



**Sea to Sky Teachers'  
Association**

*Professional Development*

# **Professional Development Handbook**

## **Draft 2010**

Due to the transitional nature of the Bargaining process in B.C., this document is subject to change.

# Sea to Sky Professional Development Committee Handbook

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## 1. PHILOSOPHY OF PROFESSIONAL DEVELOPMENT

The Sea to Sky Teachers Association and the Board supports the principles of Professional Development as embraced by the BCTF and BCPSEA.π

### 1.1 Definition and Purpose of Professional Development

Professional Development is broadly defined as any activity or event whereby a teacher can update his/her knowledge or expertise in a field of studies. A teacher may also pursue personal development that is beneficial to the teaching profession. The opportunities to keep current of developments in teaching styles or strategies, as well as to become aware of changes in the educational philosophy and education in general will also be possible.

### 1.2 Declaration of Continuing Education Principles

- a. It is the responsibility of the individual teacher to make a continuing effort to develop professionally.
- b. The specific nature of participation by teachers in professional development should be determined by teachers.
- c. An effective needs assessment process, which shall include an evaluation, should be the starting point of professional development. Planners of professional development should work as colleagues with the users in identifying needs, planning, training, and tailoring activities to fit teachers' needs. Feedback from teachers is crucial to this process.
- d. Professional development activities should include the growth of competence, collegiality, influence, social and personal development and health.
- e. Effective professional development requires a commitment of resources, time and organizational support.
- f. The individual teacher should be given the opportunity and the time to pursue his/her professional development objectives.
- g. The organization and delivery of PD programs can be effectively achieved at the provincial, district, school and individual level.
- h. Teachers have the flexibility to access a professional development activity which meets their individual needs.
- i. Collegial support, on-site coaching and on-going support should be available to the individual teacher to allow for adequate internalization or behavior change.
- j. The idea of teachers teaching teachers should be promoted in the provision of professional development programs.
- k. Professional development programs should incorporate a wide repertoire of teaching approaches, to acknowledge a wide variety of learning styles, approaches, and no

one professional development program should be viewed as a universal panacea for the improvement of instruction.

- I. Professional development activities will be open to change to reflect the times, establish best practices and technology. They must reflect and respect the diverse values of a multi-cultural society.
- m. Effective PD activities include such processes as technology, media, apprenticeship, presentation, mentoring, discussion, modeling, practice and subsequent practice, research, and reflection. Examples of PD activities include:
  - Attending a Workshop
  - Peer Coaching
  - Developing Curricula
  - Carrying out Action Research (Study Group)
  - Developing Personal PD Growth Plans
  - Observing
  - Attending University
  - Group Planning
  - Attending a Conference
  - Piloting New Programs
  - Working with a Student Teacher
  - Participating in a network
  - Mentoring

### **1.3 Affirmation of the Importance of Professional Development**

The BCTF/BCPSEA affirm the importance of critical reflection and collaboration to the growth and development of knowledge and skills of teaching. Specifically, teachers need resources (time, space, materials) for:

- a) critical reflection on teaching;
- b) individual and collaborative planning;
- c) active research and development;
- d) personal, professional and staff development; and
- e) democratic decision-making within the schools.

## **2. CONTRACTUAL OBLIGATIONS**

Contractual obligations between the Sea to Sky School Board and between the BCTF and BCPSEA for the following items are part of the Provincial Collective Agreement and therefore may be subject to change.

## **2.1 SSTA Professional Development Chairperson's Leave**

### **ARTICLE A.27 LEAVE OF ABSENCE - UNION AND RELATED BUSINESS**

## **2. SSTA Professional Development Chairperson's Leave**

Upon the request of the executive of the HSTA following the annual election of officers, the Board shall grant the Professional Development Chairperson of the HSTA leave of absence for a predetermined period of up to one year, either full-time or such portion of time as is determined by the HSTA. If the leave requested is less than 100%, reasonable efforts will be made to arrange the leave in contiguous blocks wherever practicable. The HSTA will reimburse the Board for the cost of salary and benefits for the period of leave upon receipt of a monthly statement.

