

Affton School District

Professional Development Plan and Procedures



2017-2018

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Comprehensive School Improvement Plan

The district professional development plan is aligned to the Comprehensive School Improvement Plan and individual building School Improvement Plans. Professional development plans are focused in the areas of student achievement and instructional programs designed to meet the individual needs of the district's diverse student population.

Innovative Teaching & Learning Goal: In an effort to maximize academic excellence, ASD staff will implement student-centered opportunities that promote academic excellence and engage all students in creative problem solving and social emotional learning.

ITL1: Engage all students in challenging content that demands critical thinking and creativity to solve complex, real-world problems beyond what might appear on a standardized test

ITL2: Prepare all students for post-secondary success by providing a coherent and cohesive educational experience as they transition to different grade-levels and buildings.

ITL3: Increase performance and/or meet the highest target on all Missouri School Improvement Program (MSIP) indicators (Achievement, Career & College Readiness, Graduation Rate, & Attendance).

Highly Qualified Staff Goal: ASD recognizes that our success today and in the future requires us to recruit, retain, and develop the best employees.

HQS1: Provide all staff members choices and support to personalize their professional development that aligns with the District's Mission, Vision, and Strategic Plan.

Mission of Professional Learning

Mission of Professional Learning (from *Missouri Professional Learning Guidelines for STUDENT SUCCESS*)

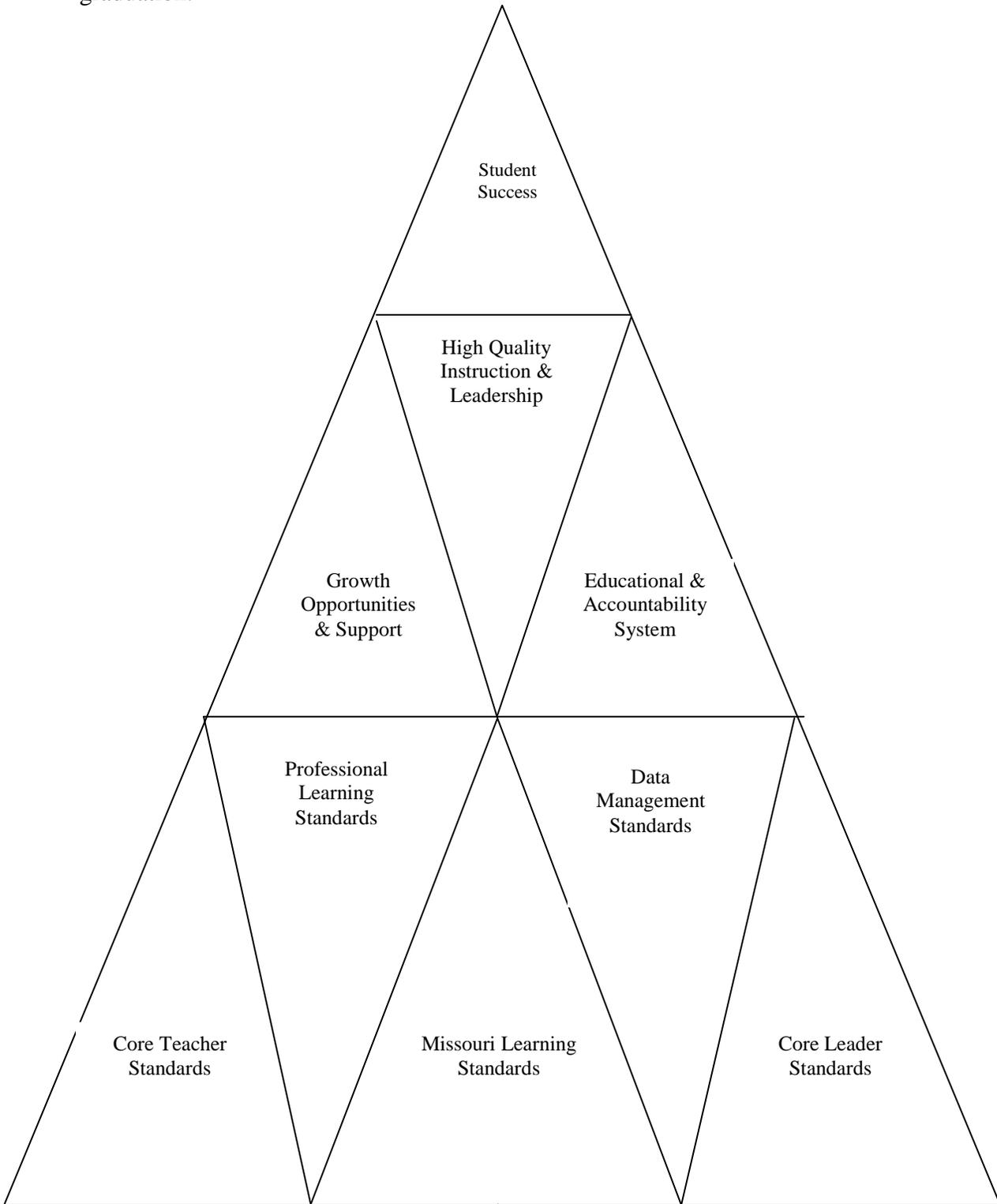
Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students. Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance." The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

