



Ray-Pec School District

Professional Development
Program Review

June 2021



Professional Development Team Members

Dr. Al Voelker- Assistant Superintendent of Academic Services

Karmin Ricker-Coordinator of Instructional Design and Technology

Tammy Novak-DLT, ViPR and District support

Emily Pfaff-Teacher, Bridle Ridge

Julie Fisher-Teacher, Peculiar

Kohl Garten- Teacher, EMS

*PDC Committee- All buildings are represented; ex-officio members, principals and academic services



Professional Development Program Impact

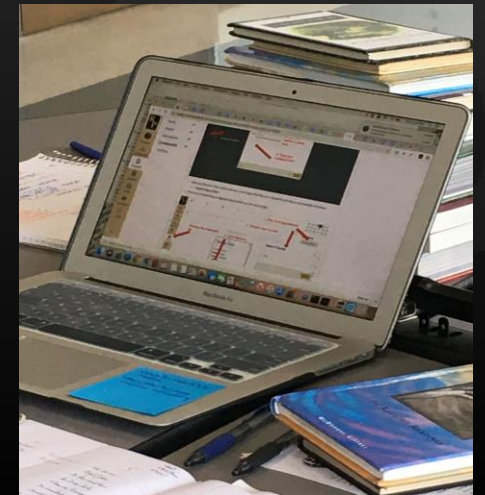
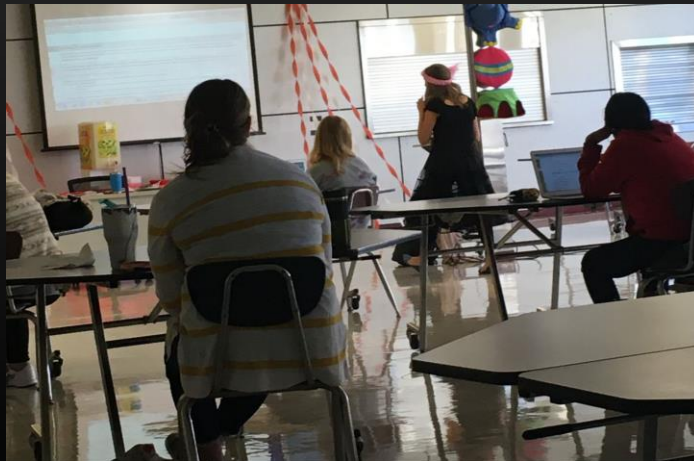
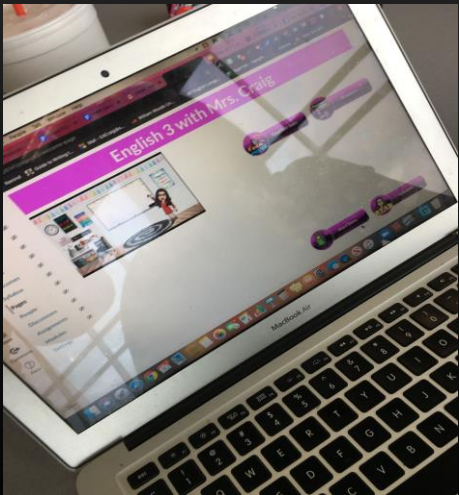
❖ Build Capacity in Staff to:

- Achieve our Mission: Preparing EACH student for a successful and meaningful life.
- Reach our Vision: A future-focused community with a commitment to lifelong learning .
- Align to the goals of the District Strategic plan.
- Support the goals in each school's School Improvement Plan.
- Answer the four questions of a PLC.
- Positively impact student and staff results.



