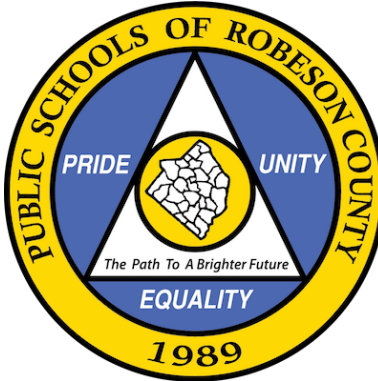


# Public Schools of Robeson County

## Staff Development Handbook



software

capability performance competencies  
job skills qualification development  
specific education professional  
goal content knowledge  
improvement acquisition personal  
practical feedback training vocational  
teaching school result  
capacity

**PSRC mission statement: to educate all students by building a foundation for learning in an ever-changing global society.**

## **Table of Contents**

Office of Staff Development Purpose and Objective...	1
Standards for Professional Learning...	2
2023-24 District-wide Professional Development. ....	3 - 4
Professional Development Process. ....	5 - 6
Process for Accessing Professional Development Funding. ....	7
Instructions for Staff Development Forms. ....	8 - 12
Professional Development Committee Members.....	13
Addendum .....	14

## **PSRC Office of Staff Development Purpose**

The purpose of the Public School of Robeson County Office of Staff Development is to support our educators with access to the professional development and resources necessary to increase educator effectiveness, promote career satisfaction, and improve student achievement. *Staff development* is defined as growth in an individual's knowledge, skill, and personal effectiveness. Educational research is clear that when educator practice improves, students have a greater likelihood of achieving results.

The purpose of this handbook is to provide guidance for participating in professional learning opportunities that build upon the best practices for continuous professional growth outlined within the [Standards for Professional Learning](#) adopted by NCDPI.

## Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students ...

*Learning Communities:* Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

*Leadership:* Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

*Resources:* Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

*Data:* Professional learning that increases educator effectiveness and results for all students use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

*Learning Designs:* Professional learning that increases educator effectiveness and results for all students, integrates theories, research, and models of human learning to achieve intended outcomes.

*Implementation:* Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementation of professional learning for long-term change.

*Outcomes:* Professional learning that increases educator effectiveness and results for all students align its outcomes with educator performance and student curriculum standards.

## 2023-2024 District-wide Professional Development:

The following opportunities are being sponsored by the individual district departments. Participants will be identified and contacted by the facilitator.

### **Instructional Pacing Guides and Pacing Guide Revisions (Selected Core Teachers)**

Student achievement is directly related to the instruction that students receive on a daily basis. Our instructional pacing guides are designed to support and unify our instructional delivery. The pacing guides provide a core curriculum to support our lateral entry and beginning teachers. In order to develop this common curriculum, district curriculum supervisors assembled teams of teachers, guided by both principal recommendations and teacher performance data. Teams were assembled in math, science, social studies and English language arts for grade K-8, high school Math 1 and English II.

When the school year begins, teachers will have access to resources that will enable them to provide every student with a quality education. As we constantly work towards being a high achieving, equitable school district, we will look for different ways to improve the support for our teachers, as well as the daily instruction of students. This is one of the steps in the district's strategic plan to provide the best educational experience for our students.

*Professional learning standard: Learning communities, learning designs*

### **Increase Professional Capacity (School Administrators and Assistant Principals)**

Leverage Leadership is an instructional leadership approach focused on rapid and sustained school improvement that is replicable across school settings. At the heart of this strategy, are the seven key levers of school improvement. Consistent application of the seven key levers ensures that each minute in school is leveraged for optimum school performance.

#### *Seven Levers of Leverage Leadership Instructional Levers*

1. Data-driven instruction: Define the road map for rigor and adapt teaching to meet students' needs.
2. Instructional planning: Plan backwards to guarantee strong lessons.
3. Observation and Feedback: Coach teachers to improve the learning
4. Professional development: Strengthen culture and instruction with hands-on training that sticks.

#### *Cultural Levers*

1. Student Culture: Create a strong culture where learning can thrive.
2. Staff Culture: Build and support the right team.
3. Managing school leadership teams: Train instructional leaders to expand impact across the school.

