

FOX C-6 SCHOOL DISTRICT

Professional Development Plan

2024-2025

Mission

The mission of the Professional Development Committee in the Fox C-6 School District is to provide innovative and collaborative learning that increases educator effectiveness and results for all students.

Values for Professional Development

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities to support continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students, applies research on change, and sustains support for the implementation of professional long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Professional Development Goals

The Fox C-6 Professional Development Committee will provide leadership in establishing opportunities for professional learning to support the following district initiative modules:

1. The Curriculum/PLC connection
2. Critical Thinking and Problem Solving
3. Assessment for Learning
4. Student Engagement
5. Relationships

These modules support the indicators chosen by the district to support the NEE Evaluation Tool. Building Professional Development Committees will choose 2-3 goals that support the NEE indicators that will build on previous learning. These goals should be created based on individual building needs.

PD FOCUS AREAS FOR 24-25

Elementary Focus Areas (Top 9)	Secondary Focus Areas (Top 7)
<ul style="list-style-type: none">• ELA Resource• Curr Collaboration and Vertical Alignment• Science of Reading• Critical Thinking/Problem Solving/Inquiry Learning• Staff Wellness• Data-Driven Instruction• Student Engagement• Technology Integration• NWEA	<ul style="list-style-type: none">• Content Specific PD• Staff Wellness• Artificial Intelligence• Student Engagement• Curr Collaboration and Vertical Alignment• Critical Thinking/Problem Solving/Inquiry Learning• Technology Integration

Professional Development Days

In addition to the PD opportunities before school starts in August, the district will provide 4 professional learning days a year. The tentative plan for each full day will be to incorporate 4 hours of professional learning organized and directed by the building Professional Development Committee or the district. There will be 1 hour scheduled for lunch and/or travel time. When possible on full PD days, 2 hours will be dedicated to PLC (Professional Learning Communities) time, in which teachers will work collaboratively to plan the implementation of the professional learning. PLC time should focus on the following:

- Common scoring of student work (formative or summative)
- Analyze data from common formatives and summatives
- Creating common formatives and summatives based on curriculum essentials
- Creating and organizing interventions around curriculum essentials
- Collaborating with the Student Support Team/Problem Solving Team
- Singletons working collaboratively with their counterpart in other buildings
- Vertical collaboration

The PD days are as follows:

- August (PD will be organized during the Staff Welcome Back Days)
- October 7, 2024 8:00-3:00
- November 4, 2024 8:00 -11:00 (½ day)
- February 4, 2024 8:00-3:00
- April 7, 2024 8:00-11:00 (½ day)

The school district is committed to the safety of students and staff. This commitment involves a continuous rotation of 4E Active Shooter Training. For the 24-25 school year, the six secondary schools will be receiving this training.

Responsibilities of the District Professional Development Committee

1. Assess the professional learning needs of teachers and administrators by:
 - a. Conducting an annual needs assessment and sharing the results with the district professional development committee.
 - b. Seeking input from building administrators, central office administrators and the board of education.
2. Develop a budget, taken from up to 1% of district foundation program revenue exclusive of categorical add-ons, for professional learning activities related to MSIP standards and the CSIP. The PDC will:
 - a. Allocate a sum of money to be reserved for district-wide initiatives to be identified each year by the PDC.
 - b. Allocate a sum of money to be reserved for partial or full tuition reimbursement for approved college/university credit classes.
 - c. Allocate a sum of money to each school site based on the number of certified staff members. The building-level budgets may be used for professional learning activities and expenses that may include:
 - i. Registration, travel, meals, and lodging for approved professional learning activities related to building PD goals.
 - ii. Expenses related to in-district workshops and other types of professional learning activities related to building PD goals.
3. Provide opportunities for the professional learning of teachers and administrators by:
 - a. Planning, scheduling, promoting, and implementing a variety of professional learning events and opportunities focused on improving teacher-student achievement to meet the goals of the district CSIP.
 - b. Acting as a clearinghouse for information about professional development activities out of the district.
 - c. Overseeing proper expenditure of professional development funds for approved activities.
4. Provide for the Professional Learning of beginning teachers by:
 - a. Overseeing the assignment of mentors to beginning teachers.
 - b. Training mentors.
 - c. Providing workshops for mentors and mentees each school year.
 - d. Providing information to beginning teachers regarding their professional learning plan, certification, and university assistance programs as requested.
 - e. Coordinating committee efforts with those of administrators to ensure the success of beginning teachers.
 - f. Providing opportunities for observing other staff members.
 - g. Encouraging the mentor to act as a coach.
5. Evaluate professional learning activities by providing a means for individuals and groups to assess the success and value of both in-district and out-of-district professional development activities.