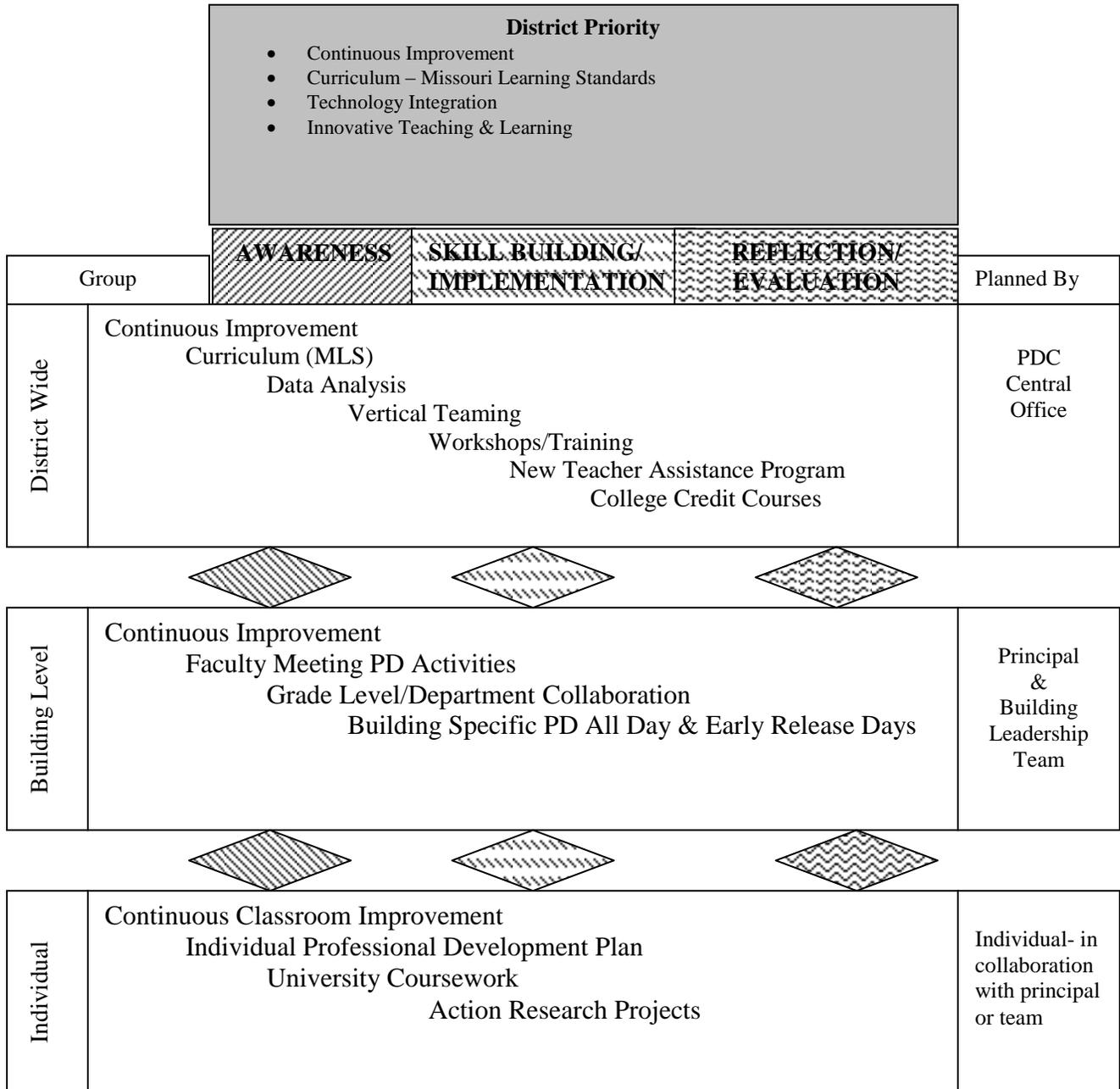
To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet

rigorous standards and performance outcomes and are college and career ready at graduation.



AFFTON SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT

The mission of the Affton PDC is to support the professional development needs of the Affton School District staff. As a committee, we will work together to provide opportunities for quality learning across the district that meet individual, building and district goals, resulting in maximum achievement for all Affton students.



AFFTON SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PROGRAM

Statement of Commitment

The Affton Board of Education is committed to the concept that all people can and should continue to develop skills and strategies that improve student achievement. The Board supports a comprehensive program of professional development that provides opportunities for individual, building, and district level growth experiences for all employees of the district. An effective professional development program will be designed to meet district, building, and individual professional development goals.

