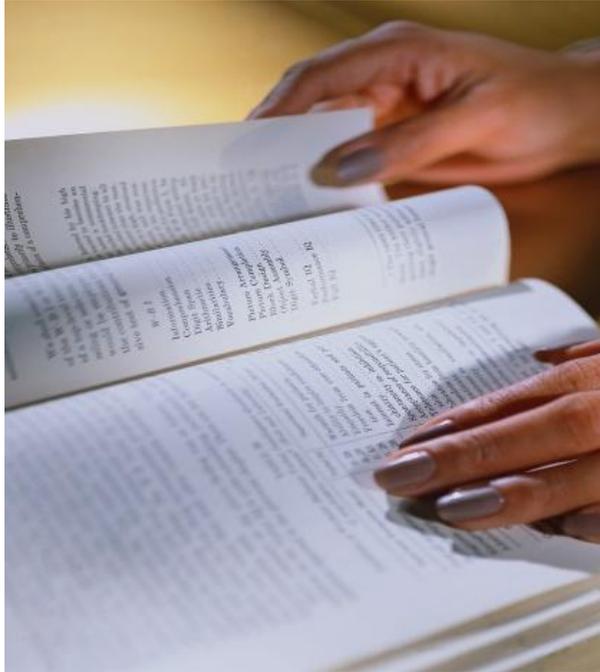


PROFESSIONAL DEVELOPMENT PLAN



PLATO R-V SCHOOL DISTRICT

2014 – 2015

Revised June, 2014

The Plato R-V School District has a commitment in preparing all students to be successful, life-long learners in an ever-changing society.

Professional Development Committee Membership

District Administration Ex-Officio	Stacy Fletcher
Chairperson	Danny Loughridge
Co-Chair	Diana Atterberry
Secretary	Kim Kosmicke
High School	Laura Steinbrink
Middle School	Anita Hurley
Elementary School	Shelly Hathaway
	Johanna Estrella

Vision, Mission, and Philosophy Statements

Plato R-V Vision Statement:

Everyone Learning... Every Day

Plato R-V Mission Statement:

The mission of the Plato R-V School District, in a cooperative effort with parents, students, and community, is to provide a quality, comprehensive education that will enable all students to become life-long learners and productive, informed citizens.

Professional Development Committee Philosophy Statement

The Plato Professional Development Committee (PDC) recognizes the teacher as the cornerstone of the educational process. It is the PDC’s responsibility to provide learning opportunities, professional growth and motivation for all teachers to improve instruction.

GOALS

Based on the district Comprehensive School Improvement Plan, the Plato Professional Development Committee has developed the following goals:

Goal 1 – Professional Learning Opportunities

Goal 2 – Professional Development Conferences

Goal 3 – Mentor/Mentee Program

Goal # 1: Professional Learning Opportunities

The goal of the Professional Development Plan is to enhance learning of all teachers by providing opportunities and resources to increase educator awareness and expertise that are consistent with the district's mission as outlined in the Comprehensive School Improvement Plan.

Professional Development Opportunities

1. Staff members will participate in district in-service days and continuing professional development
2. Activities may include breakout sessions, building-level meetings, job-embedded learning, and/or job shadowing
3. District in-service offering will support building and district strategic plans
4. Funding will be provided for off-site conferences, workshops, etc.
 - a. Activities for certified staff related to current teaching assignment
 - b. Building/district strategic plan support workshops, conferences
 - c. Conference fees/expenses
 - d. Professional resources (all purchases will be district property)
5. Address the District Comprehensive School Improvement Plan goals.
 - a. Provide staff development tailored to building level needs in Reading (CSIP Goal 1, Objective 9, Strategy 1)
 - b. Provide staff development tailored to building level needs in Math (CSIP Goal 1, Objective 9, Strategy 1)

- c. Supervise professional development requests that meet the objectives of the district CSIP Plan (CSIP Goal 2, Objective 1, Strategy 1)

Goal # 2: Professional Development Conferences

The goal of the Professional Development Plan is to increase awareness and encourage participation in professional learning opportunities for teachers by approving and supporting professional leave consistent with the district's mission as outlined in the Comprehensive School Improvement Plan.

Guidelines For Requests For Professional Development Leave

1. Conferences or workshops directly related to CSIP standards
2. Require participants to specify through the application process the specific connection of the Professional activities to student achievement and the District CSIP Plan.

