

Meridian School District #505
Staff Development Plan
Date Approved by Board: July 20, 2005

Mission Statement

Staff development provides continued education and training to the teachers and staff of the Meridian School District. By increasing the skills and knowledge of our teachers and staff, we help to provide a better education and learning environment for our students.

Guiding Principles

1. Staff development is focused on students
2. Staff development must be tailored to the needs of each employee. One size does not fit all... period.
3. There should be a clear link between individual professional growth and certification, and school and district improvement efforts.
4. A high quality staff development plan should be aligned with Washington State's Essential Academic Learning Requirements.
5. A high quality staff development plan should be aligned with federal requirements.
6. A high quality staff development plan should include research-based effective practices in staff development.
7. Powerful, sustained staff development occurs in professional learning communities
8. Schools need tools and resources to help them design and carry out effective staff development.

Research Based Effective Practices in Staff Development

When developing staff development activities, the following effective practices should be considered:

To increase student learning, effective Staff Development:

1. Uses multiple sources of disaggregated student performance data, including state and local assessments, analysis of student work, and teacher observation as part of the process for determining individual and school learning needs.
2. Develops, refines and deepens educators' content knowledge and pedagogy.
3. Builds cultural competence, examines beliefs, and challenges institutional barriers that act as obstacles to equity for all students.
4. Uses a coherent, long term professional development process and provides for the allocation of sufficient time, funds and materials for full implementation.
5. Prepares educators to work together to build expertise and develop leadership capacity.

6. Invites and builds broad-based support of professional development from all sectors of the organization and community. Incorporates knowledge and skills to appropriately involve families and community members as learning partners and builds widespread commitment to continuous learning.
7. Includes a strong program evaluation component based on evidence of improvements in student learning and teacher practice. The program evaluation provides data that informs future professional learning plans.

Coordination of Staff Development Efforts

Staff development efforts must be coordinated across all elements of the district. All staff development efforts must coincide with one of the following elements:

District Level: The district has developed, and will regularly update, a strategic plan. This strategic plan will guide district initiatives for staff development. See addendum for the current district strategic plan.

Building Level: Each school will complete a school improvement plan. These plans include goals for increasing student achievement in reading and math, as well as additional goals chosen by the school. The plans also include action steps for school improvement, including staff development efforts. The building plans were developed after a review of school achievement data, determination of goals, research in best practices related to the goals, and action planning. School improvement plans are included in the addendum. Building level staff development efforts will be based on the district strategic plan or the building school improvement plan.

Individual Level: Individual staff development efforts that use district funds will be based on the district strategic plan, the building school improvement plan, or individual needs. As part of the planning for individual needs, teachers will complete the “Personal Capacity Plotting Worksheet,” using the “Assessing Teacher Capacity” rubric. From these documents, teachers will develop a “Professional Growth Plan.” (All three of these OSPI documents are included in the addendum). Administrators and classified staff will complete a growth plan to guide their staff development needs. As OSPI develops their models for these groups, the material will be added to the addendum.

Role Responsibilities

There is an expectation of professional growth at all levels of the organization. To meet that expectation, this plan includes the following role responsibilities around staff development:

Board of Directors: It is the responsibility of the School Board to set policy regarding staff development, including their own. The Board should require periodic reports on the staff development efforts of each level of the organization.

Superintendent: It is the responsibility of the Superintendent to maintain focus on the district strategic plan. He/she will require periodic reports from district administrators on staff development efforts in their area of responsibility. He/she will assist individual administrators in the development and completion of individual Professional Growth Plans.

Director of Curriculum, Instruction and Assessment: The Director of Curriculum, Instruction, and Assessment will lead periodic updates to the staff development plan. He/she will provide a clearinghouse for all staff development efforts in the district, including notification to staff of opportunities and selection of staff for participation. He/she is responsible for coordinating district resources around staff development efforts, including the coordination of grant-writing to increase resources available.

School Principals: School principals are the lead staff developer for their staff. They lead the School Improvement Process (SIP) at their school, and are responsible for allocating building-level resources to meet the SIP action steps. They are responsible for assisting individual teachers in developing and completing Professional Growth Plans, and for assisting individual classified employees in selecting and attending appropriate staff development activities, including notification to staff of opportunities and selection of staff for participation.

Other Administrators: All other administrators are the lead staff developers for their staff. They are responsible for allocating department resources to meet identified staff development needs.

All Employees: Where available, employees will complete an individual staff development needs assessment. Upon selection of individual goals, the individual staff members will meet with their supervisor to complete their Professional Growth Plan. Where appropriate, staff members will meet with their school principal to share the plan.

Clock Hours and Credit

Whenever possible, staff development activities will include clock-hours through the ESD. Teachers will be responsible for ESD fees to pay for clock-hours. Record-keeping of clock hours for certification purposes is the responsibility of individual teachers. The district will not keep clock hour records for teachers. If appropriate, district-developed staff development activities of 10 hours or more may be offered for credit through SPU or WWU. Teachers will be responsible for college credit fees.

Evaluation of Staff Development Activities

Each district and building sponsored staff development activity will include a participant evaluation form that will be collected and submitted to the Director of Curriculum, Instruction and Assessment. All evaluation information will be compiled by the Director of Curriculum, Instruction, and Assessment, who will develop and disseminate an annual report to all staff on staff development efforts supported with district funds.

Resources

Resources for staff development efforts come from a variety of sources:

- State Basic Education funds
- Meridian School District special levies
- State and Federal “flow-through” grants and funds (I-728, for example)
- State and Federal competitive grants
- Grants from Foundations and Corporations

Every staff development activity will be consistent with the requirements of the funding source for the activity, (if any).

The Director of Curriculum, Instruction, and Assessment will coordinate the development an annual resources matrix, which shows funding sources, resource allocations, purpose of funding, and person responsible for administering the resources.

Administrators are responsible for communicating to their staff members on how to access staff development funds within their building/department.

Resource Matrix

**Staff Development
2004-05**

Funding Source	Amount	Purpose	Administered By:
I-728	\$18/student	Support of Building SIP plans and PGPs	Principal
I-728	\$24,000.00	Support of District Strategic Plan and I-728 targets	Director of Curriculum, Instruction, and Assessment (CIA)
Title XIX	Varies annually	Support of Building SIP plans and PGPs	Principal, Director of Special Programs
Building Budget Allocation	Determined by principal	Support of Building SIP plans and PGPs	Principal
Title I	(5% of Title I allocation)	Improvement of reading skills	Director of Special Programs
Title II, Part A	\$7,500	Focused on Math GLEs from the state	Director of CIA
Title II, Part D	\$1,150 (25% of Title II D allocation)	Focused on improving technology skills of staff (TIP)	Director of CIA
21 st Century Community Learning Centers grant	\$5,000	Staff development for COMPASS staff	Project Director
Department or Program general funds	Determined by department head	Support of department or program goals	Department administrator
Title II, Part A Competitive Grant	\$25,000	Hire math coaches to work with teachers K-8	Director of CIA

MERIDIAN SCHOOL DISTRICT
STAFF DEVELOPMENT
FOLLOW-UP PLANNING

Name: _____

Staff Development Activity: _____

Date(s): _____

Brief Summary of the major learnings from this activity:

ACTION PLAN: (Use additional pages, if necessary)

Date for short presentation to entire staff on this activity: _____

30-60-90 Day Plans: What are you going to do in the next 30, 60, 90 school days as a result of attending this activity? How will you know whether it is making a difference for students?

30 Days:

60 Days:

90 Days:

Teacher Signature: _____ Supervisor Signature: _____