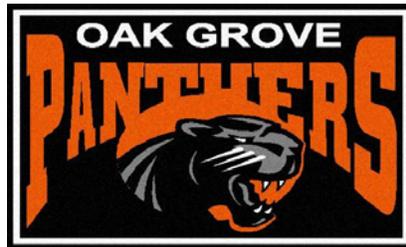


# Oak Grove R-VI School District



## Professional Development Plan and Guidelines

*\*Approved August 25, 2008*

Oak Grove R-VI Professional Development

District PD Committee Members

2006-2007 District PD	2007-2008 District PD	2008-2009 District PD
Co-Chair / Carter, Toni	Co-Chair / Carter, Toni	Dryer, Courtney, Elementary
Co-Chair / White, Michelle	Co-Chair / White, Michelle	Newman, Jacob, Elementary
England, Debbie	England, Debbie	England, Debbie, Primary
Oltmer, Christine	Oltmer, Christine	Oltmer, Christine, Primary
Bell, Shirley	Bell, Shirley	Wilkinson, Charity, MS
Begemann, Stacy	Begemann, Stacy	Sands, Carla, MS
Bueneman, Stephanie	Bueneman, Stephanie	Bueneman, Stephanie, HS
Titus, Jean	Titus, Jean	<b>Titus, Jean (Chair) HS</b>

Jim Hofstetter  
Mentor Coordinator

\*Regular Meetings will be held the first Monday of each month at 3:45 pm in the Oak Grove Board Room with one exception: Monday, September 8, 2008, will be the date of the September meeting.

## Building PD Committee Members

<i><b>OG Primary 2006-2007</b></i>	<i><b>OG Primary 2007-2008</b></i>	<i><b>OG Primary 2008-2009</b></i>
England, Debbie	England, Debbie	England, Debbie
Kronsbein, Laura	Kronsbein, Laura	Kronsbein, Laura, Admin.
Lossman, Stephany	Phillips, Holly	Phillips, Holly
Oltmer, Christine	Oltmer, Christine	Oltmer, Christine
Via, Breanna	Via, Breanna	Brady, Tanya
<i><b>OG Elementary 2006-2007</b></i>	<i><b>OG Elementary 2007-2008</b></i>	<i><b>OG Elementary 2008-2009</b></i>
Carter, Toni	Carter, Toni	McRoy, Carrie
Dryer, Courtney	Dryer, Courtney	Newman, Jacob
McRoy, Becky	Dyer, Allison	Dyer, Allison
Reid, Judy	Reid, Judy	Reid, Judy
West, Peggy	West, Peggy	West, Peggy, Admin.
White, Michelle	White, Michelle	Dryer, Courtney
<i><b>OGMS 2006-2007</b></i>	<i><b>OGMS 2007-2008</b></i>	<i><b>OGMS 2008-2009</b></i>
Begemann, Stacy	Begemann, Stacy	Wilkinson, Charity
Bell, Shirley	Bell, Shirley	Embree, Chris
Embree, Chris	Embree, Chris	Meyer, Kristin
Meyer, Kristin	Meyer, Kristin	Pleacher, Betheny
Roskens, Keith	Roskens, Keith	Roskens, Keith, Admin.
Sands, Carla	Sands, Carla	Sands, Carla
<i><b>OGHS 2006-2007</b></i>	<i><b>OGHS 2007-2008</b></i>	<i><b>OGHS 2008-2009</b></i>
Bueneman, Stephanie	Bueneman, Stephanie	Bueneman, Stephanie
Crall, Scott	Day, Nicole	Day, Nicole
Johnson, Matt	Johnson, Charity	Johnson, Charity
McClain, Randy	McClain, Randy	McClain, Randy, Admin.
Sell, Dan	Yeates, Bree	<b>Titus, Jean, District Chair</b>

## Table of Contents:

### Page 5:

- Definition of Staff Development
- Purpose
- Local School Board Commitment
- The Oak Grove R-VI Professional Development Committee

### Page 5, 6, 7:

- The Oak Grove R-VI Professional Development Committee
  - Membership
  - Structure
  - Members
  - Training/Orientation of New Members
  - Responsibilities of R-VI PDC Officers
  - Responsibilities of R-VI PDC

### Page 7, 8, 9:

- Building-Level Professional Development Committees
  - Membership
  - Structure
  - Responsibilities

### Page 8, 9:

- State Requirement for First Year Teachers
- Assistance for New Teachers to this District (p. 6 - 8)

### Page 9, 10:

- Teacher Mentor Program

### Page 11:

- Higher Education Assistance

### Page 12:

- Steps in Requesting/Receiving Approval for Professional Development Learning Opportunity (PDLO)

### Page 13:

- Sample Professional Development Learning Opportunity (PDLO) Request Form

### Page 14:

- Professional Learning Opportunity (PDLO) Evaluation Form

## **Definition of Staff Development (per MO Professional Development Guidelines).**

Staff development is the continuous professional growth that changes beliefs, enhances instruction, and provides experiences that are directly related to the performance of all students.

