Guernsey-Sunrise Professional Development Plan

EDAD 638

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**Guernsey Sunrise School Mission:**

To improve the knowledge, skills, and attitudes of each learner, empowering them to grow into responsible, productive, global citizens. (Guernsey-Sunrise School Mission)

This mission must drive our professional development goals and objectives, and should become the foundation of what we are doing. We are striving to build a culture of learning where all stake holders want to gain knowledge and skills. We know that as they face this learning with a good attitude it will empower them as they go about their lives. They will be more responsible, productive, and global citizens that contribute to their communities, the nation and the world.

**Assessment of Needs:**

Currently Guernsey-Sunrise Schools have great staff that wants more direction. We have an ok culture, but many classrooms lack rigor, specific guidance, and we have an overall lousy culture of learning. This is characterized best by what I overheard one teacher telling students in our school last year, “How can you be failing classes, you just live in Guernsey, school is so easy here”. We must overcome these preconceived notions of laziness, complacency, and lack of excellence and strive for greatness as teachers so we can affect our students, school, and community for the better.

Often when we as teachers are asked to do something new you can feel an air of complaint and resignation. Our new culture of excellence will drive everyone to cooperate and seek our best practices as we make our school one of brilliance and superiority. Teachers will be empowered to make a difference in the life of each student with whom they have contact, and learning will be an adventure.

Although staff development days are very critical, and a lot of research has been done to help administrators understand how to best use their teacher in-service and training days, this paper will focus on what Platte County School District number 2 should do to better their process of Professional Development by using collaboration within professional learning communities to share and practice what teachers learn in their PD days that they take during the school year as they attend professional conferences and workshops.

Currently our district pays for up to 3 or 4 days of professional development each year.  My guess is that they spend well over $1,000 per teacher each year on gas, airplane tickets, conference fees, hotels, sub-pay, etc. I think this is great, but we must do more to make teachers accountable for what they learn, and assure they are applying their new knowledge in helping our students succeed. My first year teaching I submitted a one-page proposal to attend the national art education conference in New York.  They let me go and paid for all of it, but I was never asked to account for what I learned or teach anything to anybody else, etc.  Right now if you want to get training you submit a proposal and if you get approved you go. When you get back people might ask you how the conference was, but little is shared, and knowledge is can soon be lost and wasted as a teacher gets back into their busy schedule.

Here I have developed a system specifically for professional development for my district that will involve a system of checks and balances that still allows for a lot of autonomy and choice. I believe it is important for teachers to seek out the professional development they need, but we also must encourage those that rarely seek it out to continue their growth and development. Teacher and administrators must bring something back what they learn, share it, and use it for it to have a great impact on our schools.

One last example will suffice. Last year a group of newer teachers and I were asked to attend a Boys Town classroom management training in Omaha, Nebraska. We took the 8 hour drive, and really enjoyed the two days of training. It was well presented, and seemed relevant to our classrooms. I was excited to implement what I had learned, but still needed help and guidance in applying the knowledge to my classroom. I soon got so busy that most of what I learned fell by the wayside. It was discouraging to me because I know it could help me be a better teacher, but I didn’t have the time or guidance to continue my learning. Although our school is a Boys Town school supposedly, nobody ever comes and helps me. I do have a book and some handouts, but I know our schools needs to do more to make sure our learning is used. I know that If I had the expectation to learn and apply my knowledge, and was given time and help, I could become proficient in the Boys Town management methods, but as it stands, my applicable skills are minimal.

