

Henry County R-I School District

Professional Development Plan

Board Approved
October 13, 2026

National Staff Development Council Standards for Staff Development

CONTEXT STANDARDS

LEARNING COMMUNITIES: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

LEADERSHIP: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

RESOURCES: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS STANDARDS

DATA-DRIVEN: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

EVALUATION: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

RESEARCH-BASED: Staff development that improves the learning of all students prepares educators to apply research to decision making.

DESIGN: Staff development that improves the learning of all students uses learning strategies appropriated to the intended goal.

LEARNING: Staff development that improves the learning of all students applies knowledge about human learning and change.

COLLABORATION: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT STANDARDS

EQUITY: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

QUALITY TEACHING: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately.

FAMILY INVOLVEMENT: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

HIGH-QUALITY STAFF DEVELOPMENT

Defined by DESE as required by No Child Left Behind

Characteristic:

1. The activity engages teachers, over time (Standard 2)
2. The activity is directly linked to improve student learning so that all children may meet state standards at the proficient level (Standard 8, 10)
3. The activity is directly linked to district and building improvement plans (Standard 1)
4. The activity is developed with extensive participation of teachers, parents, principals and administrators (Standard 1, 2, 6)
5. The activity provides time and other resources for learning, practice and follow-up (Standard 3, 7)
6. The activity is supported by district and building leadership (Standard 2)
7. The activity provides teachers with the opportunity to give the district feedback on the effectiveness of participation in the staff development activity (Standards 5)

Topics:

1. Content knowledge related to standards and classroom instruction (Standard 11)
2. Instructional strategies related to content being taught in the classroom (Standard 7)
3. Improving classroom management skills (Standard 9, 10)
4. A combination of content knowledge and content-specific teaching skills (Standard 7, 11)
5. The integration of academic and vocational education (Standard 9)
6. Research-based instructional strategies (Standard 6, 11)
7. Strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills (Standard 10)
8. Strategies to assist teachers in creating and using classroom assessments (Standard 5)
9. Instruction in methods of teaching children with special needs (Standard 10)
10. Instruction in the use of data to inform classroom practice (Standard 5)
11. Instruction in linking secondary and post secondary education (Standard 9)
12. Involving families and other stakeholders in improving the learning of all students (Standard 10, 12)
13. Strategies for integrating technology into instruction (Standard 10)
14. Research and strategies for the education and care of preschool children (Standard 6)
15. Research and strategies for closing achievement gaps between diverse groups of students (Standard 10)

Activities:

1. Study groups (Standard 1)
2. Grade-level collaboration and work (Standard 1, 9)
3. Content – area collaboration and work (Standard 1, 9)
4. Specialization-area collaboration and work (Standard 1, 9)
5. Action research and sharing of finding (Standard 4, 6)
6. Modeling (Standard 8, 9)
7. Peer coaching (Standard 8, 9)
8. Vertical teaming (Standard 1, 9)

TO BE CONSIDERED HIGH-QUALITY STAFF DEVELOPMENT, ALL FULLY IMPLEMENTED ACTIVITIES MUST BE ALIGNED TO A PRIORITY OF THE DISTRICT OF BUILDING SIP. Unless one-day or short-term workshops are part of a fully implemented program, they are not considered high-quality staff development and may not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via core data as high-quality staff development. Staff development activities should be regularly evaluated for impact on their effectiveness and improved student learning (Standard 5).

I. Statement of Purpose:

Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education. To that end, effective professional development programs are well-organized, systematic, job embedded, and on-going. The most important benefit of this program is to provide better education for the students of Henry County R-I School District. Therefore, the purpose of the Henry County R-I Professional Development Plan is to encourage and support new and experienced teachers in their continuous effort to improve instruction so that all students may achieve to their fullest potential. For individual teachers, professional growth should be viewed as a continuous process. As professional educators reflect on their practices and grow in skill level, they should develop and articulate their beliefs about teaching and learning while applying these practices to their classrooms.

II. Board of Education Commitment

The Henry County R-I Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and experienced teachers. The Board will support the professional committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals. The PD Committee shall work with:

“...beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.” (RSMO.168.400.4)

III. Professional growth is:

1. Expanding one’s academic knowledge and experience to help students succeed.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Continuing the process of learning through job-embedded, on-going development throughout one’s career.