Professional Development Budget

The Fox C-6 School District Professional Development Committee has allocated the following amounts for the budget for the 2024-2025 school year:

2024-2025 Budgets

Tuition Reimbursement	\$105,000.00
District Professional Development (DPDC stipends included)	\$5000.00
District Singleton Elective PLC PD	\$3000.00

Building Initiatives

<u>School</u>	Registrations	Subs	Travel **	Total
Fox High School	4515	1710	616	5841
Seckman High School	4990	1890	680	7560
Fox Middle	2257	855	308	3420
Ridgewood Middle	2079	788	284	3151
Seckman Middle	2376	900	324	3600
Antonia Middle	1782	675	243	2700
Antonia Elementary	1485	563	203	2251
Fox Elementary	1247	473	170	1890
Hamrick Elementary	1307	495	178	1980
Guffey Elementary	1545	585	211	2341
Lone Dell Elementary	1247	473	170	1890
Meramec Elementary	1366	518	186	2070
Hodge Elementary	1069	405	146	1620
Rockport Elementary	1247	473	170	1890
Seckman Elementary	1544	585	211	2340
Sherwood Elementary	1247	473	170	1890
Simpson Elementary	1010	383	138	1531

** Travel costs include mileage, hotel, and meal reimbursements.

Building Responsibilities Related to Professional Development

1. Plan and organize a portion of the four district professional development days.
2. Use the budget to support in-house and out-of-district professional learning activities including registration fees, consultant fees, meals, lodging, mileage, and cost of substitute teachers used during out-of-district professional learning activities.
3. Form a building-level Professional Development Committee that meets regularly. Identify professional development goals aimed at improving teacher effectiveness and impacting student achievement.
4. Each building's PDC representative will report on their building's professional learning activities.
5. Educators who attend out-of-district workshops or conferences will be responsible for preparing a presentation on pertinent information to selected groups of educators during building or district professional learning time.
6. Professional development funds may only be used for activities related to improving teacher skills and practice. Professional learning funds will not be used for activities such as coaching clinics, financial planning for teachers, or other workshops that do not have a direct link to classroom practice.
7. Report names of building Professional Development Committee members to the Director of Professional Development.
8. Coordination of activities for beginning teachers with mentors, building Professional Development Committee and principal (new teacher workshop, Professional Learning Plan).
9. Promote survey completion from each certified staff member.

Other Funding Sources of Professional Development

Title II A -Funding from Title II A is used to provide professional learning to

- increase student achievement
- improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- provide economically deprived and minority students greater access to effective teachers, principals, and other school leaders.

Professional Development Request Form

Certified staff going outside the district or building for professional learning should complete the online Professional Development Form and submit it for approval. The form will be sent to their immediate supervisor for approval. Once the supervisor approves the request, the form is passed to the Director of Professional Development and an Assistant Superintendent for further approval. If approved, the form is passed along to the secretarial staff at Central Office to create a PO. Once the PO has been created an email will be sent back to the staff member, including the PO number. The staff member is then responsible for using the PO number to register for the event. Estimated expenses are indicated so encumbrances can be made for each account. As of January 2017, staff will no longer be required to pay out-of-pocket for hotel or airfare expenses. However, staff will still need to pay upfront for food and mileage. To obtain reimbursement for expenses incurred for professional development, staff must still submit:

1. Proof of attendance
2. Check requests from the accounts payable department
3. Original itemized and paid receipts
4. Copy of the final PD-approved email.

Local and state professional development opportunities are encouraged whenever possible.

Professional Development Activities

Responsibility for professional growth efforts lies both with the district and individual initiative. Professional growth opportunities should be both flexible and available to meet individual needs and interests. The PDC supports a wide variety of activities to enhance the professional learning of teachers in the Fox School District. The items listed below reflect the variety of activities encouraged by the Fox C-6 Professional Development Committee. These activities are defined in Appendix A.

- Classroom observation/feedback
- Reflective Journal
- Action research
- Instructional Coaching
- Mentoring
- Student feedback
- School visitations
- Collegial observations
- Grant writing
- Making presentations
- Internship
- Professional blogging
- Professional conferences/workshops
- Reflection
- Curriculum development
- Analysis of student performance data
- Team building
- Portfolio collection
- Data teams
- Professional book studies
- Participating in a PLN such as #edchat
- Graduate-level coursework at an accredited university

Mentors/New Teacher Assistance Program

Each teacher newly employed by the District will be assigned a mentor or professional buddy by the building principal.