### **Purpose**

The purpose of the Oak Grove R-VI School District Professional Development Committee is to improve student achievement by focusing on District Comprehensive School Improvement Plan (CSIP) goals and measuring success using the National Staff Development Council's Standards for Staff Development.

### **Local School Board Commitment**

The Oak Grove R-VI Board of Education values on-going professional development for staff with the specific purpose of enhancing student achievement. The Board supports the Professional Development Committee (PDC) in the following manners:

- Provides a Professional Development Plan for beginning teachers
- Provides in-service opportunities for all teachers
- Provides adequate funds in the budget for Professional Development activities.
- Provides release time within the District's annual calendar to support the PDC

## **The Oak Grove R-VI Professional Development Committee**

### Membership

The R-VI District PDC shall have no more than 2 members per building with membership on the committee spread throughout disciplines.

### Structure

- The 2 members per building shall be certificated staff members with a minimum of three (3) years teaching experience.
- A minimum of two (2) years teaching within the Oak Grove R-VI School District.
- One building administrator from each building and the Director of Special Education may participate on the committee but have only advisory status.
- The Superintendent and Assistant Superintendent will hold advisory status.

### Members

• Professional Development Committee members will be elected (selected) for two-year terms with possible re-election.

*\*Introductory period of 3 years for 2006-2007 school year. After 3-year introductory term is served, the 3-year term is eliminated and only then selected/elected for a 2-year term.*

- Terms shall be staggered to ensure one-third of the committee will be 'new' each year.
- New members shall be selected no later than March 31 of each school year.
- A member's term of service begins at the April meeting of the PDC.
- Orientation of new members will be accomplished by September 1.
- Three certificated staff members will be elected from each District School.
- Committee members shall be selected by fellow certificated staff.
- Members will commit to attend all R-VI PDC meetings which include monthly district and building meetings as requested.
- Members will attend Regional/State Professional Development opportunities as requested.
- May have the opportunity to attend the MSPDC conference once during their two-year term *(if funds are available)*.

- Will make available conference and workshop information to colleagues.
- Will serve as liaison between the District PDC and building-level staff.
- Members who are completing someone's term finishes the length of their term and then may be reelected for another term if approved by their building staff.

### Training/Orientation of New Members

The Oak Grove R-VI School District may provide their own training for professional development committee members, or choose to send committee members to programs offered by colleges or universities, associations or organizations. Any training programs for Professional Development Committee members should address the following:

1. The role and responsibilities of committee members in assisting both beginning and practicing teachers. Discussion should define their role as defined by statute and District policy. In addition, districts may wish to explain the authority of other key people in the professional development process.
2. Guidelines for effective group interaction. It also may be advisable to emphasize the committee's role in promoting collaboration among teachers, administrators, and higher education representatives.
3. The need for confidentiality and the ethical responsibilities of members.
4. Effective methods for assessing the in-service needs of practicing teachers and how to use that information in setting in-service priorities based upon current district data.
5. Resources (*people and publications*) that can provide information and services related to professional development.
6. How to evaluate the district's professional development activities and use the results to improve programming.
7. Criteria used in the Performance Based Teacher Evaluation system.
8. An overview of current theory and models pertaining to instructional and classroom management. Such information should help committee member's select in-service programs for their buildings.

### Responsibilities of R-VI PDC Officers

#### **Chairperson / Co-Chair**

- Elected by the R-VI PDC
- Serves a one-year term
- Prepares the agenda for all meetings
- Represents the R-VI PDC on the District Calendar Committee
- Attends the MSDC Conference (*if funds are available*)
- Will provide conference and workshop information to R-VI PDC members
- Is responsible for the preparation and presentation of an *end-of-the-year* R-VI PDC report to all building staffs and the R-VI School Board
- Compile an annual report and present to all campuses and the Board of Education

#### **Vice-Chairperson / Co-Chair**

- Elected by the R-VI PDC.
- Serves a one-year term.
- Will serve as Chairperson the following year.
- Attend the MSDC conference (*if funds are available*)
- Will provide conference and workshop information to R-VI PDC members.

