

Twin Rivers R-10 Professional Development Plan 2018-2019

The Professional Development Plan guides the professional development opportunities offered to the employees of the Twin Rivers R-10 District as they improve upon the strategies, skills, and knowledge needed to ensure that all students acquire the life-long skills necessary to empower them to succeed in a changing world.

The Professional Development Plan is a document which will be consistently reviewed and modified during the school year as we improve upon professional development through quality instruction, better student achievement, and promoting positive relationships between home, school, and community. The Twin Rivers Board of Education will approve the final professional development plan.

The Twin Rivers R-10 School District Goals for 2018-2019 as established by the Comprehensive School Improvement Plan (CSIP) guided the district Professional Development Committee (PDC) and the individual grade level professional development teams, as a basis to form goals, which meet the professional development needs of our district.

This policy is written in compliance with:

1. Section 168.400.4 (1) (2) and 5, RSMo. Of the 1985 “Missouri Excellence in Education Act,”
2. Section 7.1 of the “Outstanding Schools Act of 1983.”
3. Missouri’s Revised Teacher Certification Standards
4. DESE suggested guidelines

2018-2019 Elected Committee Members

- Nikki Stuckey, Chairperson, High School – term ending 2019
- Karen Guess, Vice-Chairperson, Fisk Elementary– term ending 2020
- Casie Fordham, Secretary, Qulin Elementary – term ending 2020
- Whitney Stanford, Member, Qulin Middle School – term ending 2021
- Josh Hancock, Member, High School – term ending 2020
- Sandy Moore, Member, Fisk Middle School – term ending 2019
- Mary Ezernack, Member, Special Education – term ending 2021

Committee Structure

The structure of the Twin Rivers R-X Professional Development Committee will be comprised of seven (7) members. These members shall be certified teachers. Two members shall be from the high school at Broseley; one member each from Qulin and Fisk Elementary; one member each from Qulin and Fisk Middle School and one member from the district special education staff. In addition, the superintendent and all principals are invited to attend all PDC meetings to serve in an advisory capacity. Although the administrators shall have no vote on issues before the PDC, they will be expected to promote communication and facilitate the work of the committee. Committee members shall:

1. Be a certified teacher with at least two (2) years of experience in the Twin Rivers School District; (teacher is interpreted to mean classroom teachers, librarians, and counselors, but not administrators)
2. Be approved by the administration;
3. Demonstrate a positive attitude toward teaching, learning, students, education, and professional development; epitomize the consummate educator, ever conscious to set a positive example through their professionalism
4. Serve three (3) year staggered terms, unless fulfilling the remainder of a prior member's term
5. Represent the building of which they spend the majority of their instructional day
6. Accurately relate topics discussed and voted on in PDC meetings with building colleagues and actively attempt to keep all teachers informed in the building they serve

New members will be selected by their fellow teachers at their respective campuses and begin serving their term in April in order to give the committee time to plan for the new school year.

Mission Statement

The Twin Rivers R10 Professional Development Committee recognizes the teacher as the key in the educational process to improve our students' levels of achievement, and that comprehensive, ongoing professional development is central to school improvement. We believe the Professional Development Plan shall assist our educational community to continue to grow professionally and personally. It is the mission of the Professional Development Committee to provide certified staff with opportunities to enhance their teaching skills/techniques, develop and implement strategies to improve instruction, to foster a sense of personal growth and well-being, and to provide and maintain a safe learning environment for our students. The Professional Development Plan will encourage the opportunity for staff to share talents, strengths, and skills.

We believe that teachers who view themselves as life-long learners will foster an environment that will empower and encourage their students, and ultimately the community, to value the educational process in an ever-changing world.