- a. An application for leave must be made in writing by May 1st of the school year prior to the school year for which leave is being requested.
- b. For purposes of pension, experience, sick leave and seniority, the Professional Development Chairperson shall be deemed to be in the full employ of the Board. The PD Chairperson shall inform the Board of the number of days or partial days, if any, that he/she was absent from his/her duties as PD Chair due to illness. Such days or part days shall be deducted from the PD Chairperson's accumulated sick leave credits.
- c. The teacher returning to full-time teaching duties from a term or terms as PD Chairperson shall be assigned to the same position as held prior to the leave or to a position as closely related to that same position as is practicable at the time of return.
- d. In the event that the PD Chairperson resigns from that office, or is replaced for any reason while on leave, the Board shall grant leave, upon request of the HSTA, to another teacher as PD Chairperson on the same basis as in Articles 5.02, 5.02.1, 5.02.2, 5.02.3, provided a suitable replacement can be found.

## **2.2 Professional Development: Funding and Control**

### **ARTICLE F.20 PROFESSIONAL DEVELOPMENT FUNDING AND CONTROL**

1. The Board shall establish a fund for the purpose of the professional development of the teachers of the school district. Effective July 1, 1993, the Board will provide annually, the sum of \$340.00 per full time equivalent teacher (based on the staffing on each September 30) for the Professional Development Fund.

2. The professional development fund will be used to fund workshops, seminars, extended non-credit courses, inservice training and refunds for credit courses to the audit fee level only. The fund will not normally be used to fund implementation of new or revised Ministry Curriculum.
3. In the event that the sum of money provided by the Board in a given fiscal year is not spent, the remainder of the money will be allowed to accumulate in the fund to be used in the succeeding year. The total amount of the fund in any given year is not to exceed 3.0 (three) times the money agreed to in F.20.1.
4. The administration of this fund is to be in the hands of the Professional Development Committee, which shall include at least one school trustee representative, the Superintendent of Schools or representative, one teacher representative from each school, and one person named by the HSTA.
5. The Professional Development Committee shall be responsible for:
  - a. facilitating teacher identification of individual professional development needs through a needs assessment;
  - b. designing, implementing and evaluating professional development programs;
  - c. distributing professional development funds;
  - d. ensuring that professional development opportunities are distributed as equitably possible.

## **ARTICLE F.21 PROFESSIONAL DEVELOPMENT ON NON-INSTRUCTIONAL DAYS**

A minimum of three (3) of the available non-instructional days as prescribed in the annual School Calendar shall be used for teacher professional development activities. The Board shall only approve the dates and professional development activities on such days, as are requested by a school staff or the HSTA.

### **3. TERMINOLOGY**

#### **3.1 Non-Instructional Days**

A non-instructional day is a day (or half day) on which, with the approval of the board, pupils are excused from attendance and teachers shall be subject to the direction of the board. A board may authorize a non-instructional day for the district, for one or more schools, or for a department of the school, but the number of non-instructional days for any pupil shall not exceed five in any school year (from School Department Circular No. 148 issued by the Ministry on May 8, 1981).

### **3.2 Professional Development Day**

A professional development day is defined as a non-instructional day which is consistent with the purpose and principles of Professional Development as described in Articles 1 and 1.1 of this handbook.

### **3.3 Teacher Requested Professional Development**

Teacher requested Professional Development shall be defined as those PD activities designed and initiated by the individual teacher. The individual teacher shall commence activities by completion of the SSTA Teacher Request Professional Development Proposal Form (Appendix C)

### **3.4 Staff Development**

The use of such school-based professional development days is designed to meet the professional development needs of the particular staff. These school-based professional development days are not intended for specialist or district wide programs.

### **3.5 Board Requested Professional Development**

Board requested Professional Development shall be defined as those PD activities initiated by the School Board or School Board designate (Superintendent) which in the opinion of the Board will benefit the district.

### **3.6 Curriculum Implementation**

Curriculum Implementation is the introduction of new programs, curricula and philosophies identified by the Ministry. We believe there is a distinction between Professional Development and such Curriculum Implementation and further that there is a difference in the responsibility for funding.

### **3.7 Accreditation**

(Distinctions between PD and accreditation are contained in Appendix E.)

## 4. THE SSTA PROFESSIONAL DEVELOPMENT COMMITTEE

### 4.1 Function

The function of the SSTA PD Committee is to ensure that the purpose of Professional Development, as stated in Article 1.1 of this handbook, is realized.