The district's professional development opportunities must be grounded in solid research reflecting best practices in adult learning. Planning professional development opportunities should include consideration of the stage of development of the employee and offer a variety of approaches to meet the learning needs of staff. To the extent possible, district level professional development opportunities should help staff understand the process of change and model collaborative problem-solving resulting in effective decision making.

The Board delegates the responsibility for implementing the program to the Superintendent of Schools. The administration will ensure the district's professional development programs meet the Missouri School Improvement Standards for professional development. The administration will take appropriate steps to maintain a staff development council representative of all employee groups, professional development committees for the certified and classified staff, an active mentoring program for new teachers, and staff assigned to implement the professional development programs. Professional development opportunities will be annually supported with the resources of personnel, time, and funds through the district calendar and budget.

Administration of the Professional Development Program

The Superintendent serves as supervisor of professional development and, as such, is kept informed of the activities of the professional development program.

The Assistant Superintendent provides leadership and assistance as needed to further the goals of the district's professional development program. The Assistant Superintendent serves as the liaison of the district Professional Development Committee (PDC) to the administrative team.

The Professional Development Coordinator plans and executes the Affton Professional Development program.

Professional Development Program – District Level

The District Professional Development Program

In order to effectively plan, develop and implement a program in professional development, it is essential that all members of Affton's professional staff understand the total process. The district's Professional Development Program serves the following purposes:

- To offer certificated and classified staff continued opportunities for professional growth and enrichment;
- To provide an impetus for organizational change and renewal;
- To utilize the leadership skills and expertise of both district personnel and recognized leaders in various educational fields;
- To establish in-service programs for the implementation and maintenance of new curricula and programs;
- To coordinate district-wide, school based, and individual staff development activities through a district Professional Development Program;
- To increase communications throughout the district by publicizing and promoting professional development opportunities;
- To provide new personnel with systematic, well-organized information relevant to the Affton School District and their professions.

The following items are needed to establish this program:

- An established district-wide focus
- School Improvement Plans
- A needs assessment
- A three-year plan

The District Professional Development Committee

Coordination of the Professional Development Program is achieved through a district-wide Professional Development Committee. The Affton Professional Development Committee is responsible for professional development activities across the district. Meetings of the committee and its building subcommittees provide a forum for sharing information and recommending to the administrative team organizational procedures, direction, and content for the district program.

Structure of the District Professional Development Committee:

The Professional Development Committee shall consist of at least nine individuals, and they shall be as follows

- At least 4 representatives, one from each building – serving on the BLT
- A minimum of one building principal serving a one-year term
- One representative from Special School District
- The Professional Development Coordinator
- The Assistant Superintendent

The building principal, Professional Development Coordinator, and Assistant Superintendent will serve as ex-officio members.

The classroom teachers, librarians, and counselors elect the committee members.

The district PDC will meet quarterly. The PDC Coordinator may call for additional meetings when necessary.

Committee members will be certified teachers (including classroom teachers, librarians, and counselors) and should have at least two years of experiences in the Affton School District. If the building PDC representative is not on the BLT, they will be added to that committee upon being elected to the PDC.

Responsibilities of the District Professional Development Committee

According to the law and *Suggested Guidelines for Professional Learning Programs in Missouri Schools*, the Professional Development Committee shall:

- Work with beginning and experienced teachers to identify instructional concerns and remedies
- Serve as a confidential consultant upon a teacher's request
- Assess faculty needs and develop learning opportunities for staff
- Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction

Mentoring Program:

The Missouri Department of Elementary and Secondary Education has amended its Mentoring Program Standards. The Affton School District shall follow those standards including, but not limited, to the following:

Beginning (first year/new to the profession) teachers will participate in an entry year mentor program and will be assigned a mentor for two years. The mentor will initiate preparation of the beginning teacher's Professional Development Plan and will help the teachers tailor the plan to his/her needs as soon as appropriate. The plan must continue through the first two years of teaching.

Mentors should have four years of teaching experience (**at least 2 years in the Affton School District**) and be willing to be trained as a mentor. The PD Coordinator in conjunction with the BLT and principal will be responsible for selecting and placing mentors.

The Affton School District's Mentoring Program has been developed according to the following guidelines and has the following goals, selection standards, and concerns:

Goals:

- To provide new teachers a professional relationship with a mentor for professional growth and development.
- To retain new teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching.
- To provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers.
- To offer mentors opportunities for professional growth by providing training and expansion of professional skills.

Ideal Qualifications for Mentor Teachers

- To qualify as a mentor teacher in the Affton School District, the mentor should meet the state and district guidelines as defined by the Mentoring Program Standards (See chart on p. 12).
- All mentor teachers will receive training before assuming mentoring roles. (Mentor assignments shall be made as soon as possible after the district hires new teachers in order to allow sufficient time for training).
- The appropriate principal shall make the selection of the mentor but BLT members and PD Coordinator may be involved in the selection and pairing of the mentor and mentee. Selection will be based upon criteria as listed in the Mentoring Program Standards.

