

Professional Development Handbook

August 2018



Purpose of Professional Learning

The purpose of the professional development section of the handbook is to provide the professional staff of Cheboygan-Otsego-Presque Isle Educational Service District with a reference guide regarding professional development. The handbook should answer most questions regarding professional development procedures at COP. This document is reviewed each year and modified as needed by the PD Committee. When modifications are made, the professional staff will be notified.

Philosophy

Continued professional learning is needed to build and expand staff expertise and to deliver high quality services to the districts and children we service. A professional development committee has been established by the master agreement to coordinate professional development activities.

Professional Development Committee

This committee consists of two professional staff representatives and one administrator from COP. The major duties and functions of this committee consist of the following:

1. Assist staff in developing professional growth activities.
2. Establish guidelines that determine activities of PD plans and resolve concerns.
3. Establish parameters for PD plans.
4. Review, or assist in the development of plans that propose an extra workday.
5. Evaluate the effectiveness of the COP professional development system.
6. Review plans and assist in their development when requested by staff.
7. Assist in developing and maintaining the PD handbook.



Individual Professional Development Plan

Each professional staff member collaboratively with their supervisor will develop and submit a professional development plan to their supervisor for approval. The plan should include the following:

- be related to your educational field and job responsibilities
- have goals that are specific to your role and support the ESD school improvement goals
- include a method of evaluation (evidence)
- have a one to three year timeline of completion

Appropriate activities to include in your plan may include:

- college courses
- conferences and workshops
- Mentoring/school committees, school improvement
- Online learning/courses

New PD plans need to be updated and approved at least every three years. See template and sample plans; Self Assessment Rubric.

Individual Professional Development Funds

All staff with an approved PD plan will have \$1,000 placed in an individual account to be used to support their planned activities. Expenditures for food is limited to meals only.

Use of PD monies in the retirement year is to be prior to March and related to specifically to job duties.

1. Staff is to consider the number of student contact days that will be missed when deciding the importance of any particular activity requested. Rather than a set number of non-contact days, staff is to be reasonable in the amount of missed contact with students. Staff should consider their absences, snow days, meetings, and days of the week when considering attending professional development activities. The PD Committee considers reasonable as less than ten days missed contact days with students.

2. Staff is expected to share transportation and lodging when appropriate when attending PD in the same location. The expectation is that staff will use COP fleet cars when possible.



Professional Dues

Up to \$300 is available to each professional staff member to pay for:

- Professional memberships

- Subscription to professional publications

Please see your supervisor about questions you have regarding professional dues funds.

Procedures to Access PD Funds

The PD committee has outlined the following procedures to access individual PD accounts:

1. Complete and submit a PD Prior Approval Form.

This form is submitted to the direct supervisor (cc to PD Administrative Assistant) via email. The supervisor will approve or deny the PD request. All activities must relate to the PD plan. If there are questions regarding the request the PD Committee may review the request. Upon approval of your request you will receive a PD approval email.

2. After approval of activity, use your purchasing card to register/reserve lodging, etc.

3. Post Approval Form

Upon completion of the activity please attach detailed receipts to your PD Post Approval Form and submit to your Supervisor and PD Administrative Assistant.

4. Expense Reimbursement Request Form

Upon completion of the coursework (or activity), please submit an Expense Reimbursement Form. Detailed receipts must be attached for reimbursement. College courses will need grade verification and a tuition bill to be processed.

*Only needed for coursework or activity that doesn't accept purchasing card.



Procedures to Request Additional PD Funds

1. Discussion with discipline/school team/work group of how this PD activity supports goals of the group as well as the individual PD plan. Once supported move to step 2.

2. Draft Letter of application and PD prior approval form.
3. Meet with Supervisor. Share prior approval, draft letter of application, and share how this PD activity supports individual, group and ESD goals. Once approved move to step 4.
4. Submit letter of application with signed prior approval form to Superintendent.

Timeline to submit applications to Superintendent: Nov. 2, 2018, and Feb. 8, 2019.

The letter of application shall include the following:

Paragraph 1: outlines the details of the PD activity

Paragraph 2: outlines how the PD activity supports ESD goals, Discipline/School Team/Work Group goals and Individual PD Goals

Paragraph 3: Explain what the applicant plans on learning, and the plan for implementing, sharing and follow up on the learning.

