

DRAFT-2018-2019
Raymore-Peculiar Professional
Development Plan

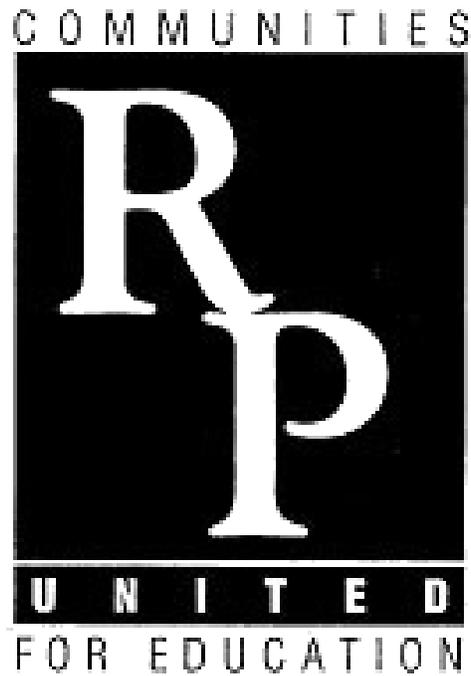


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Mission, Vision, Collective Commitments

Mission

Preparing EACH student for a successful and meaningful life.

Vision

A future-focused community with a commitment to lifelong learning.

Collective Commitments

- We are committed to consistency and accountability for each student's success.
- We are committed to high expectations for learning, behavior and citizenship.
- We are committed to a guaranteed (consistent) and viable (doable) curriculum.
- We are committed to effective communication regarding student progress.
- We are committed to a system of support for students and adults.
- We are committed to a safe, trusting and collaborative environment.
- We are committed to best practices.
- We are committed to maintaining fiscal responsibility while improving student achievement.
- We are committed to data-driven decision making.
- We are committed to quality communication and positive relationships with all stakeholders.
- We are committed to appropriate use of appropriate channels for communication.

Professional Development Committee

Mission Statement

The mission of the Raymore-Peculiar Professional Development Committee is to coordinate professional development activities for staff of Raymore-Peculiar for the purpose of improving student learning. These activities will align with the District's Mission Statement, support the District Strategic Plan, and follow the *National Staff Development Council Standards* and guidelines set forth by state of Missouri for high-quality staff development.

Vision

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

Norms

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

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

Belief Statements

We support the following beliefs:

Professional development in the Raymore-Peculiar School District should:

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

Executive Summary

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

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

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

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

Professional Development Plan Goals

All professional development will support the Raymore Peculiar School District Mission and Vision Statements and the Strategic Plan. The Raymore Peculiar School District Professional Development Goals are designed to support the goals, strategies and action steps outlined in the Strategic Plan.

Goal 1:

By October 2020, the score on the SAI-II survey will show teachers in my school are receiving ongoing support in various ways to improve teaching by increasing from 4.0 to 4.4.

- **Strategic Focus Area #2 High Quality Staff:** Increase workplace satisfaction and feeling of value among staff
 - Enhance professional mentoring opportunities to further develop and retain staff
 - Increase collaboration and planning time for staff
 - Increase professional development opportunities for elective teachers
 - Continue teacher observation and reflection opportunities
 - Utilize survey results to align resource allocation
 - Continue to seek ways to differentiate and personalize staff development

Goal 2:

By October 2020, the number of teachers and administrators receiving formal, multi-session training in project based learning will expand from 5% to 25%.

- **Strategic Focus Area #1 Success Ready Students:** Incorporate additional real-world, hands-on learning opportunities
 - Expand staff professional development to support integration of more project based learning in the curriculum
 - Continue technology integration in support of STEAM learning experiences
 - Increase training opportunities in design thinking and project based Learning for staff
 - Pursue soft skill development professional development learning opportunities for teachers
 - Continue training staff to support social emotional skills in students
 - Expand Project Lead The Way and Launch training to more teachers

Missouri Mandates and Regulations

The Raymore Peculiar School District recognizes statutory authority for professional development as established under Section 168.400.4 (1) (2) & 5 RSMo. (The Excellence

in Education Act) and SB380, Section 160.530.1 7: RSMo. (The Outstanding Schools Act of 1993).

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

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

Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.

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

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

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

Duties and Responsibilities of the Professional Development Committee (PDC)

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

Other responsibilities as outlined by state guidelines include:

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

Professional Development Committee Membership and Guidelines

District PD Committee members shall be certified staff members.