Primary Responsibilities of the Mentor Teacher

- The mentor will assist the new teacher in planning, writing, and monitoring the progress of his/her Professional Development Plan (PDP). The mentor will keep a log of all meetings and will submit the log to the building administrator and the Professional Development Coordinator.
- Mentor teacher's responsibilities also include:
 - Assist the beginning teacher in the preparation of his/her PDP. The PDP will be developed to assist and not to evaluate the beginning teacher. The mentor teacher will initiate the preparation of the PDP for the beginning teacher as outlined in the Mentor Handbook.
 - Assist all teachers new the Affton School District with administrative tasks and building level policies and procedures. Introduces school district policies, procedures, and mission.
 - Meet with the first-year-beginning teacher prior to the beginning and at least once a month thereafter.
 - Conduct an observation no later than end of first of quarter of current school year.
 - If the mentor and mentee feel there is a need for additional help or training in certain areas, they should contact their building PDC liaison or Professional Development Coordinator for help in obtaining greater support.

TOPIC	Beginning Educator	Mentor or Professional Development Committee (PDC)	Administrator	School District, PDC, and School Board	College or University	DESE, Regional Service Centers, Associations, and others.
MENTOR SELECTION		PDC collaboratively assists in selection and pairing	Administrator collaboratively assists in selecting and pairing			Source of contact specific mentors
MENTOR TRAINING		Mentor attends training; PDC responsible for arranging on-going mentoring training.	Attends mentor training and supports mentor and mentee	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides on-going regional training for mentors with cognitive coaching support
INITIAL CONTACT	Seeks contact prior to beginning of school year	Contacts mentee and welcomes him/her to community. Confirms first meeting (date/time)	Contacts mentee and welcomes him/her to community. Arranges first meeting.	Provides curriculum guides, handbooks, and pertinent grade/subject level information	Instructs student teachers on expectation of mentoring program	
COMMUNICATION	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for mentee	Assures mentor and mentee communicate regularly	May provide school districtwide opportunities for mentors and mentees	May provide minimum annual contact for 1 st and 2 nd year educators	Supports communication between colleges and new educators
CONFIDENTIALITY	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/mentee confidentiality and does not undermine effort	Remains neutral party		
DOCUMENTATION OF PROFESSIONAL DEVELOPMENT	Maintains log/list of inservice, professional workshops, reading, collaborative development projects, and organizational activities	Reviews documentation	Reviews formal professional development plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of year educators	May assist in data collection and review
PROFESSIONAL GROWTH PLAN (PDP)	Maintains and regularly evaluates personal growth plan; shares with mentor	Assists in development of the PDP and encourages growth and career advancement	Supports new educators' PDP	Mentee and support team complete end-of-year school district checklist or assessment	May provide on-going advanced coursework/growth opportunities	Provides models and workshop opportunities
MENTOR PROGRAM SUPPORT	Network in and outside school district	Network in and outside school district	Supports time for observation and compensation	Formalizes written guidelines, mentor time, and resources	Offer support to graduates from any Missouri college	Develops rules and standards. Develop on-going mentor training/support and networking opportunities
EVALUATION OF MENTORING PROGRAM	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions	May utilize information to improve preparation programs	Provides models; evaluates for MSIP purposes

Professional Development Program – Building Level

Purpose

- Building-based professional learning gives recognition of the school as the primary unit of change for providing educational improvement. It places the decision-making with the staff, thus increasing the staff involvement and ownership of the district's Professional Development Program.

Structure

- Leadership for assessing, planning and implementing building based in-service goals rests with Building Principals with assistance from the Building Leadership Team.
- Each school will elect a teacher to serve as the building representative for the district Professional Development Committee. "Teacher" is interpreted to mean classroom teachers, librarians, and counselors with at least two years of teaching experience in the Affton School District. If the teacher is not currently on the BLT, he or she will be added to that committee. This teacher will communicate the building needs at the district level.

Responsibilities of the Building Leadership Team

- The Building Leadership Team will survey the staff to determine the needs of the staff in professional growth and development, and to assess the professional learning opportunities from the past year. They will also study the results of the School Improvement Plan (SIP) from the previous year as well as monitor the current SIP.
- The Building Leadership Team along with the building administrator and Professional Development Coordinator will determine which of the district professional development goals should be planned and implemented within the building over the next three years, as reflected in their School Improvement Plan. This plan will be evaluated annually by the Building Leadership Team and revised if necessary.
- The Building Leadership Team will plan building professional development activities for the year. The Professional Development Coordinator may be a resource and assist in the implementation.

Professional Development Program – Individual Level

Purpose

- The Affton School District recognizes that individual professionals have special needs and interests. The Individual Professional Development Plan (PDP) provides an opportunity for the professional to personalize the enhancement of his/her skills and knowledge.

Structure

- Each practicing teacher, librarian, and counselor will develop a yearly plan for his/her professional development. The plan will be submitted by the end of the first quarter.
 - The building principal may provide input and will assist in the implementation of the plan.
 - The Director of Instructional Programs will give assistance as requested.
 - To support the professional growth of each staff member, copies of the plan will be accessed by the Principal and the Director of Instructional Programs.

