

Gasconade County R-I School District



2022-2023

Professional Development Plan

Board Approved

Professional Development Plan

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Professional Development Plan

GASCONADE COUNTY R-I SCHOOL DISTRICT

I. The Professional Development Mission

The mission of Gasconade County R-I School District Professional Development Plan is to encourage and support teachers in their efforts to improve instruction and provide an environment conducive to learning. Our primary goal in improving instruction and the instructional climate is to challenge students to achieve their full potential and be college and career ready upon graduation.

Professional development goals shall align with the district Comprehensive School Improvement Plan/Governance Plan. Teamwork between school board members, administrators, and teachers are encouraged for a cohesive and successful school district, which seeks to provide the highest quality education for its students.

II. School Board Commitment:

The Gasconade County R-1 Board of Education values professional development for its faculty and is committed to providing professional development to beginning and experienced teachers. The Board 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.”

(RSMo. 168.400.4)

III. Professional Growth is:

- expanding the academic knowledge, instructional skills, and effectiveness of teachers.
- continually analyzing and adjusting curriculum and instruction to meet current standards and student needs,
- learning to utilize data-driven information from formative and summative assessments in order to impact student achievement.
- setting personal/professional goals and establishing the means to achieve these goals.
- growing of individuals within groups resulting in interdependence among the teams.
- continuous learning throughout one’s career.

IV. The Professional Development Committee is charged with four main responsibilities:

1. Work with beginning and experienced teachers to identify instructional concerns and remedies
2. Serve as a confidential consultant upon a teacher's request
3. Assess faculty needs and develop learning opportunities for staff
4. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction

V. Gasconade County R-1 Comprehensive School Improvement Plan:

The following Comprehensive School Improvement Plan was created through committees of administrators, teachers, parents, and others in the community. In the planning and development of district and individual professional growth activities, the PDC will use these goals to evaluate the request of all activities. The entire CSIP can be found in the *Comprehensive School Improvement Plan – Gasconade County R-I School District*

Comprehensive School Improvement Plan Gasconade County R-1 School District

Mission Statement

The Mission of the Gasconade County R-I School District is to enable our students to reach their full academic potential and to become responsible citizens.

Vision

We envision all Gasconade County R-I School District students prepared for success as lifelong learners and responsible citizens. We envision Gasconade County R-I School District as a safe and caring community that supports and enhances learning and teaching.

Goals

Whole Child Support and Growth

Continue to develop and implement responsive, inclusive programs and services to meet the needs of all students.

Systematically support educators with the implementation of PLCs and Multi-Tiered Systems of Support (MTSS) (universal screening, data teams, high-quality Tier 1 instruction, including behavior, systematic interventions, etc.) in order to meet the needs of all students.

Specific: Continue to support the study and implementation of PLCs and a MTSS framework with the goal of systematic and full implementation across all buildings.

Relevant: PLCs and MTSS are evidence-based models that use data-based problem solving to integrate academic and behavioral instruction and intervention. Integrated instruction and interventions are delivered to students in varying intensities (multiple tiers) based on student need. Missouri DESE supports PLCs and MTSS and provides resources to assist schools toward implementation.

Whole Child Support and Growth

Continue to develop and implement responsive, inclusive programs and services to meet the needs of all students.

Examine District data, developing trends, and approaches for proactively teaching and responsively managing students' social/emotional/behavioral needs to determine the need for or adequacy of systems of support for students.

Specific: Review district data and existing systems of support to meet the current and projected social/emotional/behavioral needs of students.

Relevant: The social/emotional/behavioral needs of students impact learning and socialization. Consistent, schoolwide systems of support have been shown to improve attendance, academic performance, and the ability of students to regulate their emotions and behave in socially appropriate ways.

Instructional Innovation with Technology

Provide technology resources, connectivity, and integrated, balanced instruction to support digital literacy and real-world learning.

Teachers will refine meaningful integration of instructional technology into teaching and learning, aligned to the District's technology competencies for students, to facilitate engagement and achievement in a digital-age.

