

Butler R-V School District

Professional Development Plan



2020-2021

Butler R-V School District Mission Statement

The mission of the Butler R-V School District is to prepare our students to become productive, responsible citizens in a global society. In partnership with families and the community, the school seeks to provide an educational environment that will maximize the intellectual, physical, social, emotional, and career development of each child.

"First the Child."

Butler R-V School District

Professional Development Committee



Mission Statement

The mission of the Butler R-V Professional Development Committee is to coordinate professional development activities for staff of the Butler R-V School District for the purpose of improving student learning. These activities will align with the district's mission statement, support the district strategic plan (CSIP), and follow the National Staff Development Council Standards and guidelines set forth by the state of Missouri for high-quality staff development.

Vision

We will serve as a positive force in working with educators across the district, so they feel knowledgeable and well-prepared to implement the district's mission and ensure student achievement and success.

Norms

PDC Members are committed to providing high-quality professional development for all staff and conduct meetings exhibiting these qualities:

- Outside the box thinkers
- Investigators
- Passionate about learning
- Mindset shifters
- innovators

Belief Statements/Collective Commitments

Professional development in the Butler R-V School District should:

- Improve student achievement (shown through data) as the ultimate goal
- Keep current with instructional strategies, curriculum, and technology
- Support teacher development and retention by providing individualized, specific, ongoing and grade-level appropriate activities
- Raise district and individual expectations by aligning with district CSIP

Executive Summary

The Butler R-V School District is committed to providing ongoing, job-embedded staff development opportunities for district professionals. Decisions regarding professional development should support the primary goal of improving curriculum and instruction to improve student learning.

Professional educators should continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching and assessing. Sustained training to develop and refine teaching skills is a worthwhile goal for teachers and can be supported with professional development monies. Professional Development will be differentiated to tailor the needs of our students and how teachers can support student success.

To develop a strong, well-organized successful professional development program, teachers, and administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction for enhanced student learning. Collaboration and conversation that incorporates research and use of best practices should be part of the learning process at all levels.

The district is committed to finding ways to maximize opportunities for staff development during the regular school day, outside the school day, and through the summer months.

Professional Development Plan Goals

All professional development will support the Butler V-V School District Mission and Vision Statements and the Comprehensive School Improvement Plan. The Butler R-V School District Professional Development Goals are designed to support the goals, strategies and action steps outlined in the Comprehensive School Improvement Plan.

Goal 1: Assessment Strategies

The goal of professional learning is to collect, analyze, and adjust instruction, based on outcome data from various district-wide assessments.

Goal 2: NEE Indicators

The goal of professional learning as related to the NEE indicators is to improve student achievement and performance by providing a relevant and rigorous curriculum to increase and support educators' integration of cognitive engagement, critical thinking, and formative assessment as an ongoing classroom practice.

Goal 3: Educator Support

The goal of professional learning is to provide educators support for the implementation of differentiated instructional strategies, behavioral intervention techniques, and best management practices to better meet the needs of all educational stakeholders.

Goal 4: Technology

The goal of professional learning is to provide educators support for the implementation of instructional technology and resources to improve instruction, enhance student engagement, and maximize learning in a 21st-century classroom.

Butler R-V School District

Comprehensive School Improvement Plan

GOAL 1: Student Performance

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

GOAL 2: Highly-Qualified Staff

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

GOAL 3: Facilities, Support, and Instructional Resources

Provide and maintain appropriate support services with functional and safe facilities.

GOAL 4: Parent and Community Involvement

Promote, facilitate and enhance parent, student, and community involvement in the LEA/District educational programs.

GOAL 5: Governance

Govern the Butler R-V School District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Missouri Mandates and Regulations

The Butler R-V School District recognizes statutory authority for professional development as established under Section 168.400.4 (1) (2) & 5 RSMo. (the Excellence in Education Act) and SB380, Section 160.530.1 7: RSMo. (The Outstanding Schools Act of 1993).

Excellence In Education Act of 1985 C Sections 168.400.4(1) (2) & 5 RSMo.

Beginning teacher assistance programs established under this section shall include, but need not be limited to the following provisions:

Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional committee, which is hereby established in each school district, which committee 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 inservice opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.

Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internships, counseling, and in-service training. The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

The Outstanding Schools Act of 1993 C SB380, Section 160.530.1; RSMo. 7.1

Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section [163.031](#), a school district shall allocate one percent of moneys received pursuant to section [163.031](#), exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section [168.400](#). Of the moneys allocated to the professional development committee in any fiscal year as specified by this subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board. Moneys expended for staff training pursuant to any provisions of this act shall not be considered in determining the requirements for school districts imposed by this subsection.

