

Professional Development Guidelines and Goals

2006-2007

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Professional Development Guidelines

PURPOSE

Professional development is important for all educators as they strive to provide the best educational experience for their students. Professional growth should be continuous, well planned, and based on current needs and the latest developments. As our teaching abilities and knowledge bases are enhanced, the end result and goal is a better education for all Diamond students. Therefore, the purpose of the Diamond R-4 professional development program is to determine the professional development needs of the district and devise programs to meet those needs. These programs should be diverse and constructed to address the needs of experienced and beginning teachers in their continuous efforts to improve instruction so that all students may achieve to their maximum potential. As provided in the 1985 Excellence in Education Act, a professional development committee will be established, which will assist in assessment of district needs, in the area of professional development.

A professional development committee, with the cooperation of the administration and school board, will develop a professional development plan which will provide in-service opportunities. A variety of in-service activities and adequate incentives for staff participation will also be offered. These activities will be result-driven, high-quality offerings that focus on identified needs.

BOARD OF EDUCATION COMMITMENT

The Diamond R-IV Board of Education, as stipulated in Board policy GCL, will support the professional development program. The district will provide for professional growth through the following:

1. Establish a Professional Development Committee (PDC) that will adopt and implement a Professional Development Plan (PDP) based on the district's Comprehension School Improvement Plan (CSIP).
2. Allocate adequate funding for professional development as required by state law.
3. Provide time in the yearly calendar and leave and/or dismissal time for approved professional growth activities.
4. Provide opportunities for advancement on the salary schedule with additional education or training in accordance with Board policy and PDC procedures.

THE PROFESSIONAL DEVELOPMENT COMMITTEE

Structure

1. The Diamond R-IV Professional Development Committee will consist of 7 members. An attempt will be made to maintain a representation of one-person-one vote. One representative will be selected from the area of special services. Two representatives each will be selected from the areas of grades K-4, 5-8, and 9-12. Classroom teachers, librarians and counselors in each area will participate in the selection of the representative(s) from that area. Selection will be by secret ballot to terms of three years. Terms are staggered so that approximately one-third of the committee will be new each year. New members will be selected no later than February 20, with service to begin on April 1.
2. Committee members will be staff members with at least two years of teaching experience and at least one year in the Diamond R-IV School District. Administrators may be selected to the committee, but may not participate in the selection process or be a voting member. The superintendent or his designee will serve as an ex-officio member of the committee.
3. The members of the Professional Development Committee will elect annually at their April meeting: a chairperson, vice-chairperson, and secretary from among the membership of the committee.
4. The committee meetings will be open unless the committee is functioning in its capacity as a "confidential consultant". Minutes of open meetings will be posted in staff workrooms.
5. The PDC will meet once a month or on an as-needed basis at a location agreed upon by the committee. Committee business can be conducted on an emergency basis by memo.
6. A majority of the committee members must be present or contacted for business to be conducted.
7. If a member resigns or leaves the district, nomination and election procedures for a replacement to complete the member's term will be conducted.

Training

The school district will provide training of committee members. This training should address areas such as:

- 1) The role and responsibility of committee members in assisting both beginning (see Mentor Handbook) and practicing teachers.
- 2) Guidelines for effective group interaction.
- 3) Ethical responsibilities of members including confidentiality.
- 4) Effective assessment methods and use of assessment results to set in-service priorities.
- 5) Resources relating to professional development.
- 6) Evaluation techniques for use in evaluating the program.
- 7) Identifying best practices and locating quality resources.

Responsibilities

The Professional Development Committee responsibilities include but are not limited to:

- 1) working with beginning teachers and experienced teachers in identifying instructional concerns and remedies,
- 2) assist beginning teachers with implementation of their professional development plan,
- 3) serve as a confidential consultant upon a teacher's request,
- 4) arrange training programs for mentors,
- 5) assess faculty needs,
- 6) develop in-service opportunities for school staff,
- 7) present the chairman or coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction,
- 8) maintain appropriate records, and to
- 9) assess individual professional development events.

Communicator Between Administration and Staff

The PDC will serve as communicators between the administration and faculty on matters of professional concern. The PDC will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

Identification

The PDC should develop assessment strategies designed to identify the instructional concerns of teachers in the district. The concerns identified, and where appropriate suggested remedies, along with other faculty suggestions and recommendations concerning classroom instruction should be reported by PDC to the proper authority.

Assistance for Beginning Teachers

In assisting beginning teachers, the Professional Development Committee should design a program which will help these teachers polish their skills, improve their chances for success and encourage them to stay in the profession. This program must include a mentoring system. The mentor teacher serves as the beginning teacher's personal peer-coach. Specific duties and responsibilities of the mentor are provided in the Mentoring Program Training Handbook. The PDC should arrange training for mentors. Mentors will be identified by the appropriate building principal.

One of the duties of the mentor is to initiate preparation of the beginning teacher's professional development plan. A two-year professional development plan will be required of all faculty members with no prior teaching experience. The plan should address the goals in the areas of instructional processes, classroom management, interpersonal relationships, and professional responsibilities. An outline of such a plan will be provided by the PDC and will be included in the Mentoring Program Training Handbook. The first part of the plan will be somewhat generic and address areas of development common to all teachers. By the end of the first year of teaching, the beginning teacher should be able to tailor the goals of the plan to address his or her particular needs. The beginning teacher's mentor should play an active role in assisting the teacher in the plan's development and in the attainment of the goals. Copies of the plan should be filed with PDC and the central office. The beginning teacher should update and revise the plan as needed.