Mentors should possess at least three years of teaching experience and have received mentor training. Ideally, a mentor should be teaching the same grade level and in the same area of certification as the new teacher. A mentor could also be a staff member with certification and experience in the same area. Mentors will work closely with their assigned new teachers during the teacher's first two years upon request of the building principal. New teachers, with the assistance of their mentors, will prepare a Professional Learning Plan. The plans will be consistent with the evaluation criteria and will establish a plan of development for the teacher's first two years of teaching.

A professional buddy will be assigned to teachers coming into the district with more than 2 years of teaching experience. The professional buddy will meet with the new teacher on an as needed basis to help them become acclimated to the Fox C-6 School District.

Instructional Coach Support

The district has two instructional coaches that support teachers. This support can vary depending on the teacher's needs. The instructional coach can gather resources, co-plan, model lessons, co-teach, observe classrooms for desired data, conduct impact cycles, assist with data analysis, brainstorm, listen, provide technology integration ideas, help set and track goals, etc.

Guidelines for the Professional Development Team

The Professional Learning Team shall consist of at least 32 individuals: 25 teachers (1 teacher from each elementary, middle, gifted, and alternative school; 2 teachers from each high school), 6 building-level administrators (2 from each level), and 1 person from the Curriculum/Professional Learning Department who will serve as director of the committee. Each school elects its teacher representative(s) to serve on the Professional Development Committee. Each high school has two voting representatives; each middle school and elementary school has one voting representative.

Teachers will serve for a staggered three-year term with a third of the committee selected each year. Committee members may serve for an unlimited number of terms and may step down at the end of a school year during their term. Committee members will be elected in March and their terms begin at the start of the following school year.

The Director of Professional Development appoints six administrators with no voting privileges. They shall serve the length of time appointed by the Director. The Director will distribute a monthly budget report to each building representative.

The Professional Development Committee shall meet monthly. If a member is unable to attend, he or she shall notify the chair and arrange for an alternate to attend. The Director of Professional Development shall address the Fox C-6 Board of Education to propose the District Professional Development Plan for approval..

Officer Responsibilities

District PD Committee Chair Responsibilities– plan district PD meetings with the Director of Professional Development, assist the Director of Professional Development in planning district professional development days, additional monthly meetings with the Director of Professional Development, participate in ongoing, self-directed professional learning pertaining to strong pedagogy and best practices in professional learning, other duties as assigned.

Monthly Meeting Dates 2024-2025 School Year

District PD Committee Meetings

- Virtual Meetings begin at 4:15

Thursday, August 29th

Thursday, September 26th

Thursday, October 24th

Thursday, November 14th

Thursday, December 5th

Thursday, January 23rd

Thursday, February 27th

Thursday, March 27th

Thursday, April 17th

Thursday, May 8th

2024-2025 District Professional Development Team

Facilitator: Robin Greene-Director of Professional Development

Building representatives are elected by their peers and serve a three-year term.

Name	School	Year	Name	School	Year
Molly Martin	AES	2026	Nicole Heitert	AMS	2024
Kim Young	FES	2026	Stefanie Whitney	FMS	2025
Amber Birkett	GGE	2025	Kelly deRoode	RMS	2024
Mary Robinson	CHE	2023	Tosha Debold	SMS	2024
Shea Ellis	HDG	2024	Angie Pettus	SHS	2024
Paige Smith	LDE***	2026	Rachel Risse	SHS	2025
Meghan Ford	LDE***	2026	Kristin McKinnon	FHS	2024
Jennifer Franklin	MHE	2024	Gabrielle Hadler	FHS	2024
Kim Hart	RKP	2025	Julie Shawcross	Don Earl	2024
Dawn Streckfuss	SHW***	2024	Vincent Milford	Bridges	2026
Holly Mobley	SHW***	2024	Jen Walter	Instructional Tech	2025
Regina Ray	SES	2024			
Jennifer Asher	SMP	2025	*DPDC Chair	Kelly deRoode	2024

*** Split the DPDC stipend

Admin Name	School
Ryan Sherp	FHS
Matt Metz	AMS
Marilyn Jackson	FMS
Kristin Darnell	RKP
Katie Collins	SMP
Tracy Larose	SHS
Dustin Brown	HDG
Sarah Helm	HDG
Robin Greene	Central Office
Heather Schwalbe	FHS
Gina Buehner	CHE
Karen Dormeier	SPED
Sam Muehlenbeck	SPED
Kim Loomis	Federal Programs

The year listed is the fall school year that an election will occur in the spring semester for the upcoming term. For example, a term that expires in 2024 will have an election in Spring 2025.

