

Professional Development Plan

Trenton R-IX School District

2013 – 14 School Year

Rewritten 2009

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Trenton R-IX School District Mission Statement

The mission of the Trenton R-IX Schools is to prepare all students to be capable, contributing, caring participants in an ever-changing world.

Educational Beliefs

1. We believe all students can learn.
2. We believe a safe, effective learning environment requires a partnership and a sense of shared responsibility among homes, school, and community.
3. We believe the role of teachers, sponsors, coaches, and support staff is to enhance intellectual, physical, social and career development of students.
4. We believe a primary task of educators is to nurture each student.

Professional Development Philosophy

The Professional Development Committee of the Trenton R-IX School District believes the purpose of education is to prepare students to be successful, life-long learners in an ever-changing society. All students will be provided the opportunity and motivation to develop academically, mentally, emotionally, socially, culturally and physically to their fullest extent. We further believe schools should foster honesty, citizenship, self-esteem, and respect for the rights of others.

Professional Development Mission Statement

The Trenton R-IX School District will provide professional development to staff that maximizes student outcomes in the areas of intellectual development, physical development, social development, and career education.

Professional Development Plan Trenton R-IX School District

The Trenton R-IX School District Professional Development Committee has set forth their goals for the 2007 – 08 school year for professional growth focusing on needs in alignment with the school’s Comprehensive School Improvement Plan. They are as follows:

GOALS

Goal 1: Curriculum revision

Goal 2: Improving student achievement on Missouri Assessment Program (MAP) and Stanford – 10 (SAT-10) tests.

Goal 3: Improved instructional practices

OPERATIONS

The Professional Development Committee will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Trenton R-IX School District and the Trenton R-IX Professional Development Committee. Committee members will act as confidential consultants to teachers when the need arises and act as a resource for their professional development needs. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students learning experiences.

The Professional Development Committee will review teacher request for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district achieve its goals.

Staff members will follow the guidelines for conference requests set forth by the Professional Development Committee (see *Professional Development Request Form* in the Appendix of this Plan). Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance, staff will be required to complete an evaluation form describing how the professional development opportunity supported the CSIP/Professional Development Plan for the District. These will be used as references for staff members and possible in-district workshops for future in-services.

The Professional Development Committee will report to the Trenton R-IX Board of Education annually and report on the yearly goals and objectives outlined in the district's Professional Development Plan.

COMMITTEE STRUCTURE

The PDC will be made up of seven (7) members selected by an election of the Trenton Teacher's Association (TTA) membership and should consist of two representatives from each of the following grade levels: K – 4, 5 – 8, and 9 – 12, and one administrative representative. Committee member terms are staggered so that in any given year the committee will consist of at least two members with PD experience. Elections will be held no later than May 15th, annually. Certified staff elects committee members.

The Trenton R-IX Professional Development Committee will meet once per month—the last Tuesday of each month. The PDC Chairperson may also elect to call meetings as needed, create the agendas, and conduct the meetings. The secretary will record minutes of the meetings. A Staff Relations Officer will be responsible for posting professional development opportunities and other PDC communications to the staff.

EVALUATION

The staff members will evaluate the Professional Development Program annually. A needs assessment will be distributed to teachers in late spring. The results will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities in the district.

Evaluation will include an assessment of student achievement. Student performance will be evaluated using the Annual Performance Report and MAP Scores. Evaluation reports will be generated for faculty analysis as soon as data is received by the district at the beginning of each school year. 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.

MENTOR PROGRAM

All beginning teachers will be assigned a mentor teacher with at least two years experience to assist in their first two year's of professional growth. The administration and PDC will assign mentors. Training will be provided to mentors and protégés in order to foster a working relationship that will help them achieve their goals.

A mentor Handbook will be provided that includes a log in which to record mentor/protégé meetings, observations, various workshops attended, and include important procedures and information concerning roles and responsibilities of a beginning teacher and mentor. The handbook will also provide guidelines to help the beginning teacher to develop a Personal Professional Development Plan.

