



Professional Development Committee

**Member Handbook
2007 - 2008**

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Mission Statement

Approved: May 10, 2007

It is the mission of the Pattonville Professional Development Committee (PDC) to provide professional development opportunities of high quality and lasting impact that will support certified staff in their efforts to improve instruction so that every student experiences success.

**PROFESSIONAL DEVELOPMENT
Areas of Emphasis
2006-2011**

Professional development in Pattonville focuses on student achievement and creating a healthy and productive learning environment. To support this focus professional development will engage all staff in learning on the following areas of emphasis:

Implementing District-Focused Instructional Strategies

To improve student achievement all staff must consistently use instructional strategies that promote student understanding and application of the Show-Me Standards, Grade-Level Expectations, and Pattonville curriculum. All staff are accountable for:

- Analyzing student data
- Utilizing best instructional practices
- Engaging students in writing, reading and critical thinking across the curriculum
- Using performance assessment to monitor and provide feedback to students

Differentiating Instruction

Differentiating Instruction refers to addressing individual learning needs. It employs the use of research based instructional practices that meet the diverse needs of all students, including but are not limited to:

1. Lower socio-economic households (children in poverty)
2. Gifted and talented students
3. Minority
4. Special learning needs (cognitive, physical, and/or emotional)
5. English Language Learners
6. Gender equity

Creating a Positive Learning Environment

Professional development will support the identification and implementation of strategies that promote positive interpersonal relationships among students, staff, parents and community.

Integrating Technology

The purpose of technology is to increase student achievement, ensure our student's life long learning, and to promote staff productivity. Toward these ends all students and staff will learn to use technology as a tool to analyze, communicate, and research.

Leadership

Leaders evolve at all levels across the district. Pattonville School District will identify and develop leadership to create a community of learners through collaboration, presentation, motivation, and reflection.

Goals and Objectives

2007-2008

Approved: April 4, 2001

Revised: May 10, 2007

GOAL SUMMARY: The PDC's goals and objectives are driven by the Comprehensive School Improvement Plan and specifically support Goal 1, Targets 1-3.

GOAL 1: Students demonstrate significant improvement in their understanding and application of state standards.

- Target 1: All students are proficient communication arts, mathematics, and science.
- Target 2: All students are responsible citizens.
- Target 3: Technology use improves achievement and productivity.

PDC GOAL 1: The PDC will continue to improve its organizational structure and communication to members. PDC members will become more informed and better able to serve the teachers of Pattonville.

OBJECTIVE 1.1: All members of the district PDC committee will receive training outlining their responsibilities as members of the committee.

IMPLEMENTATION: The officers will provide this training at the annual retreat.

OBJECTIVE 1.2: Efforts to improve communication will be ongoing. Avenues of communication will include inter-school mail, voicemail, and e-mail.

IMPLEMENTATION: Clerical support staff will also be used to facilitate communication with sufficient notice.

PDC GOAL 2: The PDC will work with Learning Center Administrators and Instructional Coordinators to involve representative teachers in the design, planning and implementation process of Pattonville professional development initiatives.

OBJECTIVE 2.1: The many groups who share the responsibility for staff development will be identified. Dialogue and communication between these groups will increase.

IMPLEMENTATION: Members of the PDC will represent teachers and serve as liaisons at monthly meetings to report their findings and request support. This effort will be on going and facilitated by the Director of Instructional Support Services.

PDC GOAL 3: The PDC will explore means to support and provide leadership for staff development initiatives at both the district level and building level.

OBJECTIVE 3.1: By increasing staff awareness of best practices, more opportunities for professional development at the building level and smaller special interest groups may be provided for staff.

IMPLEMENTATION: As an annual part of the ongoing professional development activities, building plans will include different opportunities for teachers to study their own interests. The district PDC will monitor building level support of teachers.

OBJECTIVE 3.2: To enhance leadership skills, state and national professional development conference opportunities will be made available to district PDC members.

IMPLEMENTATION: Eligible members of the district PDC will participate in local, state, or national conferences following procedures outlined in the PDC member handbook.

PDC GOAL 4: PDC will provide the structure to support, encourage, and guide new teachers and mentors.

OBJECTIVE 4.1: District PDC will continue to actively plan and monitor existing initiatives which are meeting the professional development needs of teachers who are within the first two years of their teaching assignments.

IMPLEMENTATION: PDC will examine data to maintain/revise a plan for new teacher training. New teachers and mentors will be advised that PDC representatives can serve as confidential liaisons.

