PROFESSIONAL DEVELOPMENT PROGRAMS

I. Statement of Purpose

The Excellence in Education Act of 1985 mandated the creation of Professional Development Programs for beginning and practicing teachers by all Missouri school districts.

The purpose of the Professional Development Committee is to ensure that the Center School District plans, develops and implements professional development activities. These activities will assist the school district and individual professionals employed by the district to achieve the goals of the Center Board of Education and the State of Missouri.

The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are developed will be well organized, systematic, and a cooperative effort involving teachers, administrators and School Board members.

II. Membership

The Center School District Professional Development Committee will consist of no more than eight (8) members who are elected by their colleagues. Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the Center School District. Professional Development Committee members will be elected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be elected no later than March 31 annually. Each building will hold nominations and vote by written ballot. Both members will attend the May meeting; however, newly elected members do not have nominating or voting rights at this orientation meeting. Each of the elementary schools, the middle school, and the Center Alternative Programs and Community Services building have one (1) representative; the high school has two (2) representatives. The PDC Coordinator and the instructional and technology specialists are Ad Hoc members.

A rotating plan for replacing representatives is as follows:

1. If a PDC member resigns his/her position, a new member will be elected for the remainder of his/her term.
2. The members of PDC shall nominate a chair and a recording secretary of the committee at its first meeting in May. Elections will be by written ballot. They shall serve a one-year term.

3. The committee will have available one (1) day of release time per month to carry out its responsibilities. The committee will meet on the second Wednesday of each month, as needed.

4. Each represented unit; high school, middle school, four (4) elementaries, and the Center Alternative Programs and Community Services building, will have its own PDC. District PDC members and a building administrator will be part of site-based PDC’s.

5. If a PDC member or his/her alternate misses three (3) regularly scheduled meetings between August and May, a new member will be elected from that building.

III. Responsibilities

The Professional Development Committee is charged with 11 responsibilities. The PDC shall:

1. Plan, develop, coordinate and direct, within a plan approved by the superintendent of schools and, as necessary, the Board of Education, the professional growth activities of the Center School District with the intent of helping the superintendent and the Board of Education achieve their goals.

2. Work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.

3. Develop and implement a mentor program.

4. Serve as a confidential consultant upon a teacher's request.

5. Assess faculty needs for developing in-service opportunities for school staff. Communicate the results of assessment to the entire staff.

6. Present to the Coordinator of Professional Development, faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district and develop a plan to address the needs and concerns that will be submitted to the Board of Education.
7. Maintain appropriate records and conduct ongoing and annual evaluations of PDC activities for certified and classified personnel.

8. Provide training for new PDC members.

9. Submit to the superintendent of schools, by September 15 of each school year, the general plan for professional growth for the following school year, for his/her approval. The superintendent will submit the approved plan to the Board of Education for its approval in October.

10. Read, study and discuss research on instructional practices and quality professional development.

IV. In-Service Program

1. The district will provide appropriate in-service opportunities for meeting the concerns/needs of the staff and the goals of the Board of Education and the superintendent of schools. The district PDC will make plans for implementation of the in-service program, determine the time and place for the sessions, the kinds of sessions needed and the professional and resource persons to be used. This effort will be coordinated with the district PDC coordinator.

2. Goals and objectives for each session of the program should be clearly defined and understood by all teachers. The current goals of the Board of Education will determine the professional growth activities of buildings and individuals. Efforts will also be made to tailor programs to the needs of specific groups. The district PDC will designate by the end of each year which in-service sessions for the upcoming school year will be used for district goals and which for building goals.

3. Principals in cooperation with the building PDC's will plan and implement in-service days designated for building level goals.

4. The district PDC in cooperation with the district PDC coordinator will plan and implement in-service days designated for district goals.

5. An evaluation of each district and/or building in-service will be reviewed and kept on file by the district PDC for a minimum of seven (7) years.