Duties & Responsibilities of the Professional Development Committee (PDC)

The Butler R- V Professional Development Committee will be held accountable for all district PDC monies received from Senate Bill 380. They will be responsible for overseeing the professional development program of the district and in supporting buildings in developing professional development plans.

Other responsibilities as outlined by state guidelines include:

- Identify district-wide instructional concerns and remedies for beginning and experienced teachers.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs.
- Communicate professional development opportunities to staff members.
- Present to the proper authority, faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.
- Oversee and approve allocation and use of PDC funds through budget development process.
- PDC membership training.
- Work with administration to help move schools toward CSIP goals.
- Oversee mentoring program.
- Evaluation of certificated staff development activities, using formative surveys for building and district professional development feedback.
- Serve as a resource for peer assistance.
- Review district-wide long-term plans relating to professional development prior to implementation.
- Report district-wide long-term planning regarding Staff Development; including goals, budget issues, and areas of emphasis.
- Other duties as assigned by the local PDC.
- Train staff members on how to request funds for out of district professional development opportunities
- Facilitate building/district professional development.
- Attend additional district professional development initiatives as directed.
- Report directly to building administrator before and after each PDC meeting.

Professional Development Committee (PDC)

Membership & Guidelines

District PDC members shall be certified staff members.

Qualifications for membership:

- Staff members of the Professional Development Committee shall have three years of teaching experience with a preferred 2 years in the Butler R-V School District, and be considered master teachers by their administrator.
- Members of the Professional Development Committee must be knowledgeable of all school improvement efforts and be able to effectively communicate those efforts to all stakeholders.
- Professional Development Committee members should show exceptional interest in staff development and professional growth issues and be well-respected by staff and administration.

Representation of the Butler R-V PDC

The Butler R-V PDC shall consist of representatives from each educational level in the following manner:

- 1 - Early Childhood Center
- 3 - Elementary Building
- 3 - High School Building
- Ex-officio administrative facilitators from Central Office
- Ex-officio members from the following groups are allowed to participate in meetings but must be non-voting members:
 - Principals, Instructional Coaches, and Board of Education

Building Schedules for PDC Elections

No later than March of each year, building certified staff shall elect members for any position that has fulfilled a three-year term. Members from the same building will serve 3-year staggered terms. A call for nominations by staff and principal will be asked for one month prior (February) to elections. The principal will create a list of eligible teachers based on criteria to be voted on by building staff. Once a member has served a three-year term, they will not be eligible for PDC again until they have taken one year off. Outgoing members will conclude their service in May so that they can train the incoming member. New members will begin their service in April. (The incoming member and outgoing member will participate in meetings together April-May)

PDC Officers

An administrator from Central Office will serve as an advisory chair to the PDC. The administrator will work collaboratively with the PDC on scheduling meetings, providing meetings agendas, providing current budget information, coordinating professional development, and other activities as directed by the committee.

PDC Meetings

Meetings will be held monthly. A tentative meeting schedule will be determined in the spring prior to each school year.

PDC Spending

Butler R-V PDC will comply with the state PDC Budget Guidelines. As funds allow and state guidelines dictate, the district will allocate a portion of its general fund budget to staff development. Central Office will develop the initial budget in-conjunction with a PDC budget committee. This budget will be presented to the district PDC for revision/approval and then presented to the Board of Education as part of the Professional Development Plan approval process.

All building PD money requests must be approved by the principal and the superintendent, as well as the PDC.

To meet the statutory requirements, one hundred percent of the professional development funds must be:

1. Used for professional development.
2. Spent on activities consistent with the district's professional development goals.
3. Clearly related to the objectives of the district CSIP.
4. Used for certified personnel only.

Professional Development Follow-Up

Anytime professional development funds are utilized, an evaluation of the activity is expected to be completed. If the PD is done at the building level, results are to be tabulated/summarized by the building PDC representatives and sent to the district PD administrator. If the PD is done at the district level, the PD administrator will be responsible for having staff complete an evaluation and for getting the evaluations collected and the data summarized.

Building Planned Professional Development

The goal of professional development at the building site is to provide time for the staff in each building to implement the curricular and instructional goals of their school improvement plans. Planning should be done through the Building Leadership Team/Building Professional Development Committee and principal. Building administrators are encouraged to provide an agenda 3 days prior to the event. Buildings are allotted funding to support building professional development.

Individual buildings are responsible for developing a budget sheet and rationale that reflects how their building funds will be spent. This spending should support the building's CSIP goals. Student achievement data and district goals will serve as a guide for planning purposes. Individual buildings are encouraged to collect data that reflects how money spent impacts student achievement.

Individual Professional Development

The Missouri Educator Evaluation System was created for use in the 2014-15 school year. Every teacher will select goals and monitor growth toward those goals throughout the year. The PDC committee may assist teachers in providing professional development that helps teachers meet their needs in areas of growth. Progress toward the goals is reviewed annually with the teacher by the building evaluator.