***Secretary:***

- Elected by the R-VI PDC.
- Serves a one-year term.
- Records minutes at meetings; e-mails minutes to all R-VI PDC members and administrations following the meeting.
- Responsible for all other PDC communication.
- Will present conference and workshop information to R-VI PDC members.

***Mentor Coordinator:***

- Appointed by the Assistant Superintendent yearly.
- Assist buildings with implementation of Mentor Program (p. 7-8).
- Facilitates monthly mentor meetings and new teacher orientation activities as requested.

**Responsibilities of R-VI PDC**

According to the Excellence in Education Law of 1985, the professional development *committee "shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the district."*

The professional development committee, in cooperation with administration, should determine how those duties can be fulfilled most effectively.

## **Building-Level Professional Development Committees**

**Membership:**

The Building-Level PDC shall have a minimum of five members, with membership on the committee spread across disciplines. Two of the members are the two building representatives on the R-VI District PDC. Each member must have a minimum of 3 years teaching experience.

**Structure:**

- The five members shall be certificated staff members.
- The members include the two R-VI District PDC members, three other teachers that represent a sampling of all staff areas, and a building-area administrator.
- Chaired by one of the R-VI PDC members.
- The building-level chairperson is elected by the building-level PDC to a one-year term.
- Committee members shall be selected by the classroom teachers, librarians, and counselors in the building.
- Building-Level Professional Development Committee members will be elected (selected) for two (2)-year terms.  
*\*Introductory period of 3 years for 2006-2007 school year. After 3 year introductory term is served, the 3 year term is eliminated and only then selected/elected for a 2 year term.*
- Terms shall be staggered so one-third of the committee will be new each year.
- New members shall be selected no later than March 31 annually.
- A member's service begins on the building-level PDC begins April 1.
- Orientation of new members will be available, as needed.
- An administrator from each building will participate on the committee, but hold advisory status only.

### Responsibilities:

- Members will commit to attend all R-VI PDC meetings, as requested.
- Members will commit to attend the monthly building-level PDC meetings.
- Members will attend regional professional development opportunities, as requested.
- Will present conference and workshop information to R-VI PDC members.
- Will work with the building principal to develop the building goals and professional development opportunities for staff.
- Will distribute and collect PDLO request forms and PDLO evaluation forms for professional development opportunities.
- Will work with the principal to schedule time for short reports from those having recently attended out-of-district PDC activities.
- Spending of PDC funds shall be approved by a majority of all building level PDC members whether by physical vote or absentee ballot.
- Each building PDC has the sole authority to allocate funds as seen fit to the building staff.
- Membership fees and dues that increase the cost of the attendance to a conference will not be paid.
- All summer workshops need to be approved by May 1 with the Building PDC members or thereafter payment will be incurred at faculty expense and can then be brought in front of building PDC in the fall for possible reimbursement.

## **State Requirement for First Year Teachers**

### *Professional Development Plan*

According to law, school districts must provide a "professional development plan" for each faculty member who has no prior teaching experience. A district may wish to delegate to its professional development committee(s) responsibility for ensuring that each beginning teacher has a plan.

The plan must address at minimum the teacher's first two years in the classroom. The goals identified in the plan should relate, in part, to the evaluation criteria suggested in the district's Guidelines for Performance Based Teacher Evaluation. The plan also may reflect the findings of other educational research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and may take into account results of the fourth-year college assessment if provided.

The beginning teacher's mentor should initiate preparation of the professional development plan. Ideally, this process should begin as soon as the new teacher is hired. Subsequent planning between the mentor and beginning teacher should occur prior to or during the first month of the school year.

Initial Professional Development Plans will appear very similar, since most new teachers have comparable training and mentors have had limited opportunities to assess individual needs. At this stage, the plan should include *goals, policies*, along with the use of instructional guides, equipment and materials.

As soon as appropriate, or at least by the beginning of the second semester, the beginning teacher should elaborate upon the original Professional Development Plan, tailoring the goals to his or her needs. The new teacher's mentor and the building principal may wish to form a professional development team to help the teacher with this process. The beginning teacher should continue to adjust the plan as he or she gains experience during the first two years on the job.

Copies of the initial plan and all subsequent revisions should be filed in the new teacher's building where it will be readily available for review and updating. Convenient access to the plan is important since progress often depends on frequent review and course adjustments.

## Assistance for New Teachers to this District

### Needs Assessment *(document to be created)*

Professional development needs of practicing teachers will be assessed annually by the Building-Level Professional Development Committee in each school. The assessment instrument should be based on instructional goals and district data.

### Meeting the Needs

Once identified, faculty concerns and needs should be categorized by building and grade-level/subject area. The Building-Level Professional Development Committee will establish priorities and prepare a plan for addressing identified needs and improving classroom instruction at each building within the district.

