



# 2024-25 Platte County R-3 Professional Development Plan

*The purpose of the Platte County Professional Development plan is to develop and retain high-quality staff. Through the execution of the district Professional Development Plan, we ensure staff are equipped with the knowledge and skills to support the systematic continuous improvement of teaching and learning. Our intent is to ensure that the professional learning opportunities support the District's Mission, Vision, Values, Principles of Learning, and Comprehensive Strategic Plan Goals.*

*The Professional Development Plan is comprised of two main components:*

- PCR3- Professional Development Guidance
  - This sections serves to outline the policy, procedures, mandates, and guidelines in which the Professional Development Committee Operates
- PCR-3 Professional Development Implementation Plan
  - This section serves to outline the goals and focus areas for the professional development to be implemented for the school year.

# PCR-3 PROFESSIONAL DEVELOPMENT GUIDANCE

## Professional Development Committee

The mission of the Platte County R-3 Professional Development Committee is to improve student achievement through professional development opportunities for teachers to continually improve teaching and learning. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. Higher education, the Department of Elementary and Secondary Education, professional organizations, and community resources are used to enhance high quality professional development.

The committee shall have no more than nine members, with membership on the committee spread across disciplines and attendance centers. Committee membership will include teachers from elementary, secondary and specialty teaching areas as well as support staff representatives. While both certified and noncertified staff members will serve on the committee, only certified staff will be allowed to select committee members. Committee members shall be staff members with at least three years of experience and at least two years in the Platte County R-III School District. Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. (GCL-AP1)

### 2023-24 Professional Development Committee Members

- Dr. Alicia Casey - Executive Director of Academic Services
- Kelli Woods - Executive Administrative Assistant for Academic Services
- Kendall Fuller - Barry Elementary
- Samantha Brant - Compass Elementary
- Madeline Sheldahl - Pathfinder Elementary
- Rebecca Anderson - Siegrist Elementary
- Jessica Chiddix - Platte City Middle School
- Bridget Klingele - Platte Purchase Middle School
- Chelsea Rohr - Platte County High School
- Sara Price - Northland Career Center
- Sharon Sherwood - Board Member
- Tyler Fadler - Board Member

### 2024-25 Professional Development Committee Members

- Dr. Alicia Casey - Executive Director of Academic Services
- Kelli Woods - Executive Administrative Assistant for Academic Services
- Kendall Fuller - Barry Elementary
- Courtney Shaw - Compass Elementary
- Madeline Sheldahl - Pathfinder Elementary
- Rebecca Anderson - Siegrist Elementary
- Jessica Chiddix - Platte City Middle School
- Bridget Klingele - Platte Purchase Middle School
- Chelsea Rohr - Platte County High School
- Sara Price - Northland Career Center
- Sharon Sherwood - Board Member
- Tyler Fadler - Board Member

Teams/Committees that participate in Professional Development strategic planning and monitoring are Academic Services, Pupil Services, Human Resources, Communications, Business Services, Facilities and Operations, Technology and

Information Management, Academic Senate, Professional Development Committee, Curriculum Council, Technology Integration Leads, District Liaisons and Team Platte County.

## Platte County R-3 School District

The Platte County School District collaboratively developed a shared vision, mission, and values (VMV). By design the language paints a distinct picture of what our school district believes. For instance, the word 'students' is not present within the PCR-3 Vision and Mission; instead you will notice the word 'learner'. We believe all students, teachers, administrators, families, and community stakeholders are included in our collective journey as life-longer learners. The quote by Roland Barth (2001) aligns directly to our choice to use the word 'learner': *"Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I've yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners - or they don't go at all."* In addition to specific word choice, the ellipsis following the vision shows that 'tomorrow' is ever changing. Since the initial adoption of the VMV, all staff members have been held accountable to know and articulate the VMV.

