

KNOX COUNTY R-1

PROFESSIONAL
DEVELOPMENT
PLAN

2022 - 2023

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KNOX COUNTY R-1
PROFESSIONAL DEVELOPMENT PLAN
22-23 PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

| Member | Area of Representation | Term Year Expires |
|--------------------------------------------|-------------------------------|--------------------------|
| Brandi Wriedt - Chairperson | High School | 2023 |
| Wendy Kerby-Secretary | Elementary | 2023/4 |
| Taylor Cason-Mentor Program | Elementary | 2023/4 |
| Mandi Delaney | Middle School | 2024 |
| Paige Gudehus | Special Programs | 2025 |
| Lisa Blake | High School | 2025 |
| Melissa Vannoy - Supervising Administrator | | |

GOALS: The Knox County R-1 Professional Development Committee has set forth their goals for the 2022-23 school year for professional growth focusing on needs in alignment with the school’s Comprehensive School Improvement Plan. They are as follows:

Goal #1: The district will achieve a high level of academic performance for all students. (CSIP 1.1)

Goal #2: The district will provide high-quality, ongoing professional development opportunities to support improved student achievement with the focus on improving instruction and assessment. (CSIP 1.2.5)

I. THE PROFESSIONAL DEVELOPMENT COMMITTEE IS CHARGED WITH THESE RESPONSIBILITIES:

1. To review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the CSIP & PDC plan.
2. To conduct a faculty needs assessment.
3. To assess needs related to student data.
4. To have open, on-going communication with administration concerning PDC activities, in service programs and budget allocation.
5. To plan, implement, and evaluate specific professional development activities.
6. To work with beginning and experienced teachers in identifying instructional remedies and concerns.
7. To serve as confidential consultants to individual teachers upon request.
8. To report to the Knox County R-1 Board of Education annually and to report on the yearly goals and objectives outlined in the district’s Professional Development Plan.

II. COMMITTEE STRUCTURE:

The Knox County R-1 Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of six teachers who are elected representatives from the elementary (2 members), middle school (1 member), high school (2 members), and special programs including (SPED, Title, Counseling, etc.) (1 member). An administrator will be asked to serve as an ex-officio member. He/she would be expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members with at least two years of teaching experience and at least two complete, consecutive years in the Knox County R-1 School District immediately prior to start of term.
3. PDC members will be elected for 3-year terms, which will be staggered so that approximately one third of the members are elected each year. New members are to be elected no later than March 1 annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, counselors etc.) Training will begin in March and service begins in April.
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. Committee members who are assigned to administrative or supervisory positions will surrender his/her committee position and the affected building will elect a replacement.
6. The members of the committee will elect the chairperson each year. A chairperson may serve as many years as elected.
7. The chairperson will call meetings as needed, create agendas, conduct the meetings, maintain necessary PDC forms and compile documentation data, and be in charge of preparing the PDC Plan.
8. The secretary will keep and record the minutes of the meetings.
9. The supervising principal will maintain an account balance of the PDC funds.
10. One member will be in charge of the Mentor Program.
11. All members will be in charge of handing out and collecting in service evaluation forms and surveys.
12. The entire PDC will review requests for professional development by individuals, determine if they are related to goals and grant approval.
13. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.

III. PROGRAM 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 Comprehensive School Improvement Plan (CSIP), 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 data from Crystal Reports and from the district's Annual Performance Report (APR). Evaluation reports will be generated for faculty analysis as soon as Crystal Reports data is received by the district at the beginning of each school year. Meetings will be coordinated with the faculty and administration to evaluate achievement results. 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.

IV. MENTOR PROGRAM:

All beginning teachers will be assigned a mentor teacher with at least 2 years experience to assist in their first two years 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.

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. Mentors will receive a \$200 stipend for mentoring 1st year protégés **contingent upon completing required quarterly paperwork.**

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

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.

Beginning Teachers:

- Develop and implement a professional development plan.
- Take steps to complete 30 hours of in-service training required.
- Participate in Beginning Teacher Assistance (BTA) 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.

