

HOUSTON R-1 SCHOOL DISTRICT

Professional
Development Plan

2021-2022



PROFESSIONAL DEVELOPMENT MISSION STATEMENT

The professional development mission of the Houston R-1 School District is to support teachers and administrators in their continual efforts to improve instruction so each student may achieve at higher levels in the public schools.

RATIONALE

The Houston R-I School District believes quality professional development produces higher student achievement.

Effective collaboration between staff and administration is essential in the professional development process.

In fulfilling this responsibility, the administration must solicit input from all those who make up the educational community so goals and objectives can most effectively address the needs of the district.

Improved student learning occurs when clearly defined learning objectives, carefully designed plans of action involving all affected educators, performance assessment strategies, and appropriate follow-up activities are implemented. Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving maximum results.

The model for professional development has continued to shift and improve. According to current research, in order to make a difference in the achievements of teachers, students, and schools, professional development must shift to the following:

FROM:	TO:
• Focus on teacher needs only	• Focus on student learning outcomes
• Focus on individual development	• Focus on individual, school, and system-wide development and improvement (CSIP, SIP)*
• Transmission of knowledge, skills, strategies	• Inquiry for teaching and learning
• Pull-out training	• Job-embedded learning
• Generic teaching skills	• Combination of content knowledge and content-specific teaching skills
• Fragmented, piecemeal, one-shot	• Driven by clear, coherent, long-term strategic plan
• District direction and decision-making	• School direction and decision-making
• Professional developers as trainers	• Professional developers as facilitators, consultants, evaluators
• Professional development as some people's jobs	• Professional development as everyone's job
• Professional development for teachers	• Professional development for everyone
• Professional development as a frill	• Professional development as essential
• Professional development for teacher improvement	• Professional development for all school community
• Awareness and one- or two-session workshops	• Professional development that provides adequate time for learning, practice and adequate follow-up
• Individual decisions	• Collegial discussions and decisions
• Individual/general applications	• Stimulating and supporting site-based initiatives
• Professional development without accountability	• Professional development with accountability for student achievement student outcomes**

*CSIP is Comprehensive School Improvement Plan; SIP is School Improvement Plan.

** Sparks, Dennis and Hirsh, Stephanie, A New Vision for Staff Development (1997) Association for Supervision and Curriculum Development, Alexandria, Virginia.

PROFESSIONAL DEVELOPMENT GOALS FOR PERFORMANCE IMPROVEMENT

- PDC Goal 1: Improve instructional strategies and delivery of instruction through personal Professional Growth Plans
- PDC Goal 2: Increase student achievement in the area of math concepts/application through improved instructional strategies and delivery of instruction.
- PDC Goal 3: Increase student achievement in the areas of reading fluency and comprehension through improved instructional strategies and delivery of instruction.

RELATED CSIP OBJECTIVES

PDC Goal 1: Increase student achievement through improved instructional strategies and delivery of instruction based on teacher’s personal Professional Growth Plans

CSIP related objective:

(A1) By the end of the 2021 school year, student performance (including subgroups) on MAP, EOC, and College & Career Readiness will show growth toward APR standards with at least 85% of points.

PDC Goal 2: Increase student achievement in the area of math concepts/application through improved instructional strategies and delivery of instruction.

CSIP related objective:

(A3) By 2021, all students in grades K-12 will perform at or above grade level targets or meet established growth standards in the areas of math concepts/applications as measured by a commonly administered scientifically-based math assessment.

PDC Goal 3: Differentiated professional development based upon teachers’ needs and best practice research.

CSIP related objective:

(A2) By 2021, all students in grades K-12 will read at or above grade level targets or meet established growth standards in fluency and comprehension as measured by a commonly administered scientifically-based reading assessment.

PDC MEMBERSHIP CRITERIA AND RESPONSIBILITIES

The Professional Development Committee shall have eight elected teacher members, with membership spread across disciplines and attendance centers. Three members shall be from the elementary school; two members from the middle school; two from the main high school; and one from the vocational building. Two additional voting members will be represented by one elementary instructional coach and the district instructional coach appointed by the administrator and curriculum director. In addition, one administrator and the curriculum director will serve as exofficio, non-voting members. The administrator shall be appointed by the superintendent and act as a liaison between the committee and the superintendent.

