

Drexel R-IV School District
Professional Development Plan
2016-2019

PROFESSIONAL DEVELOPMENT COMMITTEE

Name	Representing	Term expires
● Melissa Busch	high school	June 2017
● John Swezey	at-large	June 2017
● Donna Rooney	high school	June 2018
● Kelly Sims	elementary	June 2018
● Jill Marks	elementary	June 2019
● Tiffany Richmond	at-large	June 2019
Non-voting ex-officio members:	Building principals	

MISSION STATEMENT

“Striving for Excellence”

Introduction

The Administration and the Professional Development Committee (PDC) coordinate the professional development activities of the certificated faculty of Drexel R-IV School. This District Professional Development Plan serves as a guide for these activities. In developing this plan, the Administration and PDC examined the Drexel R-IV Comprehensive School Improvement Plan (CSIP), results of a faculty professional development needs assessment, faculty evaluations and suggestions, student assessments, Missouri Learning Standards, and the District LEA Plan.

PROFESSIONAL DEVELOPMENT COMMITTEE GOALS

The Drexel R-IV School Professional Development focuses on growth activities for both new and experienced faculty members. Committee goals for this process are to: assist faculty members in refinement of teaching skills, foster an atmosphere of collegial support, offer practical assistance to faculty and staff members, provide avenues for ongoing professional development and a commitment to teaching, foster professional growth through training and collaboration, and encourage teachers to remain current and active in their field.

COMMITTEE STRUCTURE

The Drexel R-IV PDC will consist of faculty members each elected to a three-year term. Two members will be elected each school year by May 31. The PDC will present a slate of eligible candidates to the faculty for voting. Members must be certificated teachers with at least three (3) years teaching experience and at least two (2) years’ teaching experience in the Drexel R-IV School District. Committee members will receive training at the local level during PDC work sessions.

The committee will be composed of elected members who (if possible) represent the following areas:

- At least 2 representing grades PK-6
- At least 2 representing grades 7-12
- 2 at-large

Administrators serve as non-voting *ex-officio* members. If a member is unable to complete his/her term of service, the PDC Chair will, with Committee approval, select a faculty member to fill that position until an election is held.

These Committee positions will be determined by the Committee at its first meeting following election:

Committee Co-Chairs (2) will collaborate and be responsible for creating agendas, conducting meetings, and delegating other tasks as needed.

The Treasurer's duties include keeping a spreadsheet of expenses, both projected and actual; meeting with the District Bookkeeper; and providing a copy of PDC approved teacher requests to the Bookkeeper.

Committee secretary will record minutes of the meeting and provide the District Bookkeeper a copy of the minutes after each PDC meeting.

A committee member(s) will be responsible for coordinating the Mentee/Mentor Program. Responsibilities include introducing new hires to district procedures and providing information dealing with teacher certification.

Committee will meet with administrators at least once each semester to work collaboratively on issues, concerns, and direction.

The PDC will meet at least three times during the school year. Three voting members constitute a quorum.

ADMINISTRATION AND COMMITTEE RESPONSIBILITIES

Administration and PDC will

- develop, seek Board approval, and initiate a District Professional Development Plan consistent with the district CSIP, faculty needs, and state professional development guidelines.
- focus on student achievement and school improvement.
- assess school and faculty professional development needs and develop procedures to address the identified needs.
- assist with/arrange for the development, promotion, and evaluation of in-service and other professional development opportunities for district personnel.
- assist beginning teachers through the Mentee/Mentor Program, pre-service orientation to the district, and a college/university contact.

- send representative(s) to the annual Missouri Staff Development Conference and/or other PDC events as funds permit.
- upon a teacher's request, serve as confidential consultant as allowed by law.
- communicate committee purpose and functions to school personnel and to the community.
- present to the proper authority, faculty suggestions, ideas, and recommendations related to professional development.
- maintain professional files in a PDC file cabinet; retain files for 5 years after a teacher or para leaves the district.

EVALUATION OF PLAN

At the end of this three-year Plan, the faculty and administration will evaluate it and the results will be communicated to faculty and administration. A needs assessment will also be completed by teachers in the late spring. The results will be used with the CSIP, faculty evaluations and suggestions, administrative input, and student assessment results to create a new Plan. Each new Plan or modifications to the Plan must be approved by the Board of Education.

MENTEE/MENTOR PROGRAM

The goals of the Mentee/Mentor Program are to

- ensure that teachers new to the district participate in a Mentee/Mentor Program which is required by the state.
- assist teachers new to the district as they become acquainted with district personnel, procedures, and policies.
- encourage new teachers to remain in the profession by providing opportunities to develop necessary knowledge and skills in teaching.
- provide mentors with opportunities for personal growth through training and collaboration with new teachers and other mentors.

All teachers new to the District will be assigned a mentor teacher by the appropriate Principal and the PDC in collaboration. Beginning teachers will be mentored for two (2) years; teachers new to the district who have prior teaching experience will be mentored for one (1) year. Mentor assignments will be provided to the Superintendent's office. A beginning teacher in a specialized area, for example a counselor, may need a mentor assigned from a neighboring district.

If a mentee and mentor are not compatible, a new mentor may be assigned at the principal's discretion.

Mentor Qualifications

A mentor should

- have, as nearly as possible, the same certification as his/her mentee.
- have a minimum of five (5) years teaching experience with two (2) years experience in the Drexel R-IV School District.
- be willing to spend the time and energy required to be trained as a mentor.

