



*Student Focused - Strongly Connected - Success Driven*

## **Professional Learning Plan 2025-2026**

Planned professional learning should stimulate and encourage the professional learning of both new and experienced teachers and administrators. Professional learning that increases educator effectiveness and results for all students incorporates the most current research. A guiding principle of this research includes intensive support to novice educators. For individual teachers and administrators, professional learning should be viewed as a continuous process of refining skills and keeping abreast of new learnings in the field of education.

Effective professional learning programs are well organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw resources from higher education and the community. Their most important benefit is better education for students.

This information will be shared by Committee Members and/Instructional Coach during the first week back or no later than the first Early Out.

### **Professional Learning Standards**

Willard Public Schools will promote professional growth using the **Learning Forward Standards** (2022) so that all members of the learning community can benefit from effective and intentional professional learning. The Learning Forward Standards are used by the State of Missouri as a foundation for developing professional learning guidelines.

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

#### **EQUITY PRACTICES**

... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

#### **CURRICULUM, ASSESSMENT, AND INSTRUCTION**

... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

#### **PROFESSIONAL EXPERTISE**

... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Rigorous Content for Each Learner

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

#### **EQUITY DRIVERS**

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

#### **EVIDENCE**

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

#### **LEARNING DESIGNS**

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

#### **IMPLEMENTATION**

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Transformational Processes

*Professional learning results in equitable and excellent outcomes for all students when educators ...*

#### **EQUITY FOUNDATIONS**

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

#### **CULTURE OF COLLABORATIVE INQUIRY**

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

#### **LEADERSHIP**

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

#### **RESOURCES**

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Conditions for Success

## Four Prerequisites for Effective Professional Learning

Professional learning significantly increases educators' capacity to foster student learning.

- Educators' commitment to *all* students is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

## Objectives and Goals

In the planning and development of district professional learning activities for the teachers and the beginning teachers, the Professional Learning Team (PLT) establishes the following objectives and goals:

- Provide a professional learning program for beginning teachers and administrators.
- Oversee and assist in a mentoring program.
- Provide information on available professional learning opportunities for staff members.
- Annually assess staff needs and develop professional learning opportunities to meet those needs guided by the Learning Forward Standards.
- Provide professional learning programs for practicing teachers to update curriculum and improve teaching practices.
- Develop a budget for continued growth of the professional learning programs.
- Address the district focus areas as follows:
  - Success-Ready Students
  - Skilled Workforce
  - Strategic Leadership

## Committee Structure

The Willard Professional Learning Team (PLT) will be a standing district-wide committee developed according to the following guidelines:

- The PLT will consist of two, elected teacher representatives from each school building.
- Instructional Coaches from each building will participate as advisors in a non-voting capacity.
- A representative from the Special Education Department will serve as an ex-officio member.
- The Executive Director of Teaching and Learning will serve as the District Office liaison and ex-officio member.
- Committee members shall be certified staff members with at least two years of teaching experience.
- Terms on the committee are 3 years.
  - Multiple terms can be served if the person is willing and reelected.
- The members of the committee will elect a chairperson, a vice-chairperson and a secretary each year.
  - These are two-year positions, which could extend the term.
- The chairperson will call meetings as needed, create agendas and conduct the meetings. In the absence of the chairperson, the vice-chairperson will assume these responsibilities.
- The secretary will record minutes of the meetings.
- The PLT will schedule a monthly meeting, but meet at their discretion.
- Representatives from the committee may be selected to attend area and/or state meetings annually to maintain current knowledge regarding the PLT.

## Elections

- Professional Learning Team members will be elected for three-year terms. Building representatives are to be elected by certified staff. Members can be reelected for an additional term.
- New members will be elected no later than April of each year.
- New members are invited to attend the April meeting as observers and assume responsibilities of membership in May.
- In the event a member must be replaced, a special election will be held under PLT supervision to fulfill that member's term of office.
- Building elections will be handled in the following manner:
  - Committee chairperson will send a query to building staff to identify staff members interested in serving on the PL Team.
  - Potential candidates will be identified.
  - An official secret ballot will be prepared by the committee chairperson.
  - The ballot will be distributed electronically to building staff for voting.
  - Results will be reported by the committee chairperson.