Responsibilities

- It is the responsibility of each teacher to plan, write, submit, implement and evaluate his/her Individual Professional Development Plan annually, submitting it through the Network for Educator Effectiveness (NEE) in the fall of each year. The transcript of each teacher's professional development activities will serve as their activity log. This transcript will be kept on a Google Spreadsheet.

Opportunities

- The purpose of professional growth opportunities is to improve performance, improve the effectiveness of school programs, and enhance student achievement and success. Teachers become principal agents in affecting their professional development. They are encouraged to modify behavior patterns and teaching strategies by defining their educational problems, determining needs, and developing professional programs. Teachers utilize, both individually and collectively, their teaching strengths and talents in developing such programs.

Procedure

- All requests for professional development activities, conferences, conventions or professional meetings/programs should be submitted in advance of the event on a Google Form and approved by the Building Leadership Team before consideration by the Director of Instructional Programs.
- Allowable costs include (1) registration fees to training and professional development event, meals, and travel or lodging, (for out-of-town events), (2) stipends for participating in curriculum development.
- The maximum amount an individual may request is \$300 for two school years. Individual schools may decide, based upon demand or number of requests, if the individual is to receive the maximum amount.
- The following procedure should be followed when requesting funds for a professional development activity (\$300 over 2 school years):
 - Fill out PD Request (Google Form)
 - Once you have been notified of approval, contact Melissa Eckhard to get registered (meckhard@afftonschools.net)

**2017-2018 Members of the Affton School District
Professional Development Committee**

Andrew Dawson, MPS
Melissa Lavallee, GIS
Elizabeth Derickson, RMS
To be determined, AHS
Katy Meers, SSD Lead Teacher

Ex-officio Members:

Dr. Christine Powers, GIS Principal
Dr. Travis Bracht, ASD Assistant Superintendent
Stephanie True, Director of Instructional Programs
Melissa Eckhard, Professional Development Secretary

PDC Budget

Funding for Professional Development

According to SB 380, districts must 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. Purposes for expending the mandated professional development funds are to be Professional Development Committee in consultation with administrators and approved by the Board of Education. The Affton Board of Education has committed additional funds to the professional development of staff.

Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of the district's Comprehensive School Improvement Plan. The PDC is committed to following the requirements of SB 380.

Allowable expenditures are:

1. Activities consistent with CSIP and building level goals
2. Consultant and presenter fees and expenses
3. Stipends for teachers' participation in curriculum development, for in-service and PD events, membership of the PDC and mentor teachers as long as the activity occurs after contracted school time
4. Reimbursement for lodging, gas, and registration fees to in-service training and PD events
5. Pay for substitute teachers
6. Library resources
7. District fees to belong to a professional development co-op and professional organizations

Building level PDC's are required to submit a plan of activities and expenses in the spring of each year. The district budget for the following year is also developed in the spring.

Data to Inform/Guide Decision-Making

Decisions regarding school improvement and professional development plans are made based on a constant data review. Listed below are examples of the kind of data that is collected, reviewed, and collaboratively discussed prior to developing both the school improvement and professional development plans.

Student Academic Outcome Data:

- Grade Level Assessment/EOC Scores/ACT/ACCESS
 - District Assessments (e.g. Galileo, District Writing Assessment, etc.)
 - Student participation in special programs (eg. Clubs, A+, etc.)
 - Teacher-constructed Assessments
 - ACT Results
- (Where possible, data is disaggregated)

Student Behavioral Outcomes:

- Attendance Records
 - Discipline Referrals
 - Suspensions
 - Graduation Rates
 - Dropout Rates
- (Where possible, data is disaggregated)

Teacher Satisfaction Data

- Survey Information
- Attendance
- Focus Groups
- Time for Job-related Professional Development

Parent, Business, Community Satisfaction

- Surveys
 - Focus Groups
 - Communication Logs
 - Parent/Teacher Conference Participation
- (Where possible, data is disaggregated)

Demographic Data

- Diversity
- Special Needs
- Free and Reduced Lunch

Assessment and Evaluation of Professional Development

Plan Evaluation

A multifaceted approach to program assessment implies that different types of information will be gathered from a variety of sources.

Improvement in participant's knowledge may be assessed through the following:

1. Affton School District Needs Assessment Survey
2. Session Evaluation

Growth in their skills and practices may be established through:

1. Observations by building principals
2. Personal Assessment
3. Analysis of records (for example, minutes of PDC meetings and faculty meetings).
4. Monitoring of progress toward goals on School Improvement Plans

Revised May, 2017

Appendix

**Affton School District
Professional Development Activity
Evaluation Form (Sample)**

Workshop Activity: _____

Presenter(s): _____

Name: _____ **Date:** _____

Please let us know your thoughts on this professional development experience. Your feedback is appreciated.

During this session I learned or benefited from:

What will you do differently in your role as educator as a result of this experience?

What follow-up activities would you like to see?