Procedure To Request Professional Development Leave and Funds

1. Teachers submit a Professional Development Request Form to their building administrator for approval.
2. Teachers submit the approved form to their building PDC representative, (Elementary – Mr. Loughridge, High School/Middle School – Mrs. Atterberry)
3. The forms will then be presented at the next PDC meeting for discussion.
4. The forms will be returned to the teacher for further action by the teacher.

Goal #3: Plato R-V Teacher Mentor/Mentee

Provide beginning teachers and teachers new to Plato R-V District with the support at the individual, school and district levels. The instructional focus will build teacher's knowledge and skills in order to improve student learning and achievement.

1. Principals and the PDC will assign new teachers mentors at the beginning of the school year. The building administrator, per request of either party, can make a change of the mentor.
2. Mentors will be assigned to teachers new to the district and second year teachers for guidance.
3. Provide first year teachers with the required seminar for beginning teachers.

New Teacher Assistance:

1. The PDC will provide a basic individual professional development plan. This can be adjusted so the plan best fits the beginning teacher's needs.
 - a. The plan will help teachers refine their skills, improve their chances for success, and encourage them to stay in the profession.
 - b. The plan will address the first two years in the classroom, and the goals identified by the district for the evaluation criteria.
 - c. A building administrator, per request

Mentor Training:

1. Training shall be arranged if needed for the mentoring teacher to be successful in the techniques of coaching and guidance.
2. Training will include the role and responsibilities of the professional development committee.
3. The format and content of the professional development plan.
4. How to use teacher evaluation to help beginning teachers.
5. Resources available to beginning teachers.
6. Techniques of classroom observation.
7. Current theory and models of instruction and classroom management.

Guidelines For Mentor Teacher Selection

Mentor teacher must have three years experience and is willing to be trained as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher.

Responsibilities of the New Teacher

The new teacher shall be responsible for developing a Professional Plan with the assistance of the mentor teacher and administration. The new teacher will be required to attend a seminar for beginning teachers (6 hours).

Assistance for Practicing Teachers

The Professional Development Committee will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the APR, MSIP Standard/Indicators, CSIP Goals, and criteria determined from the annual teacher survey.

Evaluation Criteria

Evaluation of each activity as it relates to goals and objectives will be done through formal and informal tools. The evaluation will be based on all levels of the educational community: individual, building, and district. The criteria will include:

1. Improvements in student achievement.
2. Verbal and written requests by teacher to provide staff development opportunities within the district.
3. Year-end assessment.
4. Improved school climate among all school populations. These improvements are made with the control of discipline, improvement of instructional methods, and making improvements within the learning environment.

Professional Development Committee 2014 – 2015

Committee Member	Building	Term Ending
Danny Loughridge	Elementary	2015
Johanna Estrella	Elementary	2015
Shelly Hathaway	Elementary	2016
Anita Hurley	Middle School	2016
Diana Atterberry	High School	2016
Kim Kosmicke	High School	2015
Laura Steinbrink	High School	2016

Professional Development Committee

1. Structure:
 - a. The PDC shall be certified staff members with two years teaching experience and at least one at Plato R-V.
 - b. The committee will consist of three members from the elementary, one from the middle school, three from the high school and one ex-officio member from the administration.
 - c. The PDC members will be elected for three year terms. Elections will be held no later than August 30th with certified staff voting.
 - d. A special election will be held under PDC supervision, in the event that a member must be replaced.
 - e. The chairperson will be elected each year by the members of the committee.
 - f. The chairperson will call meetings as needed, create the agendas, conduct the meetings, maintain all necessary PDC forms, as well as maintain an account balance of the PDC funds.
 - g. The co-chairperson will be in charge of sorting and posting all mailings and information on seminars, etc. for the staff.
 - h. The secretary will keep and record the minutes of the meetings.
 - i. The PDC will meet on the third Wednesday of each month at a location agreed upon by the committee.
 - j. Special meetings may be called by the chairperson if necessary.
 - k. Guidelines as to the number of professional development activities any given teacher may attend depends on the needs/opportunities.

1. The PDC committee members will receive training on procedures for being an effective committee.

PDC Budget: 2013 – 2014

With the passage of the Outstanding Schools Act of 1993 (SB 380), PDC responsibilities emphasized the expenditure of the 1 percent of the school districts funds to be used toward professional development. The Professional Development Committee targeted the following areas:

1. Curriculum Development
2. Instruction
3. Technology
4. At-Risk Students

One Percent Total: \$22, 000