

# Calhoun County Schools



**Professional  
Staff Development  
Guidebook**

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# CALHOUN COUNTY SCHOOLS

## Core Beliefs

1. All students have the right to a safe environment; one which fosters mutual respect, fairness, and equality.
2. All students have the responsibility for coming to school motivated and prepared to assume ownership for their learning.
3. Parents/Guardians have the responsibility to send their children to school ready to learn, and to support and sustain a partnership with the school.
4. Teachers have the responsibility to remain current in the knowledge of their subject area and effective teaching strategies resulting in a variety of effective learning experiences for all students.
5. Administrators should always have high expectations of staff and students while maintaining a safe school environment in which learning is the central focus.
6. Support staff members will interact with students, parents, and other staff in a collaborative, respectful manner; keeping the central focus of student learning as the top priority.
7. Community members should be knowledgeable of the core mission of the school system, high levels of learning for all students, and provide assistance in achieving the goals and objectives of the mission.

## Mission Statement

Calhoun County Schools accepts high levels of learning for all students as the fundamental purpose of our school system, and therefore are willing to examine all policies, practices, processes, and structures in light of their impact on learning.

## **PROFESSIONAL STAFF DEVELOPMENT PURPOSE**

The Calhoun County School System recognizes the need for and supports high quality staff development offerings for professional personnel. Staff development is a continuous, developmental, and comprehensive system of training based on the skills needed by professional personnel to effectively accomplish their role and to meet county and state goals for public education.

WVSBP 5500 states that all professional staff shall participate in eighteen clock hours of job related staff development each year. Twelve of the eighteen clock hours shall be directly relevant to:

- 1) Educational priorities for West Virginia to include, but not limited to implementation of regulations, trends, and issues at the local, regional, state, national, and international levels (ie. multicultural education, new instructional materials education, and AIDS; education)
- 2) Areas of study in which they are currently teaching;
- 3) Teaching strategies appropriate to those areas of study;
- 4) Classroom management skills;
- 5) Techniques appropriate for learners with various exceptionalities and learning styles;
- 6) Alignment of instructional goals and objectives with effective strategies, methods and/or techniques;
- 7) Student and program evaluation methods and instruments (Policy 2510).

The process of planning school and/or county staff development initiatives to promote teaching and learning, shall include but not be limited to the following:

- a) Individual school, county, regional, state, national and international priorities.
- b) Multiple input sources such as state board goals and objectives, student test scores, faculty senate recommendations, and county board policies to identify program needs.
- c) Needs based objectives.
- d) Activities that provide for individual needs as well as groups such as local school improvement councils, faculty senates and school curriculum teams.
- e) A systematic evaluation process for the delivery, quality, and impact of staff development.
- f) Provisions for follow-up staff development when the objective(s) are beyond awareness level.

# West Virginia Board of Education

## Goals for Professional Development in 2012-2013

### Definition of Professional Development

Professional development includes sustained experiences that lead to the development of knowledge, skills practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness.

### Standards for Professional Development

The WVBE has adopted the Learning Forward (formerly National Staff Development Council) Standards for Professional Learning, as its guide for providing high quality professional development. According to the standards, *professional learning that increases educator effectiveness and results for all students-*

- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Requires skillful leadership to develop capacity, advocate, and create support systems for profession learning.
- Requires prioritizing, monitoring, and coordination resources for educator learning.
- Uses a variety of sources and types of students, educator and system data plan, assess, and evaluate professional learning.
- Integrates theories, research, and models of human learning into learning designs to achieve its intended outcomes.
- Applies research on change and sustains support for implementation of professional learning for long-term change.
- Aligns its outcomes with educator performance and student curriculum standards.

### Priorities for Professional Development in 2012-2013

To advance the Strategic Goals, the Board and State Superintendent have established the following strategic priorities:

1. To meet the personal needs of each student;
2. To elevate the importance of great teachers and learning;
3. To make the improvement of public education a moral imperative for every citizen and stakeholder; and,
4. To accelerate innovation and transform schools to address Global 21 demands.

## **2012-2013 Statewide Goals for Professional Development**

Therefore, the West Virginia Board of Education has adopted these statewide goals for professional development: To provide professional development that –

1. Aligns with curriculum standards to increase educator effectiveness in the arts, world languages, health, physical education, career/technical, reading/English language arts, mathematics, science and social studies.
2. Focuses on developing in-depth understanding of the essential features of the growth and development of the personal, physical, social, and emotional needs of each student, including providing students with personalized pathways and guidance to help them have productive and satisfying lives.
3. Develops the leadership competencies, professional culture, and characteristics necessary to increase the support of teaching and learning.

**WHAT STAFF DEVELOPMENT  
DOES NOT INCLUDE (EXAMPLES)**

1. Parent-Teacher Conferences
2. Writing IEP's
3. Pre K Screening
4. Coaching Clinics
5. Any other non-curricular activity such as collecting tickets, chaperoning student activities, video tapes not relevant to county objectives, play productions, etc.....
6. Parent-Teacher Meetings (PTO)
7. Home Visits
8. To acquire the required eighteen hours - Anything during the normal work day hours

## HOW TO ACQUIRE PROFESSIONAL STAFF DEVELOPMENT HOURS

1. Credit will be awarded to employees who participate in scheduled site based staff development activities developed by the county or at each school and approved by the council.
2. Graduate classes and eLEARNING courses can be used to acquire staff development hours. These will still need submitted as in-lieu of requests, but are predetermined by the council as approved upon proper completion documentation being submitted. Two (2) hours of professional development credit may be granted for each graduate hour up to a maximum of six (6) hours per year.
3. In addition to the eighteen hours of required staff development approved by the Calhoun County Staff Development Council, the County Staff Development Coordinator may schedule other various county staff development activities based on county needs. These activities do not require council approval.
4. All employees hired after the school calendars CE days in August are not exempt from the 18 hours of individual staff development. They must develop a plan in cooperation with their immediate supervisor and submit via MyLearningPlan to the Staff Development Council for approval.
5. All 200+ day employees must have their plans approved by their immediate supervisor.
6. You may not receive credit for attendance of programs/conferences held during regular school hours or for activities considered as part of your normal job description. Employees whose contract exceeds 200 days may claim staff development credit for sessions held during regular work hours.
7. All in-lieu of activities completed for staff development hours, must submit proof of completion. For example, a certificate of completion or transcript with graduate course passing grades.
8. Non-compliance with the procedures outlined in the Calhoun County Professional Staff Development Guidelines could result in disciplinary action for violation of state policy.
9. For further explanation, please consult your immediate supervisor or the county Staff Development Coordinator.



## **HOW DO I RECORD MY STAFF DEVELOPMENT HOURS?**

MyLearningPlan.com is the official recording site for your staff development hours. All records should be verified through your log on to this site.

County Planned Staff Development – Such activities will be entered into MyLearningPlan.com by the county. If you plan to attend a county planned activity, you must ensure you have registered or have been preregistered, then mark you have completed the activity and complete the evaluation of the activity all through MyLearningPlan.com.

In-Lieu of Staff Development – Activities that need to be completed on an individual basis to acquire the eighteen hours of staff development need approval by your supervisor, the appropriate county personnel and the staff development council. In-Lieu requests are submitted via MyLearningPlan.com.

Additional Staff Development – Additional activities that you attend can be recording in MyLearningPlan.com by an individual completing a conference request via MyLearningPlan.com