Strengths/positives regarding this session:

What suggestions for improvement can you offer?

Please rate the following (1 is low and 5 is high):

	Low				High
	1	2	3	4	5
• Relevance of this topic to student success	1	2	3	4	5
• Importance of the topic to your competence in the classroom	1	2	3	4	5
• Increased knowledge within your discipline	1	2	3	4	5
• Overall quality of content	1	2	3	4	5
• Organization of the workshop/session	1	2	3	4	5

4/25/07

**Affton School District
New Teacher Induction Program**

Year 1 Focus:

- **Getting to know the Affton School District and your school**
- **Knowing what to teach and how to teach it (Curriculum)**
- **Assessment**

Strategy	Purpose	Persons Responsible	When
Character Plus Conference	<ul style="list-style-type: none"> • To provide information on Character Education 	Director of Instructional Programs	Conference is in June (optional)
New Teacher Orientation (District)	<ul style="list-style-type: none"> • Provide information on district policies and procedures • Highlight professional expectations, district strategic plan, professional development, websites, professional expectations, etc. • IEP Accommodations and Modifications • Continuous Improvement Training (second day) 	Director of Instructional Programs, Personnel Manager	In August prior to the return of the entire faculty
New Teacher Orientation (Building)	<ul style="list-style-type: none"> • Technology training as needed • Acclimate new teacher to building expectations • Spend time with Mentor 	Building Administrator, Mentor, Instructional Technology Facilitator	In August prior to the return of the entire faculty
K-8, Literacy Training	<ul style="list-style-type: none"> • Provide training in literacy strategies • Provide resources for teaching literacy • Provide feedback in literacy instruction 	Literacy Coaches	1 summer day; coaching on-going
K-8, Math Training	<ul style="list-style-type: none"> • Provide assistance for using the <i>Envisions/Holt-McDougal</i> program 	Instructional Coaches/Mentor	1 summer day
Department Training (High School Teachers, Counselors, Librarians)	<ul style="list-style-type: none"> • Provide training specific to Department 	Department Chairs	1 summer day
Mentor Support	<ul style="list-style-type: none"> • Provide support as needed • Observe new teacher in first quarter; new teacher observes mentor in first quarter 	Mentor	On-going
Observation Day	<ul style="list-style-type: none"> • Provide opportunity to observe the integration of curriculum and instruction in the context of real classrooms 	Mentor, Building Administrator	Release Day
On-going support	<ul style="list-style-type: none"> • Building specific support on topics such as the following: <ul style="list-style-type: none"> • Conducting parent/teacher conferences • Classroom management • ELL Workshop • Continuous Improvement 	PDC Representatives, Mentors, PD Coordinator, ELL Teachers, Instructional Coaches	Quarterly meetings

**Affton School District
New Teacher Induction Program**

<p>Year 2 Focus:</p> <ul style="list-style-type: none"> • Knowing what to teach and how to teach it (Curriculum) • Differentiated Instruction • Technology Integration

Strategy	Purpose	Persons Responsible	When
Curriculum and Instruction Support	<ul style="list-style-type: none"> • Provide professional support and collaboration on specific needs: differentiated instruction, curriculum 	Curriculum Coordinators, Instruction Coordinator, Literacy Coaches	1 summer day On-going
Mentor Support	<ul style="list-style-type: none"> • Provide support to the teacher as needed 	Mentor	On-going
Technology Checklist of Skills	<ul style="list-style-type: none"> • Assist teacher in meeting district technology standards 	Building Instructional Technology Facilitators	On-going
Optional Individual Professional Growth Support	<ul style="list-style-type: none"> • Provide additional opportunities available to meet individual need of new teacher such as: <ul style="list-style-type: none"> • extended observations and reflection on instructional practice in a classroom • Continuous Improvement • feedback on instruction from an observing teacher or coordinator • classroom management • continuous improvement • plan, co-teach, and assess student understanding with a teacher leader or coordinator for a period of time (2-6 weeks) • action research with colleagues 	New Teacher Administrator Coordinator Coach	Determined by new teacher and building administrator.

**Professional Development Observation
of Exemplary Practices**

Prior to the observation, staff members must obtain building principal's signature

Visiting Teacher's Name _____

Date of Observation _____

School to be Observed _____

School Address _____

Subject/Teacher Observed _____

Goals or Focus of Observation

Summary of Observation

How will you apply this information or present it to faculty?

Building Administrator's Signature _____ Date _____

Administrator's Signature _____ Date _____
(Observation School)

Observing Teacher: Please make a copy of this form for your file and return the original to your building PDC liaison upon your return. PDC requests that you be prepared to share your observation information with certified staff.

The mission of the Affton School District is to prepare all of our students to become confident and capable citizens through rigorous, customized learning.

Professional Development Plan



Teacher: _____ School Year: _____ Years of Experience: _____

School: _____ Subject Area: _____ Grade: _____

Professional Status: Probationary (P) Tenured (T) Tenured Under Evaluation (TE)

Mentor: _____ Subject Area: _____ School: _____

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
Goals	Individual Teacher PD Goal(s) (Indicator 3.1)		
This section aligns with Element 1 on the Professional Development Plan Scoring Rubric.			

