CAMPBELL RIVER

School District 72

Professional Development Handbook

2023-2024

A SUMMARY OF PROFESSIONAL DEVELOPMENT IN SCHOOL DISTRICT 72

School District 72 is committed to professional development that strengthens educators individual and collective understanding, skills, and practices. SD72 encourages active participation and collaboration in continuous evidence based professional learning guided by current strategic priorities and one's personal professional goals. The results of which have a positive impact on student learning, culture, and community.

This publication is intended to clarify the roles and responsibilities of the partners in Pro-D in this district and summarize the avenues through which professional development activities can be funded. It includes references to the Collective Agreement, CORE Pro-D Committee policy and customary practice. Please consider it your guide to making the most of the opportunities for professional growth in the Campbell River School District.

There are 5 professional development days in the SD72 school year calendar the structure of these days includes time for district, school, and individual professional learning.

The SD72 Learning Hub includes a Professional Development site where all upcoming opportunities, past recordings, forms, and additional information can be found.

Guiding Principles of Professional Development in SD72

Decisions about the use of Pro-D funds should be guided by the SD 72 Principles of Professional

Development, namely that Professional Development in our District:

- o Is based on the belief that Professional Development must have a positive impact on student learning.
- o Is a professional responsibility guided by personal, school and district growth plans.
- o Promotes a commitment to the development and enhancement of professional knowledge and skills.
- o Encourages and supports educators working together to reflect on their practice.

BCTF DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional development is a process of on-going growth, through involvement in programs, services, and activities designed to enable teachers,
both individually and collectively, to enhance professional practice.
BCTF Definition: (00 AGM, p. 15) (June 06 RA, p. 8)

COLLECTIVE AGREEMENT PROFESSIONAL DEVELOPMENT LANGUAGE FOR SCHOOL DISTRICT 72

F. 21 Funding and Administration
1.   Professional Development

a) The Board and the Association agree that all programs, courses, and funding which promote the Professional Development of teachers, staff development, the successful implementation of curricula and, therefore, a high standard of effectiveness in teaching, shall be covered by

this Article.

b) The Board and the Association agree that they shall cooperate to maintain or improve the skill, efficiency and ability of the teaching staff and the quality of educational services provided within the school district, subject to the provisions of this Agreement.

2. Funding

a) The Board shall budget annually a fund for the purpose of promoting Professional Development of the teaching staff of the school district.

b) The Board shall place an amount equal to 1% of the total gross salaries of employees covered by this agreement in this fund.

c) The Board shall also place into this fund an amount equal to ½ of 1% of the total gross salaries of Administrative Officers employed by the Board.

3. Administration of Programs and Funding

a) The Professional Development fund, as established by the Board, shall be administered by the Superintendent in consultation with the district Staff Development Core Committee (hereinafter referred to as the "Core Committee").

b) The Core Committee shall be comprised of:
   i. the Superintendent (or designate)
   ii. a member of the Board
   iii. the Association's Professional Development Chairperson
   iv. two Principals/Vice-Principals appointed by the Campbell River

Principals/Vice-Principals'
Association

v. six teachers elected to represent
each area as follows:
- Primary (1)
- Intermediate (1)
- Secondary (2)
- Special Education (1)
- Associations groups (1)

c) The Core Committee shall elect one of its members to chair the committee.

d) A quorum shall be a majority of the members of the Core Committee.

e) The Superintendent, in consultation with the Core Committee, shall establish the model of Professional Development to be used in the school district. The district professional development model shall include (but will not be restricted to) the recognition of three levels of professional development:
Level 1 professional development activities shall be district-wide;
Level 2 professional development activities shall be school-wide;
Level 3 professional development activities shall be applicable to either the initiatives of small groups or to individual teachers.

f) The Core Committee shall forward copies of the minutes of its meetings to the Board and Association.

g) Subject to the approval of the Superintendent, a school's elected Professional Development Committee and the principal shall be responsible for:

i. Submitting a Professional Development Plan for the school to the Core Committee; and

ii. Expenditure of the Professional Development funds allocated to that school.

h) In any given school year 100% of the unspent budgeted professional development funds shall be carried forward to the next school year.

i) Each year, the new Core Committee shall begin its duties no later than May 31st to plan for the following year.