The graphic is a vertical rectangular poster for the Platte County School District. At the top left is the district's logo, a compass rose with 'PLATTE COUNTY' and 'SCHOOL DISTRICT' around it. To the right of the logo, the text 'Platte County School District' is written in a serif font. Below this, an orange horizontal bar contains the text 'Strategic Plan-On-A-Page'. To the right of this bar is a graphic of three stacked blocks labeled 'A', 'B', and 'C'. Block 'A' is labeled 'LEARNING', 'B' is 'BUSINESS', and 'C' is 'COMMUNITY'. Below these blocks is the text 'QUALITY CONTINUOUS IMPROVEMENT'. The main body of the poster is white and contains the following text: **Vision** Building learners of tomorrow... **Mission** To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment. **Values** Student Focus, Collaboration, High Expectations, Integrity, Visionary Leadership, Innovation, Results Orientation. **Strategic Focus Areas** Academics - Student Success, Business - Financial and Service Support, Community - Students, Staff, Parents, & Members. **Principles of Learning** Everyone can learn. Learning is a process. Each learner's personal best looks different. We learn from taking risks and making mistakes. We learn at different rates, times, and in different ways. Timely feedback is essential for high levels of learning. Learners should set goals and be able to track their own learning. Positive relationships are necessary to prepare individual learners for success. At the bottom, a dark brown bar contains the text 'Tradition. Pride. Vision.'

### District Goals and Focus Areas:

#### Comprehensive School Improvement Plan Goals

- Develop and enhance quality educational/instructional programs to improve overall and individual student academic performance.
- Hire, retain, and develop a high quality staff.

#### Teaching and Learning Goals

- Improve academic achievement for ALL students
- Improve essential skill development for ALL students
- Cultivate an environment of inclusion and equity for ALL students

## Strategic Anchors - Focus Areas

- Implementation of a Comprehensive Teaching & Learning System
  - Highly Effective Teams (Professional Learning Communities)
  - Guaranteed and Viable Curriculum (Instruction)
  - Relevant and Engaging Instruction (RWL)
  - Comprehensive Behavior Management System

## **The Platte County R-3 Teaching and Learning System**

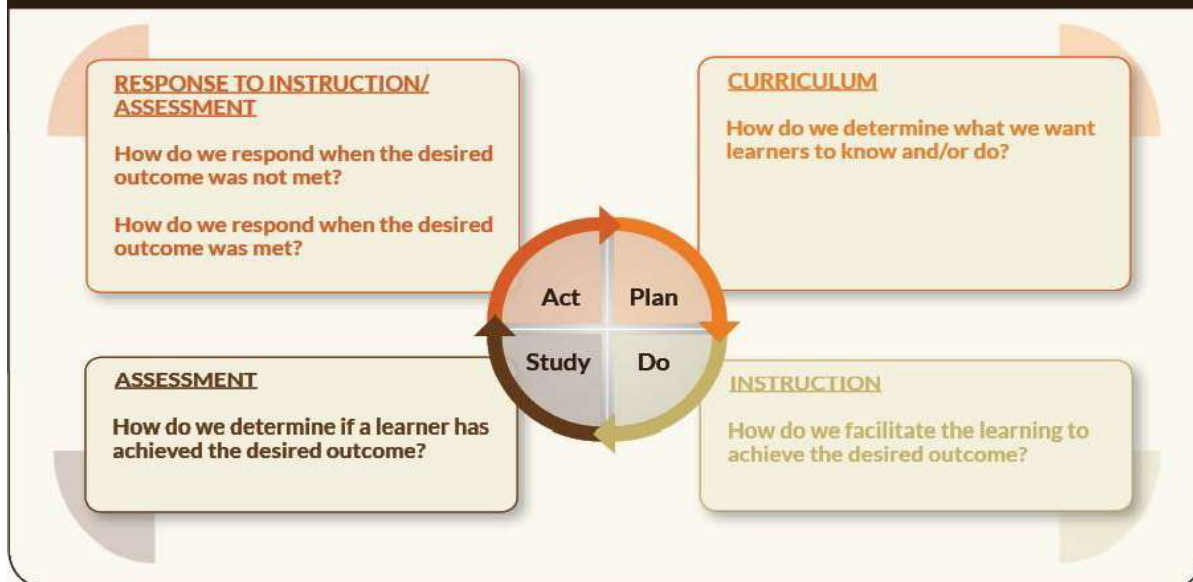
The purpose of the Platte County Teaching and Learning System is to ensure all learners engage in real world, systematic, research-based instruction through equitable and inclusive educational experiences that ensure student success. The Teaching and Learning System is modeled after a Multi-Tiered System of Support, a preventative and proactive framework to meet the comprehensive needs of students.