### 4.2 Structure

The committee shall consist of a professional development chairperson elected from the SSTA, a school trustee, a district staff representative, and a teacher representative from each school. Meetings will be held as needed, although a minimum of three meetings should be held per year. Decision making shall be by majority vote. All members of the committee have one vote; however, each school receives only one vote.

### 4.3 Quorum

A quorum is defined by the number of representatives (1 per worksite as per our Collective Agreement) on the Professional Development Committee.

A quorum for the Professional Development Committee will be at least 1/3 of its members as per a count held no longer than 15 minutes after the scheduled start of each meeting.

### 4.4 Duties of Committee Members

#### a) The PD Chairperson shall

- i) determine the PD needs of the district;
- ii) coordinate the PD activities of the district and assist in the smooth functioning of the PD activities of individuals, schools and professional groups;
- iii) ensure that the accounting of PD funds is accurately planned and recorded;
- iv) attend B.C.T.F. PD coordination sessions and seminars;
- v) communicate PD information to relevant target groups or individuals;
- vi) act as an advocate for Professional Development in the school community through newsletters, newspaper articles and media;
- vii) be one of the three SSTA representatives on the District Co-ordinating Committee for curriculum;
- viii) facilitate PD Committee meetings; and
- ix) provide lists of meeting dates, representatives and phone numbers annually.



**b) The School Trustee shall**

- i) attend PD Committee meetings;
- ii) act as liaison between the Committee and the School Board particularly with regard to District Goals;
- iii) assist with the effective planning and operating of PD activities for the district, schools and individuals; and
- iv) be an advocate for the PD Committee at the Board table.

**c) The District Staff Representative shall**

- i) attend PD Committee meetings;
- ii) act as liaison between the Committee and the School Board;
- iii) assist with the effective planning and operating of PD activities for the district, schools and individuals;
- iv) inform district staff of PD activities; and
- v) be an advocate for the PD Committee and PD in general with the public, parents, Ministry of Education, and business community.

**d) The School PD Representative shall**

- i) attend PD Committee meetings;
- ii) in collaboration with a school-based committee determine the PD needs of the staff and develop a plan of action;
- iii) coordinate the School PD activities;
- iv) be responsible for the pre-approval and distribution of PD funds allocated to the school;
- v) communicate PD information to individuals, schools, staff as a whole and neighboring communities;
- vi) pre-approve and support individual staff members' personal PD requests;
- vii) have the PD Chair pre-approve School PD Rep's personal PD requests; and
- viii) be an advocate for Professional Development. (i.e. newsletters to P.A.C., articles in school newsletters, etc.)

## 5. GUIDELINES FOR PROFESSIONAL DEVELOPMENT

### 5.1 Responsibilities

The SSTA PD Committee should attempt to provide positive Professional Development activities at three levels of organization:

- a) the District Level
- b) the School Level
- c) the Individual Level

In order to assess needs, plan, coordinate and evaluate the PD activities at each of these three levels, responsibility should be clearly delegated to groups or individuals. A suggested delegation of responsibility is as follows:

- a) District Level PD: District PD Chairperson, assisted by District PD Committee;
- b) School Level PD: School PD Rep., assisted by District PD Committee and School PD Committee and Teachers; and
- c) Individual Level PD: The individual teacher, assisted by School PD Rep., the principal and fellow teachers.

## 5.2 Calendar for Setting Goals

In order to coordinate and plan PD activities a goal setting calendar from the three levels of organization has been established:

January: School Board sets goals;

April 15: Individual teachers set personal goals;

May 1: PD District Committee sets goals;

May 30: School PD goals are submitted (needs assessment and an action plan); and

June 15: PD District Committee formulates action plan for the coming year.

## 5.3 Funding for Professional Development

The monies available for SSTA Professional Development, as described in Article 36.01 of the Collective Agreement, shall be allocated in a manner that will facilitate the effective delivery of PD services to the teachers of Sea to Sky. The suggested division of these funds is as follows:

### a) District Level PD:

- i) The District PD fund, or Central Fund, should include one-seventh of the total funds allotted by the School Board for the year. This money will be used to provide for the planning and delivery of District Wide PD activities.
- ii) Every active **Local Specialist Association (LSA)** is entitled to an annual professional development grant allocation of \$250.00, to be paid from the Central Fund.

