# Professional Development

**Overview:**

Professional Development occurs in year three for Level I teachers, and in years two and three for Level II teachers in their respective Professional Growth Cycles. The teacher selects one component from one of the four domains of the “Components of Professional Practice Form” practice that has been determined to yield the greatest impact on student learning and/or teacher performance. The teacher fills out the “Professional Development Plan”, and submits evidence/artifacts to the administrator when completed. (Evidence can be artifacts, related data, ancillary evidence and observations.) A teacher may choose to work with one or more colleague/s on a mutually-agreed-upon component, with administrator approval. A teacher may be placed in Direct Supervision at the discretion of the administrator based on acquired evidence at any time. After the Professional Development period ends the teacher is placed in the appropriate year of the Professional Growth Cycle. If a teacher is moved from Professional Development to Direct Supervision or Intensive Support during a given year based on acquired evidence, the teacher will remain in Direct Supervision or Intensive Support for the remainder of the school year.

A teacher may be placed in Intensive Support at any time based on three pieces of documented evidence at the Unsatisfactory Level regardless of which area of Professional Growth the teacher is currently placed.

The Nursing Department Rubrics and Forms are being piloted during the 2012 – 2013 school year. Members of the Nursing Department will use Rubrics 6 a – d.

**Membership:**

Level I Teaching License

* Teachers in the third year of the Three Year Professional Growth Cycle

Level II Teaching License

* Teachers in years two and three of the Three Year Professional Growth Cycle

**Process:**

* Fill out the Professional Development Plan using Sample Professional Development Plans as a guide.

**Roles and Responsibilities:**

**Administrator Role:**

* Receive and read the “Professional Development Plan”, provide feedback, ask clarifying questions and resubmit to teacher for more information if needed.
* Meet with teacher to review and approve his/her “Professional Development Plan”.
* Provide informal, ongoing communications with the teacher as related to the plan.
* Approve modified plan if necessary.
* Conduct formal and informal observations if desired and provide oral feedback as to degree of progress throughout the year. Approve modified plan if necessary.
* Receive and review the completed “Professional Development Plan” with evidence one week prior to the summative evaluation conference.
* Request more information from the teacher if necessary.
* Meet with teacher for year-end summative evaluation conference and write comments in the “Summative Administrator Comments” section if goal is not met. Administrator and teacher sign the form to indicate the process has been completed.
* In the event that the teacher and the administrator cannot come to consensus, the teacher can submit a separate letter stating his/her differences. This letter will be included with the evidence of the evaluation.
* Give a copy of the “Professional Development Plan” to the teacher by the end of the conference day.

**Teacher Role:**

* Complete the “Professional Development Plan” and submit it to administrator electronically two days priorto the scheduled mutually-agreed-upon conference.
* Invite a colleague to review project for suggestions if desired.
* Receive feedback from administrator and resubmit the plan electronically prior to the conference if necessary.
* Meet with administrator to review the “Professional Development Plan”.
* Modify plan if necessary for approval.
* Implement his/her plan and gather evidence completing Column Three of the “Professional Development Plan” throughout the school year.
* Engage in informal, ongoing communication about the plan with the administrator when needed/desired.
* Contact administrator if difficulty is encountered. The plan may be modified with administrator approval.
* Schedule a mutually-agreed upon summative evaluation conference with the administrator.
* Submit the completed “Professional Development Plan” and evidence to the administrator one week prior to the scheduled conference.
* Resubmit the plan if necessary.
* Meet with administrator to discuss and share evidence and artifacts to support the completion of the “Professional Development Plan” and how student learning was impacted.
* If the administrator and the teacher do not come to consensus on expected outcomes of the teacher’s “Professional Development Plan”, the teacher can submit a separate letter stating their differences. This letter will be included with the evidence of the evaluation.
* Sign the plan to indicate the process has been completed.
* Receive a copy of the “Professional Development Plan” by the end of the conference day.