

HANDBOOK

Professional Development Committee FOR DISTRICT U-46



SCHOOL DISTRICT U-46
ELGIN, ILLINOIS

Final Revision: April 6, 2017

Adopted by Professional Development Committee: September 7, 2017

INTRODUCTION

School District U-46's Professional Development Committee is a forum for two-way communication between school sites and Directors and Coordinators of district departments and programs.

This committee supports the evolution of prior committee members (staff development committee) by honoring these Values and Beliefs which align to the Thematic Categories and Aspirations of the [District Strategic Plan](#) :

- Professional Development: We believe that supporting and focusing on meaningful professional growth will ensure that we have effective employees in all positions.
- Respect: We believe that each person has intrinsic worth and will be treated with dignity.
- Stakeholder Involvement: We believe that employees, families, and community members share responsibility for successful students and schools.
- Equity: We believe that race and culture exert a powerful influence on teaching and learning; we will close the racial/ethnic achievement gap through our behaviors and practices.
- High Expectations: We believe that all adults accept all children as their top priority and recognize that students will rise to meet the level of our expectations.
- Innovation: We believe that creative educational environments prepare students for the future.
- Leadership and Accountability: We believe that everyone is accountable for improving student achievement; no child will be any more accountable than the adults.

This committee recognizes that providing opportunities for professional development is essential to attracting and retaining effective employees. While there may be overlapping resources and opportunities for staff development throughout the district, providing multiple training options for staff is critical in order to continue to meet the needs of the growing staff population. While most professional development is not mandated, competency is; therefore, the importance of providing multiple opportunities for professional development is paramount.

PURPOSE

The Professional Development Committee provides guidance, promotes, and supports all district staff to access professional development. Members of the committee facilitate communication between the committee and sites/department staff regarding professional development events, planning, needs, concerns, and feedback. The Professional Development Committee allocates funds following the established protocols for individual, site, and systemic opportunities.

OUTCOMES

The committee will have the following outcomes:

- Meet with Directors and Coordinators to learn about the district's plans for upcoming training and professional development offerings.
- Provide data from site/department/program regarding the site's or department's School Improvement Plan (SIP) and the associated trainings and professional development activities.
- Facilitate data collection at site/department/program.
- Inform professional development decisions for staff.
- Participate in an active learning community.
- Develop processes for individual and site-based professional development opportunities.
- Advise funding allocation for professional development opportunities based on data.
- Align work with other relevant District-wide committees, such as Instructional Council.
- Promote best-practices of professional development for staff.

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VISION

Support and empower U-46 teachers through professional development experiences to ensure every student's school experience includes an effective learning environment and engaging instruction that meets the academic, social and emotional needs of all students, in alignment with district goals.

ROLES AND FUNCTION

The PD Committee Representatives work collaboratively:

- To coordinate and plan learning opportunities that support professional Development for all teachers (defined by the Elgin Agreement) recognizing differentiated needs. These opportunities include District Collaborative Days, Professional Practice Days, after the school day, and summer offerings.
- To participate in decision making and recommendations of allocation of resources efficiently, equitably, and transparently.
- To collaborate and communicate with the school and district department SIP teams in regards to PD needs and opportunities.

Elgin Agreement

15.3 PROFESSIONAL DEVELOPMENT COMMITTEE

The Board and the Association agree that a need for continuing professional development opportunities for all teachers exists and in accordance with Section 23.3 the Professional Development Committee will provide opportunities to this end. Professional Development refers to a process which stimulates, encourages and enables a teacher to improve their performance and reach their full potential – developing their knowledge, skills, abilities and values.

15.31 Composition Full Professional Development Committee will be comprised of the Superintendent's designee and one (1) teacher from each school in the district. The Superintendent's designee and one teacher, who serve on the Steering Committee, will serve as co-chairs for the full committee. In addition, this committee will include ETA member representatives from the following programs/departments: Early Childhood (1) Art (preK-12) (1) Music (preK-12) (1) Non-traditional teacher (1) Physical Education (1) Elementary ELL (1) Secondary ELL (1) Elementary Special Education (1) Secondary Special Education (1) Related Services (Speech Language Pathologists, School Psychologists, School Social Workers, Itinerants) (3)

All ETA members shall be elected to staggered terms of two (2) years each by the respective constituencies.

All administrators will be appointed by the Superintendent representing the following configuration: Curriculum Coordinators (2) Elementary Principals (2) Middle School Administrator (1) High School Administrator (1) Other District Administration (1) - 55 - Steering Committee will be comprised of thirteen (13) members chosen from the full Committee. One ETA member representative from each of the following nine (9) areas: Primary elementary (K-3) Intermediate elementary (4-6) Middle school High school Early childhood Elementary specials (art/music/PE) Special education ELL/Dual Language Related services Four (4) administrators from those appointed to the full Committee.

STEERING COMMITTEE

15.32 Role and Function

The role of the Professional Development Committee is to coordinate and to plan learning opportunities to support professional development for all teachers, recognizing their differentiated needs. All representatives will collaborate with the SIP team at their school or their department within the district to plan professional development activities. The Committee shall establish procedural guidelines as necessary for its operation.