Mentors will meet with their protégé on a regular basis and be available to help their protégé as needed. The mentor should assist their protégé in identifying appropriate goals for their professional development. The mentor will also help their protégé to develop and implement strategies that will help them achieve their professional goals. Release time will be scheduled through the administration to provide opportunities for beginning teachers to observe master teachers in the classroom. In addition, the mentor will be given release time to observe beginning teachers during classroom instruction and provide feedback as needed.

The following is a list of responsibilities for mentors and beginning teachers:

1. Mentors

- ⇒ Help beginning teacher develop a professional development plan.
- ⇒ Assist beginning teachers in locating important district publications and/or information such as curriculum guides, Professional Development Library, bulletin boards, etc.
- ⇒ Meet with beginning teacher on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- ⇒ Observe and provide formal and informal feedback to the beginning teacher.

2. Beginning Teachers

- ⇒ Develop and implement a personal professional development plan.
- ⇒ Take steps to complete 30 hours of in-service training.
- ⇒ Participate in beginning teacher assistance program.
- ⇒ Meet with mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- ⇒ Observe “master” teachers during classroom instruction.

OBJECTIVES

The following objectives have been outlined to meet the overall goals stated at the beginning of this plan on page 4.

Objective #1: Review and revise curriculum and curriculum resources to ensure improved MAP scores and make changes accordingly to meet MSIP Standards.

⇒ **Strategy #1:** District will evaluate and revise all curriculums to ensure scope and sequence and internal and external alignment with Show-Me Standards and Grade Level Expectations.

- Action #1: Use samples of “quality” curriculum (best practices) from DESE and other recommended districts to assess curriculum and provide suggested formats for revision and consistency across grade level and content areas.
- Action #2: Use “Electronic Alignment Tool” (EAT Online) program to assist in ensuring scope and sequence and internal and external alignment.
- Action #3: Use regional MAP facilitator and local Curriculum Coordinator as resources to assist in curriculum revision.
- Action #4: Use DESE Grade Level Expectations and Depths of Knowledge to align local activities and assessments with MAP.
- Action #5: Use models of curricula and performance tasks provided by SMCAA to evaluate curriculum.
- Action #6: Use DESE Grade Level Expectations to evaluate current district objectives and scope and sequence.

Suggested Activities for Accomplishing this Strategy

- ✓ Attend Show-Me Curriculum Administrators Association training.
- ✓ Training for the use of EAT Online (Electronic Alignment Tool).
- ✓ Paid stipend for after-school or summer hours to revise and develop curriculum.
- ✓ Release days scheduled during school year.
- ✓ Attend regional PD workshops that relate to goal.

⇒ **Strategy #2:** Provide training/workshops for faculty to continue development of “high quality” activities and assessments that address higher order thinking skills and ensure internal alignment.

- Action #1: Increase opportunities for teachers to communicate across grade levels to ensure scope and sequence (In-service hours/paid after school hours).
- Action #2: Provide opportunities for faculty and administration to attend regional and statewide conferences covering curriculum issues.

Suggested Activities for Accomplishing this Strategy

- ✓ Release days scheduled during school year.
- ✓ Paid stipend for after-school or summer hours to revise and develop curriculum.
- ✓ Attend Show-Me Curriculum Administrators Association training.
- ✓ Attend regional PD workshops that relate to goal.
- ✓ Training in the development and use of performance-based activities and assessments provided by the district’s MAP Senior Leader and/or regional STARR teachers.

⇒ **Strategy #3:** Use MAP assessment results and evaluation tools on the EAT Online program to identify strengths and weaknesses in curriculum and guide curriculum revision.

- Action #1: Analyze MAP scores over the last four years to determine trends and areas of weakness over time.
- Action #2: Utilizing DESE’s APR worksheet calculator, project and analyze MAP trends over the next few years to determine needed progress points.
- Action #3: Provide training and work sessions (In-service, after school hours) for staff in use of Show-Me Curriculum Administrators evaluation tools on the EAT Online web site to evaluate and determine strengths and weaknesses in curriculum.