Specific: The technology director, curriculum director, principals, and teachers will continue to offer and participate in focused, embedded professional development aligned with the ISTE, MLS, and other national standards, including the District's student competency expectations, in order to meaningfully integrate technology into teaching and engage students in their own learning.

Relevant: Leveraging the power of technology in the teaching and learning process can enhance learning and prepare students for college and careers in a digital age. Samsung Business (2015) 90% of teachers indicated instructional technology is important for the classroom, while less than a third were satisfied with the support they received, and six of ten teachers felt inadequately prepared. This can be addressed through focused, sustained, embedded professional development and supported implementation.

VI. Gasconade County R-1 PDC Goal and Objectives

The following goals and objectives were created with the CSIP/Governance Plan in mind.

Goal: The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Objectives:

- The Professional Development Committee will identify professional development opportunities that support teachers as they provide learning experiences for student success. Opportunities to support teachers have been identified in the areas of Professional Learning Communities, instructional strategies, technology integration, student engagement strategies, and student safety and mental/emotional health.
- The Professional Development Committee will provide training in research-based teaching strategies to help improve student achievement.
- The Professional Development Committee will provide opportunities for the curriculum to be reassessed and updated so that the students are provided with useful and relevant learning opportunities. This work will include an emphasis on identifying, unwrapping, and developing instruction and assessment of priority standards. An additional emphasis will be placed on ensuring appropriate rigor as aligned to Missouri Learning Standards expectations.
- The Professional Development Committee will provide time for student data to be evaluated and collaboration to take place to determine next steps in utilizing the data to differentiate instruction based on needs identified in the data analysis.

VII. District Wide In-service—2022-2023

The PDC assessed the needs of teachers/students in many different ways including analysis of MAP/EOC results, NWEA data, behavior data, observations and teacher surveys. The PDC will offer a variety of professional learning activities to best meet the identified needs. The PD committee utilized feedback from our educators and determined that our district focus for the year will be on providing social, emotional, and behavioral professional development opportunities. Throughout the year, the PDC will facilitate both teacher-led mini-sessions for professional development and sessions provided by external professionals. The mini-sessions will focus on a variety of topics to meet the needs of staff. The primary focus will be on the implementation of our new mathematics resource kindergarten through Algebra I. Other topics include, but are not limited to, teaching strategies to include higher-order thinking and engagement strategies, mental health, technology integration, and developing assessment capable learners. The PDC will guide teachers in collaborative vertical team discussions in the areas of curriculum development, instructional practices, technology integration, and assessment/grading practices. The PDC will also support building-level professional development as our administrators help guide learning targeted at individual building goals and needs. Additionally, teachers will be provided time to collaborate in their professional learning community teams on a consistent basis. Professional Development will consist of five full days throughout the year with 3 days at the beginning of the year.

VIII. Beginning Teacher Assistance

The PDC will conduct a new teacher induction the summer before the beginning of each school year. The purpose of this induction is to provide instruction in classroom and teacher effectiveness; reduce the intensity of transition into teaching; and increase the retention of greater numbers of qualified teachers. The PDC will also continue to help new teachers through ongoing training and support. One way the district will continue to train and support new teachers is through a mentor/protégé program. (see *Gasconade County R-1 Schools Mentor Handbook*).

IX. Other Allowable Activities

To be eligible for professional development funds, the person must be certified as a teacher, counselor, librarian, or administrator and be employed as a teacher, counselor, librarian, or administrator. Monies can be spent on travel, lodging, and registration to in-service training and professional development events that coincide with the District's CSIP/Governance Plan. Professional Development funds must be applied for and approved by the PD Committee **before** the event.