Policies and Procedures

A professional development program will be planned annually to stimulate, enhance, and encourage the professional growth of all teachers. The desired outcomes will be:

Improved instruction;

1. Increase student performance and motivation to provide a better education for all students:

- To improve student learning and achievement by promoting high quality classroom instruction
- To use professional development to expand staff capacity and provide staff with seed work that is actionable and directly impacts student learning
- To provide professional development that is on-going and sustained, that can be applied in the classroom and that ultimately becomes institutionalized as part of our formal educational programs
- To promote and support innovation, risk-taking, and experimentation which improves teaching and learning

2. Support Professional Development Endeavors:

- To support an educator's professional responsibility to remain current in their field and assume a leadership role within their content area(s) and pedagogy.

3. To incorporate technology as an integral part of the Twin Rivers curriculum

The purpose of the professional development committee shall not be to relieve the building principals or the superintendent of responsibility as instructional leaders. Rather, the committee shall advise and aide the administration in the development of programs aimed specifically toward the continued professional development of teachers and their skills, thereby insuring the district meets stated instructional goals.

The following are integral parts of the professional development program:

1. New Teacher Assistance
 - a. Individualized Professional Development Plan
 - b. Mentor Teacher Program
 - c. Certification Assistance (Appendix H)
2. In-service Needs Assessment and the planning necessary to meet those needs
3. Assistance for practicing teachers

PDC Workshop/Conference Request Form Guidelines

Teachers must obtain permission to attend the conference, workshop, or seminar from their building principal and secure their signature on the request form. Trip request approval will not be decided without building principal's signature on trip request.

1. The Application to Attend Professional Development Programs must be completed. (see Appendix A or B)
2. The application, along with any purchase orders that need to be signed, should be delivered to the building PDC representative.
3. All requests will be forwarded to the Professional Development Committee for action on the last week of each month when the regular PDC meeting is held.
4. The building PDC representative will return the request the day after the monthly meeting.

Responsibilities after trip is approved

1. Registration – Purchase order must be used if possible.
2. Lodging – (if required) Purchase order must be used if possible. If a PO is not allowed, costs can be placed on the school credit card or paid personally and PDC will reimburse funds. Receipts must be maintained and submitted with an expense voucher upon your return. Lodging is based on full occupancy unless personal preference is to lodge separately, in which case, the person choosing to do so will assume the responsibility for the costs. Maximum allowable amount is \$125 nightly, excluding room rates that are booked at hotels where conference is being held.
3. Meals – Meals not included in a conference registration will be reimbursed at the rate of \$30.00 per day, \$15 per day for local trips (such as workshops presented at RPDC, etc.). Receipts must be submitted from all meals and the amounts included on an expense voucher. The amount of the receipt up to the maximum allowed will be paid. Please be specific by listing meals separately by date. *Meal expenses will not be reimbursed if receipts aren't submitted.*

4. Mileage – Refer to the mileage chart (Appendix C). An amount of \$.35 per mile will be reimbursed and this amount must also be included on the expense voucher. Carpools must be used when attending conferences to help with mileage costs. Those who choose to drive separately from the carpool will assume responsibility for their mileage costs.
5. Notify the building principal to ensure that a substitute has been secured during your absence to attend a conference.
6. When signing the Employee Absentee form, be sure to note that it was for a PDC function.
7. Before leaving, submit signed workshop/conference request form, copy of registration, description of workshop/conference, and signed PO. Upon returning, submit proof of attendance/certificate, expense voucher, and any itemized receipts necessary for your reimbursement to Central Office, Attention to Director of Federal Programs. All requests for money must be turned in to Central Office by the 5th of each month in order to receive an expense check that month. Expense checks will be issued after the monthly board meeting.
8. Time **must** be arranged during a study group or faculty meeting to share the information and materials received with other teachers for which the information would be useful. The plan for how this information will be shared with other teachers will be written in detail on the TR Professional Development Request Form (Appendix A or B) before any trip is approved.