### **Exceptional Children**

As special educators, we thrive on helping children and youth with disabilities access the general curriculum and accomplish the academic and social goals established by our culture. In order to facilitate effective and equitable instruction, our skills as educators must be updated, enhanced, and expanded. Throughout the year, educators will participate in a variety of professional development opportunities: individualizing instruction, assessing progress on a continuing basis, applying knowledge of developmental readiness, using evidence-based strategies to teach basic literacy and numeracy skills, preparing youth for independence, and problem-solving with data.

### **EL Education**

The EL Education provides a comprehensive English Language Arts curriculum that aligns With the North Carolina Standard Course of Study, the North Carolina Literacy Instruction Standards, and the Science of Reading. Based on universal Design for learning principles, The curriculum challenges, engages and empowers all students to succeed. In addition, the curriculum joins structured phonics and content-based literacy, provides lesson-level support for Multilingual Learners, and weaves character development into every lesson.

### **Eureka Math**

The Public Schools of Robeson County adopted Eureka Math Squared to use as our core curriculum in grades K-7 in 2022. Professional development will continue to be provided to ensure teacher success with implementation of the curriculum to support the North Carolina Standard course of study and student needs.

### **Keys to Literacy**

The Key to the Comprehension routines focus on teaching a small set of comprehension strategies to enhance comprehension and create consistency across the building for all students. This training presents evidence-based information for teaching comprehension strategies. This professional development will target the TSI schools with grades 4 through 12.

### **LETRS**

LETRS (Language Essentials for Teachers of reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood educators, elementary educators, and administrators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to master the foundational fundamentals of reading and writing instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

### **Reading Research to Classroom Practices**

This professional development provides current reading research of best practices for teaching students to read. Teachers will gain evidence-based practices and strategies that will address the reading needs of their students.

# The Professional Development Planning Process for Teachers

## Information Renew or Update Educator's License

[Renew or Update Your Professional Educator's License](#)

### Potential PD Activities and Evidence

Professional Development for our district will utilize a variety of resources, the list below provides a description of the PD options, the process for accessing, and required documentation.

### PD Calendar

The Professional Development Calendar is a mechanism for announcing PD options. It is intended to be an informative resource, updated regularly and outlining the available PD resources for the current school year. The calendar includes announcements and resources sent to the committee by educators within the district and includes other online webinars and seminars. We will do our best to include every PD Opportunity that is brought to our attention. This resource will be available through the PD page on the district website.

## PSRC Professional Development Opportunities Continuing Education Requirements (CEU's)

There are several ways that educators can earn CEU credits. One way is to take approved academic courses through a community college, college or university. Educators may earn CEUs by earning at least a "C" grade in a college course related to their license. If an educator chooses to complete coursework, credit may be earned from a community college, college, or university so long as the course number is 100 or greater; in other words, undergraduate, graduate or doctoral level credit is acceptable. Renewal credit will be awarded for those trainings that are at least five (5) clock hours or more.

The professional development activities which educators may undertake in fulfillment of their goals and renewal of licensure include a variety of activities.

Workshops, seminars, college courses, institutes, and other similar activities are often referred to as "traditional" because these have been the primary modes for professional development. There are other avenues such as NCCAT (<https://www.nccat.org/home>) available to help build educator knowledge.

In developing their professional development plans educators should select professional development activities which are appropriate to their goals and support their learning needs. Most traditional professional development activities are appropriate and helpful means for creating awareness and increasing

knowledge. Traditional activities include but are not limited to; courses, seminars, institutes, workshops, and conferences.

*Evidence to support completion of a staff development activity could be any of the following: workshop agenda, transcripts, handouts and other supporting materials, certificate of attendance/participation, name tag, and receipts (not a complete listing)*



## **Process for Accessing Professional Development Funding**

*It is imperative that all PD is approved by Staff Development before active engagement to ensure reimbursement and/or awarding of credit.*

