

CUSD #1 Staff Development Plan

This plan has been developed in accordance with Board policy [5:100](#).

The goal of the CUSD #1 staff development program is to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for certificated staff members is designed to effectuate the District and School Improvement Plan(s) so that student learning objectives meet or exceed goals established by the District and State.

All staff members are encouraged to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automatic external defibrillator, in accordance with a nationally recognized certifying organization. The District annually schedules training and services of experts in life-saving techniques to instruct teachers and other school personnel ([105 ILCS 110/3](#)).

Numerous other trainings for various employee categories are mandated or recommended by federal or state laws and Board policies and procedures. A compilation of these trainings is provided in a '[crosswalk](#)' that outlines the nature of each training, to whom it pertains, timeframe requirements, and providers. All district employees should first refer to the [crosswalk](#) to determine the training(s) that pertain to their category of employment. Employees who need additional clarification should contact their building principal. Further clarification can be sought through the assistant superintendent.

In accordance with [5:100-AP](#), all District-sponsored staff development programs, including in-services, are approved by the Superintendent. Staff development opportunities exist through the following:

- Planned in-service programs, courses, seminars, and workshops are offered within the District. All staff members are encouraged to suggest topics, formats, and speakers for in-service meetings through an annual staff development survey. (also required for Title II @ 20 USC 6622 (c)(1)(2))

Staff members are expected to select high-quality professional development that includes activities that:

- improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- are an integral part of broad schoolwide and districtwide educational improvement plans;
- give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- improve classroom management skills;
- are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- advance teacher understanding of effective instruction strategies that are based on scientifically based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

- are aligned with and directly related to State academic content standards, student academic achievement standards, assessments; and the curricula and programs tied to the standards;
- are developed with extensive participation of teachers, principals, parents, and administrators;
- are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- provide instruction in methods of teaching children with special needs;
- include instruction in the use of data and assessments to inform and instruct classroom practice;
- include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents;
- involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- provide follow-up training to teachers who have participated in activities described above that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom (*Title IX*, Section 9101(34) of ESEA).

Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested.

With the Superintendent's approval, staff members may be released with full pay to:

- Attend professional conventions and meetings, visit exemplary programs, as well as participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a Professional Development form report must be submitted to the Superintendent summarizing the activity's highlights.
- Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
- Attend training and staff development programs sponsored by the Illinois State Board of Education, a Regional Office of Education, the Illinois Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a Professional Development form report must be submitted to the Superintendent summarizing the activity's highlights.

- Leaves of absence for advanced training and internships are governed by Board policy and/or collective bargaining agreements, if any.
- The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Superintendent of Schools governing the schools of that region. The request for approval should be submitted to the Regional Superintendent at least 30 days prior to the event.
- Many opportunities for on-going professional development opportunities exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors. ([Board Policy 5:100-AP](#))

District Planning for Professional Development Activities

CUSD #1 conducts an annual needs assessment with the involvement of the district’s teachers, including those in schools receiving assistance under the *Title I, Part A* program. The needs assessment takes into account the activities that need to be conducted in order to give teachers the means, including subject-matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging State and local student academic achievement standards” [Section 2122(c)(2)].

To determine teacher needs, the District collects data that may include student achievement data, information on national and State initiatives, projections of the professional development necessary to ensure that all teachers of core academic subjects meet the highly qualified requirements in Section 9101(23), scientifically based research on proposed programs and strategies, projections of teacher supply in critical areas, student enrollment data, program assessment data, and community and business input.

The District also uses the needs assessment process to engage teachers, principals, and other staff in identifying key professional development and hiring needs for closing the achievement gap that separates low-income and minority students from other students [Section 2122(b)(2)].

A timeline for identifying needs and planning for activities is outlined below.

November	Curriculum Councils review items and past results of a professional development survey.
November	Assistant Superintendent conducts District professional development survey. PD survey results are distributed to building principals (Admin. Council).
December	Building principals identify building-level staff development needs.
January	Building principals present building-level staff development needs (Admin. Council). District administrators list required staff development needs and identify common themes among building-level staff development needs (Admin. Council).
February	Curriculum Councils review results of professional development survey and suggest needed professional development activities for the following year.
February/March*	District administrators insert staff development activities into school

*dependent upon calendar approval by the Board calendar dates (early release, institutes, other).

March/April Assistant Superintendent presents staff development calendar to building principals for completion prior to the April Administrative Council meeting (Admin. Council)

April/May Assistant Superintendent distributes staff development calendar for the following school year.

