

Bunker R-III School District

Professional Development Plan

SY 2016-2017



Mission

Embracing the philosophy that all students can learn, we at Bunker R-III accept as our mission the task of educating our students to their fullest potential, providing them with a positive, stimulating atmosphere where they can develop intellectual curiosity through a free exchange of ideas.

Our graduates shall possess such qualities as self-esteem, pride, proper social behavior, responsibility, and mature work ethics.

Furthermore, we believe that developing young adults prepared to assume their roles in a democratic society can best be accomplished through the cooperative efforts of all personnel, parents, and community.

Goal

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (Local Education Agency)/District mission, goals, and objectives.

Operations

The PDC believes that a lifetime of professional development is essential for everyone and is therefore committed to providing professional development opportunities as deemed valuable by the district's professionals.

Responsibility for an individual's professional growth efforts lies both with the district and individual initiative. It is also recognized that professional development opportunities should be both flexible and available to meet individual needs and interests.

The PDC will provide necessary and valued staff development opportunities to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Bunker R-III School District and the Bunker R-III PDC. Committee members will assist staff members in identifying instructional concerns and remedies as well as serve as a confidential consultant upon a teacher's request. Staff will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students' learning experience.

The PDC will review teacher request for professional development opportunities and provide approval based on the criteria outlined in the CSIP and the Professional Development Plan. The PDC will design an annual plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district achieve its goals.

Staff members will follow the guidelines for conference requests set forth by the PDC. Staff members will complete a request form that outlines PD goals.

Following conference/workshop attendance, staff will be required to complete an evaluation describing how the professional development opportunity supported the CSIP and/or Professional Development Plan for the district. Staff members are also expected to share ideas and strategies with other staff members in the school district.

The PDC will report to the Bunker R-III Board of Education annually on the annual goals and objectives outlined in the district's Professional Development Plan.

Committee

The PDC shall consist of two elementary representatives elected by the elementary staff, two high school representatives elected by the high school staff, and one administrative liaison appointed by the superintendent.

All elected representatives shall serve a Three-year term. Representatives shall be elected at the end of the school year with their terms beginning July 1 and ending June 30. Terms shall be staggered with one representative from each building being elected in the first and second year and no election in the third. When vacancies occur among elected representatives, the PDC shall appoint someone to fulfill the remainder of the term.

The committee shall elect the committee chairperson on an annual basis. This term will commence July 1 and end June 30. The Chairperson shall give general supervision and leadership to organizational policies and programs, including PDC training. The Chairperson shall be the official spokesperson for the PDC.

Evaluation

At the beginning of each school year, the PDC will conduct a meeting with the staff to evaluate student achievement results based on Missouri Assessment Program (MAP) and End of Course (EOC) data. Based on annual evaluation of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

The PDC shall poll the certified staff each spring using a needs assessment survey. The results will be used in conjunction with the CSIP, MAP, and EOC data to determine the focus for professional development opportunities in the district.

Follow up surveys will be conducted throughout the year to analyze the effectiveness of ongoing PD in improving instruction and student achievement.

Mentor Program

The district's Mentor Teacher Program has been established to provide mentoring services to teachers employed by the district who have less than two years of teaching experience. Each new teacher will be assigned a mentor teacher who is experienced in the new teacher's subject area (if possible) and has at least five years teaching experience to assist in the new teacher's first two years of professional growth. The administration and PDC will assign mentors.

A Mentor Handbook will be provided that includes important information, procedures concerning roles and responsibilities of a beginning teacher and mentor, and a log in which to record mentor/mentee meetings and observations.

Mentors will meet with their mentee on a regular basis and be available to help as needed. The mentor should assist in identifying appropriate goals for their professional development. The mentor will also help develop and implement strategies that will help the new teacher achieve their professional goals. The district will arrange schedules and/or provide time when the mentor can meet with and counsel the new teacher as needed. The district will reserve the right to reassign mentor teachers in the event personality differences or disagreements occur that have an effect on the constructive implementation of the mentoring program.

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

Mentor

- Meet regularly with beginning teacher, both formally and informally, and document contact using the log provided in the Mentor Handbook.
- Guide beginning teacher through the daily operation of the school.
- Arrange for the beginning teacher to visit different teachers' classes.
- Demonstrate lessons for a beginning teacher.
- Be a role model in all aspects of professionalism.
- Support and counsel the beginning teacher; provide perspective when needed.

Beginning Teacher

- Develop and implement a professional development plan.
- Meet with mentor on a regular basis and document contact using log provided in the Mentor Handbook.
- Participate in a DESE approved Beginning Teacher Assistance Program.
- Observe "master" teachers during classroom instruction.

The Bunker R-III School District also participates in the Administrative Mentoring Program (AMP). Each new administrator participates in a two year program. The administrator completes 30 hours each year

of conferencing with a mentor, principal conferences, or appropriate professional development. The administrator submits two log sheets per year to the Missouri AMP.

Funding

The Outstanding Schools Act of 1993 indicates that each school district shall allocate one percent of its revenue from the foundation program to the PDC for professional development. At least 75% of these funds are spent on activities that are aligned with the district's CSIP. Allocations of funds are to be determined by the PDC in consultation with administrators.