Professional Development Activities

Responsibility for an individual's professional growth effort lies both with the district and individual initiative. Professional growth opportunities should be focused on improving teacher practice in the classroom and improving student achievement. The Professional Development Committee supports a wide variety of activities to enhance the Professional Learning of teachers in the Fox School District.

Classroom Observation/Feedback

A process of formal classroom visitations incorporating data collection, analysis and feedback to the teacher for the purpose of improving instruction.

Reflective Journaling/ professional blogging

A process in which an individual intentionally reflects on his or her practice and captures that reflection in writing in an easily retrievable record (designated document).

Action Research

Any process by which an individual formulates a hypothesis regarding the impact of specific teaching behaviors and systematically tests that hypothesis within the classroom setting. The results of the research can be used for validating or refining existing practices or for generating new hypotheses (to test).

Instructional Coaching

Any reciprocal process in which two or more individuals collaboratively engage in an examination of selected aspects of professional practice with the intent of improving or refining that practice.

Mentoring

Any process in which one or more individuals receive assistance or guidance from someone who is perceived as possessing expertise in a particular area of practice.

Student Feedback

Any process that involves systematic attempts to collect and analyze feedback generated by students regarding an individual's professional performance.

Professional Book Studies

Any process in which individuals enhance, refine or expand their personal knowledge base or professional behavior as a result of reading relevant professional literature.

School Visitations

Any process in which individuals visit other school sites with the express purpose of learning about new programs or practices.

Collegial Observations

Any process in which individuals observe colleagues with the express purpose of learning new approaches or refining existing practices.

Grant Writing

Any process that allows individuals to conduct research, clarify thinking or learn/formulate new ideas through the development of a written proposal for supplemental funding.

Presentations

Any process that allows individuals to review literature, clarify thinking or learn/formulate new ideas through the preparation and delivery of a formal presentation.

Internship

Any process in which individuals assume well-defined roles for the purpose of learning behaviors required by that role.

Professional Conferences/Workshops

Any process in which individuals attend conferences or workshops conducted by professional organizations, county or state offices, or private entrepreneurs in order to enhance, extend or refine existing knowledge and/or practice.

Reflection

Any process in which an individual cognitively reflects on new ideas, problems, performance, reading, etc. for the purpose of improving professional effectiveness.

Curriculum Development

Any process that serves as a vehicle to integrate research literature, new ideas or promising practices in order to design, develop, or modify curriculum.

Analysis of Student Performance Data/ Data Team

Any process that utilizes the analysis of student performance data to identify areas of needed professional growth.

Team Building

Any process by which a group of individuals who normally work together improves its collaborative operating capabilities.

Group Problem Solving

Any process by which a group of people identify, clarify, and generate potential solution strategies to a real-life problem they are facing.

Portfolio Collection

Any process by which a teacher or staff compiles a collection of work that reflects personal growth or points of revision/reflection.

Professional Learning Communities

Staff learning that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

High-Quality Professional Development:

- Actively engages teachers, over time
- Directly linked to student learning
- Directly linked to district & building SIP
- Developed with all stakeholders

- Provides time & resources for learning, practice, & follow-up
- Supported by district & building leadership
- Teachers have the opportunity to give feedback on the effectiveness of participation in PD

Examples of Professional Development:

- Study groups
- Grade-level collaboration & work
- Content-area collaboration & work
- Specialized-area collaboration & work
- Action research & sharing of findings
- Modeling
- Coaching
- Vertical teaming

Professional Learning is not:

- Staff meetings
- Unstructured PLC time
- Working individually in a classroom planning, organizing, grading, or completing any other day-to-day teaching tasks.