**Staff Development Goals and Objectives:**

* Surround teachers and principal with a culture and support them with structures that encourage professional learning, innovation, experimentation, and the collegial sharing of new ideas and practices.
* Engage teachers and principal in professional learning that is standards-focused, intellectually rigorous, part of their daily work, and continuous.
* Deepen teachers’ knowledge of the content they teach.
* Expand teachers’ repertoire of research=based instructional skills to teach that content.
* Provide ongoing classroom assistance in implementing new skills
* Create small teams of teachers who meet several times a week to plan lessons, critique student work, assist in problem solving, and other important tasks.
* Provide teachers with the classroom assessment skills that allow them to regularly monitor gains in student learning resulting from improved classroom practices.
* Connect teachers to teachers within and beyond their schools and to outside sources of knowledge and skill. (Sparks, 2002)

**New Program Design:**

1. Teacher will be given a form to fill out

**Program Implementation:**

**Program Evaluation and Data Collection:**

I can see how you are confused as to what I am proposing, so I will explain it a little better.  Currently my district pays for up to 3 or 4 days of professional development each year.  I think this is great, but there must be more to the staff development process.  For example, my first year I submitted a 1 page proposal to attend the national art education conference in New York.  They let me go and paid for all of it, but I was never asked to account for what I learned, to teach anything to anybody else, etc.  Pretty much right now if you want to get training you submit a proposal and if you get approved you go, and the district hopes you will apply it.  I want to develop a system specifically for instructional staff development for my district that will involve a system of checks and balances that still allow for a lot of autonomy and choice in what professional development to pursue as a teacher, but also we want to encourage it in those that don't readily seek it out (or possibly require it), and ask teacher to bring something back from each conference or training to share with the rest of the staff in a staff meeting.  I also want to create a system as a part of this plan that gets teacher occasionally out of their classrooms so they can learn from each other, and critique each other.  I can cover all six stages of staff development plans discussed in chapter 6, but hopefully this helps you see kind of where I am going.  My main goal would be to create a culture of learning and improvement in our school instead of a stagnant and boring or redundant culture.  Does this sound good?

**Suggestions for Personnel Administration Projects**

Each chapter in our text provides a thorough discussion of key programs and procedures that districts and administrators should consider developing in order to enhance and support compliance initiatives relating to equal opportunity employment law and civil rights legislation relating to employment practice.    
  
I want you to choose a topic from one of the chapters such as Recruitment or Staff Development, and write out a detailed plan for your school district as if you were the current Personnel Director.   
  
Include the mission of the school district in which you would like to work.    
  
Include a table of contents and any data collection instruments.

**For your final assignment:** Take the topic you have chosen and write out a detailed plan for your school district as if you were the current Personnel Director.  
  
Include the mission of the school district in which you are working or, if you are not currently employed by a district, the district in which you would like to work.  
  
Include a table of contents and any data collection instruments.  
  
For clarity, I am providing outlines of two critical personnel programs in order to give you a vision of the types of “master plan components” to be included in key personnel administration programs. As a rule, examples such as these tend to limit the creativity and quality of some learners. In that light, please use research and your own intuitive knowledge to create a project that will demonstrate professional expertise and scholarship. I remain available to clarify with students who may have questions regarding their specific course projects.

A Master Recruitment Plan

1. Methods of Recruitment

(Provide examples including procedures or policy)

2. Identified Constraints on Recruitment

3. Analysis of Recruitment strategies based on the Theory of Occupational Choice.

4. Examples of Advertisement, Brochures, and other sources of recruitment.

A Master Selection Process Plan

1. Create a Selection Process that complies with equal employment law and civil rights legislation.

a. Examples of written job descriptions.

b. Established selection criteria.

c. Examples of the written job vacancy.

d. Established procedures for accepting applications.

e. Established procedures for selection and interviewing of candidates.

f. Established procedures for offers of acceptance and rejection of candidates.

g. Provide at least two examples of application and interview forms or materials for certified teachers and/or administrators and two examples of the same for classified personnel.

**Evaluation Criteria for Personnel Administration Projects**

|  |  |
| --- | --- |
| **Criteria** | **Points and feedback** |
| 1. Project is professionally presented and demonstrates professional standards and research of current practices. Project does not contain spelling, typing, or grammatical errors. | 50 |
| 2. Project demonstrates innovative practices with clear guidelines for implementation. | 25 |
| 3. Project includes original synthesis from a variety of sources. | 15 |
| 4. Project is submitted on time within established due date. | 10 |
| **Total Points** | **100** |