1. If professional development requests require funding, fill out the Professional Development Prior Approval Form. The form can be found on the PSRC main page under Staff Development. Submit the request form to the principal for approval. If the principal approves the request, the principal will then forward that request to the Professional Development department for processing. All PD must align with district initiatives, school-level NC Star indicators, or the state teaching standards to be approved.
2. Principals will submit site approved requests in a timely manner to the Staff Development Department.
3. If the request is approved, the Staff Development office will send back the original document to the principal. If the Staff Development office has questions or to send the original document back to the principal indicating approval or non-approval.
4. The Staff Development Department reserves the right to deny requests or ask for additional clarification for any request that does not meet the requirements listed in number one above or for budgetary limitations. If your request is denied or requires additional clarification, you will be asked to adjust your request.
5. Provide the Staff Development Department with a copy of all required documentation for reimbursement and renewal credit purposes.
6. Follow through on the plan to share learning with fellow educators and integrate new learning into sustained practice.

## **Instructions to Find the Staff Development forms:**

1. Go to the Public Schools of Robeson County School Home Page.
2. Click the curriculum button in the middle of the screen-navy toolbar.
3. Scroll down to department buttons and choose Staff Development
4. On the Staff Development page, select Staff Development Forms.
5. Select Appropriate Staff Development Form  
*(Attending training - complete prior approval, pursuing coursework complete the appropriate tuition reimbursement form, conducting training complete the in-service form)*

Click here to find forms - [Staff Development](#)

## Reimbursement Rates:

**NOTE: These rates are set by the State of North Carolina.**

*Travel Rates:* Mileage is 65.5 cents per mile.

*Airline:* Must have receipt

*Meal Rates:*

- Breakfast \$ 9.00
- Lunch \$11.80
- Dinner \$20.50 in-state, \$23.30 out-of-state

*Lodging:*

- In-state \$75.10
- Out-of-state \$88.70

(Add to these rates the tax charged to the room, example: a \$75.10 room rate plus any hotel tax charged.)

*Shuttle/Taxi:* Receipts must be turned in for travel between the hotel and the airport.

*Parking Fees/Tolls:* Receipts must be turned in.

*Stipend Rates:*

- \$20.00 per hour for Certified (6-hour maximum \$120.00 per day)
- \$10.00 per hour for Classified (6-hour maximum \$60.00 per day)
- 

*Consultant Rates:*

- Classified Rate \$20.00 per hour
- 4-year degree \$30.00 per hour
- 5-year degree or National Board \$40.00 per hour
- Doctoral Degree \$45.00 per hour

## **Prior Approval** (completing the front page)

1. Submit the PSRC Prior Approval Form to your principal; your request to participate in staff development should align and support goals in the School Improvement Plan.
2. All portions of the front page should be completed in detail; (use your proper name, attach a copy of the planned agenda or a copy of the brochure that gives a description of the workshop).
3. Allow time for your principal or School Improvement Team to approve your request; once they approve this request, then the form should be submitted to the Central Office. The Central office requests that your form be turned in **8 weeks in advance** or longer if possible.
4. If your request is approved, follow your school's procedures in obtaining a substitute. Note there are three (3) rates of pay for substitutes according to their status; your school secretary can tell you if the sub is certified, non-certified or a teacher assistant. This rate of pay can change each year. If you use a substitute, you must add in the rate of pay for the substitute.
5. Fill out the registration fee portion.
6. Fill out travel; rate is on prior approval form.
7. Fill out lodging; rate is on prior approval form.
8. Fill out the food rate; **this reimbursement is for overnight stay only.**
9. Total the expected (estimated) expenses to be reimbursed.
10. Complete by signing, including your last 4 digits of your social security number and the date.
11. Give to your principal; he/she will approve or disapprove.
12. Check for your school's procedures, as to who sends the form to the central office. Always keep a copy of your paperwork. Someone at your school must circle the source of funds.

**Reimbursement** (completing the back page) - **return the Prior Approval form within 10 days after the activity.**

1. Complete all sections on the back, including time of departure and return.
2. Under day write on the date as **mm/day/year**.
3. Fill in from (your school) and to (city).
4. Fill in the daily mileage.
5. Total your amount of mileage per day.
6. Fill in meals (no receipts needed for meals; however, an overnight stay is required for meals).
7. Fill in hotel rates (receipt needed).
8. Fill in the registration amount (receipt needed).
9. Fill in hotel tax.
10. Others (could be toll, shuttle fee, or parking - receipt needed).
11. Total all three areas (**Travel, Meals and Hotel, Registration and Other**).
12. Copy of certificate and name tag is required.