Goals for Performance Improvement

Twin Rivers district PDC, in conjunction with administrators and faculty, will examine the following data annually to determine professional development needs in order to improve student achievement within our district:

- Analysis of achievement tests' results including, but not limited to, MAP and other tests as deemed appropriate by the district
- Comparison of ACT with national averages
- Examination of drop-out figures and reasons for educational failure
- Professional Development Needs Assessment survey and Ratings Activities
- Grade level team recommendations
- Recommendations and suggestions from administrators

Curriculum is evaluated and revised regularly within the district. Focus on achievement in core curriculum skills of students will be emphasized as part of the CSIP and district goals.

Exemplary writing skills are essential. All communication is assisted by the development of proficiency in writing. Our district will stress writing across the curriculum as a component of student achievement. We will strive to make students and community aware of the importance of achievement tests. An emphasis will be placed upon test-taking skills, problem-solving tactics, and the seriousness of the test-taking process.

The district has scheduled two full days for mandated professional development trainings. Additional professional development opportunities will be provided throughout the school year as needed. Our goal is to focus in-service trainings on the needs expressed by building level teams. The grade-level professional development teams will meet to express their needs and the Professional Development Committee will use the data from these team meetings and data collected through a needs assessment survey, standardized test reports, and principal recommendations to establish grade-level goals.

The recommendations for 2018-2019 made to the district professional development committee, by the grade level teams, are as follows:

Elementary (K-4):

- Developing standards-based report card
- Collaboration time with teachers between grade levels regarding curriculum and new reading series
- Using technology for instructional delivery
- Identifying students with special needs
- Writing instruction across curriculum

Middle School (5-8):

- Using technology for instructional delivery
- Teaching children in poverty and combatting cultural expectations
- Using integrated reading/writing across the disciplines
- Positive discipline strategies with school wide behavior plans for all levels
- Increasing depth of knowledge rigor within everyday assignments

High School (9-12):

- Collaboration of instructional curriculum between grade levels and across discipline/content areas
- Teaching for higher order thinking skills
- Effective communication to assist our troubled youth succeed
- Aligning classroom assessments and clustering standards to create performance tasks based on MAP and EOC
- Embedding life skills in curriculum and career readiness

The driving force behind all professional development activities will be the CSIP with emphasis placed on student achievement. Other staff development opportunities are provided as the yearly budget allows.

Improving professional development on a district-wide basis is a process that takes time and understanding of all parties involved. It is the goal of the Twin Rivers R-10 School District Professional Development Committee that, with each year and each in-service, the individual schools and the district as a whole will become more focused in identifying and meeting the targeted professional development needs of our staff to better meet the needs of our students.

Long Range Goals

The Twin Rivers R-10 Professional Development Committee has set forth the following long-range goals for our district.

1. Provide high quality professional development to staff and provide the time and resources to continuously evaluate and adjust teaching methods, curriculum, and other critical aspects of the learning environment.

2. Grade level teachers share a common planning time during the school day to develop lesson plans, examine student work, monitor student progress, and assess the effectiveness of instruction.
3. Study groups continue to evolve into a collaborative team that engages the whole staff as a learning community to improve the learning of all students and regularly examine student work to use as a guide for improvements in teaching strategies.
4. Constantly striving to improve percentage of students in advanced & proficient – helping teachers with this.
5. Develop a system of checks and balances that collects and analyzes classroom and building data to determine the impact of professional development.

2018-2019 Professional Development Committee Goals

Using the CSIP goals as the guide, the district Professional Development Committee examined various assessment data, in conjunction with administrators, to develop professional development goals. Listed below are the five specific goals upon which the district will focus our professional development trainings for the school year.

GOAL 1: The Twin Rivers School District student performance in the core curriculum areas of MAP and EOC will be equal to (or exceed) state percentages in the advanced and proficient achievement levels for benchmark grades.

Arrange in-service training for strategies to increase student performance.