Definition of Quality Staff Development

Approved: November 14, 2000

Quality Professional Development:

- is a fundamental professional responsibility for every teacher
- is a continuous process
- is measured by the positive impact on our students
- includes all the elements of quality instruction
 - opportunities for choice
 - active engagement of learners
 - follow-up and feedback
 - time for reflection

Background Information

Approved: November 14, 2000

The mission of the PDC to promote quality staff development is accomplished with the following three conceptual categories that help to organize our decision-making.

•Context

- aligns with the CSIP.
- aligns with the district's identified strands for professional development.
- is aware of available time and financial resources.
- includes collaboration with both building and district level administrative leaders and the cultivation of their involvement and support for initiatives.

•Process

- is continuous.
- demands first hand experience.
- is enhanced by collaboration.
- requires follow-up.
- when in practice, is enhanced by reflection on observable results.
- is appraised by multiple sources of information.

•Content

- reflect the needs and desires of the teachers we serve.
- be based in valid research.
- support district goals.
- directly contribute to student success.

Composition and Eligibility

Approved: November 14, 2000

Revised: May 10, 2007

Professional Development Committee members are elected by the certified staff in the building they represent. Committee members shall be certified staff members with at least one year of employment in Pattonville. Committee members serve a three-year term.

This committee consists of 15 members, including one from each elementary and POSITIVE school, two from each middle school, and three from the high school, as well as one representative from the District Administrative Team who serves as an ex-officio member. If buildings choose to have multiple representatives sharing a term, the representative team is entitled to one vote in PDC matters.

Procedures for Elections & Retreat

Approved: November 14, 2000

Revised: May 10, 2007

One-third of the committee is elected each year. New members shall be elected prior to the annual PDC retreat.

Committee members ending their 3-year terms will work with the building administration to:

- February - survey entire staff for interest in running for PDC.
- March - ballot of all interested eligible staff will be submitted and the election will be held. (Committee members may run for re-election).

The PDC will hold an annual retreat. Dates and location will be determined each year based on the district calendar. Newly elected district representatives attend the annual PDC retreat.

Responsibilities of District PDC

Approved: November 14, 2000

Revised: May 10, 2007

Missouri law requires that at least 1% of the district's operating budget is allocated for professional development. In Pattonville, the district PDC makes decisions about the distribution of these funds. Pattonville School District provides additional funds for mentoring and new teacher orientation.

Define District PDC Goals and Objectives.

Potential goals and objectives for the next calendar year will be examined by the committee and presented for discussion, review, and adoption. These goals and objectives will be published within the PDC handbook.

Participate in a needs assessment that determines the in-service needs of practicing teachers.

Missouri law requires that the PDC conduct a needs assessment to determine the professional development needs of practicing teachers. The responsibility for meeting this requirement is entrusted to PDC and the Office of Instructional Support Services. Needs assessment data results are reported in the Professional Development Program Evaluation. Student data from the Curriculum and Instruction Program Evaluation are also used in the needs assessment process.

Develop and Maintain a Budget.

The budget will support the goals and objectives of the district PDC. It will be aligned with the Comprehensive School Improvement Plan (CSIP) and will show the district identified staff development strands. It will be established by the committee and approved by a simple majority of a quorum of the committee. Eight voting members must be in attendance for a quorum. Budget categories may include state and national conferences/conventions, staff development opportunities, grants for special projects, and expendables.

Distribution of PDC Funds and Expenditure Approval

- Conferences/Conventions

National:

The PDC will allocate funds to send a minimum of three delegates each year to a National PDC conference or convention. Preference will be given to committee members in Cycle B who have not previously attended a convention. Delegates will provide a brief presentation of the convention at the meeting that most closely follows the convention.

State/Local:

The PDC will allocate funds to send a minimum of three delegates each year to a state or local PDC conference or convention. Preference will be given to committee members in their first year, and who have not previously attended a convention. Delegates will provide a brief presentation of the convention at the meeting that most closely follows the convention.

- All expenditures will be approved by vote of the committee.
- The minutes of the PDC are generally used as documentation for distribution of PDC funds.

Miscellaneous Accounting Information

- For reimbursement of expenses, PDC will follow Pattonville accounting policies.
- The professional development leave policies will be followed by the PDC.
- Compensation for workshops approved by the district PDC will be aligned with the policies set forth by the Pattonville Curriculum Coordinating Council.
- The district PDC will approve compensation for outside presenters. Negotiations are expected when engaging outside presenters.

Responsibilities of District PDC Members

Approved: November 14, 2000

Revised: May 10, 2007

- Serve 3-year term on district PDC.
- Attend all district PDC meetings.
- If a representative must miss a PDC meeting, he/she is to contact the district PDC Secretary to inform the committee of his/her absence.
- Assist the committee in establishing and reaching its goals and objectives.
- Actively facilitate communication with the certified staff of their building by sharing faculty ideas, suggestions and recommendations with the building PDC, the district PDC, coordinators, administrators, and other district staff.
- Serve as a confidential consultant upon teacher request.
- Establish communication with new teachers, mentors, PDC, and administrators.