Effective teaching and high levels of learning are fundamental components of school improvement and student achievement. The Platte County R-3 School District is committed to a guaranteed and viable curriculum, consistent instructional practices, and appropriate assessment methods that evaluate growth and learning. District assessments, Improvement Teams, and the use of formative assessments are intended to evaluate student understanding, measure performance, inform instruction, focus instructional time – and drive achievement. The information gathered by the District from its assessment program will be used in a variety of ways to validate the district curriculum, inform instructional practices, and help steer decisions made by educators and leadership throughout the organization. To most effectively meet the needs of our students, and to inform our teacher’s instructional practices, we remain committed to the foundational questions of the Professional Learning Community (PLC) process:

1. What do we want all learners to know and be able to do?
2. How will the learning experience be facilitated?
3. How do we monitor the progress of each learner?
4. How will we respond to the educational outcomes of each learner?

The answers to these questions open the door to continuous improvement and healthy dialogue within our school district. They also have the potential to bind curriculum, instruction, assessment, and professional development under the umbrella of Academic Services to greatly serve the District’s community of educators, leaders, students, and parents.

**Platte County School District**  
CONTINUOUS IMPROVEMENT - ACADEMIC SERVICES



## Professional Development Foundational Elements

### Mission

The mission of the Platte County R-3 Professional Development Committee is to improve student achievement through professional development opportunities for teachers to continually improve teaching and learning. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. Higher education, the Department of Elementary and Secondary Education, professional organizations, and community resources are used to enhance high quality professional development.

### Purpose and Scope

The Professional Development Committee (PDC) is mandated by the Excellence in Education Act of 1985. The purpose of the committee is to stimulate and encourage professional growth. The Professional Development Committee (PDC) is charged with the following responsibilities:

- Collaborate with district and building administrators to plan and facilitate Professional Development aligned to building actions that support progress to district goals.
- Assess faculty needs and develop in-service opportunities for certified school staff; and
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- Monitor the impact of district and building professional development.
- Serve as a member of the Academic Senate.
- In addition to Building New Teacher Mentors, provide support to beginning and experienced teachers.

To improve student achievement, high quality professional development is aligned with the Platte County R-3 Comprehensive School Improvement Plan (CSIP), individual school improvement plans, state mandates, and Missouri School Improvement Program (MSIP) requirements. The PCR-3 Executive Director of Academic Services and the Professional Development Committee consult with administrators regarding these goals, needs and objectives to allocate funds based on written proposals reflecting research-based instructional practices.

## Opportunities

Platte County R-3 teachers collaborate and reflect weekly with colleagues on instruction and learning practices, providing for continuous growth. Time is provided for ongoing professional development during designated professional learning days throughout the school year. Teachers have the opportunity to participate in before and after school, evening, and summer professional development activities. Individual teachers are allowed pre-approved professional leave days annually (GCBDA). Administrators continue to consider new ways to support teachers with time for job-embedded professional development.

## Evaluation

The desired outcome(s) of professional development is to build teacher capacity in instructional practices. Professional Development will be evaluated by participants through:

- Student achievement data
- Questionnaires
- Surveys
- Minutes from follow-up meetings
- Participant reflections (oral and/or written)
- Additional data collection options

## Committee Procedures

Missouri Professional Development Program charges the district PDC with the following responsibilities:

- Support the professional development of new teachers.
- Identify instructional concerns and remedies for all teachers.
- Assess faculty needs to develop in-service opportunities for certified school staff.
- Present to the appropriate supervisor faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- Serve as a consultant regarding professional development procedures.
- Plan and evaluate specific professional development activities.
- Allocate 1 percent of current year basic formula apportionment minus any amount received for classroom trust fund to the PDC for the professional development of certified staff.

To align local professional development efforts with state guidelines, the PDC considers the following questions when planning PCR-3 professional learning:

1. Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
2. Is each professional learning activity consistent with the vision and the goals of the District professional development program?
3. Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data?)
4. Does the professional learning experience involve active learning processes?
5. Does each professional learning experience lead to improvement in teaching practice?
6. Does each professional learning experience lead to improved student performance?