Elected committee members shall be certified actively serving in a classroom teacher role with at least three years teaching experience and at least two years in the Houston R-I School District. Committee members shall be elected by the teachers currently employed by the district, serving in a classroom teacher role. Terms for outgoing members are completed on June 30.

Professional Development Committee members will be elected for three-year terms and may serve no more than two consecutive terms. *(At the discretion of the committee, if no candidates present themselves for elections, consecutive term limits can be waived by vote of the committee.)* Terms shall be staggered so approximately one-third of the committee will be new each year. New members will be elected no later than January 31 and will be in training until May with formal training completed by June 30.

Any member of the Professional Development Committee failing to attend three consecutive regular meetings, unless excused by the committee for reasons satisfactory to the committee, shall be deemed to have vacated the position. The vacancy shall then be filled in the same manner as other vacancies occurring on the committee. A small stipend will be paid to committee members for their service. The chairperson will receive an additional \$200.00 for their position. Guidelines include attending and participating in all PD meetings. Missing more than two meetings will result in no stipend pay. Stipends will be paid at the end of the school year.

The Professional Development Committee shall:

- ❖ Elect annually a chairperson who will set agendas, maintain and balance the committee's budget, conduct meetings, appoint subcommittees, communicate with administrators and the school board, and other duties as needed for the committee. The chairperson will have served on the professional development committee at least one year prior to being elected, will serve a two year term and must have tenure within the district.
- ❖ Elect annually a record keeper who will keep minutes, correspondence, and other duties as needed for the committee.
- ❖ Committee members will attend monthly meetings, serve on subcommittees, and disseminate professional development information to building teachers.
- ❖ Review reimbursement requests and manage professional development funds.
- ❖ Conduct faculty needs assessments.
- ❖ Coordinate and develop professional development activities in conjunction with administration.
- ❖ Present faculty suggestions, ideas, and recommendations to the proper authority.
- ❖ Implement a mentor program for beginning teachers.
- ❖ Disseminate the Houston R-I Professional Development Plan

MENTORING

The Houston R-I School District has an established procedure for providing a support system and professional growth opportunities for beginning teachers and administrators in the first two years of teaching/administration.

Mentoring provisions for teachers include, training, rules and responsibilities, beginning teacher's responsibilities, requirements for beginning teacher's professional development plans, time for beginning teachers to observe master teachers, and time for mentors to observe and provide feedback to beginning teachers. A small stipend will be paid to mentors for adequately fulfilling all mentor responsibilities as determined by building administrators and PDC.

Mentoring provisions of beginning administrators will include participation in DESE's Administrator Mentoring Program. Mentors are assigned through DESE and the local Regional Professional Development Center. The following is a list of responsibilities for mentors and beginning teachers:

1. Mentors:
 - Help beginning teacher develop a professional growth plan.
 - Assist beginning teachers in locating important district publications and/or information of curriculum guides, professional development library, bulletin boards, etc.
 - Meet with beginning teacher on a regular basis (at least once a month) and document contact using a log provided in the Mentor Handbook.
 - Observe and provide formal and informal feedback to the beginning teacher.
 - Participate in district mentoring activities.

2. Beginning Teachers:
 - Develop and implement a professional development plan.
 - Log at least 30 hours of in-service training.
 - Participate in Beginning Teacher Assistance Program.
 - Meet with mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
 - Observe "master" teachers during classroom instruction.
 - Participate in district mentoring activities.

3. Administrator responsibilities:
 - Select and assign qualified mentors.
 - Monitor beginning teacher and answer questions.
 - Provide time for beginning teacher to observe "master" teachers.
 - Provide time for mentor to observe beginning teacher.
 - Provide support of mentoring program.
 - Offer support, assistance and resources to mentor and beginning teacher.