Certified staff requesting to attend a conference **outside the district** should do so by first seeking administrator approval, then using the Professional Development Request Form prior to registering for/attending the conference. If approved, you are responsible for securing purchase orders, registering, lodging, substitutes, etc. Staff that attends professional development outside of the district will be required to share information with appropriate grade level, subject area, building or district personnel, as well as PDC, using the appropriate form.

Any teacher wishing to **present at a conference** must first obtain administrator and PDC approval PRIOR to presenting at/registering for/attending any conference. The Professional Development Request Form will also need to be completed.

PDC money should never be encumbered without going through the proper procedures and securing the proper permission.

After attending an approved professional development event, staff member may request reimbursement for travel according to the following guidelines:

- Mileage - round trip from home building location to event location
- Parking - event or hotel parking not covered in event registration
- Meals - up to \$30/day for events that include at least one overnight stay (unless otherwise stipulated and approved by administration and PDC)

New Teacher Orientation

All new teachers to the Butler R-V School District are required to attend New Teacher Orientation prior to the start of the school year. The purpose of this is to accomplish the following:

- Provide new teachers with an overview of the curriculum they will teach.
- Time to meet with building principals and mentors.
- Become familiar with district programs and practices.

Mentor Program

All protégés (beginning teachers or teachers who have never taught in a public school) are required by the state to participate in a two-year mentoring program. The Missouri Educator Evaluation System has also included that non-tenured teachers (teachers with fewer than 5 years of public school teaching) will participate in an extended mentoring program designed by the school district. In the Butler R-V School District, first or second year teachers new to teaching will be assigned a mentor. The mentors will be the district Instructional coaches unless otherwise determined by the building principal. Teachers who have three to five years of experience will be assigned a mentor as well to offer continued support.

All protégés (first and second year teachers) and non-tenured teachers will be expected to complete the requirements of the mentoring program each year that their mentor will oversee. All protégés and non-tenured teachers will attend or participate in sessions as set by the mentors.

Protégés will be able to request substitutes from the district PD budget in order to complete required observations and collaboration sessions one time each semester. The principals or mentors may request additional professional development services for a protégé and/or mentor. Those services may require funds from the PD budget for registration and/or substitutes.

Teacher Buddy

In an effort to support teachers of any experience level new to the district, each building principal will assign a teacher buddy to a new teacher to the district to help become familiar with programs, day to day building activities, district initiatives, etc. Building administrators will follow up with the new teacher to ensure adequate support.

Collegial Walkthrough

Certified staff will perform a collegial walkthrough (or watch a video recorded lesson of a colleague) twice per year. Observing peers is a specific type of professional development that will enhance collegial conversations about student learning, content collaboration, instructional practices, etc.

Regional Professional Development Centers

The district participates with both the Central RPDC (at University of Central Missouri) and the Greater Kansas City RPDC (at UMKC-Union Station).

Professional Development Committee (PDC) Members

Advisory Chair

Dr. Calee McElwain, Director of Curriculum

Early Childhood Center Member

Haley Wainscott (2023)

Elementary School Members

Allison Oates (2023)

Pam Hammett (2021)

Jenna Lacy (2024)

High School Members

Nadja Gardner (2023)

Margaret Porter (2021)

Angie Kauffman (2024)

Ex-Officio Members

Stacey Lawson, Director of Early Childhood

Melody Siebeneck, Elementary Principal

Stephen Miller, Elementary Assistant Principal

Marci Beckley, High School Principal

Nancy Sutton, High School Assistant Principal

Stephanie Nelson, Elementary Instructional Coach/Mentor

Professional Development Calendar 2020-2021

Date	Description
August 17	New Teacher In-Service
August 18	Beginning School Workshop Day
August 19	Beginning School Workshop Day
August 20	Beginning School Workshop Day
August 31	Building PD
September 14	Amplify Science 6-8 McGraw-Hill Math 7-12
September 28	Building PD
October 12	Building PD - prep for conferences
October 26	Parent-Teacher Conferences
November 9	Building PD (Cox Health Screening)
November 30	TBD
December 14	Building PD
January 4	Building PD
January 11	Building PD
February 8	Building PD - prep for conferences
February 22	Parent-Teacher Conferences
March 8	TBD
March 22	TBD
April 12	TBD
April 26	TBD
May 10	TBD
May 24	TBD

**Staff development days missed for inclement weather or other reasons will be expected to be made up, unless otherwise directed by district administration*

Professional Development Budget 2020-2021

According to the Outstanding Schools Act of 1993, a school district shall allocate one percent of moneys received to the professional development committee of the district. Of the moneys allocated to the professional development committee in any fiscal year, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.

**For additional information, refer to page 5, Missouri Mandates and Regulations.*