## Committee Operational Guidelines

1. The District Professional Development Committee shall consist of representative(s) from each building. Those eligible to serve on the PD committee shall be in a certified position with a minimum of two years of experience in the Platte County R-3 School District. Representatives shall be determined in March or April for a three-year term of office. The terms of office shall be staggered according to an established rotation. If a committee member is no longer staff of the building, a representative shall be designated to complete the remainder of the term. New members shall attend the final meeting of the year. Their term will officially begin at the conclusion of the final meeting. A representative(s) of the Academic Services Team, Pupil Services Team, and representatives from both elementary and secondary administration shall serve as ex-officio non voting member(s) of the committee. Circumstances may require PDC membership revisions as needed.
2. The committee shall meet a minimum of four times annually. Each building is expected to have representation at every meeting. Meetings will be used to coordinate and set direction for professional development activities. Each

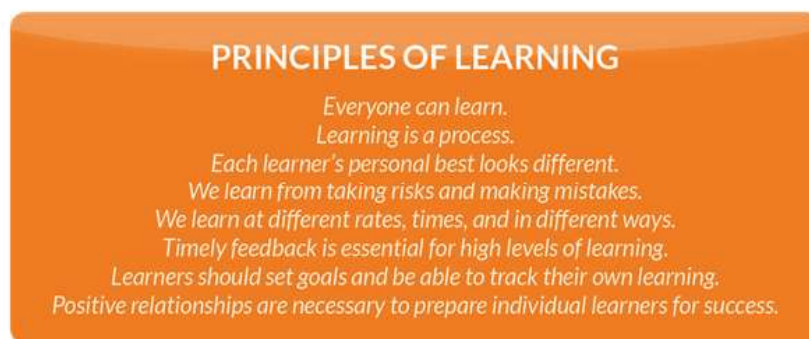
member will serve on at least one PDC standing committee and will support his/her building professional development planning.

3. The committee shall annually gather baseline data in order to share goals and commitments to ensure a culture of collaboration and continuous improvement.
4. A majority of the voting members (2/3) will represent a quorum for conducting business.
5. The following shall be standing committees of the PDC:
  - a. Beginning Teacher Assistance Program
  - b. Professional Learning Days

## PCR-3 Approach to Professional Learning

In order to equip staff with knowledge and skills to support the systematic continuous improvement of teaching and learning, the Platte County R-3 School District emphasizes the impact that collaboration and coaching have on the adult learner. The quote by Roland Barth (2001) aligns directly to our district beliefs about the connection between student success and professional learning: *“Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners – or they don’t go at all.”*

We believe that the PCR-3 Principles of Learning apply to student and adult learners alike. Therefore, when planning for professional learning opportunities we ensure the following are evident in our practice:



### Teaching & Learning System Responsibility Matrix

The Responsibility Matrix, also known as a responsibility assignment matrix, is a simple model used to create clarity within the PCR-3 Teaching and Learning System to map roles and responsibilities related to processes and procedures. The PCR-3 Responsibility Matrix chart defines whether the people involved in the Teaching and Learning System will be responsible for **implementing** key processes and procedures, have **awareness** for what is being implemented, **guide implementation** for the key role of the implementer, or **monitor implementation** and fidelity of implementation of key processes and procedures. Using a Responsibility Matrix helps eliminate confusion by identifying who’s doing what at a more granular level than simple task assignments.

### Responsibilities with the Teaching and Learning System Include:

- **I - Implement:** Role is responsible for doing the work on implementation for instruction, intervention, or enrichment
- **GI - Guiding Implementation:** Role is responsible for working side by side with the Implementer to ensure fidelity of the research based practice. Timely feedback and coaching are essential processes for guiding implementation
- **A - Awareness:** Role is responsible for knowing what is occurring in the Implementation stage of the Tier. While not directly implementing the research based practice, knowing what is being taught in the Implementation Tier will support connectivity for student success in each setting
- **M - Monitor for Fidelity:** Roles is responsible for ensuring the research based practice is being implemented consistently and with fidelity. Monitoring checklists and classroom walkthroughs will occur to provide validation of implementation fidelity.