B.	Sequence of PD Activities that are Aligned to PD Goals (Indicators 8.2, 9.3, 5.1, 1.2, 3.2, 9.2)
----	--

**Teacher's
Strategies**

Include at least 3 PD activities aligned to PD goals. Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.

Data Used to Determine Need (Indicator 8.1)

Provide examples, such as the previous year's Summative Report, observation data, student survey results, self-assessment, etc.

Research Base for PD Activities (Indicator 8.2)

Explain the connection between cited research and PD activities that will affect student performance.

Prior Related PD (Indicator 8.2)

*Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. ****This is not required for a first-year teacher.*****

This section aligns with Elements 2 through 8 and 10 on the Professional Development Plan Scoring Rubric.

REFERENCE NOTE FOR #6: Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might “help” in ways that cause confusion and/or tension. **Community involvement** can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

Pre-Implementation Approval:

Teacher's Signature: _____

Mentor's Signature: _____

Administrator's Signature: _____

Date: _____

Date: _____

Date: _____

Plan:

Individual

Monitored

Directed

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

C.	Data-driven Evidence of Progress Toward Specific Goals (Indicator 8.1)
Data-driven Evidence of Progress	<p><i>Provide explicit evidence of how the PD activities affected your teaching practice (observation data) or student performance (assessment data).</i></p>
<i>This section aligns with Element 9 on the Professional Development Plan Scoring Rubric.</i>	

D.	Teacher’s Comments	Mentor’s Comments	Administrator’s Comments
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Narrative			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Professional Development Plan – End-of-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

E.	Data-driven Evidence of Progress Toward Specific Goals to be Addressed/Enhanced (Indicator 8.1)
Data-driven Evidence of Progress	<p><i>Provide explicit evidence of how the PD activities affected your teaching practice (observation data) or student performance (assessment data).</i></p>
<p><i>This section aligns with Element 9 on the Professional Development Plan Scoring Rubric.</i></p>	

F.	Goal 1 was successfully completed	YES	NO	Goal 2 was successfully completed	YES	NO
	Goal 3 was successfully completed	YES	NO	Goal 4 was successfully completed	YES	NO

G.	Teacher's Comments	Mentor's Comments	Administrator's Comments
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Narrative			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Additional Comments if Needed:

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TEACHER OF THE YEAR

Affton School District

2017-2018



Affton School District Teacher of the Year **Procedures**

Building Level

- Nominations will be accepted from the staff within each building for their school's *Teacher of the Year*.
 - One nomination is accepted from certified staff members within the building and/or district certified staff members working in a building (i.e. instructional coaches, teacher assistants).
- Each building will establish a committee of at least three persons – certified staff members and the most recent eligible *Teacher of the Year** if possible. This committee should be a cross-sectional representation of the school.

*A District Teacher of the Year cannot serve on the building committee as they will serve on the District Teacher of the Year Committee. Also, if a Teacher of the Year nominates anyone from his/her building, then he/she cannot serve on the committee. In this situation, the building will go back to the previous Teacher of the Year.

No one can serve on the committee if they make a nomination.

- Each building committee chooses a *Teacher of the Year* from their building based upon nominations received and interviews conducted by the building committee.
- Each school's *Teacher of the Year* is announced on the Friday before Spring Break.

District Level

- A district committee comprised of a representative of the Board of Education, representative from each building, current *Affton School District Teacher of the Year*, parent and community member chooses the

Affton School District Teacher of the Year from each schools' *Teacher of the Year* based upon their application and interview.

- Presentation of *Teacher of the Year* awards and announcement of *Affton School District Teacher of the Year* is made at annual SOAR Awards.
- Recognition of all recipients is made at the Opening Day at the start of the next school year.

Timeline

- Second Monday in January – send out nomination forms to staff to nominate teachers for their school's *Teacher of the Year*
- First Friday in February - close nominations
- Second Friday in March – Schools will notify Teacher of the Year Coordinator the names of all nominees and building Teacher of the Year.
- PD/RD in March –
 - Each school announces their *Teacher of the Year*
 - Teacher of the Year Coordinator delivers *Affton School District Teacher of the Year* application to each school's *Teacher of the Year*
- March 23, 2018 – *Affton School District Teacher of the Year* applications due to Teacher of the Year Coordinator
- April 4, 2018 – *Affton School District Teacher of the Year* selection made
- District SOAR Awards - Announcement of the *Affton School District Teacher of the Year* at SOAR Awards Program.



Affton School District Teacher of the Year **Criteria**

All *Teacher of the Year* nominees must meet the following criteria to be considered *School Teacher of the Year* or *District Level Teacher of the Year*.