IV. The Professional Development Committee responsibilities include but are not limited to the following:

1. Identify and analyze instructional concerns and suggested practices for beginning and experienced teachers by conducting a yearly needs assessment and monitoring other available input (e.g. building professional development committee’s recommendations, administration, district goals, program evaluations).
2. Serve as a liaison between administration and staff.
3. Assess faculty needs and produce a professional development program based on the assessed needs through annual review, and the district’s school improvement plan and/or building improvement plan.
4. Present to the administration the faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

5. Identify available resources for professional development.
6. Evaluate monetary requests from faculty for use of professional development funds.
7. Maintain appropriate records (PD logs and evaluations of attended activities, mentoring documentation).
8. Provide opportunities for the training of PDC members.
9. Monitor the implementation and success of the mentoring program as outlined in the PD plan.
10. Formulate recommendations pertaining to annual staff development (e.g. professional release time, budget, and calendar).
11. Elect district level co-chairs or district chairperson, along with mentor chairs from each building.
13. Align professional development activities to focus on collaboration, data-based decision making, intervention practices, and the nurturing of in-house expertise.

V. Professional Development Committee structure:

1. The PDC will consist of three representatives from each building within the district, and two building principals.
2. Committee members shall be certified members with at least 3 years of teaching experience and at least 1 year in the district prior to election whenever possible.
3. Members will serve 3 year terms, which will be staggered so that approximately 1 new member is elected each year. New members are to be elected by certified staff no later than May. All new members will attend the CRPDC new member training, if available, typically offered in August, and follow-up meeting as needed.
4. If a member resigns from the committee, leaves the district, or misses more than two meetings and a replacement is needed, nomination and election procedures will be followed so that the term of service is completed.
5. The members of the committee will elect a chairperson, or co-chairs, each year. A chairperson may serve as many years as elected.
6. The district PDC will meet on an as needed basis.
7. The PDC will review requests for professional development monies and determine whether to deny or grant approval based on how the activity is linked to CSIP goals.

Responsibilities of District PDC members are as follows:

A. Chair/Co-Chairs

1. Set the agenda for each meeting.
2. Conduct meetings.
3. Maintain PDC budget.

B. Mentor Chair

1. Work with the building principal to assign mentors.
2. Conduct mentoring and mentee training meetings.
3. Maintain mentoring records (evaluations, mentor observations, etc.)

C. Resource Chair

1. Take notes/minutes of the proceedings of the building PDC.
2. Submit minutes to the PDC chair by the Wednesday following the meeting.
3. Disseminate professional development resource materials.

D. District PDC Members

1. Be trained.
2. Attend PDC meetings.
3. Serve as liaison between the faculty and the PDC.

VI. Professional Development Committee 2026-27

	WES	WHS
District Chair	Nancy Rhoads -2026	
Co-Chairs	Dana Brown-2026	Felicia Melton-2026
Mentor Chair	Teri Spear-2026	
Resource Chair		

VII. Annual Evaluation

The professional development committee will administer various program evaluations based on the district's instructional goals. Results from the annual evaluations will be tabulated and presented to the teaching and administrative staff in the newsletter and/or during a staff meeting and then presented to the Board of Education. These results will determine if changes in policies, procedures, reporting, and resources need to be made. Examples of evaluations include but are not limited to: Teacher-led interactive group sessions, questionnaires and opinion polls, student achievement based data-driven decisions, individual conferences and interviews, study of student attendance and dropout rates.

VIII. Mentoring Program

The mentor program will provide needed assistance to beginning teachers and teachers new to the district to assist them in becoming successful within the Henry County R-1 School District. The program will also provide experienced and skilled teachers in the district the opportunity to refine their skills as they instruct and assist new teachers with their classroom and undertake school responsibilities.

The PDC will serve as a guide to the district's mentoring program by arranging a training program for mentor teachers, organizing and providing professional development activities for beginning teachers, and serving as a consultant upon a teacher's request. During the two-year mentor program the emphasis should move from the mentor being the primary coach to the new teacher being independent.

Goal: To provide special assistance for every new teacher during his/her first two years and for all teachers new to the district for one year.

1. The principal will collaborate with the mentor chair to assign mentors.
2. Results of the End of Year Evaluation of the mentor program will be analyzed to determine the most beneficial procedures that will assist teachers.
3. The PDC will provide examples of a professional development plan to all teachers in the mentoring program. The teachers will work with their mentor (and /or principal if requested) to develop a useful professional development plan.