(CSIP Goal 1 - Objective 1)

- Activity 1 Provide training for Communication Arts teachers focusing on strategies of improvement for those students identified as “at risk” or “some risk” beginning at kindergarten.
- Activity 2 Provide training for using instructional strategies in Math that will improve MAP scores and focus on identifying “at risk” or “some risk” students beginning at kindergarten .
- Activity 3 Participate in Southeast RPDC workshops that pertain to learning, student performance, professional learning communities, and alternative teaching strategies.

GOAL 2: The district PDC will provide collegial support and practical assistance to help beginning teachers improve skills, increase student success, and remain in the profession.

(CSIP Goal 2 – Objective 1)

- Activity 1 Mentors will receive training in strategies to more effectively work with protégés.
- Activity 2 Provide an in-service for new teachers to the Twin Rivers District to help them better acclimate with the district and to provide instructional strategies to be more effective in the classroom.

GOAL 3: In order to promote continuous improvement and learning among the teachers in the Twin Rivers School District, the Professional Development Committee will recommend and encourage teachers to actively engage in a study group or school team.

(CSIP Goal 2 – Objective 2)

Activity 1 PDC will increase stipend offered for study group participation by 10% annually when funds allow.

GOAL 4: Professional development will be provided for teachers in the use of current and future technological advances to better communicate with students and assist them in the proper uses of these technologies.

(CSIP Goal 3 – Objective 1)

Activity 1 Present training in various technological devices (such as clickers, mobi views, etc.) to be utilized within the classroom.

GOAL 5: Twin Rivers School District will improve parental and community support and satisfaction by increasing parent involvement in school activities and find ways to better communicate with parents.

(CSIP Goal 4 – Objective 1)

Activity 1. Training in the proper application and utilization of the SISK12 program will be provided to all teachers.

GOAL 6: The Professional Development Committee will provide collegial support and practical assistance to increase teacher and student motivation.

Activity 1 Present training to offer motivation to our teachers to impact student performance.

Mentor / Protégé Program

Statement of Purpose:

The purpose of the Twin Rivers R10 Schools Mentor/Protégé Program is to:

- Meet the Missouri state requirements for mentoring
- Support first and second year teachers
- Meet the No Child Left Behind (NCLB) requirement of having a highly qualified teacher in every classroom.

The Twin Rivers R-10 School District will provide assistance to new staff members who have no prior teaching experience and further support second year teachers. By offering collegial support and practical assistance, beginning teachers will be more likely to experience success and remain in the profession.

The PDC will provide a copy of the district's Professional Development Plan and a sample Individual Professional Development Plan (IPDP) for each faculty member who are first or second year teachers or who are new to the Twin Rivers School District. The beginning teacher's IPD Plan will address the teacher's first two years in the classroom and the goals identified in the plan will relate to the performance based teacher evaluation given by the district. Employees new to the district with prior teaching experience will receive a sample plan as a guideline for their first year at Twin Rivers. Copies of each teacher's initial plan and all subsequent revisions shall be filed with the building principal as well as the Professional Development Committee to provide ready access to the teacher and the mentor for review and updating.

First and second year teachers will participate in the district's mentoring program. They will be assigned a mentor who will initiate preparation of the beginning teacher's professional development plan and will help the protégé tailor the plan to his or her specific needs using the template provided in the Beginning Teacher Handbook. The district PDC will ensure that all mentors and protégés attend a Beginning Teacher Assistance workshop and cover any expenses incurred. Mentors will receive instruction on district expectations during the Beginning Teacher Orientation. The mentor checklist (Appendix D) will be presented along with the Mentor/Protégé Collective Agreement (Appendix I) and explained during this training session.

Goals of the mentor/protégé program are:

- 1) to provide new teachers a professional relationship with an experienced teacher in order to promote professional growth and development.
- 2) to retain new teachers in the profession by providing opportunities with an experienced teacher to develop necessary knowledge and skills; and assist in teacher certification (Appendix H)
- 3) to provide mentors opportunities for personal growth through collaboration with new teachers.