In order to obtain this money each LSA must submit, by October 31, a list of current table officers of their executive, a list of meeting dates and/or professional development activities, and a brief outline of how the money will be spent. Further monies may be granted at the discretion of the Professional Development Committee, pursuant to a written request and budget outline from the LSA.

The recipient of this money may carry part of it forward for two years only, to a maximum of 1.5 times the yearly allocation. Unspent money after this time will revert to the Central Fund.

**b) School and Individual Level PD:**

The schools of the Sea to Sky School District should receive the remaining six-sevenths of the total funds allotted by the School Board for the year. This money should be allocated to each school in the following manner:

- i) **Schools outside the Squamish area** should receive a travel supplement amount equal to the school's FTE times the cost of one round trip from the school to Squamish (according to PD guidelines). This rate of reimbursement is the same as that paid by the SSTA. (Appendix D). This money is intended to provide all teachers in the District with an equal base from which to pursue PD activities.
- ii) The remaining monies will be allocated to the schools on a pro-rated basis dependent on the number of FTE teachers in the school. This money should be used to sponsor school PD activities and to subsidize individual PD activities (travel, meals, accommodation and registration fees). The audit fee for credit courses and the fee for non-credit courses may be paid from this PD fund if these courses fall within the philosophy of this handbook.
- iii) **Itinerant teachers** and **School District staff** who are B.C.T.F. members receive monies allocated on a pro-rated basis according to the FTE rate. (TTOC's are excluded from this clause.)
- iv) Professional Development Funding for **Seconded Teachers** - If PD funds are not available through any other sources, teachers who are seconded are entitled to access SSTA PD funds. They can do this by applying to the PD Committee following the established process. The monies for this funding will be equal to the amount provided by the Board for each FTE educator in this district and will be taken from the Professional Development Central Fund.

Teachers seconded for part of the year will have their PD funds pro-rated. It is the responsibility of the PD Chair and PD Committee to ensure that the budgeting of such funds for seconded teachers be done in the fall of each year as per the Collective Agreement.

- v) Professional Development Funds for **SSTA President** and **PD Chair** - The SSTA President and PD Chair shall receive monies annually for professional development proportionate to their release time. This sum will be equal to that received by all teachers in the school district as per the Collective Agreement. Because the personal leaves of the President and the PD Chair are not funded in the FTE allocation granted to the Professional Development Committee this money will be taken from the Central Fund.

The recipient of this money can carry it forward for two years only to a maximum of 1.5 times their allocation. Unspent money after this time will revert to the Central Fund.

- vi) The rate that teachers are **reimbursed for driving** to and from Professional Development activities or meetings shall be the same as that paid by the SSTA. This rate is to be reviewed and ratified by the Professional Development Committee.

#### 5.4 Honorarium Funding

When a teacher within the District offers a PD activity he/she may be paid an honorarium on the following basis:

- the activity has been pre-approved by the PD committee (or by the PD chair if time is not available);
- the activity has been publicized at least two weeks in advance and is widely offered to all teachers; and
- the teacher submits an expense claim form requesting payment of an honorarium.

Honoraria will be awarded according to the following guidelines:

- a) full day - \$100
- b) half day - \$50
- c) on-going series of workshops - \$25 for each session past the second one.

Any honoraria are considered taxable income.

#### 5.5 Summer Funding

If there is still money in the Central Fund in May, Summer Funding may be available. This procedure may or may not be followed from year to year depending on the amount within that fund. Its disbursement is at the discretion of the PD Committee. This procedure may or may not be followed from year to year depending on the amount within that fund. If Summer Funding were to be offered, an ad hoc committee made up of volunteers from the PD Committee would meet and divide the money amongst the applicants.

PD Reps will be informed of the status of the PD Central Funds Budget on a regular basis. At the April meeting, PD Reps will decide if Summer Funding will be made available for the coming summer. They will decide how much will be available. They will then inform their colleagues. Applications for Summer Funding (see Appendix A) will be accepted in May and a decision will be made in June.

If Summer Funding is to be offered, a sub-committee of the District PD Committee will meet and equitably divide the money amongst the applicants. All teachers, except teachers on Educational Leave or secondment or any kind of leave for which another teacher is

employed in that school year, have fair access to Summer Funding. Furthermore, the Summer Funding sub-committee will use its discretion on the amount of the cost to be reimbursed. There will be no maximum amount granted per applicant.