SD72 PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

Superintendent (or designate)

- Attend the Core Committee meetings providing district perspective regarding the district professional learning model and administration of funds.
- Review and Approval of all professional development spending activities including individual teacher reimbursement requests.

CORE Pro-D Committee

- The Core Committee will work with the Superintendent and the Professional Development Coordinator to establish goals, plans, budgets, and strategies to meet the professional development needs of the district.
- The committee meets monthly throughout the school year.
- Core committee members:
    o Aid the Pro-D coordinator during district professional events or as needed.

- o Review grant applications and special requests, and workshop proposals.
- o Promote professional learning goals and opportunities in the school district.
- o Act as a resource and liaison for educators regarding professional learning in SD72.

CORE Pro-D Coordinator

- This CRDTA position is charged with the planning and promotion of professional development in School District 72.
- Work with the Superintendent and the Core Committee to establish goals, plans and strategies to meet the professional development needs of the School District.
- Develop and monitor Core Committee's budget under the direction of the Superintendent.
- Coordinate all aspects related to the district professional development days, afterschool workshops and book clubs.
    - o Connect and encourage teachers who are interested in facilitating workshops for peers.
- Support and assist in each school's specific school-based professional development goals activities.
- Support and assist individual teachers with self-directed professional development plans and goals.
- Monitor and, where practical, assist in professional development activity initiatives of small groups or individual teachers.
- Review all professional development workshop proposals, grant applications, special requests, and individual reimbursement forms.
- Act as a resource and liaison for educators in all matters related to professional development.

- Communicate on a regular basis with the Superintendent, Board, CRTDA executive, and Core Committee on all aspects of programs developed or initiated.
- Collaborate with CRDTA executive in the administration of a district mentorship program and use of CRDTA mentorship funds until depleted.

School Based Professional Development Representative(s)

Each school site including learning services and Indigenous education should have at least one professional development representative. This is a CRDTA role, representatives are asked to:
- attend BCTF Pro-D Rep training and Pro-D meetings throughout the year.
- Understand and communicate local Pro-D structures and funding to other teachers,
- ensure that Pro-D is a part of staff meeting agendas,
- informs educators about professional development opportunities.
- Work with teachers to reflect on/ evaluate their professional development learning plans and navigate reimbursement process.
  - o Understand the individual Pro-D criteria and the BCTF PD lens.

School Pro-D reps will receive training to ensure they understand their role and the functions of professional development in this district.

School based Professional Development Committee

School Pro-D committees include:

- An administrator
- School Pro-D Rep(s)
- One or more additional CRDTA members (*depending on the size of the staff)*
- These committees may also include:
    - Pro-D Coordinator, if requested
    - Educations Assistants, Youth Workers, Indigenous Youth Workers

The principal and the committee are responsible to:
- collaborate with the school staff to support and encourage teacher professional development.
- understand and communicate local Pro-D structures and funding to staff.
- submit a Professional Development Plan for the school to the Pro-D Coordinator, ideally by October 30th each year.
- Plan school based Pro-D days in collaboration with all staff members.
    - Inquire about presenters, workshops.
    - Order meetings supplies and refreshments as necessary.
    - Arrange facilities.
    - Connect to collaborate with schools who have similar learning goals.
- Jointly administer and track school based professional development funds and expenditures.
    - Work with school administrative assistant to maintain records and ensure proper coding.
- Review school Pro-D budget annually and determine spending priorities and allocations.
- Create a procedure and criteria for teachers to access school based Pro-D funds and communicate to staff.
    - Example FORM for accessing School based Pro-D funds – this can be duplicated and edited.