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Full Committee

The Professional Development Committee will meet at least quarterly. There will be additional meetings as needed. Proposed agenda items are to be submitted to the Co-Chairs of Professional Development Committee. The Steering Committee will consider all ideas submitted and establish the agenda for each of the Full Committee meetings. Standard agenda items may include: 1. Steering Committee Report 2. General Updates 3. Applications to Facilitate PD (Sub-Committee Report) 4. Evaluation Subcommittee (Report) Minutes will be kept of each meeting and will be made available to the Committee members and posted on the District website within 10 school days.

Steering Committee

The Professional Development Steering Committee will meet monthly at a regularly scheduled time during the school year (September - May). The Professional Development Steering Committee will have additional meetings as needed. The Steering Committee will establish an agenda for each of the full committees. The work of the Steering Committee shall include, but not be limited to, review applications for conference attendance, make recommendations to the - 56 - Superintendent regarding initiatives for consideration, and communicate with Full Committee members on status of work.

PROFESSIONAL DEVELOPMENT COMMITTEE NORMS

The committee will come to a consensus of meeting norms around respect, voice, commitment to work, and punctuality each year.

IN-DISTRICT PROFESSIONAL DEVELOPMENT PROVIDERS

To facilitate, offer, and post professional development activity on coursewhere for ISBE clock hours you must:

Facilitator must have attended U-46 PDD 101 and complete the steps:

For ISBE Clock Hours

- Complete the Approved [Professional Development Provider Activity Summary ISBE 73-58 \(5/15\)](#) (must meet ISBE License Renewal PD Activities Guidelines)
- Approved [U-46 Professional Development Approval & Posting Request CU-PD-F001](#)
- Send request to supervising Assistant Superintendent or Teacher Leader for Professional Growth and Development/Assistant Superintendent for Teaching and Learning (Professional Practice Days)

Upon completion of PD session facilitator must return:

- Agenda of session
- Attendance List Coursewhere Sign-In Sheet
- Evaluation for Workshop, Conference, Seminar, Etc. ISBE 77-21A (3/15)
- Teaching and Learning Ext Slip CU-TEI-F001

For Non-Clock Hours

- Approved [U-46 Professional Development Approval & Posting Request CU-PD-F001](#)
- Send request to supervising Assistant Superintendent or Teacher Leader for Professional Growth and Development/Assistant Superintendent for Teaching and Learning (Professional Practice Days)

Upon completion of PD session facilitator must return:

- Agenda of session
- Attendance List Coursewhere Sign-In Sheet
- Teaching and Learning Exit Slip CU-TEI-F001

PROFESSIONAL DEVELOPMENT APPLICATIONS

The Professional Development Committee strives to provide opportunities for individuals and staff to seek out and attend learning experiences which support individual development and site or department goals. Processes to apply for funding for these opportunities have been developed, when funding is available.

[INDIVIDUAL APPLICATIONS TO ATTEND A CONFERENCE](#)

[SITE-BASED PROFESSIONAL DEVELOPMENT OPPORTUNITIES](#)

FEEDBACK ON CURRICULUM PROPOSALS

There is an inherent connection between curriculum implementation and training or professional development for teachers. Instructional Council (IC) reviews and provides feedback to curriculum work groups on proposals and the District Professional Development Committee (PD) provides guidance, promotes and supports all district staff to access professional development. In an effort to better support staff members in their work and students in improved learning experiences, Instructional Council and Professional Development Committee have developed a process to align the work of these two committees.

Curriculum proposals have a required process for development and review through the U-46 Curriculum Cycle and Instructional Council which includes:

h. Consideration of staff requirements including need for additional staff, need for reallocation of present staff, need for in-service/training, and need for teacher release time.

(IC Manual, 2014, p 15)

This step is where Instructional Council processes and Professional Development Committee naturally intersect. As proposals are prepared for IC, they may be brought to PD Committee for feedback on the training or professional development portion of the proposal.

Curriculum team leaders will work with PD Committee Co-Chairs to schedule Curriculum Proposal presentations to the PD Steering Committee. The PD Steering Committee will then determine if the proposal is placed on the agenda for the PD Full Committee meeting.

Curriculum Proposals presentations should include the following information:

- Rationale for curriculum change
- Summary of the work completed by the curriculum team which includes:
 - Differences in content, student learning experiences, assessment, instruction
 - Recommended professional development experiences needed to begin curriculum implementation
 - When training/professional development may occur
 - How often training/professional development is recommended
 - Are there potential training/professional development conflicts for this same group of teachers for other curriculum or initiatives
 - How the team assessed the training/professional development need
- The number of teachers impacted by the curriculum change and a description of the impact on teachers
- Timeline for Professional Development
- Timeline of development and for implementation of curriculum
- Specific feedback being sought by PD Committee members

The aforementioned information should be submitted to the Professional Development Steering Committee for review. The Steering Committee will determine placement on the Professional Development Full Committee Agenda. Members of the curriculum team should be prepared to present the information to the Full Committee. The Full Committee meets one week after the Steering Committee.