

Monroe City R-1 School District

Professional Development Plan (PDC Handbook)



Revised June 2012

Mandate

The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. As provided in this act, the professional development committee was created to encourage professional growth. The legislation charged professional development committees with the following responsibilities:

Assist new teachers

1. Assess faculty in-service needs
2. Present ideas about classroom instruction to the administration
3. Serve as a confidential consultant if requested by the teacher.

In Missouri, with the passage of Goals 2000 by Congress and state legislation in the form of the Outstanding Schools Act (SB380), emphasis has been given to teacher development and its direct influence on student academic achievement. Senate Bill 380 mandates that all public school districts in Missouri shall allocate one percent of state monies received for the establishment of professional committees and the programs these committees provide. This bill asks the question, “How can the school system provide training for its teachers so that students will become better achievers?” All professional development must be tied to the district’s Comprehensive School Improvement Plan and the MSIP Professional Development Standards

Professional Development Plan

The purpose of the Monroe City R-I Professional Development Plan is to organize high quality professional development opportunities that will support faculty and staff in their efforts to improve instruction and create an environment that supports high levels of learning for all students.

The professional development committee recognizes the need for commitment from teachers, administrators, school board members, higher education and community members. Collaboration between these parties promotes the common goal of improving instruction for enhanced and sustained learning. Ongoing in-service workshops, classroom resources and appropriate follow-up activities are needed to support the Monroe City School’s Comprehensive School Improvement Plan (CSIP).

Belief Statements

We believe effective professional development:

1. Focuses on increasing student achievement
2. Helps teachers put theory and research based practices into use
3. Is aligned to district and building goals
4. Is embedded in the daily life of the school
5. Is a collaborative effort of the entire learning community
6. Is data driven and results oriented
7. Requires substantial time, support and resources

Goals for School Improvement

The following professional development goals have been established in accordance with CSIP goals, MSIP standards, and the assessment of teacher need. The Monroe City R-1 Building Plans align directly to the Monroe City R-1 CSIP goals. This is a three year plan that will be reviewed and revised annually.

Expenditure of the mandated professional development funds will be the responsibility of the professional development committee in consultation with administrators and approved by the local school board. Professional development funds under this section shall be spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as approved by the Board. The penalty for not complying with requirements is loss of state aid during the next school year.

Professional Development Goal I: (CSIP Goal 1)

Improve student achievement: Achieve and sustain H1 performance on APR in all areas by 2017. (Please see individual building plans for strategies and action steps.)

Professional Development Goal II: (CSIP Goal 2)

Building and sustaining positive relationships: Annually perceptual data will be collected from school staff, students, and parents and will be analyzed. Statistically significant improvement will be made in areas pertaining to school climate, culture, and public perception. (Please see individual building plans for strategies and action steps.)

Professional Development Committee Structure

The Monroe City R-I Professional Development Committee will be a standing district-wide committee developed according to the following guidelines.

1. The PDC will consist of eight teachers who are elected representatives from the elementary, middle, and senior high schools. A building principal will be an ex-officio member. He/she would be expected to promote communications and facilitate the work of the committee.
2. Committee members shall be certified, full-time employee preferably with three (3) years teaching experience with two of those years being in this district.
3. Professional development committee members will be elected for three (3) year terms. Terms will be staggered so that approximately one-third of the members are elected each year. New members are elected annually no later than March 31st. Officer selections will be done in April. A teacher from the respective area shall fill vacancies occurring during the term of an elected teacher representative for the unexpired term in an election. All officers will take office in May with the exception of treasurer, which will take over July 1.
4. Volunteers to run for election will be sought out from the respective areas. If volunteers are not available, the election process will default to faculty nominations from a list of teachers in the respective area.
5. The chairperson will prepare and conduct meetings.
6. The secretary will keep and record the minutes of the meetings, distribute to each member and superintendent prior to the next meeting. The secretary will email minutes to building secretaries to email to staff.
7. The treasurer will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
8. The mentor/mentee coordinator (s) will monitor all requirements set forth in the Mentor/Mentee handbook, and conduct new teacher orientation.
9. The PDC will meet at least once a month at a location agreed upon by the committee.

PDC Specific Responsibilities

1. Assist in the planning of faculty and staff development programs throughout the school year.
2. Organize the mentoring program for new teachers or teachers with career certifications.
3. Collect and file certified faculty member's professional development plan each year.
4. Plan and prepare a budget and goals for each year
5. A summary of program activities from the previous year, revised handbooks and budget will be presented at the August school board meeting each year.

Professional Development Budget Plan

Allowable expenditures:

1. Activities consistent with the PDP and CSIP for certified teachers.
2. Consultant and presenter fees and expenses.
3. Stipends for teachers participating in curriculum development, for in-service and PD events, mentor teachers (\$500, 1st year mentor, \$250, 2nd year mentor), \$250 for those serving on PDC and/or PLC building leaders, \$250 for study group coordinator, and \$250 for mentee/mentor coordinator (s).
4. Reimbursement for travel, registrations fees and lodging for PD events.
5. Pay for substitute teachers.
6. Library and study group resources.

Procedures for Conference Requests

**Allow time before date of conference to complete steps.*

1. Approval from-building principal.
2. SIS fin portal needs to be used to request professional leave. (**professional leave goes by days not hours**)
3. Complete a purchase requisition and submit to building principal. This is a request to get a purchase order. (forms located on district website)

*Wait for the PO before signing up for the conference.

4. To receive conference reimbursement, the reimbursement request must be completed. These forms, which can be found on the school website, should be given to the PDC Treasurer.
5. There will be reimbursement **up to \$20 per day** for meal(s) not included as part of the conference attended. **Itemized** receipts for meals must be turned in with a reimbursement request form. PDC will not reimburse for alcohol.

Needs Assessment and Evaluation

The Professional Development Committee (PDC) will assess in-service needs of all teachers. The assessment instruments will be aligned with the goals set forth as part of the CSIP and faculty/staff needs assessment results. Needs assessments will be conducted at least annually.

All PDC activities will be evaluated for effectiveness at the conclusion of the activity. The evaluation process will also include questionnaires and needs assessments from individual conferences, group sessions, study groups, and end-of-the year evaluations.

PDC Timeline

June/July

1. Analyze needs assessment and prepare the PD calendar for the following school year
2. Set district PDC goals based on CSIP goals
3. Identify mentor teachers
4. Finalize plans for district sponsored activities for upcoming year
5. Prepare yearly PDC budget
6. PLC Institute
7. Mentor training
8. New teacher training and orientation

August

1. Distribution of PDC Handbook
2. Beginning of school workshops

September

1. PDC meeting

October

1. PDC meeting

November

1. PDC meeting

December

1. NO MEETING

January

1. Notification of PDC open positions and nominees submitted for March elections

February

1. Powerful Learning Conference
2. PDC meeting

March

1. Show-Me PDC Conference
2. Elect new committee positions
3. PDC meeting

April

1. Annual needs assessment survey administered or decided on by the PDC/PLC leaders after discussion with staff
2. PDC meeting with newly elected members invited to sit in
3. Elect officers for next year
4. PDC meeting

May

1. Review needs assessment survey
2. Staff completes High Quality Professional Development Survey during May Early Release
3. Begin making plans for PDC needs for following year
4. PDC meeting
5. PDP Plans due May 1st