Leadership

Approved: November 2000

Revised: May 10, 2007

Procedures for Election of Officers

The district PDC will elect a Chairperson, Vice-Chairperson, Secretary, and Treasurer during the annual retreat. These officers must have at least one year of district PDC service. Officers assume their responsibilities upon election.

Officer Responsibilities

Chairperson

- Establish a meeting schedule for each year.
- Develop and distribute agenda at least 24 hours prior to each scheduled meeting.
- Lead all meetings, including the PDC retreat.
- Delegate responsibilities.
- Assist in the development of a proposed budget.
- Assist in drafting the proposed goals and objectives for the following year.
- Work with other officers in nominating eligible candidates for leadership roles.
- Meet with incoming officers to facilitate a smooth transition in leadership.
- Introduce PDC to new teachers during the orientation process.

Vice-Chairperson

- Lead meetings in the absence of the Chairperson.
- Oversee PDC handbook review, revision, and distribution.
- Oversee orientation of new members.
- Assist in the development of a proposed budget.
- Assist in drafting the proposed goals and objectives for the following year.
- Work with other officers in nominating eligible candidates for leadership roles.
- Meet with incoming officers to facilitate a smooth transition in leadership.
- Assist Chairperson in planning the agenda.

Secretary

- Take and distribute meeting minutes.
- Notify/remind committee members of deadlines.
- Assist in the development of a proposed budget.
- Assist in drafting the proposed goals and objectives for the following year.
- Work with other officers in nominating eligible candidates for leadership roles.
- Meet with incoming officers to facilitate a smooth transition in leadership.
- Receive communication from members who will be unable to attend a meeting.
- Facilitate communication for PDC events.

Treasurer

- Work with designated support staff to prepare a monthly treasurer's report of district PDC expenditures.
- Work with support staff to facilitate arrangements for conference attendance.
- Assist in the development of a proposed budget.
- Assist in drafting the proposed goals and objectives for the following year.
- Work with other officers in nominating eligible candidates for leadership roles.
- Meet with incoming officers to facilitate a smooth transition in leadership.

PDC Member Handbook
New Teacher/Mentor Program
Approved: May 2002
Revised: May 10, 2007

Program Overview

Mentors are generally trained in either June or August for the following year. District PDC is responsible for mentor training as well as new teacher orientation.

Mission Statement

Our comprehensive mentor program provides the structure to support, encourage, and guide new teachers in the Pattonville School District. Assisting new teachers in analysis of teaching practices and effects on student learning are key elements. In addition, this collaborative program offers opportunities for staff members to grow in a professional, personal, collegial, and non-judgmental environment. This program brings new energy and ideas into the classroom and improves school climate as well as offers a secure, friendly, and welcoming environment to new teachers.

Program Goals

- Establish a support system that promotes confidence, optimism, and job satisfaction among new teachers.
- Foster arenas for collegial discussions among new and experienced teachers.
- Enhance student learning by improving the effectiveness of new teachers.

Mentor Selection Process

- Building principals are responsible for seeking out strong teachers within their building and asking them to become mentors and transition mentors.
- Recommendations are sent to the Office of Instructional Support Services and the PDC.

Role of Mentors

- New teacher mentors guide brand new teachers through their first two years in education, acting as a confidante, resource, support system, and advocate.
- Transition mentors help experienced teachers become acclimated to Pattonville during orientation and throughout the school year.

Responsibilities of New Teacher Mentors

Year 1

- Share teaching practices
- Welcome the new teacher
- Hold weekly meetings
- Facilitate two classroom observations

Year 2

- Role of mentor shifts to that of a peer coach

Responsibilities of New Teachers

- Develop, implement, and document a professional development plan
- Keep a log of professional development hours
- Seek support and assistance as needed
- Share new ideas with colleagues
- Attend weekly meetings with mentor
- Observe other teachers two times
- Participate in district's new teacher program

Responsibilities of Principal

- Assign new and transition teachers a mentor
- Respect the confidentiality of the new teacher/mentor relationship
- Provide encouragement and support for the success of the mentoring program
- Provide substitutes for new teacher/mentor when observing or planning

Payment

- New Teachers: \$20/hour
- Mentors: \$20/hour (mentors should attend required sessions only)
- New teacher mentors receive a stipend upon documentation of completion of their responsibilities.

Appendix

New Teacher/Mentor Program

- New Teacher & Mentor Handbook