Suggested Activities for Accomplishing this Strategy

- ✓ Release days scheduled during school year.
- ✓ Complete Action Plans to address identified weaknesses in achievement and implement strategies.
- ✓ Complete curriculum revisions for all core classes K – 12.

Objective #2: Improve overall student achievement by integrating technology into all levels of curriculum to meet MSIP and AYP performance goals including technology literacy for all students.

⇒ **Strategy #1:** Workshops will be provided for teachers on strategies for integrating technology in instruction to improve student achievement.

- Action #1: Annual surveys will be given to find areas of interest and needs of teachers.
- Action #2: At least 90% of teachers will attend at least one workshop per year relating to technology integration.

Suggested Activities for Accomplishing this Strategy

- ✓ Conduct annual assessment to determine teacher and student needs.
- ✓ Conduct SMART Board training (eMINTS teachers—eMINTS4ALL)
- ✓ Technology training in the use of Power Point software and web page creation.
- ✓ Release days scheduled during the school year to work on curriculum.

⇒ **Strategy #2:** Integrate technology into all curriculum areas.

- Action #1: Revise curriculum guides to include technology activities in each core subjects at each grade level.

Objective #3: On the district's Annual Performance Report (APR) and MAP tests, students will meet or exceed state standards for achievement.

⇒ **Strategy #1:** The district will provide professional development opportunities to support improved teaching strategies/techniques and testing results.

- Action #1: Approval of PD funds for teachers to attend high quality professional development which support "best practice" for instructional strategies/techniques.
- Action #2: Peer observation and teacher journaling will be encouraged.
- Action #3: Provide ongoing support for staff in use of Show-Me Curriculum Administrators (SMCAA) evaluation tools on the EAT Online web site to evaluate and determine strengths and weaknesses in curriculum.

Suggested Activities for Accomplishing this Strategy

- ✓ Training in the use of Show-Me Curriculum Administrators evaluation tools on the EAT Online data.
- ✓ Release days scheduled during the school year to work on curriculum.
- ✓ Attend training on improving instructional strategies.
- ✓ Training in the development and use of performance-based activities and assessments
- ✓ Attendance at conference/workshops to provide training in instructional strategies.

⇒ **Strategy #2:** The district will provide students opportunities to improve study skills and test taking skills.

- Action #1: Teachers attend training in how to include "test taking" and "study skills" within their courses.

Objective #4: Improve positive school climate throughout the district and community.

⇒ **Strategy #1:** Increase student and faculty morale through implementation of the following Action Steps.

- Action #1: Extend implementation of FISH Philosophy into classrooms.
- Action #2: Continue development of Character Education program.

Suggested Activities for Accomplishing this Strategy

- ✓ Training will be provided in use of FISH philosophy in classrooms by Charthouse Associates.
- ✓ Attend workshop/conference on use of Character Education within classroom and curriculum.

PROFESSIONAL DEVELOPMENT ACTIVITIES

- ✓ Curriculum revision and development training and collaboration
- ✓ Training in use of Missouri Student Information System (MOSIS)
- ✓ Training for beginning teachers and mentors
- ✓ Training in RTI (Response to Intervention) for Communication Arts for Com Arts teachers K-8
- ✓ Curriculum workshops with Northwest RPDC staff to determine areas of weakness in Com Arts curriculum as it relates to Common Core State Standards
- ✓ Training in the development and use of performance-based activities and assessments
- ✓ Technology training in the use new software programs
- ✓ Training in the development and use of common assessments

FUNDING

The Outstanding Schools Act of 1993 indicates that each school district shall allocate one percent of its revenue from the foundation program to Professional Development Committee for professional development. At least 75% of these funds are spent on activities that are aligned with the district’s CSIP Plan. Allocations of funds are to determined by the Professional Development Committee in consultation with administrators.

BUDGET ALLOCATION.....\$48,552.00

Workshop/Conferences + Travel Expenses (By Building)	
S.M. Rissler.....	\$16,184
Trenton Middle School.....	\$16,184
Trenton High School.....	\$16,184