## Roles & Responsibilities within the PCR-3 Teaching and Learning System

Role	Tier 1	Tier 2a	Tier 2b	Tier 3
<i>Classroom Teacher</i>	I - Implementing	I - Implementing	A - Awareness	A - Awareness
<i>Instructional and Behavior Coach</i>	GI - Guiding Implementation	GI - Guiding Implementation	GI - Guiding Implementation (BC only)	A - Awareness
<i>Interventionist (Reading/Math Impr.)</i>	A - Awareness	A - Awareness	I - Implementing	A - Awareness
<i>Special Education Teacher</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>English Learner Teacher</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>LEAP (Enrichment)</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>Counselor</i>	I - Implementing (Counseling curriculum)	I - Implementing	I - Implementing	I - Implementing
<i>Social Worker</i>	A - Awareness	I - Implementing	I - Implementing	I - Implementing
<i>School Psychologist/ Process Coordinator</i>	A - Awareness	A - Awareness	GI - Guiding Implementation	GI - Guiding Implementation
<i>Building Administrator</i>	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity
<i>District Administrator</i>	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity

This matrix is essential to the planning and execution of professional development for our Teaching and Learning System Staff. The level of responsibility will support the level and intensity of professional development for all staff.

### Professional Development aligned with the with the Teaching and Learning System Roles & Responsibility:

- **I - Implement:** Staff responsible for implementing a best practice across all tiers will receive professional development and support in multiple ways throughout the implementation timeline including:
  - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice
  - **Peer Collaboration** - Collaboration among colleagues to share application of the best practice and work on refinement of implementation
  - **Job-embedded Coaching** - Side-by-side planning and reflection with an Instructional or Behavior Coach, other staff member, or Administrator on the individual implementation of the best practice within the staff members daily setting
- **GI - Guiding Implementation:**
  - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice ahead of and/or along side of the implementation staff
  - **Peer Collaboration** - Facilitate and/or participate in collaboration among colleagues who are implementing to share application of the best practice and work on refinement of implementation
  - **Job-embedded Coaching** - Side-by-side planning and reflection with the individual implementing the best practice within the staff member's daily setting. Coaches will participate in professional development on how to support a student-centered coaching approach to support successful coaching conversations
- **A - Awareness:**
  - **Direct Learning** - Direct professional development on the big picture of implementation at other Tiers of the



Teaching and Learning System. This professional development is to ensure intentional connections are made between best practices from Tier to Tier for both staff and students.

- **Peer Collaboration** - Collaboration among colleagues to share connections of best practice being implemented at multiple Tiers.
- **M - Monitor for Fidelity:**
  - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice ahead of and/or along side of the implementation staff
  - **Peer Collaboration** - Be present during collaboration among colleagues who are implementing to support professionalism and ensure alignment of conversation to the implementation of the best practice and connection between all Tiers of the Teaching and Learning System.
  - **Job-embedded Coaching & Accountability** - Side-by-side planning and reflection with the individual implementing the best practice within the staff member's daily setting. Staff will be supported and held accountable for implementation of the district identified best practice.

# PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

## 2022-26 Professional Learning Outcomes

Our Professional Development Strategic Plan goals were developed by the Teaching and Learning Team with the input of multiple District Teams and based on performance data, accountability data, and feedback from internal and external stakeholders.

Our objectives are focused on improvement of our State Assessment performance and retaining and developing a high quality staff.

### 2024-25 Professional Development Goals

- Enhance learning of all stakeholders by providing and encouraging high quality professional development opportunities and resources that are aligned and consistent with the district's mission, vision, values, and Comprehensive School Improvement Plan.
  - **Improvement Actions:**
    - Utilize a Quality Continuous Improvement approach for identifying our professional development needs based on feedback from multiple stakeholder groups and information from accountability measures for implementation of initiatives.
    - Create a higher level of commitment for job-embedded professional development focused on analyzing data for improvement throughout the District
    - Utilize Instructional and Behavior Coaches to support job-embedded professional learning and on-site coaching for implementation of evidence-based practices
    - Build the capacity of our administrative staff to manage their buildings in service of instruction.
    - Provide robust support to all staff in supporting the implementation of the Teaching and Learning System.
    - Implement job-embedded professional development opportunities that focus on the District's academic initiatives.
    - Improve our ongoing feedback to teachers, support for our new teachers, and effectiveness in our improvement team processes through the utilization of our Instructional and Behavioral Coaches.
    - Build our leadership capacity and capability of teacher leaders and administrators through the use of Quality Academy, Leadership Academy, and Academic Senate. A product of this professional development will be skilled facilitators for professional development experiences.
- Provide beginning teachers and staff members new to Platte County School District with on-going support at the individual, school, and district levels.
  - **Improvement Actions:**
    - Collaborative improvement of our Onboarding processes with Human Resources and Academic Services Team based on feedback and in alignment with Missouri New Teacher expectations.
    - Implement individualized professional development specifically for 1st and 2nd year teachers
    - Revise our Mentor Program to equip Mentors with the knowledge and skills to best support teachers new to the profession

Our staff needs are determined by student performance results, improvement cycle (evaluation) analysis, and multiple stakeholder feedback mechanisms.