Applications must be based on professional merit. Applications which outline a specific course, program or activity for which there is a set date and location, and which is offered by a recognized and reputable educational organization will be deemed as having professional merit.

Applicants can apply for Summer Funding and use it along with their annual PD allocation in order to attend a PD activity which occurs in the summer but cannot apply for Summer Funding and carry over their annual PD allocation into the following school year. Every applicant must spend their PD money at the school level before accessing Summer Funds. When applying for Summer Funding the teacher must:

- complete the Summer Funding Application Form; and
- have it signed by their PD Rep whose signature indicates that the teacher has indeed spent all their PD money at the school level or is intending to spend it along with this application.

Once the Summer Funding application is completed and signed, the following will take place:

- PD Rep sends it to PD Chair;
- PD Chair calls a meeting of the Summer Funding Sub-committee to review applications and grant funds; and
- PD Chair will inform applicants in writing of the Sub-committee's decision and the amount of the funds authorized, if that is the case.

Upon completion of the activity:

- recipients of Summer Funding will complete an SSTA Expense Claim form on or before September 30th attaching all original receipts and submit these directly to the PD Chair for authorization for payment; and
- PD Chair will sign the claim form and send it along with a copy of the letter authorizing Summer Funding to the SSTA office for payment.

## **5.6 Planning for Professional Development**

Effective PD activities generally need to be planned well in advance. Therefore, it should be the responsibility of the outgoing PD Committee to determine a number of things relating to the forthcoming year including:

### **a) District Days**

Non-instructional days can be used for a District-wide Professional Development activity. The topics, location, and estimated cost should be described and planned.

b) Finalizing of the Accounting

Before the last PD District meeting in any school year (suggested time mid-April), school PD representatives should determine the amount of PD funds allocated to their schools that are unspent. Individual schools will be permitted to carry a maximum of half of the current year's allotted amount into the next school year (as per article 36.03 of the Collective Agreement). Funds in excess of this limit will revert to the PD Central Fund.

c) Introduction of the new PD Committee

School PD Reps who are not continuing in their role in the forthcoming year should ensure that a replacement is elected before the final District PD Committee meeting (early in June). Both reps should attend the final meeting of the year in order to ensure the smooth carry over of PD activities. Because of the complex nature of the role of the PD rep (financial planning, familiarization with PD activities, etc.) it is hoped that school reps will continue in the position for two or more years.

## 5.7 Attendance and Participation in Professional Development Activities

As District-wide Professional Development activities are planned through the democratic process, attendance is mandatory. Teachers are accountable for themselves. The PD Committee and School District trusts teachers to attend such events or to inform their PD Representative and administrator if they will not be attending.

Notwithstanding the above, teachers may initiate Self-directed Professional Development activities (refer to Clause 5.10, below).

## 5.8 The School-Based Professional Development System

The school-based PD system is the main vehicle by which the PD needs of the District are assessed, planned, funded, delivered and evaluated. However, this is not the only method of ensuring positive PD activities in the District. There are activities which are best planned and coordinated for all the teachers in the District (District Level) and there are activities which are best directed to the individual teacher. In addition, some activities should include members of the general public or teachers from areas other than Sea to Sky.

The role of the school PD rep is vital in this school-based system. In order to be more effective, the school PD Rep may develop a PD team at the school. Because the responsibilities of the principal also include Professional Development, the principal should work closely with the school rep and the school PD team.

Non-instructional days which the PD team has designated to be Professional Development days should be clearly designated as PD days. Non-instructional days which are used to facilitate business of the school or other activities should not be labeled as PD days; rather they should be described as non-instructional days. This is important so that teachers come to recognize PD as an activity characterized by the guidelines set out in Articles 1

and 1.1 of this handbook. Hence, the School based PD team should determine how many of the five allotted non-instructional days are under the direction and guidance of the Professional Development Team.

## 5.9 Special Projects

Special projects of a Professional Development nature (e.g. classroom development work, curriculum development work, Teachers-On-Call Professional Development) should be described in writing and submitted to the District PD Committee along with the costs to be incurred. If there are sufficient funds available in the Central Professional Development Fund and the project falls within the philosophy of Professional Development, the project may be funded by the PD Committee.