V. OBJECTIVES:

Objectives #1: The district will provide professional development opportunities for teachers to participate in multi-grade level content focused curriculum team meetings. (CSIP 1.1.4)

Activities:

- Reading In The Content Areas (7-12)
- Response to Intervention (RTI)
- Early Literacy
- DIBELS

Objective #2: The district will implement strategies and materials including technology-enriched instructional strategies to strengthen instruction in problem solving skills and application of math skills. (CSIP 1.2.1)

Activities

- Study groups
- Department group meetings
- Building level meetings
- Curriculum committee meetings
- RPDC curriculum consultant on instructional strategies

Objective #3: The district will provide high-quality, ongoing professional development opportunities to support improved student achievement with the focus on improving instruction and assessment. (CSIP 2.3)

- MLS (Missouri Learning Standards)
- DOK (Depth of Knowledge) Levels
- Differentiated Instruction
- Study and test-taking skills
- Writing workshops

Objective #4: The district will provide professional development opportunities that focus on improved teaching strategies/techniques that support improved student achievement on the ACT. (CSIP 1.3)

Activities

- ACT College Readiness Standards
- Depth of Knowledge (DOK) levels
- Curriculum design
- Study and test-taking skills
- Effective classroom instruction and assessment

Objective #5 The district will offer professional development opportunities for helping teachers to recognize and address at-risk factors including differentiated instructional strategies to maintain/increase graduation rates to 90% or higher. (CSIP 1.4)

Activities

- At-risk programs
- S.P.I.R.I.T. (Including Reconnecting Youth)
- Violence Prevention Training
- School-Wide Positive Behavior Support

Objective #6 The district will increase staff knowledge of technology by providing opportunities for professional development. (CSIP 2.2)

Activities

- After school Training
- Individual tutoring by Technology Coordinator, Vanguard Team, and SWAT
- Out of District Training

Objective #7 The district will maintain and/or increase professional library resources including technology to meet or exceed 100% of MSIP LMC standards and to support, enhance and enrich curriculum to increase student achievement. (CSIP 3.1)

Activities

- Library in Elementary and High School
- Purchase professional resources
- Provide form for staff requests

VI. EVALUATION:

All PDC activities will be evaluated for effectiveness. The evaluation process will be completed after each in-service and conference. The evaluation will ask the teacher how this activity will improve student achievement.

The Knox County R-1 Professional Development Plan shall be evaluated yearly by all teachers and administrators and shall be submitted to the building principals at the end of the year.

The Knox County R-1 professional development evaluation criteria will follow the National Staff Development Council guidelines.

VII. PROFESSIONAL DEVELOPMENT BUDGET PLAN :

All PDC activities will be evaluated for effectiveness. The evaluation process will be questionnaires, needs assessments, individual conferences, group sessions and review of student achievement, student attendance, and dropout rates.

Allowable expenditures are:

1. Activities consistent with the PDC and CSIP for staff with teaching certificates.
2. Consultant and presenter fees and expenses.
3. Stipends for teachers' participation in curriculum development, for in-service and PD events, membership of the PDC, and mentor teachers as long as the activity occurs after contracted school time.
4. Reimbursement for travel and registration fees for in-service training and PD events.
5. Pay for substitute teachers.
6. Library resources.
7. District fees to belong to a professional development co-op and professional organizations.

A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.

Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.

Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board.

Professional development expenditures 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.

VIII. REIMBURSEMENT:

Requests for approval to attend professional development activities **must be filled out prior to the activity**. Request for PD Funds forms can be found in the Shared Staff PDC Google Drive.

To receive reimbursement each of the following must be submitted:

- 1. PDC Approval of Funds form**
- 2. Online requisition with receipts from activity for reimbursement (mileage, meals, hotel, and other)**

As of April 1, any unused funds will be used for reference materials for the Professional Library, be allocated for local teacher services, or carried over to the next year.

Proposed PDC Budget for 2022-23

Estimated 1% funds.....\$8,681

| | |
|-----------------------------------|-----------------|
| Mentoring: | |
| Committee Member Stipends: | \$900 (6x\$150) |
| Mentor/Protégé Training: | \$600 |
| Observation Time/Sub Pay: | \$500 |
| Mentor Teacher Stipends (\$200): | \$2,000 |
| Subtotal: | \$4,000 |
| Conferences: | |
| Conferences | \$2,000 |
| In-house Professional Development | \$2,000 |
| Observing Other School Districts | \$681 |
| Subtotal: | \$4,681 |
| | |
| | |
| Grand Total: | \$8,681 |

APPENDIX

**Knox County R-1 Schools
Professional Development Calendar
2022-23**

| | |
|--------------------------------|-------------------------------------|
| August 19 & 22 (Friday/Monday) | Professional Development In-Service |
| September 19 (Monday) | Professional Development |
| October 10 (Monday) | Professional Development |
| January 4 (Monday) | Professional Development |
| February 6 (Monday) | Professional Development |
| March 6 (Monday) | Professional Development |
| March 20 (Monday) | Professional Development |

**Professional Development Committee Meetings
2022-23**

Meetings are held in the Board Room on the second Monday of each month.

My Learning Plan Workshop Registration Instructions

The easiest way to register for workshops is to go to the Northeast RPDC website at <http://rpdc.truman.edu>.