**2024-25 Professional Development Focus Areas**

- **Refine collaboration practices proven to support high performing teams in a Professional Learning Community**
  - Building Powerful Guiding Coalitions (Leadership Teams)
  - Data driven collaboration
- **Initial and sustained implementation of a Guaranteed and Viable curriculum aligned to evidence-based practice in the core content areas of ELA, Math, and Science (6-12)**
  - Explicit Instruction - Tier 1 and Tier 2a
  - Direct Instruction - Tier 2b
  - Specialized Instruction/Targeted Intervention - Tier 3
  - Relevant & Engaging Instruction
  - Alignment to Portrait of a Graduate
- **Implementation of a District-Wide Tier 1 Behavior Management Framework**
  - Implementation of the Safe and Civil Schools Behavior Framework
    - Engage in staff professional development related to vocabulary and structures of the Safe and Civil Schools Framework
      - Leadership in Behavior
      - Coaching CHAMPS
      - CHAMPS in the Classroom
        - Elementary
        - Secondary
  - Explicit Teaching of Building and Classroom Expectations - Tier 1 and Tier 2a
  - Behavior Interventions - Tier 2a, Tier 2b, Tier 3
  - Focus on a Safe and Caring Classroom Culture of Belonging
- **Utilization of Illuminate Assessment Suite to monitoring student success and make timely adjustments**

**District Professional Development Venues**

Professional Learning occurs in multiple ways and for multiple purposes throughout the organization. Some venues are better suited for attaining new information while others are appropriate for team collaboration or individual coaching. The Platte County R-3 School District has multiple venues of professional learning that honor the individual adult learner ensuring robust support in mastering best instructional practices that yield high levels of student achievement.



Professional Development Venue	Why	Who	What	When
<b>District-Wide Grade/Content Professional Learning Days</b>	To share district initiatives/focus Cross collaboration	All certified staff district wide by grade/content <ul style="list-style-type: none"> <li>● Elementary</li> <li>● Middle</li> <li>● High</li> </ul>	Focused on district goals aligned to the Teaching and Learning System	Afternoons of Professional Learning Days: Sept. 16, 2024 Dec 2, 2024 Jan 6, 2025 Feb 14, 2025 Apr 14, 2025

<b>Building Level Professional Learning</b>	To allow buildings to focus on innovations specific to the building Dive deeper into processes, procedures, instructional practices,	All certified staff within each building <ul style="list-style-type: none"> <li>• Siegrist</li> <li>• Compass</li> <li>• Pathfinder</li> <li>• Barry</li> <li>• PCMS</li> <li>• PCHS</li> <li>• NCC</li> </ul>	Focused on building level innovations	Mornings of Professional Learning Days Sept. 16, 2024 Oct 14, 2024 Dec 2, 2024 Feb 14, 2025 Apr 14, 2025
<b>Curriculum Implementation Worksessions</b>	To support implementation of district curriculum and instruction following a revision and board approval - New Learning, Daily Unit Planning, and Lesson Study	Attendance is based on the grade and content in the implementation phase	Focused on district, building and individual innovations	Half Days throughout the school year - Monthly in Year 1, Quarterly in Year 2
<b>Professional Learning/ Improvement Teams</b>	To collaborate around student data, determining strengths and weaknesses and sharing instructional strategies.	All certified staff within each building <ul style="list-style-type: none"> <li>• Barry Elem.</li> <li>• Siegrist</li> <li>• Compass</li> <li>• Pathfinder</li> <li>• Barry</li> <li>• PCMS</li> <li>• PPMC</li> <li>• PCHS</li> <li>• NCC</li> </ul>	Focused on student learning and prescriptive teaching	Weekly throughout the school year - minimum of 30 minutes during Instructional Planning Time
<b>District Sent Professional Learning</b>	To encourage staff to learn more about an area of need or interest	All certified staff within each building	Focused on staff learning	Flexible dates throughout the school year and summer as approved by PDC