## 5.10 Professional Development Proposals and Personal PD Growth Plans

Article 36.05 (b) of our Collective Agreement stipulates that the PD Committee “shall be responsible for designing, implementing and evaluating professional development programs.” The purpose of these guidelines is to ensure that the integrity of PD is maintained at all times and that the PD Committee has the responsibility of being accountable for all teachers involved in PD activities.

**A Teacher Requested Professional Development Proposal** is required for any PD activity in which teachers choose to take part which is different from that in which their colleagues are involved (e.g. school-based, district, or provincial-wide), and which necessitates them working independently or with a small group of colleagues. This proposal shall be submitted to the school PD Rep for approval 15 days in advance of the date of the proposed activity (see Appendix C).

The **Teacher Requested Professional Development Proposal** should not be confused with the **Personal Professional Development Growth Plan or PPDGP** (see Appendix B). The PPDGP is designed for teachers who wish to set long term PD goals and provides a framework for them to monitor and evaluate their progress toward those goals. It is the intention of the PD Committee to pursue contract language which will enable teachers and administrative officers, on a voluntary basis, to use the PPDGP process in lieu of the more traditional evaluation process. This process will be piloted before being adopted as PD policy.

APPENDIX A

**Summer Funding Application Form**



***Instructions:***

- 1) PD Committee determines if there are sufficient funds to offer Summer Funding.
- 2) Teachers are to use up all their school funding before given Summer Funding.
- 3) Teacher fills out form and gets it signed by School PD Rep confirming funds have been depleted, or will be depleted in conjunction with Summer Funding.
- 4) PD Rep makes a copy for the teacher.
- 5) PD Rep retains a copy for his/her files.
- 6) Send original application to PD Chair at the SSTA office.
- 7) Sub-committee will meet to approve applications.
- 8) Successful applicants will receive a letter indicating the amount of summer funding and will receive special "Summer Funding Expense Claim Form".
- 9) Successful applicants will submit receipts and Expense claim form by the end of September to enable the PD Committee to refine their budget.

---

# SUMMER FUNDING APPLICATION FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Names and dates of PD activities attended this school year: \_\_\_\_\_

\_\_\_\_\_

Did you use school-based PD funds to attend this activity? yes \_\_\_\_\_ no \_\_\_\_\_

If no what funds did you use? \_\_\_\_\_

If yes, how much school-based PD funds did you spend? \_\_\_\_\_

How much school-based PD funds do you have remaining? \_\_\_\_\_

Name and date of PD activity you wish to attend this summer: \_\_\_\_\_

\_\_\_\_\_

List your anticipated expenses for this activity:

*(Note that Registration Fees may be considered a taxable benefit for teachers when they attend workshops/conferences in the summer. Therefore please list all other expenses incurred (e.g. gas, ferry, accommodation, food).*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Applicant: \_\_\_\_\_

Signature of PD Rep: \_\_\_\_\_

Signature of PD Chair: \_\_\_\_\_

## APPENDIX B

### **Personal Professional Development Growth Plans (PPDGP)**

*For entire Performance Standards for Professional Growth document, please see Section 3*

## **PROFESSIONAL GROWTH PROGRAM**

The purpose of Supervision for Learning is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Sea to Sky). The program is based upon beliefs in commitment, involvement, and continuous learning. Teachers develop growth plans that outline professional development goals, then work to fulfill goals co-operatively with colleagues and administrators in an on-going, self-directed process.

### **Objectives of Growth Plans:**

Supervision is a supportive process to encourage teachers in their professional growth. Its objectives are to strengthen the instructional program of the school and to promote teacher professional growth, in a collaborative, collegial process.

### **Steps for Developing a Professional Growth Plan**

The Professional Growth Plan is developed and managed by the teacher. The following points outline the steps for developing, filing, and reviewing a plan.

- The teacher sets a personal time-line for plan development. The plan may incorporate the use of a simple, one-page computer template for streamlining and standardizing growth plans.
- The plan is to be revisited a minimum of once per school year in order to review progress and goals which then can be amended or revised. Goals may be continued for the next year.
- The plan should contain: goals; names of supervising colleague(s); a revisitation date; estimation of budget and resource needs; an indication of how resources may be accessed and obtained.
- The teacher will keep a professional development portfolio as evidence that goals are being actively pursued and/or met.
- The plan may be filed with the principal.