Appendix B
**Reimbursement for Expenses Related to
Out-of-District Professional Learning Activities**

Registration Fees: Registration fees will be paid by the district prior to attendance of an out-of-district professional development activity. Reimbursement will be provided for food and mileage after the activity. **Participants must complete a check request form with all original itemized and paid receipts attached.**

Mileage: Mileage is reimbursed at the rate of 67 cents per mile. For events in the local area (within a 50-mile radius of 745 Jeffco Blvd.) travel will not be reimbursed unless the employee travels from or returns to work for a work-related reason. Standard mileage allowances for travel will be determined by Google Maps. Employees are expected to ride together when traveling to the same conference. Employees may make arrangements to use school vehicles if so desired and they are available. The following are standard mileage allowances:

Cape Girardeau	100/200 RT	Kansas City	275/550 RT
Chicago	320/640 RT	Knob Knoster	200/400 RT
Cincinnati	370/740 RT	Lake of the Ozarks	175/350 RT
Columbia	135/270 RT	Springfield	215/430 RT
Jefferson City	125/250 RT		

Out-of-State: Professional learning activities are discouraged when comparable offerings are available in-state that can meet the professional learning needs of the district. Any visitation request for professional learning to occur out-of-state would need to follow this process but need final approval from the Board of Education. The definition of out-of-state is travel in excess of 350 miles one way. The Board of Education must approve any out-of-state travel.

Airfare: Airfare allowances shall be based on coach rate and shall not exceed the mileage reimbursement rate for that destination unless approved by the superintendent or designee.

Meal Allowance: Meal reimbursement will not exceed \$40.00 per day for overnight travel workshops. The district will not pay for alcohol, and gratuities will not exceed 18% of the meal cost. *Meal allowances are not for local professional development (within a 50 mile radius of 745 Jeffco Blvd.)* **Original itemized and paid receipts must be attached for reimbursement of expenses with the payment method.**

Lodging: Nightly hotel expenses will not exceed the conference rate, if one exists, unless approved by the superintendent or designee. If conference rates do not exist, multiple accommodations will be explored to provide reasonable accommodations for that location. It is preferred that employees will share a room when attending the same conference when possible.

Reimbursement

All check requests for any reimbursement must be made within the fiscal year of the expense. It is encouraged that all Check Requests be submitted within 30 days of the event to help with accounting.

Sub Pay:

Daily pay for substitutes will be \$110-135 per day.

College Class Hours:

1 college credit hour = 15 PD hours

**Fox C-6 Tuition Reimbursement Program
2024-2025**

The Fox C-6 Tuition Reimbursement Program has been developed by the District Professional Development Committee (DPDC) to support teachers and administrators as they work to improve their professional skills and knowledge. District funds used for this program are part of the 1% of the district's foundation funds designated for professional learning as required by § 160.530, RSMo. These funds assist Fox teachers and administrators by reimbursing the cost of up to three credit hours of coursework in an area related to education. For example, a biology course would be reimbursed for a science teacher or a school finance course would be an eligible course for a building or district administrator.

Tuition reimbursement may be used to

- Eliminate temporary certificates when requested by the district to teach in a shortage area.
- Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by the PDC regulations, professional development money could be used to pay for the tuition of this course.
- Keep teaching certificates current if identified in the district professional development plan as a district priority.
- Help progress toward a master's degree or above if identified in the District Professional Development Plan, in the educator's Individual Professional Growth Plan and the advanced degree sought is in the educator's content area of teaching.
- Help enrich subject/grade level teaching.

In order to be eligible, the staff member must be a teacher, guidance counselor, librarian, administrator, or special teacher, such as a vocational and special education teacher who holds a teaching certificate.

The DPDC oversees the tuition reimbursement program. The DPDC has designated \$105,000 for tuition reimbursement but the amount may vary depending on the number of eligible educators applying for tuition reimbursement. Reimbursements for all participants will be made once a year. If this amount is insufficient to fully reimburse all applicants entitled to tuition reimbursement, reimbursement shall be prorated among the qualified applicants each year.

Eligibility Requirements and Application Procedure

To be eligible for the district's tuition reimbursement program, educators must meet the following conditions:

1. Enroll in a graduate-level course related to their area of certification and/or employment.
2. Complete eligible course(s) within 12 months prior to May 31st. Courses must be completed at an accredited college or university (up to three hours).
3. Earn a grade of A or B.
4. Provide the district with an official transcript or grade report and a detailed paid statement from the college for the course(s).
5. All applications and required documentation must be submitted to the Central Office by May 31 of each year. Reimbursement will be made by June 30 to those educators who meet all eligible requirements.

6. The amount of reimbursement may not exceed \$500 per-credit-hour. Educators may seek reimbursement for actual tuition costs up to this limit for three credit hours per year. The district will only reimburse tuition; other fees and incidental costs are not eligible for reimbursement.

The district's designated official will evaluate the applications.