The District's needs assessment is likely to reflect a wide array of needs, not all of which may be addressed with limited fiscal and non-fiscal resources. Rather than try to address all of these identified needs, consistent with the content requirements for local applications in Section 2122(b), the District plans its uses of *Title II, Part A* funds in those ways most likely to produce positive results in teaching practice and the achievement of all of the District's students.

Planning for the District's comprehensive professional development program is

- directly focused on helping to achieve student learning goals and supporting student learning needs;
- a collaborative endeavor - teachers and administrators work together in planning and implementation;
- school-based and job-embedded;
- a long-term commitment;
- differentiated; and
- tied to the district goals.

The content of professional development programs for certificated staff is based on organizational needs. Planning also focuses on the following categories and the connections among them:

- Instructional Leadership
- Instructional Practices
- Assessment
- Curriculum Development
- Understanding the Learning Process (ASCD, 2008)

The District targets funds to schools that (1) have the lowest proportion of highly qualified teachers, (2) have the largest average class size, or (3) are identified for school improvement under Section 1116(b) of *Title I, Part A* [Section 2122 (b)(3)].

In addition, in considering its best use of *Title II, Part A* funds, the District considers whether to target *Title II, Part A* funds to help meet its responsibilities under *Title I*. In doing so, the District (1) works in consultation with schools as the schools develop and implement their plans or activities under Section 1119 [Section 1112(c)(1)(H)]; (2) complies with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development [Section 1112(c)(1)(I)]; and (3) ensures, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers [Section 1112(c)(1)(L)].

District *Title II, Part A* funds are used to provide professional development activities “that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals” concerning:

- One or more core academic subjects that teachers teach [Section 2123(a)(3)(A)(i)];
- Effective instructional strategies, methods, and skills, and use of challenging content and academic achievement standards and State assessments to improve teaching practices and student academic achievement [Section 2123(a)(3)(A)(ii)];
- Training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2123(a)(3)(B)(ii)];
- Training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help special-needs children learn [Section 2123(a)(3)(B)(iii)];
- Training in how to understand and use data and assessments to improve classroom practice and student learning [Section 2123(a)(3)(B)(v)].

District *Title I* funds may be used “to support ongoing training and professional development to assist teachers and paraprofessionals” in order to meet the teacher quality and paraprofessional requirements of Section 1119(h). In doing so, the District maintain records of the amount of *Title I* and *Title II, Part A* funds used for these professional development activities, demonstrating that the *Title I* funds were used as permitted in the *Title I* statute and regulations.

District *Title II, Part A* funds may be used to provide training to enhance the involvement of parents in their child’s education. Parental involvement is best encouraged through regular, two-way, and meaningful communications about student learning and other school activities. Effective strategies may include (1) promoting the understanding that parents are true partners in their children’s education and communicating the need for parents to help their children succeed in school, and (2) providing parents with specific suggestions, on an ongoing basis, about ways to encourage learning at home and ways to be actively involved in their child’s education at school.

District *Title II, Part A* funds may be used to purchase supplies or instructional materials that are used as part of professional development activities only if the expenditures, like any costs paid for by Federal program funds, are reasonable and necessary to carry out these activities. *Title II, Part A* funds may be used to purchase materials and supplies used in professional development activities, including the materials (such as graphing calculators) that a teacher will need in order to apply the professional development in a classroom setting. However, *Title II, Part A* does not permit the use of program funds to purchase materials and supplies (e.g., graphing calculators) that, although they may benefit students, are not directly connected to the teachers’ professional development.

CUSD #1 Annual Professional Development Survey

Please take a few minutes to answer the questions on this professional development survey prior to **date**. The survey will automatically tabulate our district's results and help us to make recommendations on areas of strength and areas that we might consider working into our professional development plan. Thank you.

I serve primarily at

- Mark Twain Elementary School
- Ashmore Elementary School
- Carl Sandburg Elementary School
- Jefferson Elementary School
- Charleston Middle School
- Charleston High School

Assessment

In my school....