- To provide formal recognition and validation of teacher's efforts, the teacher, the supervising colleague or principal shall sign the plan at the yearly revisitation meeting or when goal(s) are met, if earlier.
- The teacher may choose to file the signed plan in his/her personnel file at district office.

## **Mechanisms for Fulfilling Growth Plans?**

A teacher may select the activities or strategies that will help achieve the goals. These may include:

- Professional conferences, courses and focused inservice.
- Involvement in the development and implementation of curriculum.
- Professional reading.
- Sharing with colleagues and engaging in personal reflection.
- Working with colleagues in the classroom setting (e.g. mentoring, peer coaching, partnering).

## **Resources to Support Professional Growth Plans**

- refer to SSTA and School District No. 48 (Sea to Sky) collective agreement in order to identify and access monies available.
- refer to district list of people willing to act as resource persons for their colleagues.

## **Role of Colleague or Principal in the Professional Growth Program**

- to receive and file plans yearly
- to help teacher to access available funding, materials, and resources
- to review plans with teacher upon yearly revisitation date.

## Creating A Professional Growth Plan

- STEP 1:** **Choose a partner.** For simplification during this pilot year, it has been suggested that you and your partner act as each other's supervising colleague.
- STEP 2:** **Discuss interests and/or needs and/or areas you would like to develop.** This is the heart of the revised process. Take time to reflect on your current practice and discuss this with your partner.
- STEP 3:** **Devise a Professional Growth Plan.** Prioritize your goals based upon your discussions, changes in the curriculum, school goals, etc. Focus on three goals maximum. Use the template provided.
- STEP 4:** **Maintain a portfolio of evidence.** These items may be as simple as a workshop receipt or the notes you made during a discussion with a colleague with respect to a goal area. If you review any literature, photocopy the title page and include this along with any notes you took.
- STEP 5:** **Give a copy of your Growth Plan to your partner and/or to your principal.** Perhaps you should give one to your PD rep as well so he/she can keep you informed of any appropriate workshops.

## Then What?

- The purpose of the Professional Growth Program is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Sea to Sky).
- Work towards achieving the goals outlined on your Professional Growth Plan.
- Keep in contact with your partner.
- It is recommended that you meet with your partner and/or principal at mid-year and end of year to review the progress made. If goals have not been achieved due to unforeseen circumstances beyond your control, carry the goals over for another year. The process is managed by the teacher.
- There are two choices in procedure once the Professional Growth Plan has been signed by the teacher with the principal and/or colleague.
  - i) If the principal has been a signatory, then it is filed with the principal at the school as an official document of the teacher's professional growth. It is the teacher's choice whether this is filed in his/her personnel file at the district office.
  - ii) If the principal has not been a signatory, the Professional Growth Plan is filed with the PD chair of the SSTA.

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# Professional Growth Plan

## School District No. 48 (Sea to Sky)

The purpose of the Professional Growth Program is to support the professional growth of teachers for the continuous development of instructional practices in order to enhance student learning in School District No. 48 (Sea to Sky).

<b>Teacher</b>	<b>Colleague</b>	<b>Date</b>
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**Goals (What I hope to achieve)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Process (The steps to reach my goal)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Resources (People, Money, Books, Time, etc.)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Portfolio Items (Items contained in my portfolio of evidence)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### FOLLOW-UP

**Teacher's Notes:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature                      Colleague's Signature                      or                      Principal's Signature

**SCHOOL DISTRICT No. 48 (HOWE SOUND)  
CLASSROOM OBSERVATION RECORD (PRELIMINARY)**

Name \_\_\_\_\_ School \_\_\_\_\_  
 Assignment \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_