Mentor Teacher Qualifications:

- 1) Five years teaching experience;
- 2) Selected and supervised by the building principal;
- 3) Willing to participate in the program;
- 4) Possess appropriate certification and/or experience;
- 5) Willing to be trained as a mentor.

Protégé Responsibilities

- Develop and implement an individual professional development plan
- Take steps to complete 30 hours of in-service training before the completion of their fourth year of teaching
- Participate in a beginning teacher assistance program
- Meet with mentor on a regular basis (at least once a month) and document contact using the mentor/protégé checklist provided
- Observe "master" teachers during classroom instruction
- Maintain a documentation file to verify professional development hours earned for certification
- Notify building principal to ensure that a substitute teacher has been secured during absences for observations

Mentor Responsibilities

- Help beginning teacher develop an individual professional development plan
- Assist beginning teachers in locating important district publications and/or information such as curriculum, Professional Development library, bulletin boards, etc.
- Meet with beginning teacher on a regular basis (at least once a month) and document contact using the mentor/protégé checklist provided (Appendix D)
- Observe and provide formal and informal feedback to the beginning teacher
- Keep mentor/protégé checklist updated and submit to PDC at the end of the school year

Principal Responsibilities

- Inform staff of mentor requirements and responsibilities
- Select mentor/protégé teams
- Attend informational workshops
- Identify areas needing support
- Monitor mentor/protégé relationship
- Coordinate mentoring activities at the building level
- Respect confidentiality of mentor/protégé relationship
- Provide release time for mentors and protégés to participate in out-of-class observations

Superintendent Responsibilities

- Select mentors for administrators and directors
- Monitor administrator's and/or director's mentor/protégé relationship

Administrative Mentoring

The district PDC will ensure that first and second year administrators are assigned a mentor that has completed training addressing mentoring skills, ISLLC standards and the Missouri Performance-Based Evaluation instrument.

Release Time for Mentor and Protégé:

Release time to meet the needs of the mentoring process or to observe model teachers will be provided for the mentoring team or protégé alone. The building principal will be informed of release days needed by either party with sufficient notice to arrange for substitutes.

Procedures for resolving conflicts between mentor and protégé:

1. Contact the Professional Development Committee to identify the problem and to discuss possible solutions.
2. A Professional Development representative will meet and confer with the other party and the building principal within five school days to discuss the problem(s) and solution(s).
3. The Professional Development Chairperson, building principal, mentor and protégé jointly meet within the next five school days to develop a plan to resolve conflicts. The parties involved mutually agree upon a deadline to determine the success of the plan for conflict resolution.
4. The Professional Development representative meets individually with mentor and protégé to determine the success of the plan once the deadline has passed.
5. If conflicts cannot be resolved to the satisfaction of all parties, proceed to the provision for replacement of mentors.
6. **Confidentiality between the parties involved shall be maintained throughout this process.**

Provisions for replacement of mentor:

Due to the many and varied reasons for the replacement of a mentor, a process of replacement is necessary.

1. Should the need arise for change, the Chairperson of Professional Development Committee will reinitiate the selection process by contacting the principal.
2. A suitable replacement will be made.

Beginning Teacher Orientation

The Professional Development Committee will conduct a Beginning Teacher Orientation prior to the first mandated teacher workday of each school year. The purpose of the orientation is to welcome new teachers to the district, provide information concerning board policy and procedures, familiarize them with district protocol and expectations, offer instructional strategies for use in their classrooms which would allow them to approach their new position with a positive and comfortable attitude and enable them to feel they have become a part of the “Royals Team”.

The Beginning Teacher Orientation presentation will consist of the following components:

- Welcome by Board President & Superintendent
- Ice breaker Activity
- Introduction of District
- Responsibilities of PDC
- Review Board Policy Handbook
- Meet Building Principals
- Review protocol for Central Office request/documentation forms
- Curriculum/Sisk Program
- Question/Answer Session

A beginning teacher handbook is also provided outlining their responsibilities that includes sample lesson plans, individual professional development plans, instructional strategies and other items necessary and/or useful for the beginning teacher.