The R-VI Professional Development Plan can include a variety of components and incentives. The following are examples—not an all-inclusive list.

- *Grade level or department meetings*
- *Principal's Advisory Council*
- *MAP Team*
- *PDC – district or campus committee*
- *End of Course scoring*
- *Curriculum and assessment development*
- *Building level teams/committees*
- *Graduate classes*
- *Workshops and conferences*
- *Professional reading (Web data, magazines, or books)*
- *District staff development opportunities including Teacher Professional Work Days (before the school year begins), Collaboration Days (Professional Development Days), and Teacher Work Days (Early Dismissal).*
- *Book studies*
- *District committees (calendar, assessment, Technology Team, etc.)*
- *Others designated by the R-VI PDC*

The professional development committee should regularly evaluate the success of the district's in-service programs. Participants should be asked to rate each activity and suggest ways to improve future efforts.

*\*(Evaluation form to be created and adopted by the District PDC.)*

## Teacher Mentor Program

A strong rationale exists for providing mentor teachers to assist the beginner. Although relatively little quantitative research has been conducted on the advantages of mentoring, numerous descriptive studies clearly show that a good mentor-protégé relationship benefits the beginner in the first year and in years to come.

Other teachers are already providing a great deal of assistance to new teachers on an informal basis.

### Selection of Mentors

Not every teacher can be a successful mentor, nor should every teacher be expected to serve as one. A mentor is a special individual, one not only competent in his/her field, but one who has an ability to listen and to nurture.

School District administrators should look for the following qualities in individuals they select as mentors:

- *Competence in teaching*
- *Ability to nurture*
- *Ability to listen empathetically*
- *Flexibility*

- *Eagerness to continue learning*
- *Capability of maintaining trust*
- *Desire to serve*
- *Tact*
- *Sense of humor*
- *Willingness to participate in a training program*

Because it is important that mentors be well-versed in district policy and procedure, it is preferred that experienced teachers have taught at least three years in the school district before being designated as a mentor.

Principals should match the mentor and protégé as closely as possible in terms of grade level and subject(s) taught. Mentor and protégé should be compatible and agree that the “match” is a good fit. Thorough and consistent training of mentor teachers is very important to the success of the program. The Mentor Coordinator should arrange orientation for mentors prior to the new school year. Orientation should address:

- *The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, and the mentor coordinator and supervisor (typically the building principal).*
- *The role and responsibilities of the professional development committee.*
- *Techniques of coaching and counseling.*
- *The format and content of the professional development plan.*
- *How to use teacher evaluation to help the beginning teacher draw on areas of strength.*
- *Resources (people and publications) available to beginning teachers at the district, regional, and state levels.*
- *Techniques of classroom observation.*
- *Current theory and models of instruction and classroom management.*

The mentor should help the beginning teacher accomplish the goals identified in their own Professional Development Plan and acquire needed professional skills during the first two years. The district should ensure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

Compensation for the mentor is established by district policy. A stipend of \$250.00 is allotted per school year or the mentor can choose to use these hours towards Career Ladder, if eligible.

In some cases, it may be advisable to reassign mentor teachers. **For example**, if a new teacher wants to strengthen skills in a second area of certification, a mentor in that area could be assigned for the second year. Also, the principal should be alert for personality differences or disagreements that might necessitate assignment of a new mentor.

Contact will be made with new employees prior to new teacher meetings at the start of the school year.

#### **Higher Education Assistance:**

According to law, beginning teacher assistance programs *“shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university.”* The type of assistance, and how it is provided, should be decided cooperatively by the school district and the higher education institution involved. The district staff development coordinator should request assistance by notifying the appropriate colleges or universities when graduates of their institution are hired. Since some graduates will be teaching far from the Missouri institution that trained them, higher education institutions may need to develop reciprocal agreements for follow-up. Higher education institutions may assist beginning teachers

by making onsite visits, establishing a telephone support network, and by providing seminars, summer institutes, and as many opportunities as possible for group interaction.

Academic specialists should be on call to provide subject matter assistance for new teachers. A higher education representative may visit a beginning teacher during the teacher's first year. Visits should be mutually agreed upon by the beginning teacher, the mentor, higher education representative, and the principal.

To prepare for the initial on-site visit, the higher education representative should review student-teaching evaluations. During the visit, the higher education representative should identify the beginning teacher's instructional needs through in-depth discussion. The representative should take time to observe the beginning teacher in the classroom, to identify problem-solving strategies, and to determine what resources may be most valuable to the teacher. Any intensive intervention considered necessary should be incorporated in the beginning teacher's professional development plan.