Growth Incentives

Growth incentives shall be available to professional staff that satisfies the following criteria:

- 1. Have thirteen or more years of credited service**
- 2. Be at or above the MA or BS +45 level on the salary schedule**
- 3. Have three or more credited years since the last professional growth incentive**
- 4. Have an approved Professional Development Plan, and have completed (2) semester hours of credit or fifty (50) hours or 5.0 Continuing Education Units. Continuing Education Units or credits are used in continuing education programs in order to maintain a professional license or certification. Herein referred to as CEUs.)**
- 5. An equivalent Semester Credit Hour is defined as twenty-five (25) hours of instruction. Ten (10) hours is equal to 1.0 CEU.**
- 6. All credits/CEUs taken for this purpose shall be approved by the supervisor using criteria established by the PD Committee and deemed relevant to the individual professional responsibilities.**

Staff requesting a growth incentive must submit an intent to apply by April 1 to the Superintendent, and submit a complete application by August 1 to be eligible for the incentive. Applications must include all documentation of hours and credits and submitted to the coordinator of professional development by August 1. The PD Committee will meet in early August to make appropriate recommendations to the Superintendent. The Superintendent has final approval on all growth incentives.

Records

The coordinator of professional development will keep a file on each staff member of professional development activities. This file is unofficial and may be incomplete. These files are kept for record keeping purposes only. Staff should keep a record of their own PD activities and include any professional development information they believe is important in the office personnel file.

Professional Development (PD) Plan Self-Assessment Rubric

Please review the professional learning rubric when developing and/or updating your professional development plan. Ratings in the Evident and Emerging categories are acceptable for submitting your PD plan to your supervisor. If requesting additional funds ratings in the Evident category are needed.

COPESD: To increase staff knowledge and skills to further develop and implement strategic practices that will positively impact students and family engagement in the learning process.

PD Plan Component	Evident	Emerging	Not Apparent
Goals/Objectives	Goals/objectives are Specific, Measurable, Attainable, Relevant and Timely (SMART). Goals/Objectives are focused, based on needs data, and are clearly aligned with ESD, Discipline, Work Group goals.	Goal and Objectives are included but not in SMART form. Goals/objectives support ESD, Discipline, Work Group goals.	There is no clear PD goal or objective and/or alignment to ESD, Discipline, Work Group goals
Knowledge, Skills & Abilities	A clear focus on relevant specific job related strategic practices that clearly align with ESD, Discipline, Work Group Goals.	A focus on job related best practices that align with ESD, Discipline, Work Group Goals	There is no clear focus, no or limited alignment with ESD, Discipline, Work Group Goals
Planned Activities	There is a thoughtful and comprehensive listing of robust strategic strategies that clearly lead to the desired outcomes.	A satisfactory array of activities is evident in the plan; the activities are cohesive.	Minimal activities are planned and they appear disjointed.
Evidence (monitoring and follow-up)	Evidence of success clearly describes how implementation of the identified activities will positively impact the delivery of instruction/intervention, and improve student and or family engagement. Follow up and monitoring are key components of the plan, and are clearly described. Strong correlation between PD activity and positive change of practice.	There is good evidence to show improved delivery of instruction/intervention, improved student and or family engagement, and change of practice. Follow-up and monitoring are also present. Clear link with earning credits or CEU's, or SCECHS.	There is no or little evidence of correlation between PD activity and positive change of practice. Little thought is given to follow up.

Timeframe	The timeline for completion is well thought out, detailed, prioritized and is reasonably achievable based on robust activities and solid evidence of completion.	The timeline for completion of activities is clear and realistic.	The timeline for the completion of activities is unclear and there is little evidence the timeline is realistic.
Overall	The PD plan is robust, incorporates up to date relevant strategic practices, includes multiple ways to share/implement new learning with colleagues and/or LEA staff and students where applicable. Clearly aligned to ESD, Discipline, Work Group Goals. Quality evidence illustrates positive change of practice and positive impact on student/family engagement.	The PD plan incorporates relevant best practices, includes ways to share new learning with colleagues and/or LEA staff, and students where applicable. Aligned to ESD, Discipline, Work Group Goals. Evidence illustrates positive change of practice and positive impact on student/family engagement.	The PD plan incorporates new learning with no link to best practices, no clearly defined way to share new learning. Some alignment to ESD, Discipline, Group Work Goals. Little evidence to illustrate positive change of practice and positive impact on student/family engagement.

PD Plan Template

Name _____ Plan Year _____ Supervisor Signature _____

COPESD Goal: To positively impact student and family engagement in the learning process by increasing staff knowledge and skills to further develop and implement strategic practices.

MTSS Guiding Principles: Data Based Decision Making and Problem Solving; Universal Screening; Progress Monitoring; Evidence Based Core Curriculum and Continuum of Intervention; Focus on Fidelity of Implementation

Goal/Objective	Knowledge, Skills & Abilities	Professional Learning Activities	Evidence (Monitoring and Follow-up)	Time Frame and Priority
1				
2				

3				
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