Professional Development Program Highlights

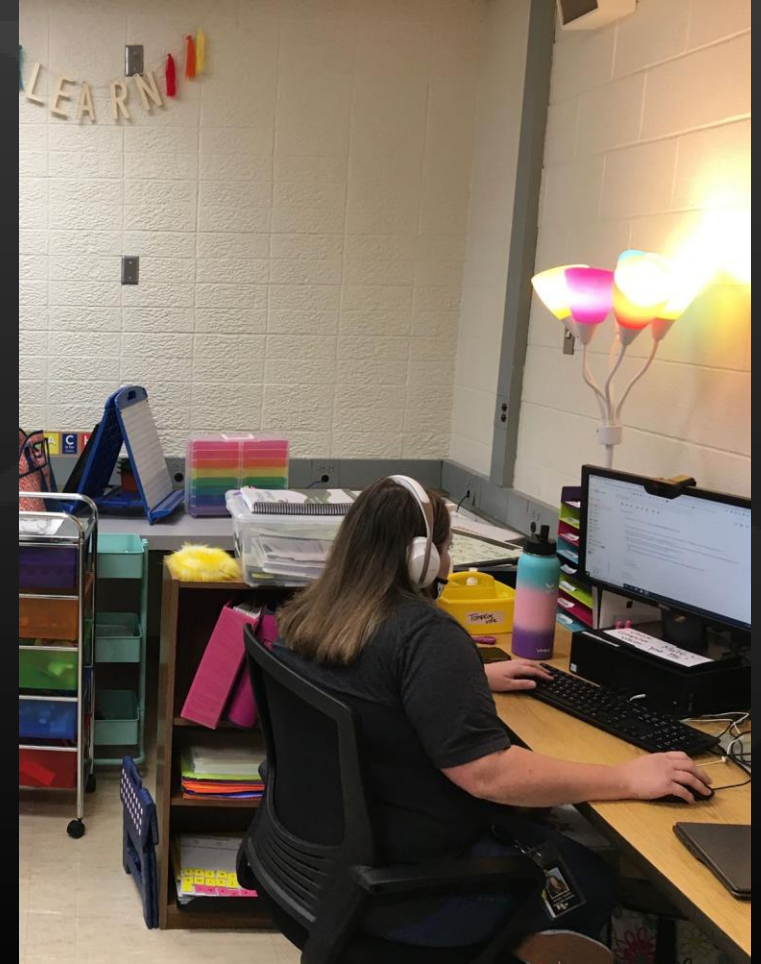
- Providing virtual and in-person professional development in the summer prior to the start of the school year to prepare staff for teaching students in virtual and hybrid environments.
- Providing PD to staff on Fridays to support teacher and student success in virtual and hybrid environments
- Staff accessed various virtual Professional Development sessions throughout the year based on their instructional needs and student needs.
- Were prepared for virtual staff professional development so as not to use PD days as snow days.





Program Highlights continued

- Ongoing Internal Survey Results
 - “The PD provided was a valuable learning experience.” Avg score 4.10 out of 5.00
 - “I will be able to apply the information in my work with students and /or adults.” Average score = 4.25 out of 5.00
- Certified Staff members logged 50,497.36 total hours of Professional Development this school year. (an increase of over 5,000 hours)
- Mentoring 87 teachers with less than 5 years of experience
- Continued partnership with UMKC for the District Continuous Improvement plan (DCI)
- Completed a year of data collection concerning the Developing Assessment Capable Learners Survey (DACL) to design future staff development needs.





Prior year goals and results

Goal 1: By May 2021, the district's score on the DACL post-assessment will increase from an average of 10 to an average of 12 on a 15 point scale to show improvement on an understanding of characteristics of an assessment capable learner.

Results: Did not meet this goal due to the Pandemic and pause to Professional Development.

Goal 2: By May 2022, the number of teachers and administrators receiving formal, multi-session training in project based learning will expand from 5% to 25%.

Results: MET: 27% of staff have received this training (accessed virtual training)

Ray-Pec Program Scorecard: Professional Development

				SCORING CRITERIA										
				Basic			Nearing Goal		Goal	Advanced				
	Measures	2017-2018	2020-2021	1	2	3	4	5	6	7	8	9	10	Raw Score
1	(New Teachers)- Percentage of new teachers who stated they had enough time to meet with their mentor.	93.0%	100.0%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%	10
2	(All Teachers)- The PD provided was a valuable learning experience.	4.19	4.10	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	6
3	(All Teachers)- I will be able to apply the information in work with students and/or adults.	4.31	4.25	2.75	3.00	3.25	3.50	3.75	4.00	4.25	4.50	4.75	5.00	7
4	Increase the percentage of teachers using assessment capable language from % to % by providing professional development on the following DACL components as measure by the DACL walkthrough: rubrics/proficiency scales, conferring, providing examples/non-examples.	N/A	21%	21%										1
5	By May 2022, the number of teachers and administrators receiving formal, multi-session training in project based learning will expand from 5% to 25%.	N/A	27%	5%	8%	11%	14%	17%	20%	22%	23%	24%	25%	10
TOTAL SCORE		6.29	6.80	1	2	3	4	5	6	7.00	8	9	10	6.80



Professional Development Goals- 2020-2022

- **Goal 1:** Increase the percentage of teachers using assessment capable language from 21% to % by providing professional development on the following DACL components as measured by the DACL walkthrough: rubrics/proficiency scales, conferring, providing examples/non-examples.
- **Goal 2:** By May 2022, the number of teachers and administrators receiving formal, multi-session training in project based learning will expand from 27% to 45%.



Opportunities for Improvement

- Continue to seek ways to differentiate staff development
- Continue to align resource allocation to professional development survey results.
- Continue to provide mental health professional development opportunities to staff
- Provide various intervention support professional development for staff
- Focused support for Behavior Management
- Increased support for Developing Assessment Capable Learners (DACL)
- Continue to provide staff professional development for engaging learners in real-world and authentic learning.



Professional Development Program Review

Questions