It is the responsibility of the institution from which the beginning teacher graduated to see that on-site visits occur, even if they are conducted by another institution under a reciprocal agreement. The higher education representative should schedule visits with the beginning teacher and then notify the building principal of the date and time.

Higher education institutions should sponsor seminars for first-year teachers annually in designated geographic areas. The seminars should give new teachers opportunities to share experiences and to develop their own support networks. Higher education institutions also should sponsor annual seminars for second-year teachers. A telephone network should be established to supplement this seminar. If necessary, higher education representatives should be prepared to make on-site visits for second year teachers.

## OAK GROVE R-VI

### Steps in Requesting/Receiving Approval for Professional Development Learning Opportunity (PDLO)

1. Certified staff member completes Professional Development Learning Opportunity (PDLO) form. Copies will be available in each school's office and available for printing from the District website.
2. PDLO form is submitted to building principal or to a Building Professional Development Committee member.
3. PDLO request is approved at monthly Building Professional Development Committee meeting. PDLO requests that are not approved are returned to the originator.
4. PDLO is presented for approval at monthly District PDC meeting held the first Monday of each month.
5. PDLO is returned to originator.
6. Participant requests entry of Purchase Order(s) needed for participation in the approved PD activity from the building Professional Development funds line item in SISFIN through the building's normal purchasing procedures.

Primary:	001-2214-6343-404-000
Elementary:	001-2214-6343-402-000
MS:	001-2214-6343-300-000
HS:	001-2214-6343-105-000

7. Purchase Order(s) are approved through the Assistant Superintendent's office.
8. Participant requests printed copy of Purchase Order(s) and makes reservations as needed.
9. Following completion of the PDLO Activity, participant(s) completes and returns PDLO Evaluation Form to the Building Principal. Participant(s) keeps a copy of the completed form in his/her Professional Development file and sends a photocopy of the form to the Assistant Superintendent's office. The PDLO Evaluation Form may be printed from the District website.

**OAK GROVE R-IV SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITY (PDLO)  
REQUEST FORM  
2008-2009**

1. Employee Name \_\_\_\_\_
2. Building \_\_\_\_\_
3. Type of Activity \_\_\_\_\_
4. Location of Activity \_\_\_\_\_
5. Date(s) of Activity \_\_\_\_\_
6. Date(s) Substitute Needed \_\_\_\_\_
7. Others in District who plan to attend \_\_\_\_\_
8. Building Improvement Plan Goals:  
 \_\_\_\_\_ Goal 1: *(Building Improvement Plan Goals will be specified for each building along with the relevant CSIP Goal and Strategies.)*  
 \_\_\_\_\_ Goal 2:  
 \_\_\_\_\_ Goal 3:  
 \_\_\_\_\_ Goal 4:  
 \_\_\_\_\_ Goal 5:

Rationale: \_\_\_\_\_

**Expenditure Estimates:**

**\*Participant responsible for making all reservations and for requesting entry of Purchase Order(s) through the building's normal purchasing procedures.**

Lodging _____	Date(s) lodging needed _____
Registration _____	
Travel _____	(Mileage = \$0.50/mile x miles)
Substitute _____	(\$84 per day) (0 if no substitute needed)
	Date(s) substitute needed _____
Other _____	
Estimated Total: _____	

The above request is \_\_\_ Approved \_\_\_ Denied \_\_\_ Pending (see Principal)

_____	_____
Employee	Building PDC Member
Date	Date

**OAK GROVE R-VI School District**  
**Professional Development Learning Opportunity Evaluation**

Name \_\_\_\_\_ Building \_\_\_\_\_ Date(s) of Activity \_\_\_\_\_

Name of Activity \_\_\_\_\_ Total Hours of Activity \_\_\_\_\_

The Professional Development Learning Opportunity provided information and techniques that I will use to increase student achievement and to enhance my professional skills:

(Circle one)      Extensively      Occasionally      Rarely      Never

I would recommend the PDLO activity to other staff members: (Circle one) Yes No

Why or why not?

In your own words, reflect on how your students or the district as a whole will benefit or improve as a result of your participation in the activity:

How will you share what you learned at the PDLO?

- A. \_\_\_\_\_ in department meeting
- B. \_\_\_\_\_ in grade level meeting
- C. \_\_\_\_\_ in other building or district meeting (Specify) \_\_\_\_\_

When will you share what you learned at the PDLO? \_\_\_\_\_

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

The PDLO Evaluation Form must be turned in to the Building Principal immediately following the completion of the PDLO activity. Participant should keep a copy in his/her Professional Development file. Participant should send a copy to the Assistant Superintendent.