**Additional Professional Development Venues may include:**

- Quality Academy
- Academic Leadership Academy
- Academic Senate
- ELA ½ Day Collaboration
- Specialized Team Meetings
- Onboarding and Mentoring
- Regional Professional Development Center (RPDC) Partners

### **Beginning Teacher Assistance Program**

The Platte County School District Beginning Teacher Assistance Program is a two year support system designed to ensure certified employees feel successful as it relates to the established vision, mission and values as well as our goals as a district. The program aspires to develop an employee’s understanding of the district, define how we do business as an organization, and share some of our key policies and procedures.

All 1st and 2nd year teachers new to the teaching profession are required by the state of Missouri to participate in a Beginning Teacher Assistance Program. This overview outlines the intentional learning experiences for this program in alignment with the Missouri Teacher Development System.

- *DESE required (CSR 20-400.385) All new teachers to the profession are required to participate in a beginning teacher assistance program (BTAP) sponsored by a Missouri teacher education program and provided by an education association, regional service center, school district, or charter school.*

## **Beginning Teacher Assistance Program Year 1**

Beginning teachers are one of our greatest assets. Yet, 17% of teachers leave the career within the first five years (Gray et al., 2015). Research shows effective professional development is a key factor of teacher retention (Podolsky et al., 2018; Garcia & Weiss, 2019e), and as teachers enter the career, a collaborative community of learners can help teachers transition from their role as a student to that of teacher (Garcia & Weiss, 2019e). This program is part of the Missouri Teacher Development System (mo-mtds.net), which is an on-going system of learning for Missouri teachers.

This opportunity provides:

- networking with other new teachers in Platte County and district leaders
- just-in-time learning (critical firsts)
- awareness of the phases of a new teacher
- relationship-building skills
- awareness of legal rights and responsibilities for educators
- competency-based programming

**Beginning Teacher Assistance Program Year 1 meets Missouri's BTAP certification requirements and emphasizes the following MTDS Competencies:**

- Builds Relationships & Culture
- Creates & Manages a Learning Environment
- Develops Research-Based Instruction
- Engages Students in Content

### **Program Logistics**

- Each PCR-3 Building has experienced teachers assigned as building level mentors to support teachers new to the profession or new to the district. Number of building mentors is determined by the number of new staff.
- Each PCR-3 building is also supported by a Professional Development Committee Member who works collaboratively with Mentors to support the need of new staff.
- Beginning Teachers and Mentors will participate in monthly district wide meetings facilitated by New Teacher Facilitators (appointed from Leadership Academy).
- Beginning Teachers and Mentors will participate in monthly building level meetings where topics are aligned to the district level meet and personalized for each building.
- Beginning Teachers and Mentors will be compensated hourly for their time as these meetings are invaluable to the success and retention of Platte County R-3 certified staff.

## **Beginning Teacher Assistance Program Year 2**

This program offers continued support for early career teachers, and to celebrate the completion of a successful first year of teaching, Beginning Teacher Assistance Program Year 2 is part of the Missouri Teacher Development System (mo-mtds.net) and is open to any teacher who has completed a Beginning Teacher Assistance Program in Missouri.

This opportunity provides:

- access to experts professional development
- on-demand learning through coaching and feedback from expert educators
- networking with other teachers
- competency-based programming

**Beginning Teacher Assistance Program Year 2 emphasizes the following MTDS Competencies**

- Differentiates to Meet Unique Student Needs
- Plans Student Progress Monitoring
- Works in a Community of Practice

#### Program Logistics

- Each PCR-3 Building has experienced teachers assigned as mentors to support teachers new to the profession or new to the district. Number of building mentors is determined by the number of new staff.
- Each PCR-3 building is also supported by a Professional Development Committee Member who works collaboratively with Mentors to support the need of new staff.
- Year 2 Beginning Teachers and Mentors will participate in quarterly district wide meetings facilitated by New Teacher Facilitators (appointed from Leadership Academy).
- Year 2 and Year 1 Beginning Teachers and Mentors will participate in monthly building level meetings where topics are aligned to the district level meet and personalized for each building.
- Beginning Teachers and Mentors will be compensated hourly for their time as these meetings are invaluable to the success and retention of Platte County R-3 certified staff.

