

Pawnee Public Schools

PROFESSIONAL DEVELOPMENT PROGRAM

2015-2019

Professional development activities take many forms in our school district and draw on knowledge, skills, perspectives, talents and contributions of K-12 educators locally, regionally, and nationally. Professional development focuses on the knowledge and skill our instructional staff needs to create high levels of learning for all students. The district's Professional Development Committee will ensure opportunities that provide appropriate professional growth for its employees.

VISION STATEMENT

The vision of Pawnee School District Professional Development Plan is that all employees will be offered and engage in continuous professional growth opportunities that enable them to improve their ability and skills.

MISSION STATEMENT

The mission of the Professional Development Program at Pawnee Public Schools is to improve student learning by supporting professional development activities that are closely related to the work of teaching and the process of learning. Based on research studies, professional opportunities will be provided to all employees that positively impact student achievement, effectively meet the needs of adult learners, and enhance the skills needed to successfully perform their responsibilities.

CORE BELIEFS

We believe all employees...

1. Engage in the endeavor of student learning.

2. Can improve their knowledge base, performance skill level, and their commitment to the profession.
3. Must be life-long learners.
4. Should engage in professional development that is sustained, intensive, continuous, and job embedded.
5. Use self-assessment and reflection as an integral part of professional growth and improvement

DEVELOPMENT OF 4-YEAR PROFESSIONAL DEVELOPMENT PLAN

Based on informal survey results, analysis of student data, and perceived educational needs of the District, the Professional Development Committee offers the following three topic areas and accompanying sub-topics that will guide the district's selection for professional development activities during this 4 year period:

1. Demonstrate high expectations for student learning
 - A. Use of student assessment and data to guide instruction.
 - B. Implement State Curriculum Standards to classroom instruction.
 - C. Identifying special students
 - D. Eliminate the achievement gap of subgroups.
 - E. Provide appropriate, researched-based interventions for all learners through Response to Intervention (RTI).
 - F. Test-taking strategies
 - G. Continue development of Indian Education, as well as other multi-cultural education topics.
 - H. Coordination between regular, special, and vocational teachers.
 - I. Alternative Education Strategies.
2. Use technology as an educational tool.
3. Providing a safe, orderly, and positive school environment.
 - A. Parent Outreach/Parental Involvement
 - B. Increasing school/community involvement.
 - C. Discipline in the classroom.
 - D. Health Issues
 - E. Bloodborne Pathogens
 - F. Child Abuse

GOALS OF PROFESSIONAL DEVELOPMENT PLAN

The desired goals of this 3-year Professional Development Plan include the following:

1. Improve ability to analyze and interpret student performance data, and implement intervention strategies and differentiated instruction.

2. Understand and implement the State's Curriculum Standards.
3. Increase knowledge and skills of the Essential Understandings of Indian/MultiCultural Education into the curriculum.
4. Participate in professional development opportunities in areas that are specific to the employee's job description.

PROCEDURES OF PROFESSIONAL DEVELOPMENT

Although there are many elements of professional development, the yearly school calendar indicates specific days established for professional development. An individual's request for participation at an additional professional development activity during the school day requires approval from the building principal, funding requests, and a leave request if needed.

In many cases, participants at an off-site conference may be requested to share the knowledge gained with his/her peers. Thus, a trainer-of trainers model promotes the implementation of best practices as appropriate.

At the completion of all professional development opportunities, evaluations may be conducted to monitor the success and efficiency of each opportunity.

POINT SYSTEM

1. 1 clock hour=1 point.
2. 1 college hour=15 points.
3. A minimum of five (5) points per year is required each year.
4. 75 total points are required each five years.
5. If an individual receives credit for one year of experience within the school year, the local professional development point requirement must be fulfilled. If employed less than 120 days, two (2) professional development points are required.
6. A half-time (0.5 or less) employee is required to obtain a minimum of two (2) points per year. Ten years are given to complete the five year cycle.