1. Assessments are primarily used to plan for learning, rather than to measure and report learning.
a. yes b. for the most part c. somewhat d. no e. I do not know
2. Teachers use content standards as the basis for their instructional planning and classroom assessments.
a. yes b. for the most part c. somewhat d. no e. I do not know
3. A system of grading is used that ensures consistency among teachers.
a. yes b. for the most part c. somewhat d. no e. I do not know
4. Faculty members meet on a regular basis to discuss the extent to which their work produces changes in student achievement.
a. yes b. for the most part c. somewhat d. no e. I do not know
5. Faculty members analyze assessment results to compare achievement among various student sub-groups.
a. yes b. for the most part c. somewhat d. no e. I do not know
6. Students are given a variety of assessments, such as portfolio tasks, writing projects, and collaborative assessments.
a. yes b. for the most part c. somewhat d. no e. I do not know
7. Students and parents receive models/examples of exemplary student work and scoring guidelines/rubrics to help them understand how students' work is assessed.
a. yes b. for the most part c. somewhat d. no e. I do not know
8. Students can explain how their work relates to learning standards/goals.
a. yes b. for the most part c. somewhat d. no e. I do not know

Instructional Strategies

In my school....

9. Classroom activities are focused on the essential concepts and key skills of the topic being studied.
a. yes b. for the most part c. somewhat d. no e. I do not know
10. Teachers use a variety of instructional strategies (such as problem-based learning, direct instruction, centers, complex instruction, tiered activities, and contracts) with a mix of whole class, small group, and independent study as appropriate.
a. yes b. for the most part c. somewhat d. no e. I do not know

11. Teachers acknowledge learner's differences and modify learning activities to meet the diverse needs, interests, and learning styles of their students.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
12. Students know exactly where the unit of study is headed, what is required of them, and how their work will be assessed.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
13. Teacher-student interactions (such as questioning, probing, journal prompts, and feedback) stimulate student reflection and encourage self-assessment and self-adjustment.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
14. Students are actively engaged in learning.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
15. Students are often encouraged to make choices about their learning and to take responsibility for their learning.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
16. Teachers act as guides and facilitators of student learning (rather than providers of knowledge).
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know

Curriculum Development

In my school....

17. The curriculum is mapped to show standards and goals, common assessments, and sample lesson plans and rubric and other resources for teachers.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
18. Curriculum units and assessments are shared and reviewed among the staff.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
19. Curriculum is designed according to clear standards and goals.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
20. Curriculum is designed to include the specifics of what students should be able to know and do, rather than broad generalizations.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
21. Team planning, team teaching, and critical examination of the curriculum are encouraged.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
22. Integration of the curriculum across subjects is viewed as a positive method to reduce fragmentation and provide meaningful content for students.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
23. Teachers view curriculum development as a part of their responsibility.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
24. Teachers view textbooks as resources rather than their course curriculum/syllabus.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know

Instructional Leadership

In my school....

25. The teacher evaluation process is based upon sound teaching standards, aligned with multiple measures of student learning, and linked to professional growth.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
26. The teacher evaluation process includes portions for self-assessment and goal setting.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
27. Teacher evaluation and supervision are differentiated based upon professional experience and needs.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know

28. The supervision process ensures that feedback is sought, welcomed and used by staff to improve professional practice.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
29. The school improvement plan is linked to student learning results, the related instructional needs, measurable district goals, and professional development plans.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
30. Results from teacher study/focus groups inform school/district instructional practice for improved student learning.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
31. When teachers are not scheduled with students, some time is devoted to reviewing student work, analyzing assessment results, and doing collaborative planning and reflection.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
32. A fully operational induction program is in place that includes peer coaching, assigned mentors for beginning teachers, mentor training, and funding for substitute teachers and program materials.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know

Understanding the Learning Process

In my school....

33. Students are taught to think about how they think. Students know, for example, how they learn best, and they understand that there are many ways of being “smart.”
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
34. Teachers believe they are collaborators in the learning process with their students, and they give students opportunities to make decisions in the classroom.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
35. Students are encouraged to demonstrate what they have learned in different ways.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
36. Teachers understand that students must be able to express their points of view, reflect on their ideas, and have those ideas challenged if they are to grow intellectually and form new understandings.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
37. Teachers and students work together to create safe, non-threatening classrooms, places where all students feel encouraged to participate in the learning process.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
38. Teachers are familiar with theories of learning, such as multiple intelligences and learning styles.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
39. Teachers understand the importance of incorporating laughter and purposeful movement in the classroom to truly engage all students in learning.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know
40. Teachers understand that the brain learns by teaching and, therefore, provide opportunities for students to “teach” or explain what they have just learned – in their own words – to a partner or the class.
 - a. yes
 - b. for the most part
 - c. somewhat
 - d. no
 - e. I do not know

Please suggest any topics, formats, and speakers for in-service meetings in the space below.