The educator must:

- Be a full time certified teacher in a school who intends to be employed within the district the following year
- Have completed a minimum of three years of employment within the Affton School District prior to the nomination.
- Inspire students of all backgrounds, ethnicities and academic levels to reach their individual potential and high levels of performance.
- Play an active role in engaging the school community around the teaching and learning process.
- Be poised, articulate and relate easily to students, staff and community.

*Previous Teacher of the Year recipients may be nominated a second time after a period of 5 years.



***Affton School District Teacher of the Year
Nomination Form***

You can affirm the power of teaching by nominating a teacher to represent your school as *Teacher of the Year*. Each school's *Teacher of the Year* may choose to be a candidate for *Affton School District Teacher of the Year* by completing a candidate application. A selection committee will then review candidate profiles, review a writing sample, and conduct personal interviews to determine the *Affton School District Teacher of the Year*, who then may choose to represent the district as a candidate in the state program for *Missouri Teacher of the Year*. Your nomination of a colleague can make one of Affton's many outstanding teachers realize how special he or she is, so please consider some of the following attributes as you make your decision:

- Knowledge of and enthusiasm for their discipline
- Strong teaching skills and the use of teaching strategies that meet the individual needs of all students
- Dedication and pride in the teaching profession
- The respect of colleagues, students and parents
- The candidate's involvement in school, professional organizations, community-related activities, etc.
- Continued learning and self-improvement.

I would like to nominate the following person to represent my school as Teacher of the Year for 2018-2019:

Nominee Name:

Building/Grade and/or Subject:

Total Years in Teaching:

Years at Affton:

Please complete below with each response at 50 words or less:

How this individual benefits students (list several specific examples in 50 words or less):

Special job-related strengths and skills this nominee brings to education which are extraordinary among his/her peers (50 words or less):

Outstanding personal qualities - attitudes, initiative, creativity, relationships (50 words or less):

Are you aware of other special activities or accomplishments (civic and/or personal – 50 words or less)?

Additional comments (50 words or less):

Submitted by (your signature):

Signature of Nominee:



***Affton School District Teacher of the Year
Application Form***

Nominee Name:

Building/Grade and/or Subject:

Total Years in Teaching:

Years in Present Position:

Years at Affton:

Questionnaire for Teacher of the Year

*You may attach additional pages if necessary. Please return to your building
PDC representative by ...*

1. List the most current degree you hold and any course work, certification or degree you are currently pursuing.

2. Summarize your professional teaching experience
 - Districts in which you have worked
 - Years of work in each district
 - Subjects or grade levels taught

3. Please list professional clubs or organizations of which you are a member

4. List any awards, honors or recognition that you have received.

5. List all committees (building or district) on which you serve or which you chair, as well as student clubs, organizations or sports you sponsor.
6. Describe your most significant professional accomplishment.
7. List all community-related clubs, organizations or activities of which you are a member or in which you participate.
8. Any additional information that you would like to add to your application...

Essay Question

What can you do to strengthen and improve the teaching profession (500 words or less)?



Affton School District Teacher of the Year
Selection Committee Procedures

- I. Introduction of the Selection Committee
- II. Overview of the Program and Selection Process
- III. Introduction of Candidate(s)- Candidate will be asked to describe their teaching assignment and responsibilities
- IV. Interviewers will have the opportunity to ask questions relevant to the candidate's application (i.e. responses to questions on the application, professional organizations, community involvement, philosophy of education, etc.)
(See next page)
- V. Additional questions the committee may want to ask :
 - What has been your most rewarding teaching experience?
 - Who or what has influenced you the most as a teacher?
 - What extra things do you do for your school or district?
 - Describe a typical teaching day.
 - What are your goals as a teacher?
 - Why do you want to be teacher of the year?
 - What evidence do you have that your students are achieving?"



Affton School District Teacher of the Year
Sample Selection Committee Interview Questions

1. What were the factors that influenced you to become a teacher?
2. Describe the benefits that you have derived from collegial relationships.
3. In what ways do you think that teachers, parents and students share a unique relationship?
4. If you could make changes in the present educational system, what suggestions would you make?
5. What has been your greatest challenge as a teacher?
6. Describe a situation in which you helped a student to succeed.
7. (Pick One) How would you respond to critics of education? OR
What is the greatest contribution that education has to offer to students?
8. In what ways do you go above and beyond your contractual responsibilities?
9. Describe a student who has touched you and explain how the student affected your work as a teacher.
10. How have you shared your unique personality, talents or abilities with your students?
11. How would you describe the district to a friend interested in applying in Affton?

12. Why do you want to be district Teacher of the Year?

13. What evidence do you have that your students are achieving?



Affton School District Teacher of the Year Interviews

Applicant Name: _____

Date _____

Name of Person Scoring Applicant: _____

Points	5	4	3	2	1
Interview Rating	Excellent	Above Average	Satisfactory	Marginal	Poor
Question 1					
Question 2					
Question 3					
Question 4					
Question 5					
Question 6					
Question 7					
Question 8					
Question 9					
Question 10					

Comments:

Points Total _____

Approved by Affton Board of Education, June 6, 2017