The mentoring program will have the following guidelines:

- Mentors will be selected from each building to plan/facilitate the mentoring program.
- Monthly meetings will be held between mentor and protégé for all teachers participating in the mentor program.
- Mentor observations will be conducted five times throughout the school year for all first-year teachers.
- Mentor observations will be conducted twice throughout the school year for all second-year teachers and teachers new to the district.
- All first-year teachers will observe experienced teachers twice a year.
- Mentors and mentees will have release time to conduct observations as needed throughout the school year.
- Mentors will assist new teachers in developing a professional development plan.

Guidelines for Selecting Mentors

- The mentor must have taught for five years (three of which must be in the Henry County R-I School District.)
- Mentors must have a positive attitude and be willing to spend additional time after normal work hours.

IX. Using Professional Development Funds

To assure that all paper work and registrations are completed in time for your activity, forms must be provided to the committee in a timely manner. The district **will not** pay late registration fees or organizational dues. Priority will be given to Department Chairs, staff that did not attend conferences the prior year, core subject areas, and annual conferences. All elective classes will follow a yearly rotation for annual conferences and the use of professional development funds.

Requesting Funds

- Fill out the necessary forms for the Professional Development activity that meet CSIP and/or Professional Development Plan. (Authorization for Travel, Authorization for Use of PD Funds, and Employee Absence Record)
- Turn in all forms to the PDC chair for committee consideration.
- Following approval, the PDC member will acquire all necessary signatures and turn in the forms.

Attendance and Follow-up of Professional Development

- Check with the secretary to make sure a substitute is coming for you during your absence.
- Attend the Professional Development (Remember to keep track of mileage and receipt for meals.)
- Fill out Professional Development Activity Reflection Form and Professional Development Statement of Travel Expenses. Then turn it in all forms to a PDC member within 30 days of your return. Please remember that **without a receipt** you **will not** be reimbursed.
- Before you will be reimbursed for expenses you must share the information from your workshop with the rest of the staff, either by a written report or oral presentation at the next faculty meeting.

X. Professional Development Log

All teachers are required to keep and turn in a Professional Development Log of activities in which he/she has been involved in from June through May of each year. This is to be turned in to your building PDC chairperson prior to check out for the school year.

XI. Professional Development Budget Plan

All PDC activities will follow the outlined/approved guidelines for expenditures:

- Activities consistent with the PDP and CSIP and/or Building SIP for staff with teaching certificates.
- Consultant and presenter fees and expenses.
- Reimbursement for travel, food, and registration fees to in-service training and PD events.
- Stipends for teachers' participation in professional development activities which occur outside of contracted time.
- Pay for substitute teachers while teachers are attending professional development activities.
- Professional library resources.

Expenditures of mandated professional development funds are to be determined by the PDC in consultation with administrators.

The budget for the PDC committee will be 1% of the district budget. The PDC chair(s) will consult with the superintendent in August to determine the exact amount. Each building will be allotted *half* of the PDC budget for the year. The current building PDC members will then determine how that money will be distributed.

PDC will give funding preferences to teachers who were unable to attend professional development opportunities during the previous school year. (i.e. Interface, Content Specific Conferences, Grade Level Conferences, etc.) This is to ensure equal opportunities for professional growth for all certificated teachers. Requests must address CSIP and/or Building Goals in order for approval to be obtained.

Henry County R-I Professional Development Program Evaluation

Our Professional Development Program....	Always	Most of the Time	Some of the time	Not Yet
-Is rigorous, ongoing, results-based, data-driven, and tied to student learning.				
-Is aligned with our Building Improvement Plan and/or our Comprehensive School Improvement Plan.				
- Is an integral part of an educator's workday.				
- Promotes creative uses of time for collaborative learning and work within the workweek.				
- Is centered on student learning, student performance.				
- Uses a variety of approaches (e.g. study groups, workshops, action research, inquiry, mentoring, and reflective practice.)				
- Is teacher-designed, collaborative and school-centered.				
- Focuses on teachers as central to student learning while including all members of a school community.				
- Is rich in academic content and instructional processes and backed by current research, materials, and technology.				
- Uses the systematic study of student work to improve teaching and learning.				
- Allocates adequate resources, including people, time, and facilities.				
- Includes participation of administrators.				
- Promotes equity among teachers, staff, & administration.				
Promotes an understanding of change, leadership, and organizational development.				
- Occurs in environments of safety, trust, and shared problem solving.				

Place an "X" in the box to the right of the question that in your honest opinion most closely describes the professional development program in our district during this school year.