Qualifications for membership:

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

Representation of the Raymore-Peculiar PDC

The Raymore-Peculiar PDC shall consist of representatives from each educational level in the following manner:

- 1 per early childhood center
- 1 per K-5 elementary building
- 1 per 6-8 middle school building
- 3 per high school building
- Ex-officio administrative facilitators from Academic Services
- Ex-officio members from the following groups are allowed to participate in meetings but must be non-voting members:
 - Principals, Curriculum Specialists, Instructional Technology, and Board of Education

Building Schedules for PDC Elections

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

Professional Development Officers

An administrator(s) from Academic Services will serve as advisory chair(s) to the PDC. The administrator(s) will work collaboratively with the leadership team on scheduling meetings, providing meetings agendas, providing current budget information, coordinating professional development, and other activities as directed by the committee.

The leadership team shall have four representatives (one from EC-5, one from 6-12, an at-large member (from any grade span) and a secretary (from any grade span). The committee will consist of second and third year members. The administrator from the Department of Academic Services will create an election slate of members who meet criteria to serve on the executive committee. Executive committee members will serve a two year term if elected as a second year member.

Professional Development Meetings

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

Professional Development Spending

Raymore-Peculiar PDC will comply with the state PDC Budget Guidelines. As funds allow and state guidelines dictate, the district will allocate a portion of its general fund budget to staff development. The district's Assistant Superintendent of Academic Services will develop the initial budget in-conjunction with a PDC budget committee. This budget will be presented to the district PDC for revision/approval and then presented to the Board of Education as part of the Professional Development Plan approval process.

Through the use of Frontline, all building PD money requests must be approved by the building representative(s), the principal and the assistant superintendent. Any out of state professional development MUST be approved PRIOR to PDC approval by the superintendent and assistant superintendent. All district fund requests must be approved by building principal and the assistant superintendent.

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

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

Professional Development Stipend

Members will receive a stipend for their service on the PDC. After school meeting attendance, as well as beyond contract hours spent on sub-committee work, will be the basis for possible stipend. Stipends will be paid as allocated in the PDC budget.

Subcommittees

Subcommittees help to plan and lead professional development that incorporates expectations of *Missouri School Improvement Program 5*. Subcommittees are determined based on the needs of the district and PDC on a yearly basis.

Professional Development Follow-Up

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

Building Planned Professional Development

The goal of professional development at the building site is to provide time for the staff in each building to implement the curricular and instructional goals of their school improvement plans. Planning should be done through the Building Leadership Team/Building Professional Development Committee and principal. Building administrators are encouraged to provide an agenda 5 days prior to the event. Buildings are allotted funding to support building professional development.

Individual buildings are responsible for developing a budget sheet and rationale that reflects how their building funds will be spent. Requests for use of funds should be done through use of the *Professional Development Request Form* (in Frontline). This spending should support the building's SIP/PDSA goals. Student achievement data and district goals will serve as a guide for planning purposes. Individual buildings are encouraged to collect data that reflects how money spent impacts student achievement.

Individual Professional Development

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

Certified staff requesting to attend a conference **outside the district** should do so by using the *Professional Development Request Form* (on Frontline) prior to attending the conference. Any teacher wishing to **present at a conference** must first complete the presenter request form portion and submit it for approval PRIOR to registering for any conference. **PDC money should never be encumbered without going through the proper procedures and securing the proper permission.**

All out of state travel (PDC funds or any other funds) **require prior authorization** from the superintendent and assistant superintendent of Academic Services.

Curriculum Writing

Grade level and department teams develop as well as refine district curriculum. They are also directly involved with textbook adoptions. Each team spends time not only on curriculum writing, but also on learning best practices and appropriate instructional strategies for a specific content area. This work is led by the Directors of Elementary and Secondary Curriculum and Assessment.

New Teacher Orientation

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

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

Mentor Program

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

All protégés (first and second year teachers) and non-tenured teachers will be expected to complete the requirements of the mentoring program each year that their mentor will oversee. All protégés and non-tenured teachers will attend or participate in sessions as set by the mentoring coordinator. All protégés and teachers new to Ray-Pec with under 5 years of experience to the district will receive BIST Effective Classroom Management training as required by the Raymore-Peculiar School District.