Proposed budget 2022-2023

X. Guidelines for Distribution of Funds

Gasconade County R-1 School District Professional Development Committee

A. Revenue

By July 1st, the Professional Development Committee (PDC) in collaboration with the Superintendent and Curriculum Director will estimate and allocate for the Professional Development (PD) funds needed for the upcoming fiscal year. The Superintendent will inform the PDC of the amount available for the upcoming fiscal year PD budget. The minimum amount budgeted for PD expenses is derived from the State's funding formula. Professional Development Grant Proposals must be completed and approved by appropriate officials prior to encumbering funds. Approval/Request Forms with attached receipts (if applicable) must be submitted to the Administrative representative in order to receive funds prior to the event. (See Flow Chart)

B. Distribution of Building Level Funds

Salaries

Stipends, substitutes, mentors	\$ 6,000
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Employee Benefits

	\$ 500
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Purchased Services

Travel, training	\$ 10,000
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Materials and Supplies

Books, videos, instructional kits, etc for study groups	\$ 500
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Total PDC Budget	\$17,000
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Professional Development Request Process Flow Chart

(only applies IF funds are still available)

Teacher completes grant application for professional development activity.

Teacher give application to principal or building PDC representative.

Application is given to PDC Chairperson.

Upon approval, the PO is sent to the teacher. The teacher can then register to attend the activity. If a substitute is needed, the teacher will need to fill out a leave form, select PD to ensure expense is coded correctly.

XI. Professional Development Committee Structure

The teachers of the district will select the Gasconade County R-1 Professional Development Committee.

Membership will consist of:

- ❑ Three committee members each from the elementary level, middle school level, and high school level will serve on this committee for a total of nine committee members.
- ❑ Members will be selected for three-year terms, which shall be staggered so that approximately one-third of the committee will be new each year.
- ❑ An at-large member may be accepted if approved by the committee.
- ❑ Staff members on the committee must meet the following requirements:
 - Certified staff member
 - Employed previously for at least one year, full-time in the district
- ❑ Principals from each building, the director of curriculum, and the superintendent will serve as ex-officio members to the committee in order to maximize collaboration.

Elections

- If a member can no longer serve on the committee a new member will be elected by the building's certified staff at a special election within four weeks after the position becomes vacant. The newly elected member will fill the unexpired term of the member being replaced.
- Elections to replace the retiring committee member from each building will be held at the April faculty meeting.
- Newly elected members will attend the May meeting along with the retiring members.
- It is recommended that committee members attend a regional or statewide professional development workshop.
- During the May meeting the committee will elect a President (ensures that PDC follows PDC plan, maintains PDC files, schedules meetings, sets preliminary agenda for meeting, presides over meetings, interfaces between the PDC, administration, and faculty involving concerns and issues, appoints and monitors subcommittees as required), Vice-President (assumes president's duties when absence or schedule conflicts occur), Secretary (records minutes of meetings and forwards them to president), and Treasurer (records PDC expenditures as outlined in the procedure for reimbursement and PDC plan, reports on financial matters as required). These positions of President and Vice-President will be filled from members who have had one or more years of experience on the committee.

XII. Professional Development Committee for 2022-2023

Elementary	Departing Year	Middle	Departing Year	High	Departing Year
Lindsay Kopp	2023	Betsy Stephan	2023	Valarie Utlaut	2023
Lindsey Engemann (President)	2024	Amy Alfermann (Vice President)	2024	Dan Bader	2024
Marissa Carr	2025	Brittany Oetter	2025	Jess Robb	2025

At Large: Mary Beth Schweneck, Behavior Interventionist, Kendra Brune, Elementary Principal; Matt Mueller, Middle School Principal; Chip Stutzman, High School Principal; Leslie Lause (Ex-Officio Treasurer), Curriculum Director; Geoff Neill, Superintendent

XIII. Needs Assessment

A needs assessment is a continuous and ever-changing means of keeping the district responsive to current and future needs. A needs assessment survey shall be conducted annually. In addition to this survey, needs shall be assessed by looking at MAP/EOC results, NWEA results, observations, and MSIP results from advanced questionnaires. Professional development will be developed around the needs assessment based on the school improvement plan.

IX. Evaluation

All PDC activities will be evaluated for effectiveness. At the end of the year, the PDC will meet to evaluate the effectiveness of PD activities for that year. Prior to the May meeting, staff members will complete a Professional Development program evaluation. These evaluations will be discussed as a group at the May meeting. Any revision of the Professional Development Plan will be discussed by the PDC committee at this time. The revised Professional Development Plan will be presented to the board for approval in May.