## **PLT Responsibilities:**

- Identify instructional concerns and remedies for beginning and experienced teachers.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for certified school staff.
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the Willard School District.
- Contribute to Building or District PD through session facilitation (Willard U, W101, Building PD, District PD) OR through a developed initiative with your building principal or IC.
- Participate in Willard U.
- Share 3 talking points back to building.
- Approve and review budget allocations for PD opportunities.

## **Teacher Induction Program**

Assistance will be provided for every teacher during his or her first two years, including guidance from an assigned experienced teacher. Principals will assign mentors. Mentors will be reimbursed in one of two ways:

### Option 1

- \$350 for mentors of a first-year teacher
- \$300 for mentors of a second-year teacher
- \$250 for mentors of a new-to-district teacher

### Option 2

Mentors may choose to apply the hours logged supporting their protege (both in and outside of contracted hours) to their Career Ladder plan.

Any Professional Development in which the mentor participates to support their role (outside of contracted hours) may be counted toward District Growth, Instructional Excellence, or Career Ladder.

The Mentor Protege Chairpersons and the principal will monitor mentor/protege relationships for situations that necessitate assignment of a new mentor.

## **Protégé Support**

The district will provide opportunities for the mentor to meet with, observe and counsel the beginning teacher.

- First-year teachers will complete two full days of observations of highly-qualified teachers.

- Second-year teachers will complete one full day of observation of a highly-qualified teacher.
- New-to-district teachers may request a full or half day of observation of a highly-qualified teacher.
- Mentors of first-year teachers will complete one half day of observation of his or her protege.
- Instructional coaches will provide ongoing support for all new proteges.

### **Guidelines for Mentor Teacher Selection**

Any teacher who has **three years** teaching experience in Willard and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher and within the same building whenever possible. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow training in August.

### **Mentor Training**

Thorough and consistent training of mentor teachers is very important to the success of the program. Mentor Protege Chairpersons will provide training programs for mentors. The training will address these topics:

- Roles and responsibilities of all members of the new teacher's professional learning support group, including the new teacher, the mentor teacher, the building instructional coaches, the supervisor (typically the building principal), Professional Learning Team, and the higher education representative
- Building and maintaining positive mentor/protégé relationships
- Strategies for creating a positive learning environment
- Goal setting and time management for protégés
- Characteristics of reflective practitioners
- Lesson design and assessment practices
- Effective communication techniques for mentoring
- Resources available for professional learning
- Classroom observation and feedback
- Research based instructional practices
- Classroom management tips and strategies
- Novice Teacher: Stages of Development

### **Mentor Program Evaluation**

Results of the mid-year and end-of-year Mentor Program Evaluation will be analyzed to determine program needs.

# Professional Learning / Professional Learning Guidelines

## Professional Learning

- Teachers wanting to attend a workshop or conference using PLT funds must have approval through the Professional Learning Team building representatives, the Instructional Coach, and the building principal.
- Professional Learning is limited to academic areas that fit under the District Strategic Plan/Building Improvement Plan and/or Professional Learning Plan.
- A Request for Professional Leave form must be completed accurately.

### Steps to follow for a Professional Leave Request:

1. Teachers should complete the Out of District/Conference Request Form in Frontline Professional Growth. The form is submitted to the building PLT representatives, Instructional Coach, and principal for approval.
2. Upon approval, the person who requested professional leave will receive a confirmation email. This will be shared with the building secretary to complete registration for the professional learning event.
3. Once the teacher has attended the workshop or conference, he/she will need to complete a Request for Payment Form, attach all necessary receipts (meals, mileage, and parking fees, etc.), and submit it via Frontline Central.

## Professional Growth for Beginning Teachers

- A teacher documenting professional growth for certification purposes must fill out a Professional Growth Log. **A copy of this log must be submitted when applying for career continuous certification.** This is a requirement for the first four years of teaching in the state of Missouri.