<p><b>Long Term Planning</b></p> <ul style="list-style-type: none"> <li>• curriculum alignment</li> <li>• balance</li> <li>• integration</li> <li>• flexibility</li> <li>• collaboration</li> </ul>	<p><b>Short Term Planning</b></p> <ul style="list-style-type: none"> <li>• objectives</li> <li>• content knowledge</li> <li>• knows students</li> <li>• resources</li> <li>• criteria</li> </ul>
<p><b>Physical Environment</b></p> <ul style="list-style-type: none"> <li>• setting</li> <li>• arrangement</li> <li>• engagement</li> <li>• health, safety, comfort</li> <li>• display space</li> </ul>	<p><b>Classroom Management</b></p> <ul style="list-style-type: none"> <li>• routines</li> <li>• student respect for routines</li> <li>• student behaviour</li> </ul>
<p><b>Student Behaviour, Conduct and Expectations</b></p> <ul style="list-style-type: none"> <li>• rules/conduct code</li> <li>• response to behaviour</li> <li>• expectations / consequences</li> <li>• teacher/student relationships</li> <li>• respect/dignity</li> </ul>	<p><b>Lesson Format</b></p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• previous content</li> <li>• student motivation</li> <li>• grouping</li> <li>• monitoring for understanding</li> <li>• progression</li> <li>• closure</li> </ul>
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• alignment</li> <li>• presentation</li> <li>• clarity</li> <li>• questioning</li> <li>• flexibility</li> <li>• feedback</li> <li>• response time</li> <li>• strategies</li> <li>• student engagement</li> <li>• resources</li> </ul>	<p><b>Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• alignment</li> <li>• link to goals</li> <li>• record keeping</li> <li>• transparent procedures</li> <li>• criteria</li> <li>• timeliness and opportunity</li> <li>• performance standards</li> <li>• respect for students</li> </ul>

*Other Comments:*

## APPENDIX C

# Teacher Requested Professional Development Proposal

### ***Instructions:***

- 1) To be filled out if teacher is not participating in a school sponsored, district sponsored, or provincially sponsored activity.
- 2) Teacher to submit to school PD Rep for signature.
- 3) PD Rep makes a copy for the teacher to keep in Portfolio
- 4) PD Rep retains a copy for his/her files.
- 5) Send original application to PD Chair at the SSTA office (faxes accepted).
- 6) PD Chair will retain until end of year.



## Teacher Requested PD Proposal

Professional Development includes all those experiences which provide an opportunity for professional growth and learning. It addresses the need to be current, the need to learn, and the need to socialize with others within the same profession.

**Guidelines:** Any teacher choosing to be involved in a PD activity of their own design must submit in writing a proposal for consideration by the School PD Rep, to be forwarded to the PD Committee in advance of the PD activity date.

*Please complete the following:*

Date of Activity: \_\_\_\_\_

Name(s) of those involved in the PD activity proposed:

GOAL: My goal is to...

STEPS: Specific steps I will go through to reach my goal are:

A.

B.

C.

SUPPORT: People and/or resources to help me achieve this goal are...

BENEFITS: I will benefit from achieving this goal by...

ORAL REPORT: I will make a report to... (eg. staff meeting, etc.) ON.... (date)

\_\_\_\_\_  
Teacher's Signature: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

School: \_\_\_\_\_ Reported to: \_\_\_\_\_

## APPENDIX D

# SSTA Expense Claim Form

### ***Instructions:***

- 1) Immediately following the Professional Development event, the teacher fills out the form, providing details of expenses.
  - a. If claiming professional resources (eg. journals, books) provide a detailed list of those resources, along with all original receipts.
- 2) Receipts are required for all expenses except meals and mileage
  - a. VISA slips are NOT accepted
  - b. Fax receipts are NOT accepted
  - c. E-mail confirmations are accepted ONLY where no paper copy exists (eg. where the receipt is generated electronically)
- 3) Teacher to submit to school PD Rep for signature
- 4) PD Rep must ensure sufficient funds to cover the claim, and signs the form.
- 5) PD Rep makes a copy for the teacher's files
- 6) PD Rep retains a copy for his/her files.
- 7) Send original application to PD Chair at the SSTA office (faxes NOT accepted).
- 8) PD Chair reviews all expense claim forms and authorizes payment.
- 9) Expense claims for the previous school year MUST be submitted prior to the second week in September.

Insert PD Expense Claim Form Here

## APPENDIX E

# Professional Development Portfolio

A PD Portfolio is a way of documenting your professional activities over your career, and provides a place to reflect upon the activities you have been involved in.

A Portfolio provides a structure for setting and tracking personal professional goals and for self-reflections.

Include in your portfolio:

- Things that will provide evidence of your professional growth.
- Personal Professional Growth Plan
- Mentor observations
- Extra-Curricular involvement
- Listing Professional Journals or books
- Workshops attended
- Workshops presented
- Courses
- In-service
- Committee Work
- Reflections

At the end of every year, go through your portfolio and select those items that you want to keep.

At the beginning of every school year, re-visit your Professional Growth Plan and set new goals if necessary.