Beginning Teacher Assistance Program (Certified)

1. Click on Search and Type “MTDS Beginning Teacher”
2. Click on Programs and scroll down until you find RPDC - Northeast
3. Find MTDS Beginning Teacher Assistance Program A (BTAP A)
4. Click “Enroll” then “I’m a New User”

Beginning Teacher Assistance Program (Non-Certified)

1. Go to moassp.com/conferences
2. Scroll down until you find Beginning Teacher One Day Workshop
3. Click “Read More” then “Register”
4. Continue as guest - complete the registration

If this is the first time enrolling, you must create a new account. Each person must have their own personal account, and you must have an e-mail address as this is the user name. Remember to write down your password for future registrations.

**Knox County R-1 School Application of PDC Funds
2022-23**

FILL OUT AT LEAST A WEEK IN ADVANCE

Today's Date: _____

Names of those requesting funds: _____

Title of specific workshop/conference: _____

Workshop/Conference date(s): _____

Strategic Plan connection that will be addressed at this workshop/conference:

Please write a brief explanation of how this experience will benefit students and your professional development.

Projected Budget: Please note that the committee will approve only the amount requested. If your budget does not cover the expenses you incur, you and your group members will be responsible for the unpaid balance. PDC will not compensate for snacks, tips, or parking fees. Also, note that the district does not reimburse for taxes or tips. **DO NOT REGISTER FOR YOUR CONFERENCE UNTIL YOU'VE RECEIVED APPROVAL FROM PDC.**

Workshop Fee: \$ _____

Lodging: \$ _____

Meals: (Breakfast \$8.00; Lunch \$15.00; Dinner \$30.00) \$ _____

Mileage: .625/mile (from school to destination) \$ _____

**Teachers going to same conference must carpool*

Substitute pay: \$110.00/day \$ _____

(Please label PDC on WebLink)

TOTAL EXPENSES: \$ _____

____ Brandi Wriedt

____ Taylor Cason

____ Wendy Kerby
____ Paige Gudehus
____ Administrator required and approved

____ Mandi Delaney
____ Lisa Blake

_____ **Approved**

_____ **Not Approved**

Knox County R-1 School District PROFESSIONAL DEVELOPMENT EVALUATION

Name _____ Date of PD Activity _____

PD Hours _____

____ In- District Topic _____

____ Out-Of-District Topic/Conference _____

Low. High

- | | | | | | | |
|---------------------------------------------------------------|---|---|---|---|---|----|
| 1. This PD activity was beneficial to my teaching assignment. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. The PD activity involved active learning opportunities. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. The presenter was well-prepared. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. I would recommend this PD activity to others. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Overall, this PD activity rated a . . . | 1 | 2 | 3 | 4 | 5 | NA |

6. Give the number of new strategies that you learned and you will implement in your classroom.

7. Describe 1 or 2 strategies or issues that you will use in your classroom as a result of this workshop.

8. What would you suggest be changed about this PD activity?

Teacher signature _____ Date _____

Complete and return to Brandi Wriedt

PROFESSIONAL DEVELOPMENT PROGRAM SURVEY

On a scale of 1-5, rate the school or district organizational context on the following components:

| | | | | |
|-------------------|----------|----------------|-------|----------------|
| Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

1. There is research to suggest that the content of the staff development programs will increase student learning.

1 2 3 4 5
2. Participants in staff development activities are involved in determining the topics and content.

1 2 3 4 5
3. The program leader is knowledgeable and has credibility with the participants.

1 2 3 4 5
4. The program includes a variety of activities designed for adult learner (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities.)

1 2 3 4 5
5. The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation – not one shot events.)

1 2 3 4 5
6. The program expects and can demonstrate changes in teachers’ classroom practices.

1 2 3 4 5
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.

1 2 3 4 5
8. Staff is receptive to professional development activities – they recognize the need; readiness has been developed.

1 2 3 4 5
9. Teachers are observed randomly to determine their use of an innovation and the innovations’ effects on students.

1 2 3 4 5
10. Teacher and student outcomes for staff development activities are clearly and publicly stated.

1 2 3 4 5
11. The learning climate of professional development activities is collaborative, informal, and respectful.

1 2 3 4 5
12. Staff development includes activities other than “training workshops.”

1 2 3 4 5
13. Staff and administrators are aware of the “implementation dip” (things often get worse before they get better).

1 2 3 4 5

14. All staff development training activities include theory, demonstration, practice with feedback, and coaching.

1 2 3 4 5

15. Each school can determine its own staff development activities rather than having uniform activities.

1 2 3 4 5