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

RP--Resource Person

In an effort to support teachers of any experience level new to the district, each building principal will assign a RESOURCE PERSON (**RP**) to a new teacher to the district to help become familiar with programs, day to day building activities, district initiatives, etc. The mentoring coordinator will supply a checklist for the “**RP**” to review with the new teacher throughout the year. Building administrators will follow up with the new teacher to ensure adequate support. The “**RP**” will be invited to the pre-service days to meet the new teacher(s) assigned to them. A stipend will be given for this day.

Collegial Walk-thru

Certified staff will perform a collegial walk-thru twice per year. Observing peers is a specific type of professional development that will enhance collegial conversations about student learning, content collaboration, instructional practices, etc.

Professional Learning Communities Initiative

The PDC supports the Professional Learning Community (PLC) model and provides funds for PLC forums. The Greater Kansas City Regional Professional Development Center (RPDC) is also designated for funds to provide the PLC training model for the buildings. The Academic Services Department, in coordination with building administrators, schedule these trainings in which building leadership teams participate.

Regional Professional Development Centers

The district participates with both the Central RPDC (at University of Central Missouri) and the Greater Kansas City RPDC (at UMKC-Union Station). We currently take advantage of the following from these centers:

- Personnel to assist school faculties in curriculum and instruction.
- Use of facilitation for Professional Learning Communities and data teams.
- Workshop providers for various staff
- Technology consortiums
- Behavior Management

2018-2019 Professional Development Committee

Lead Team Members:

Dillon Jarrett-Secondary Rep
Jessica Young-At-Large Rep
Michelle Claus-Elementary Rep
Melissa Kelch-Secretary
Karmin Ricker-Advisory Co-Chair
Al Voelker-Advisory Co-Chair

Members:

Michelle Claus
Samantha Copeland
Melanie Coleman
Teresa Elmer
Nicki Heist
Dillon Jarrett
Melissa Kelch
Amanda Kilgore
Jennifer Milligan
Laura Moots
Tammy Novak
Joe O'Neal
Elizabeth Oldham
Andy Perkins
Kim Schrader
Emily Vaughan
Jessica Young

Ex-Officio Members:

| | |
|-----------------|-------------------|
| Kristel Barr | Katie Campbell |
| Doug Becker | Rob Weida |
| James Brown | Randy Randolph |
| Lovie Driskill | Mary Shatford |
| Steven Miller | Jerrold Fellhauer |
| Missy Mattingly | Robin Jones |
| Jennika Miller | Michelle Hofmann |

Professional Development Calendar 18-19

| Date | Time | Description |
|--------------|---------------------------|---|
| July 25-27 | TBD | Pathways to Reading |
| Aug 1-2 | 8-4:00 | BIST: Classroom Management Part. All staff new to teaching or new to RP with under 5 years experience |
| August 3,6-7 | 8-4:00 | All staff new to the district at the Innovation Center |
| August 7 | TBD | Technology Boot Camp |
| August 8 | 8-4 | Pre-service Day: Convocation |
| August 9-10 | 7:30-3:30 | Pre-Service PD |
| August 13 | Normal building hours | Preview Day and Meet the Teacher |
| August 14 | 7:30-3:30 | Pre-Service PD |
| September 4 | 7:30-3:30 | District PD/Intra-District Collaboration |
| October 8 | 7:30-3:30 | Building PD |
| December 21 | early release PM schedule | Work time-NO PD |
| January 4 | 7:30 | Work time-NO PD |
| February 19* | 7:30-3:30 | PD |
| March 25* | 7:30-3:30 | PD |
| April 22* | 7:30-3:30 | PD |
| May 22 | Normal staff hours | Early release for students. End of year |

*Staff development days used as snow make up days will be made up at the end of the year