See Mentoring Manual for specific guidelines followed by all beginning teachers and mentors.

STUDY GROUPS

Study Groups consist of a minimum of three (3) certified employees who regularly participate in a focused discussion of educational topics using research-based materials. Certified employees may participate in as many study groups as desired but may only be reimbursed for one (1) study group per year (unless additional funds are available).

The study group organizes and maintains an agenda of readings. Prior to each meeting, participants read and reflect upon the reading and come prepared with questions, ideas or explanations of the reading.

Study group participants expecting to be reimbursed MUST submit a PD Study Group Request form signed by the building principal **prior to** beginning a study group. At the completion of the study group, each participant MUST submit at least a ½ page summary of their learning and a PD Study Group Reimbursement form.

The date the committee approves the study group is the earliest date a study groups may meet and log collaboration time. Approved study groups have a limit of 3 months from the time the committee approves the request to complete requirements and request stipend. All study groups must be completed by the end of April of the current school year.

Please be aware all hours should be **teacher collaboration discussion** hours – no hours should be counted for actually reading your study group book.

INDIVIDUAL TEACHER REQUESTS

Teachers can request to attend a conference and/or training outside the school district. Consult with the building principal to determine if the conference or training you desire to attend would be approved. The teacher will need to complete and submit the "PDC Request Form" on the District website. For the PD committee to approve the request, teachers must submit their request by the scheduled PD committee meeting prior to the event. Once the request has been approved by the building principal **and** PD committee the individual can register for the event and submit all purchase orders needed.

****PLEASE BE AWARE: If you request funds from the PD Committee and are approved for those funds, you may be asked to share information from your event.**

Once the conference or training has been completed, follow the steps below to request reimbursement of personal expenses related to the activity.

Steps to Request Reimbursement

1. Submit PDC Reimbursement Claim (found on the Intranet)
2. Attach itemized receipts for all expenses approved to be paid by PDC (meals, mileage, etc.)
3. Attach a copy of itemized hotel receipt (even if paid with purchase order)
4. Obtain principal's signature and turn all forms into your building PD rep.

PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION

The professional development committee will biennially evaluate the Professional Development Program. A needs assessment will be distributed every two years. The results will be used, in conjunction with the Comprehensive School Improvement Plan, to determine the focus for professional development opportunities in the district.

Evaluation will include an assessment of student achievement. Evaluation reports will be generated for faculty analysis as soon as data is received by the district at the beginning of each school year. Meetings will be coordinated with the faculty and the administration to evaluate achievement results. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

FUNDING

The Houston R-I School District will allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff. Seventy-five percent of the one percent must be spent within the fiscal year the one percent is received. Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board. The driving force behind all professional development activities will be the Comprehensive School Improvement Plan with emphasis placed on student achievement.

2021-2022 Professional Development Funds

Mentor stipend (salaries & benefits)	\$8,744.75
PD Committee member stipend (salaries & benefits)	\$4,869.70
Substitutes for prof level.	\$5,000.00
Beginning Teacher program costs	\$4,800.00
Building Initiatives (at discretion of bldg. administrators)	\$9,000.00
Elem - \$3,240.00	
MS - \$2,340.00	
HS - \$3,420.00	
Prof Dev Day expenses	\$3,500.00
Individual Teacher PD requests	\$4,834.55
PD Committee training and expenses	\$251.00
TOTAL FUNDS	\$41,000.0

2021-2022 PD Committee members

Building	Staff member	Term expires
Elementary	Ruth Wallace	2022
Elementary	Calley Rogers	2024
Elementary	Carla Walker	2023
Middle School	Shelly Mutzebaugh	2023
Middle School	Mandy Adey	2022
High School	Unfilled	2022
High School	Matthew Peterson	2024
Vocational Building	Unfilled	2023
Instructional Coach-Elementary	Linda Buchanan	Appointed
Instructional Coach-District	Wytney Steelman	Appointed
Building Administrator*	Amanda Munson	Appointed
Curriculum Director*	Stephanie Greiner	Appointed

*Position serves as an ex-officio, non-voting member