## Professional Learning for Salary Advancement

- A teacher planning to use a professional learning experience to log hours for salary advancement should fill out the Salary Advancement Workshop Form, have it **pre-approved** by the building principal and submit it to the district office.

## Administrator Professional Growth

New administrators to Willard Public Schools will be a part of the Missouri Leadership Development System. A mentor assigned by DESE through the Administrator Mentoring Program will then make contact with the new school leader to initiate the mentoring process.

## Professional Learning Budget Plan

Expenditures that are **NOT** allowable:

- Individual membership dues to associations or organizations
- Travel, food, and registration fee to conferences and workshops of general interest, which do not support the professional learning plan and district strategic plan
- Travel, food, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships
- Equipment for administrative or instructional use
- Salaries (Professional Learning funds may not be used to pay for extra-duty activities and sponsorships.)
- Travel as a form of professional Learning
- Any expenditure of funds for Title 1, Title 2, Incentives for School Excellence or any other program presently funded with state or federal funds
- Training for school board members—the Department of Elementary and Secondary Education subsidizes the cost of training new school board members by using state-level professional Learning funds
- Training of Parents as First Teachers
- Professional Learning activities for non-certified staff
- Mileage will not be paid for activities in Springfield.
- Mileage will not be reimbursed when district vehicles are utilized.

## Professional Learning Building Budget Questions

If you need further information regarding your PLP building budget, please contact your principal, Instructional Coach, or PLT representatives.

# Professional Learning Plan Goals / Budget

**PDC 1% (~\$189,000) + Building PD Budget (\$52,200) = \$241,200**

**PLP GOAL 1:** *Participate in an effective **new teacher induction program** provided by the professional learning team for first and second year teachers and teachers new to the district.*

Activity 1: Mentor-protégé program

Activity 2: Mentor and protégé observations and Semester Collaboration

Activity 3: Beginning Teacher Assistance Workshop

Activity 4: Willard 101 New Teacher Training

## **Projected Expenses:**

- Training Supplies & Materials
- Subs for Mentor/Protégé Observations/Semester Collaborations
- Mentor Stipends
- Subs for BTA Workshop Participants
- Willard 101 Supplies & Materials

**Goal 1 Budget: \$20,000**

**PLP GOAL 2:** *Participate in professional learning targeting **research-based learning designs** that promote student learning and have been shown effective in increasing student proficiency.*

Activity 1: Wit and Wisdom Professional Learning

Activity 2: Portrait of a Tiger Professional Learning

Activity 3: Professional Learning for Special Education

Activity 4: ASCD, Learning Forward, and Show-Me Curriculum Administrators Association District Memberships

Activity 5: Step UP Consulting: Missouri Assessment and Teaching Tool Handbooks

## **Projected Expenses:**

- Training materials and supplies
- Conference fees/Workshop fees
- In-House trainings
- Sub Fees

**Goal 2 Budget: \$69,000**

**GOAL 3:** Address the ***district strategic plan*** by engaging in professional learning that supports all three priority goals.

Activity 1: GOCSD Innovation Summit

Activity 2: Leader in Me Community and District Design Days

Activity 3: Summer and School Year Curriculum Work

Activity 4: LETRS & Aspire Training

Activity 5: Conferences/Consulting supporting Strategic Plan

**Projected Expenses:**

- Materials and resources
- Sub fees
- Summer curriculum work stipends
- Conference Fees

Goal 3 Budget: \$100,000

**2025-2026 PLP Building Budget \$52,200.00**  
**\$150 per FTE in each building**

| <b>School</b>               | <b>Budget Allocation 2025-2026</b> |
|-----------------------------|------------------------------------|
| WOHE (32)                   | \$4,800.00                         |
| Central (32)                | \$4,800.00                         |
| South (34)                  | \$5,100.00                         |
| East (26)                   | \$3,900.00                         |
| North (33)                  | \$4,950.00                         |
| WIS-N (29)                  | \$4,350.00                         |
| WIS-S (21)                  | \$3,150.00                         |
| WMS (48)                    | \$7,200.00                         |
| WHS (93)                    | \$13,950.00                        |
| <b>Total Building Funds</b> | <b>\$52,200.00</b>                 |