Faculty Study / Focus Groups

Collaboration is a process we use to achieve shared goals. Having teachers share their knowledge, expertise, and experience gives a better understanding of the challenges teachers face and lends itself to support for each other. The end result of collaboration is to find a better solution, program or idea, and to have a greater commitment and capacity to implementing that solution, program or idea. When teachers come together around a common purpose, each contributing his or her unique perspective and skills, there is an infusion of energy into the school that is unmatched by any single program.

Identify group goals – Team goals should address desired results, for example, improve writing across the curriculum, ways to improve student answers to constructed response questions, etc. Each team should identify the goal(s) which will be addressed throughout the year and submit the study / focus group approval form (Appendix E) to the PDC.

Teams exist for a purpose – Faculty study / focus groups are a means to an end which cannot be as effectively achieved by individuals working in isolation. Team development is a journey, not an event, always striving toward perfection. Each group is encouraged to look for new and better ways of collaboration.

PDC requirements and guidelines – PDC will pay a stipend of \$25 per hour, **two** times per month. A sign-in sheet and a brief summary of what was discussed must be turned in to the PDC in order to be paid.

Suggested ideas for team's goal or purpose

- 1) Instructional strategies to share, discuss, try....
- 2) Writing across the curriculum
- 3) Choose a book to read, study, & discuss
- 4) Ways to improve MAP scores
- 5) Ideas to better prepare students for MAP
- 6) Try new ideas you find in an education magazine, like *Teacher's Helper* or *Mailbox*, and share them with the group. Did they work? Would you use it again? Ways to improve on what you did with the idea, etc.
- 7) Websites to use in the classroom
- 8) Technology ideas for classrooms

Funding

The Twin Rivers District will allocate 1% of state funds received through the school foundation program to the district professional development committee. Seventy-five percent of the 1% allocation must be spent in the year it is received. The PDC, in consultation with administrators, will determine how the mandated professional development funds are expended in accordance with the CSIP and professional development goals.

PDC BUDGET
2018-2019

~~~~~  
Estimated expenses for 2018-2019

|                                                 |          |
|-------------------------------------------------|----------|
| Workshops/Professional Days                     |          |
| PD days speaker fees                            | pending  |
| RTi Expenditures                                | \$6,000  |
| Staff Workshops                                 | \$25,000 |
| Curriculum related expenses                     |          |
| Subs for teachers to work on lesson development | \$2,500  |
| PD Library                                      | \$5,000  |
| Beginning Teachers                              |          |
| New teacher orientation                         | \$700    |
| Beginning teacher WS                            | \$600    |
| Subs for observations & mentors                 | \$2,400  |
| Stipend for mentors                             | \$1,000  |
| Study Groups                                    |          |
| Stipends                                        | \$42,000 |
| RPDC dues                                       | \$990    |
| Miscellaneous expenses                          |          |
| Food (2 PD Days Catered Meals)                  | \$3,300  |
| Food/Snacks                                     | \$1,000  |
| Supplies                                        | \$500    |
| PDC Committee                                   |          |
| Meeting Stipends                                | \$3,500  |
| PDC Conference                                  | \$2,400  |
| Principals                                      | \$3,000  |
| Total Estimated Expenditures                    | pending  |

NOTE: See the Federal Programs Director for specifics on the items marked pending

**Program Evaluation**

Staff members will evaluate the Professional Development Program annually. A needs assessment (Appendix F) and a Ratings Activity (Appendix G) will be distributed to teachers in early spring. The results will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities provided for the following year in the district. Student performance will be evaluated using various test data (such as MAP results, etc.). Evaluation reports, generated by the district testing coordinator, will be utilized by the district PDC to evaluate student achievement progress. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.