PDC Budget 2018-19

| PLC Questions Alignment | Strategic Plan Alignment | Budget Allocation |
|--|--|-------------------|
| Question #1 Curriculum that is Engaging and Rigorous for ALL International Baccalaureate Pathways to Reading School PLC Team Training Regional PD Cohort Membership PLC Fall & Spring Forums Stipend Lines (PDC and BLT) Substitutes Building Lines | AS 1.1.3 FA1 AS 2.3.3 AS 2.4.1 | \$149,600.00 |
| Question #2 Assessment/Instruction/Technology Integration Digital Transformation Specials/Electives | AS 1.2.3 AS 2.4.1 | \$17,255.00 |
| Question #3 Differentiation for Extra Support/Intervention Behavior Management Effective Instructional Practices | AS1.3.4 FA1 AS 2.3.2 | \$32,913.25 |
| Question #4 Differentiation for Extension/Enrichment Project Lead the Way/Launch/Stem Exploration Powerful Learning Conference Project Based Learning | AS 1.2.1 ST 2.4 AS 1.1.1 AS 1.3.1 | \$41,024.75 |
| TOTAL: | | \$242,768.00 |
| Increase from 17-18 budget | | \$9,547.00 |
| Other PDC Activities (2213) Instruction PD-Math On-Site Math PD | FA1 | \$16,180.00 |

[*PDC Budget Detailed](#)

Key: ST=Strategy FA= Focus Area AS= Action Step

Professional Development Priorities 2018-2020



Mentoring Program

Mentoring is a required component of the induction process. The program is in compliance with the Missouri statute regarding the probationary period. The program is aligned to the state's mentor standards, and participating in the program is confidential, non-evaluative support linked to the district's overall plan for professional development. Missouri statute 168.221 RSMo indicates that the probationary period for all new teachers is the first five years of employment.

To meet the conditions of a probationary teacher moving to the next step in certification, it is required that you complete the district's mentoring program as described. A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, [and] opener of doors." The mentor teacher is a "helper," not an "evaluator." Discussions between the mentor and the protégé should remain confidential. The development of the teacher throughout these five years should be directed by the district's comprehensive induction process. This process begins with two years of mentoring and then continues with support for the following three years.

The Raymore Peculiar School District mentoring program is led by Karmin Ricker and the curriculum specialists (Kim Goforth, Calee McElwain, Keri Pinney, and Kim Shaul). A teacher who has not completed 5 years of service will be referred to as a "Protégé".

New teachers will be assigned a mentor (one of the curriculum specialists listed above) who will support, assist in the completion of the mentoring program, observe, and provide professional development. An important component of the comprehensive induction process is the mentor and his/her role in providing intensive, one-on-one support. The mentor is a type of confidant to assist with the transition of preparation into practice, providing non-evaluative feedback and coaching. In addition, a RP (resource person) will be assigned by the principal who will be the go to person for logistical questions, building information, and general support.

Ray-Pec Goal:

Quality Staffing: All staff will meet or exceed performance expectations annually as outlined in job descriptions, evaluations, professional learning community standards, state and federal standards, or will be making progress on an improvement plan toward meeting performance expectations.

Mentoring program Goal:

Beginning teachers (protégés) will create a professional development plan that will address the first five years in the classroom. The goals identified in the plan should relate, in part, to the district's evaluation criteria. The plan also may reflect educational research on effective teaching. The beginning teacher will revise the original professional development plan after the first year of teaching, tailoring the new goals to his or her needs.

Rationale:

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the school district will provide each beginning teacher a mentor to assist them along their professional journey.

The training program for mentors will address these topics:

- The role and responsibilities of the new teacher's professional development team, which includes the mentor, the principal and the mentoring coordinator.
- Coaching and counseling techniques
- The format and content of the professional development plan (district, school, and individual)
- Protégé observations and collaboration
- Problem-solving strategies
- Listening and inquiry skills
- Resources (people and publications) available to beginning teachers at the district, higher education, regional and state level
- Peer coaching and confidentiality
- Current theories and models of instruction and classroom management
- Analyzing student work to inform instruction

The mentors will be expected to assist and complete the following expectations:

- Observe protégé teaching at least four times throughout the year for an extended period of time
- Utilize data collection forms during observations
- Utilize video recording of lessons for reflection
- Utilize drop in visits with the protégé
- Utilize specific observation forms
- Maintain documentation for the protégé program
- Schedule protégé observations of other teachers (at least four times throughout the year)
- Assist protégé with building requirements and duties
- Schedule collaboration sessions with protégé (at least four times throughout the year)
- Attend mentoring sessions with protégés
- Assist mentoring coordinator with mentoring session presentations
- Assist the protégé with writing their Professional Development Plan
- Be an advocate for the protégé when needed
- Demonstrate effective teaching techniques

- Provide direct and informal assistance
- Serve as a professional role model for the beginning teacher

Mentors will address the following issues in formal meetings and informal conversations throughout the year:

- Classroom management
- Giving student feedback, grading, keeping grades and data points
- Parent contacts and conferences
- Professional development opportunities within and outside of the district
- Curriculum resources (online, departmental, building, district)
- Homework and make-up policies and attendance policies
- Reflective teaching: based on mentor class observations, student feedback, and self-reflection on one's instruction
- Effective communication approaches and techniques for working with students, parents, and colleagues
- Professional organizations and resources: local, state, and national
- Preparation/support for a PBTE evaluation conducted by the building administrator
- MAP/EOC and other standardized testing
- Use of online software, assessment tools, etc. (ex. Frontline, NWEA)

Protégés

A protégé is a faculty member who has no teaching experience in their certified teaching area. The Raymore-Peculiar School District will offer a five-year mentoring program for these teachers. The protégé will be supported by the mentoring coordinator, human resource director, administrator, assigned mentor, and other protégé through a specific program with opportunities for collaboration, new learning, reflection, and data collection.

Protégés will participate in and complete the following requirements:

** The protégé program is based on a gradual release model. While the activities are the same, the number of requirements decrease as the protégé moves through the program.*

First Year Protégés:

- Attend new teacher orientation in August
- Attend mentoring sessions (online and face-to-face) scheduled by mentoring coordinator offered by the district or other approved activities
- Attend BIST Classroom management training
- Observe other teachers
- One observation each year must be a Ray-Pec Teacher of the Year
- Be observed while teaching by the mentor
- Collaboration sessions with mentor
- Focus on the New Teacher Evaluation Growth Plan

- Enter PD into Frontline and submit all paperwork at the End of the Year Celebration
- Video tape a lesson and reflect with mentor

Second Year Protégés:

- Attend mentoring sessions (online and face-to-face) scheduled by mentoring coordinator offered by the district or other approved activities
- Attend BIST Classroom Management training (if new to the district or not completed in first year)
- Observe other teachers
- One observation each year must be a Ray-Pec Teacher of the Year
- Be observed while teaching by the mentor
- Collaboration sessions with mentor
- Focus on the New Teacher Evaluation Growth Plan
- Enter PD into Frontline and submit all paperwork at the End of the Year Celebration
- Video tape a lesson and reflect with mentor

Third Year Protégés:

- Focus on the New Teacher Evaluation Growth Plan
- Attend BIST Classroom management (if new to the district)
- Attend face-to-face mentoring sessions offered by mentoring coordinator offered by the district or other approved activities
- Participate in online mentoring sessions scheduled by mentoring coordinator offered by the district or other approved activities
- Observe other teachers
- Video tape a lesson and reflect with mentor
- Collaboration sessions with mentor
- Enter PD into Frontline and submit all paperwork at the End of the Year Celebration

Fourth Year Protégés:

- Focus on the New Teacher Evaluation Growth Plan
- Attend BIST Classroom management (if new to the district)
- Participate in online mentoring sessions scheduled by mentoring coordinator offered by the district or other approved activities
- Video tape a lesson and complete a reflection with mentor or principal
- Enter PD into Frontline and submit all paperwork at the End of the Year Celebration

Fifth Year Protégés:

- Focus on the New Teacher Evaluation Growth Plan
- Attend BIST Classroom management (if new to the district)
- Participate in online mentoring sessions scheduled by mentoring coordinator offered by the district or other approved activities
- Video tape a lesson and complete a reflection with mentor or principal
- Enter PD into Frontline and submit all paperwork at the End of the Year Celebration

Protégé Roles:

- Seek out help
- Puts professionalism first
- Observe other teachers teaching, planning, reflecting, and conferencing
- Ask a lot of questions about why different procedures are used
- Assess and adjust
- Set quarterly goals and reflect on them
- Make connections to their Professional Growth Plan
- Meet with mentor
- Participate in professional development opportunities
- Demonstrate a willingness to watch, listen, and learn
- Share your expertise with experienced teachers
- Get to know your administrator
- Get to know the front office staff and other custodial/maintenance staff
- Avoid negativity
- Actively participate in support group

Program Evaluation:

Protégés will complete a survey at the end of the school year to collect data on the effectiveness of the program. The information gathered will assist the mentoring coordinator in making adjustments to the program. The mentoring coordinator will present the findings to the PDC, administrators, human resource director and the direct supervisor/administrator.

Board Policies

4410-[GCL-Professional Staff Development](#)

3440-[DLCA-Travel](#)