Bolivar Speaker (1/2 Day PD/1/2 Workday)
March 16th	MAP and EOC training and testing schedule (Elem/HS) Mentor/Mentee meetings, PDC Evaluations/Elections (1/2 Day PD)

MENTORING PROGRAM

The Professional Development Committee will help new teachers polish their skills, improve their chances for success, and encourage them to stay in the profession. A mentor, the principal, and other staff members will assist the beginning teacher during their first two years.

In accordance with the law, the PDC and the mentor will assist each beginning faculty member in developing a Professional Development Plan during the first two years of teaching. The beginning teacher is required to keep his/her own plan and give a copy to the principal. The principal will keep a copy of the plan, and act as an instructional leader for the new teacher.

Any teacher who has five years experience, and/or 2 years in the district, and who is willing to be trained may serve as a mentor. If possible, a mentor should be on a similar grade level or content area as the beginning teacher. The PDC is responsible for identifying and asking teachers to be mentors. Mentors will be trained through workshop activities and written materials.

The mentor will serve as coach, trainer, positive role model, and helper, **not as an evaluator.** The mentor will help the new teacher formulate an initial professional development plan and continue to work on the plan throughout the year. **Mentors will be given release time to observe and provide feedback to new teachers. New teachers will also be given time to observe and reflect with mentor and/or other experienced teachers.**

The mentor will act as an advisor, meeting monthly to discuss any information on certification, classroom instruction, curriculum, data analysis and strategies **to improve student achievement.** The mentor will be paid a stipend of \$100.00 per protégé for mentoring activities before/after school and during planning time. He/she is required to submit a time log to the PDC for verification and payment before May 1st.

Beginning teachers will keep a log of professional development activities and meetings with mentors and provide a copy to the PDC. Higher education assistance from a Missouri University is provided and **beginning teachers are required** to attend a beginning teachers' seminar the first or second year of teaching.

Halfway school district has established an informal "Buddy" Program, which eases the transition of experienced teachers new to the district, or experienced teachers who have new teaching assignments. The PDC will make "Buddy" assignments after consultation with building principals. Buddies will be paid \$50 per buddy and will attend New Teacher Workshop.

Mentor Rules and Responsibilities

Mentors must be willing to give time and effort to establish open lines of communication with new teachers:

1. Mentors should offer to help the new teacher prepare for the start of school by providing curriculum guides, materials, resources and when available, previous teacher's files.
2. Mentors meet regularly with new teacher to discuss specific topics of interest and necessity and maintain a log of such meetings.
3. Mentors should be available to listen and answer questions daily.
4. Mentors should develop a strong professional relationship, based on mutual respect and trust, with the new teacher.
5. Mentors should at all times maintain confidentiality.
6. Mentor will help the new teacher individualize his/her PDP, encourage growth and career advancement.
7. Mentors will review and explain policies, rules and cultural norms as needed to assist new teacher understanding.
8. Mentors will observe multiple lessons and provide feedback to new teacher.

New Teacher Responsibilities

New Teachers will ask for help:

1. New teachers will seek support and assistance on a regular basis, engaging in both formal and informal communication with mentor and colleagues.
2. New teachers will ask questions, share ideas, and use a team-based approach to solving problems.
3. New teachers will attend and document in-service activities, keep logs, checklist of certification requirements, PBTE, PDP, university assistance programs and peer observations.
4. New teachers will observe mentors teach multiple lessons and provide feedback and reflection

New Teacher Professional Development Plan

Missouri teacher certification requires school districts to provide a professional development plan for each faculty member who has no teaching experience. Halfway's PDP addresses the first two year's long and short term goals related to our evaluation criteria, responds to the individual needs of new teachers, and reflects educational research on effective teaching.

Mentors and new teachers will meet to discuss and revise the PDP as needed and cooperatively complete the yearly evaluation and needs assessment.

Mentor / Buddy Assignments

2016 –2017

Protégé	Mentor / Buddy
Jason Greer (Science) mentee 1 st yr.	Genesis Bewley (English) mentor
Vicki Bunn (Music)	Sarah Horn (Elem) buddy Chandler Saultz (HS) buddy
Amanda Yarbrough (JH Math/Science; 9 th Health)	Kcee Reichert (Math) buddy

Professional Development Evaluation

2016 –2017

On March 24, 2016, teachers were asked to evaluate the Halfway Professional Development Program. Teachers completed the required evaluation while also determining PD elections.

All teachers were asked to rate the various PD activities presented throughout the year. The following activities received the highest scores among the 1-3 ranking.

Elementary: Leader in Me, Educator Evaluation System

High School: Educator Evaluation System, Classroom Management