- be willing to spend the time and energy necessary to assist teachers new to the District.

Mentor Responsibilities

The mentor will

- provide individual support through a series of formal and informal contacts with a mentee.
- provide immediate response to the mentee who has questions, concerns, or interests in new strategies.
- serve as peer coach, trainer, and developer of talent—not as an evaluator.
- maintain confidentiality.
- during the pre-service period at the beginning of the school year, meet with mentee and begin the professional development checklist for teachers new to the District.
- attend group M&M (mentee/mentor) meetings.
- throughout the school year, assist mentee with completion of the Certification Record. A copy of the record will be retained in the faculty member's PDC file.
- assist mentee with the development and completion of an Individual Professional Development Plan through an online process. Those new to teaching are required to have a 2-year plan which may be modified throughout that time period. The plan must address goals, strategies, individuals providing facilitation, target and closure dates and should relate in part to evaluation criteria provided in the NEE Educator Growth and Evaluation, to the CSIP, to District goals, and to individual needs.

Mentee Responsibilities

The mentee will

- develop with the assistance of a mentor and implement an Individual Professional Development Plan that aligns with district goals.
- take steps to complete 30 hours of professional development during the four years under the Initial Professional Certificate or the Initial Career Education Certificate,
- take steps to complete 15 hours of professional development per year under the Career Continuous Professional Certificate or the Continuous Career Education Certificate.
- participate in the Beginning Teacher Assistance Program (beginning teachers only),
- meet with mentor on a regular basis (at least once a month), and
- attend all group M&M (mentee/mentor) meetings.

College/University Contact

The Superintendent or his/her designee will notify the appropriate college or university when graduates of the institution are hired.

PRACTICING TEACHER ASSISTANCE

Activities of the PDC will focus on the in-service and professional growth needs of all faculty and staff members. PDC members will be available to serve as confidants. All faculty members will complete an Individual Professional Development Plan.

DISTRICT-WIDE PROFESSIONAL DEVELOPMENT FOCUS 2016 – 2019

Objectives and Goals

Many forms of Professional Development are available. Examples include webinars, book studies, online tutorials, in person in-services or workshops, individual assistance, etc.

Goal 1: Use of Technology

CSIP 2.2 ; MSIP 5 – Process Standard Instruction I-11

The Drexel R-IV School District will provide opportunities for teachers

Objective 1: To participate in professional development activities which focus on

- utilization of technology.
- the selection and integration of technologies into the learning and teaching process.
- understanding and applying the vocabulary of technology in the classroom.
- implementing the use of technology for summative assessment on a regular basis.

Professional development opportunities:

1. A+ software training and updates
2. Google Apps for Education training
3. Library Media Center updates and in-services
4. Training related to use of technology
5. Offer a local credit class for optional course credit
6. Substitute teacher(s) utilized as release time for faculty members to study, observe, and collaborate on topics related to this goal

Goal 2: Curriculum

CSIP 1.4.2; MSIP 5 – Process Standard Instruction I-5

The Drexel R-IV School District will provide opportunities for teachers

Objective 1: To participate in professional development activities that focus on

- aligning curriculum to Missouri Learning Standards (MLS)
- problem-solving and critical thinking skills in math, English/language arts, and reading
- understanding and applying academic vocabulary used in accordance with MLS in everyday classroom routines.
- reading, developing, and applying skills and strategies within nonfiction, fiction, and other literary structures
- implementing a writing process aligned with MLS
- preparing students for assessments aligned with MLS

Professional development opportunities:

1. Training and updates focused on curriculum and instruction

2. Book study(ies) and or focus groups dealing with curriculum & instruction
3. Time for alignment of curriculum and text/resources to the MLS
4. Substitute teacher(s) utilized as release time for faculty members to work, observe and collaborate on topics related to this goal

Goal 3: Culture and Climate

CSIP 1.2; MSIP 5 Process Standard Instruction I-7, I-8

The Drexel R-IV School District will provide opportunities for teachers

Objective 1: To participate in professional development activities that focus on

- awareness of cultural needs specific to our district
- providing personally meaningful experiences for students and developing greater respect and worth of self and others.
- maintaining and increasing a positive and safe learning climate
- addressing student behavioral expectations
- motivating students for academic success and increasing student engagement

Professional development opportunities:

1. Training and updates focused on Drexel’s diverse student population and their needs
2. Book study(ies) and or focus groups
3. Substitute teacher(s) utilized as release time for faculty members to study, observe, and collaborate on topics related to this goal

Approved by the Board of Education of Drexel R-IV School District on ____ July 18, 2016.

Board of Education President

PDC Chair

PDC BUDGET 2016-17

PDC Committee :

Supplies	\$700.00
Stipends (\$25 per hr.)	600.00
Memberships (includes NEE)	500.00
Missouri Staff Development Conference	850.00
Beginning Teacher Workshops	280.00
 Mentor Stipends	 1400.00
 Stipends for technology training, book studies, focus groups (non-contract time) (\$25 per hr.)	 900.00
 In-Service/Workshops/Trainings	 7270.00
 Substitutes	 2200.00
 <u>Total budget</u>	 \$14,700.00

All fiscal year 2017 funding is contingent upon availability of monies.