6. When school is dismissed for teachers' meetings/in-service, it is expected that all teachers attend.

V. Mentoring Program
Mentoring is the establishment of a personal relationship between an experienced educator(s) and a beginning teacher (protégé) for the purpose of professional support, instruction and guidance. The plan will address the teacher’s first two (2) years in the classroom. The district representative will be the coordinator of the mentor program in cooperation with the building principals. The director of personnel will notify the appropriate college or university when graduates of their universities are hired. A coordinated plan for seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

1. Description of Mentor's Role
   a. The mentor should be on or near the same grade level, department or subject area of the protégé.
   b. Any teacher with five (5) years of teaching experience with a minimum of two (2) years in the district may be a mentor.
   c. The protégé/mentor relationship should last a minimum of two (2) years for teachers not having prior teaching experience.
   d. The mentor will work with the protégé in the building for one-half (½) day before school begins.
   e. The mentor will aid in the development of a Professional Development Plan written by the protégé along with the principal's assistance.
   f. The responsibility of the mentor is that of "helper" and not evaluator.

2. Mentors shall receive their assignments with adequate time to help the protégés to prepare their initial Professional Development Plan. They also have a right to decline.

3. Mentors will receive training and compensation:
   a. Mentor training.
   b. An option of $150 stipend for the year, or 16 district credit professional development hours.
   c. Substitute days coordinated with the principal to meet the goals of the program. (Example: Mentor working in protégé's room for one-half (½) day ... or vice versa; conferencing time; whatever is needed.)
4. Evaluation

Mentors and protégés shall be asked to evaluate the program in writing and to make suggestions for improvement annually.

5. Description of Principal's Role

a. Inform staff of mentor requirements and responsibilities.
b. Select mentor/protégé teams.
c. Attend informational workshops.
d. Identify areas needing support.
e. Monitor mentor/protégé relationship.
f. Coordinate mentoring activities at the building level.
g. Respect confidentiality of mentor/protégé relationship.

6. Description of Protégé's Role

a. Develop and implement a long-term professional development plan with the aid of the mentor and building principal.
b. Become self-sufficient in the classroom.
c. Plan with the mentor a general yearly schedule of activities (Mentor/Protégé Action Plan).
d. Maintain and submit appropriate documentation to principal and coordinator of the mentor program.

7. Description of Coordinator's Role

The coordinator will implement all aspects of the mentor program.
a. Establish mentor/protégé teams with the assistance of the building principal.
b. Develop and implement the new teacher orientation program for mentors and protégés.
c. The Mentoring Handbook will be provided to each mentor and protégé.

d. Develop and implement a minimum of two (2) half-day group sessions for mentors and protégé pairs.

e. Coordinate the mentor compensation program.

f. All documentations such as correspondence, evaluations and information shall be forwarded to the district level PDC chairperson.

g. Conduct in-service evaluations and an annual evaluation of the mentoring program.

h. Be responsible for the mentoring budget.

VI. **Orientation**

The district PDC will conduct an annual orientation meeting for all teachers at the beginning of each year.

At the meeting PDC shall:

1. Provide an overview of objectives, roles and responsibilities of the PDC.

2. Describe the process by which the district and building committees will meet their responsibilities.

3. Stress the individual teacher's role in the assessment of in-service needs.

4. Clearly delineate the difference between PDC mentor program and the evaluation process.

VII. **Evaluation**

The Professional Development Committee considers ongoing evaluation of its activities to be a valuable means of upgrading its services to the district's staff and students. The committee's evaluation efforts will be three-pronged:

1. The committee will conduct a self-evaluation of the year's activities, to be completed annually during the month of May, and file it with the Coordinator of Professional Development.
2. Mentors and protégés shall be asked, during the month of March, to evaluate the mentoring program in writing and to make suggestions for improvement(s). These evaluations will be filed with the coordinator of professional development and filed/reviewed by the Professional Development Committee.

3. An evaluation of each district and/or building in-service will be conducted and filed with the coordinator of professional development and the district level PDC chairperson. These evaluations will be reviewed by the Professional Development Committee.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Center School District #58, Kansas City, Missouri