**Very important - Sign the form and have your principal sign also.**

**Note: Make a copy of this form and your receipts for your records before sending it to the Central Office.**

## Tuition Reimbursement Procedures

(Please keep in mind that tuition reimbursement is not guaranteed and the funds are for those individuals working directly with children and returning to school to pursue certification in education)

Once you decide to work on a degree please follow the process below. Prior to taking a course submit the appropriate tuition reimbursement request form to staff development for potential reimbursement approval.

### From the district web page

1. Click Curriculum
2. Click Staff Development
3. Click Staff Development Forms
4. Click the appropriate form  
(The appropriate form is determined by your status as a teacher **NOT** the coursework you are going to take.

i.e. If you have a clear teaching license and are working on a graduate degree ~ complete the graduate form if working on a doctoral degree then complete the doctoral form

If you are a lateral entry teacher, meaning you did not go to college to become a teacher; complete the lateral entry form

If you are a teacher assistant, complete the paraprofessional form. (All other possibilities please call the staff development office).

5. Complete the tuition reimbursement request that fits your status as a teacher.
6. Get your principal to sign the tuition request.
7. Forward the tuition request to staff development for processing.
8. The tuition request is evaluated and if approved ~ it is signed.
9. The tuition request is sent back to the school attention of the principal or the identified staff development coordinator at the school.
10. It is your responsibility to obtain the original tuition request document from your principal (keep in mind that we **ONLY** process reimbursements from original tuition reimbursement forms.
11. **ONCE THE COURSE IS COMPLETE**
12. Submit the original tuition reimbursement request document along with; \*\* a **FINAL** grade (does not need to be an official transcript) \*\* a copy of an **ACTUAL** payment receipt (not a grant award history) for the course you are asking for

reimbursement for. **If this information is not received within (2) weeks of course completion reimbursement may be denied.**

### **District In-Service for Training**

This form is to be used to secure prior approval of local courses and workshops that will not carry official college/university credit. District office staff or school site administrators or their designee will initiate in-service training. Credit earned in approved courses and workshops can be used toward renewal of the North Carolina teaching certificate subject to prior approval of the superintendent of the Public Schools of Robeson County.

All PD must provide a brief Description of how this training will align with District initiatives or a specific school level NCStar Comprehensive Improvement Plan Indicator to be approved. Upon completion of the training submit the summary roster for identified credit to staff development for processing. Keep in mind that supporting documentation must be kept on file by the training facilitator. The required documents include a copy of the in-service, training agenda(s), sign-in sheets/attendance roster, training evaluation and a sample of the training materials/product for audit purposes.

**\*\*The In-Service request must be submitted to the Staff Development Coordinator at least two weeks prior to the activity. \*\***

*Submit all supporting information for approved activities to the staff development department immediately upon completion of the activity to ensure proper documentation. If not received within (2) weeks of activity completion reimbursement may be denied credits lost.*

### **Committee Members**

Dr. Windy Dorsey-Carr	Assistant Superintendent, Curriculum Instruction and Accountability
Andrew Davis	Director of Curriculum and Instruction
Dr. Anthony Barton	Principal, Early College High School
Billie Tyner	Principal, St. Pauls Elementary School
Latonya Burney	Director of Exceptional Children
Herman Locklear	Director, Career and Technical Education
Jared Wilkins	District Technology Specialist
Alicia Mansfield	ELA Curriculum Supervisor
Gerita Bullard	Staff Development Coordinator

## **Addendum**

### **North Carolina Professional Standards for Educators**

#### **North Carolina Professional Teaching Standards**

See <https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/teachers?authuser=0>

The North Carolina Professional Teaching Standards define what all teachers should know and do to successfully teach today's students.

Standard I: Teachers Demonstrate Leadership

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Standard III: Teachers Know the Content They Teach

Standard IV: Teachers Facilitate Learning for Their Students

Standard V: Teachers Reflect on Their Practice

#### **North Carolina Standards for Other Educators**

<https://www.dpi.nc.gov/educators/recruitment-support/educator-standards>