### **Mentoring**

The benefits new teachers receive from mentoring are well known with established relationships existing between mentoring supports and new teacher retention. Given this, many teacher retention efforts focus on providing mentors for new teachers. Many times mentors are asked to support new teachers, but are not always provided the training and support they need to be effective coaches and mentors for early career teachers. There is no doubt mentoring is good for new teachers, but mentors benefit from the experience as well, and the investment in the mentor teacher may actually provide greater rewards for a district given the mentor teacher's established role and influence. Providing effective professional development opportunities for mentor teachers to develop skills in coaching and mentoring and providing recognition as a mentor teacher may contribute to teacher self-efficacy, which is known to support teacher retention.

**MTDS Mastering: Foundations of Coaching and Mentoring**

**This program offers learning and support for mentor teachers. MTDS Mastering: Foundations of Coaching and Mentoring is part of the Missouri Teacher Development System.**

This opportunity provides:

- coaching, observation, and feedback training and support.
- consultant support
- regional networking with other mentor teachers
- opportunities to apply newly acquired skills with beginning teachers
- competency-based programming

**MTDS Mastering: Foundations of Coaching and Mentoring emphasizes the following MTDS Competencies:**

- Managing a Classroom: Manages Behavior, Creates & Manages a Learning Environment,
- Communicates Progress Toward Learning Goals
- Being a Professional: Supports School District Vision, Mission, & Goals
- Designing Instruction: Develops Research-Based Instruction
- Reflecting on Practice: Sets Growth Goals

## Professional Development Funds

Our budget is created based on our Comprehensive Strategic Improvement Plan, Key Process Action Plans, and past budget performance. It is created in collaboration with the Academic Services Team, Pupil Services Team, Human Resources Team, and the Business Services Team. Our Professional Development Accounts and their projected 2024-25 Budget allocations are displayed in the chart below, subject to final approval.

2024-25 Professional Development Budget	
Professional Development Accounts	Budget
<i>Certified Staff Professional Development (1% Budget)</i>	\$140,000.00
<i>Professional Development – Quality Continuous Improvement Initiatives aligned to our District Comprehensive Strategic Improvement Plan</i>	\$75,000.00
<i>Professional Development – Teaching and Learning</i>	\$15,000.00
<i>Title 2A Funds</i>	\$40,000.00

The following criteria will be used for approval and distribution of PD Funds:

1. The committee will approve initial PD funds and reconvene for any revisions to budget allotments if necessary.
2. Disbursement of budget funds for individuals attending workshops should be contingent upon those persons sharing information within their building, subject, or teaching area. In determining allocation of funds, consideration will be given to the number of students and staff that will be positively impacted.
3. Out-of-District Workshops: Disbursement of funds should be approved by the building administrator and the Academic Services Team and may include registration, hotel, parking fees, and mileage reimbursement. Meal reimbursement for meals will follow the same guidelines as found in the Business Services Procedures. Mileage will be reimbursed at the standard district rate and will be approved for the driver only. Carpooling will be required when more than 1 person is attending the same conference on the same date. (When 5 or more people are attending the same conference, 2 drivers may submit reimbursement requests.) Professional development funds will not be used for reimbursement of food expenses.
4. When making presentations within the district outside of contractual time, district personnel will be paid \$25.00 per hour, per individual.
5. Regardless of when the presentation occurs, prep time can be reimbursed to district presenters at the rate of \$25.00 per hour, not to exceed the length of the presentation. A request for reimbursement for this prep time must be accompanied by a timesheet (provided by the Academic Services Department) and approved by the Academic Services Team.

### Non-Allowable Expenses

Generally Non-Allowable Expenses in the Professional Development Plan:

- Individual membership dues to associations or organizations.
- Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
- Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
- Equipment and materials for administrative use or for instruction of students.
- Salaries (Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
- Travel as a form of professional development.

- An expenditure of funds for any state or federal program for which monies are already available for professional development (Example: Professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers).
- Training of school board members (The Department of Elementary and Secondary Education subsidizes the cost of training new school board members through other state-level funding).