The PDC should all support beginning teachers by accessing the assistance provided by area colleges and universities. The superintendent will inform area colleges and universities when graduates of the institutions are hired by the district. The PDC may arrange on-site visits by representatives of the college and will encourage beginning teachers to attend special beginning teacher seminars provided by the institutions.

Providing Service as a Confidential Consultant

Upon the request of a teacher, the PDC may serve as a confidential consultant to that teacher. As a confidential consultant, the committee acts in an advisory capacity to assist a faculty member in dealing with professional problems. The committee should help the faculty member explore a variety of professional methods of problem resolution. It is the ethical and professional responsibility of committee members to hold such discussions in confidence. It should be noted, however, that such discussions will not be considered "privileged information" by courts of law.

Educational Advertising

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

- 1) Maintain a PDC bulletin board in a central location in each building so that PDC opportunities may be posted.
- 2) Handle reminder memos and announcements concerning professional growth opportunities.

Current Members and Terms

Bobbie Sweet	Special Services	2009
Becky Johnson	H.S.	2007
	H.S.	2008
Bob Roszell	M.S.	2008
Larry Landers	M.S.	2009
Julie McCallum	Elem.	2008
Kenda Ogle	Elem.	2007
Trish Wilson	Admin. Rep.	*Not elected, serves only as advisor, no-voting member

PDC GOALS AND BUDGET PLAN 2006-2007

1. To provide teachers with opportunities that ensure a variety of appropriate instructional techniques that may be used to promote student achievement and increase MAP scores (\$9,000).
 - 1.1 To in-service staff on the use of technology in the classroom. (CSIP 3.1.3)
 - 1.2 To enhance and maintain building level reading and writing and math programs. (CSIP 1.2.2, 5)
 - 1.3 To increase staff's ability to instruct students with special needs. (CSIP 4.1.2, 4.2.2, 4.3.1, 4.3.2)
 - 1.4 To close the achievement gap between various student populations. (CSIP 4.3, 1.1.3)
 - 1.5 To train teachers to use model curriculum as they become available. (CSIP 1.1.1)
2. To improve student achievement by ensuring a safe and productive learning environment. (\$100)
 - 2.1 To train staff and students in safety and security procedures and to implement violence prevention training. (CSIP 2.2.2)
3. To develop and train Professional Learning Communities that will focus on increasing student achievement while supporting and maintaining quality teachers. (\$1500) (CSIP 1.1.5, 5.1.1)
4. To maintain new teacher mentoring programs and new teacher training focused on student achievement. (\$3000)
5. To maintain a well-trained Professional Development Committee that provides the leadership necessary to improve student achievement. (\$1500) (CSIP 5.2.1)

Formulation of the Professional Development Plan

The Professional Development Plan will be developed by the Professional Development Committee (PDC). In developing the plan, the PDC will consult with school administration, conduct and review inservice needs assessments, review the district's School Improvement Plan, analyze student data, consult expert sources in the field of instruction and review trends in teaching and technology.

Expenditure of Funds Under the Plan

Administrators or teachers may request funding for in-service activities which will help attain the goals outlined in the Professional Development Plan. A procedure for approval of funding is outlined on the PDC request form (see the attached request form). The procedure calls for review of any request by building principals, the PDC, and the superintendent.

At the discretion of the administration and the PDC, the district will fund or reimburse per district policies expenses related to registration fees, mileage and meals lodging and substitute teacher costs for approved non-graduate credit inservice activities. If graduate course work is related specifically to the applicant's relevant area of instruction and has been deemed as an area of shortage by the Missouri Department of Elementary and Secondary Education (DESE), the district will reimburse teachers for tuition costs at a rate of \$70 per credit hour. If the in-service is a workshop and the fees include graduate credit, the activity will be treated as a graduate course.

The administration and PDC may also expend monies to host in-service activities. Costs related to such activities may include speaker fees, mileage, costs of materials and supplies related to the activity. Stipends for participation in the activities may be paid as well as costs for released time. Other expenditures may be specified in the Professional Development Plan Program Budget.

Decisions regarding funding of requested activities will be made by the committee and administration based on the goals of the district professional development needs, and availability of funds. The PDC will monitor its budget and report annually to the superintendent on funds expended and encumbered. Procedures for reimbursement of costs incurred will be supplied with teacher's notice of approval.

Maximum Expenditures and Mileage

The following amounts will be used as maximums for all applicants.

Meals per day....\$21.00
Single Meal.....\$ 7.00

Standard Miles	Round Trip
Springfield, MO	106 miles
Kansas City	253 miles
St. Louis	460 miles

Tan-Tar-A	310 miles
Webb City	48 miles
Joplin	34 miles
Carthage	20 miles
Columbia	500 miles
Jefferson City	450 miles

Evaluation of the Plan

The Professional Development Plan will be evaluated through a variety of means. The PDC will annually conduct a survey of the effectiveness of the plan and PDC procedures. In-service activities held at the building or district level will be evaluated at the conclusion of the activity. Teachers will write a summary report of individual in-service activities. The report will focus on how the in-service activity improved teacher performance. Administrators will schedule time in faculty meetings or during Professional Learning Community meetings for professional development reports from teachers and draw conclusions concerning the effectiveness of in-service activities. The PDC will also analyze student test data to determine the impact in-service initiatives are having on student performance. Impact of in-service activities will also be judged through review of activities submitted by teachers in the curriculum development process.