

Scott County Schools Professional Development Plan

Mission Statement

- The mission of Scott County Schools Professional Development is to provide educators the appropriate instructional strategies and classroom practices necessary to ensure effective learning occurs for every student every day.
- The **Professional Development Plan** provides the opportunity for the instructional staff to fulfill state requirements for high quality staff development (*Section 22.1-253.13:5 of the Code of Virginia – Standards of Quality, Standard 5: Teacher Quality and Educational Leadership, which requires local schools boards to provide high-quality professional development programs for teachers and administrators. The standard further requires high-quality professional development in specific areas, which include assessment, instruction and remediation, and the use of data for instruction*).
- The **Professional Development Plan** supports the Scott County Schools Comprehensive Plan.
- The **Professional Development Plan** supports the mission and vision of Scott County Schools.
- The **Professional Development Plan** supports the Teacher Evaluation process.

Belief Statements

We believe effective professional development:

- is focused on increasing student achievement
- is aligned to district, building and individual goals
- is lasting, continual and reinforced with follow through and support
- facilitates the movement of current research into daily classroom practice
- is a collaborative effort
- allows for vertical and horizontal sharing of ideas

Goals of Professional Development

Goal 1 Increased Student Learning

We will provide high quality professional development that focuses on effective, research based practices to ensure effective learning occurs for every student in every classroom.

Goal 2 Professional Learning Environment

We will guide and support each building's efforts to build a collaborative environment focused on increasing student achievement.

Goal 3 Data Driven

We will make instructional and program decisions based on data analysis.

Goal 4 New Teacher Orientation

We will provide an effective new teacher orientation program designed to enhance common goals and objectives.

IN-SERVICE CREDIT

Teachers are contracted to work a total of 200 or 220 days. 180 of these days are spent directly with students. The remainder of their contract is to be fulfilled by a combination of extra assignments and staff development activities from the list below.

A. Divisional Assigned Days (may vary)

- Pre-service
- Professional Development
- Post-service
- Release Days
- Work days

B. Principal Assigned/Approved Activities/Staff Development (Minimum of 26.5 Hours)

(occurring after school hours, weekends, or during the summer)

- Curriculum development work
- Committee meetings
- PTA or Parent Auxiliary meetings
- School sponsored celebrations, dances, proms, etc.
- Faculty meetings
- Club sponsorship (non-paid)
- School sponsored trips (nights, weekends, or summer)
- School sponsored festivals
- Home visitation
- Parent conference (outside of the school day)
- Graduation
- Open house
- Division sponsored staff development workshops
- Regional workshops
- College courses (Not paid by county or used for recertification) (Max.of 15 hours)
- School sponsored staff development activities
- Conferences
- Other activities (as approved by the Superintendent or designee)
- Inservice and workshops in the school should be designed to meet the needs established in the School Plan that are being driven by the SOL test results, accreditation requirements, and NCLB regulations.

Inservice and workshops should include but not be limited to:

- Faculty awareness of SOL's with respect to scope and sequence, pacing guides, blueprints, released test, etc.
- SOL assessment results and their implications toward curriculum and instruction
- Implications and requirements for the VSEP, VGLA, SELP, and VAAP testing
- Local test and assessment preparation to compliment the SOL test
- Use of educational technology, including Smart Boards to enhance instruction
- Instructional strategies to address the needs of gifted students, Limited English Proficient students, and students with identified disabilities in the regular classroom setting
- Utilizing Title I teachers, special education teachers, and other resource personnel to effectively remediate identified at-risk students
- In-class remediation techniques and strategies
- Effective instructional delivery models
- Classroom management/discipline techniques
- Inclusion and collaboration instructional models
- Appropriate public relations and parent involvement procedures
- Attendance, drop-out, and graduation rate issues

Scott County Schools Professional Development

Participant Expectations

Scott County Public Schools are proud of educators who maintain high standards of professionalism and dedicate themselves to building a community of lifelong learners. The following expectations have been developed to ensure an optimum learning environment for all teachers:

- Participants must attend a Professional Development Workshop and/or Conference **in its entirety** to receive any Professional Development credit
- Participants should bring proper materials to facilitate the learning process
- Participants should assume responsibility for their own classroom behavior by contributing fully and positively in the teaching/learning process
- Participants should avoid engaging in behavior that is disruptive or otherwise interferes with the learning of others, such as talking during lectures, using a cell phone, or working on unrelated tasks.