- Approve school based Pro-D funds requests based on established spending priorities and school criteria.
- Check with new teachers, to share opportunities and ensure they understand how to access school funding and grants.
- Assist teachers with completion of Pro-D forms including but not limited to:
  - Individual reimbursement requests
  - Pro-D grant applications
  - Self directed professional learning plans.
- Communicate with Pro-D Coordinator regarding of school-based professional development activities, teacher questions or suggestions.

Funding for Professional Development Activities

School Based Professional Development Funds

Each year, on September 30, an allocation of $250 per FTE will be made to each school to be administered by the elected School Pro-D committee in partnership with the school principal. CORE Pro-D has established the following guidelines for its expenditure:

Guiding Principles for the Use of School Based Pro-D Funds

- Decisions about the use of school Pro-D funds should be guided by the SD 72 Principles of Professional Development, namely that Professional Development in our District:

- o Is based on the belief that Professional Development must have a positive impact on student learning.
- o Is a professional responsibility guided by personal, school and district growth plans.
- o Promotes a commitment to the development and enhancement of professional knowledge and skills.
- o Encourages and supports educators working together to reflect on their practice.
- The school Pro-D committee and the school principal will develop a long-term plan for the wise allocation of school Pro-D funds.
- The school Pro-D rep and the school principal work to build consensus among the staff regarding the use of school Pro-D funds. This should begin early in the school year and include questions such as:
  - o How can school Pro-D funds be used to further common goals?
  - o What portion of school Pro-D funds will support school-based activities and what portion will support the professional development of individual teachers?
  - o What provisions should we make for new teachers, who do not have a Pro-D allocation?
  - o How can school Pro-D funds most effectively complement Individual teacher Pro-D funds?
  - o What kinds of expenses will school Pro-D funds reimburse?
    - ▪ The school criteria should align with the current Pd reimbursement criteria found on the [Individual reimbursement form](#).
  - o [CLICK HERE](#) for an example of a school Pro-D fund request form – this form can be duplicated and changed to fit school goals and funding criteria.

Individual Teacher Pro-D Funds

Each year, on September 30, continuing teachers, and those with a contract, will be allocated $250 (pro-rated for less than 1.0 FTE). These funds can be used for the purchase of professional resources and or attendance at professional development conferences. Pro-D funds may also be used for TTOC time to release teachers to collaborate, model and co-teach. The full criteria and information can be found on the Teacher Reimbursement Form

Teachers that do not have an FTE assignment as of September 30th will not have an individual allocation for that year. These teachers should approach their school Pro-D committees to access funds and/or apply to the CORE committee by special request as needed.

Teachers teaching On Call

Teachers teaching on call are not calculated into the Pro-D funding formula, and as such do not receive the same individual allocation of funds. However, SD72 and the CRDTA recognize the importance of providing professional development for all teachers. To aid teachers actively working as TTOCs in SD72, the TTOC Professional Development Day Grant was created. It supports the on-going professional development of this group.

TTOCS who are registered to attend a PSA learning event, the BCTF New teacher conference or Pro-D workshops being offered within the district are eligible to be hired for up to 2 days of Pro-D learning annually. The grant requires preapproval and must be submitted at least two weeks before the event.

The Pro-D coordinator will work with HR Dispatch and the TTOC to have a job assignment created for this learning, if approved.
The full criteria, application dates and additional information in included on the grant form.
- o [TTOC grant application.](#)

Additional Support for Professional Growth

- *Collaborative Learning Team Grant* provides support to groups of teachers who wish to work cooperatively to investigate topics in education. The grant is intended for projects that require a commitment over an extended period and that may benefit from an operating budget. Teams may be comprised of teachers from one or more schools. Learning teams may apply for up to $100 per member to support their work and two days release time per teacher.
  - o [Collaborative Learning Teams Grant](#)
- *Teachers Teaching Teachers Grants* encourages teachers to share their passion and skills. Teachers who host workshops for other teachers across the district at after-school workshops and/or on the Pro-D Day are eligible to receive $60/hour in Pro-D Funds.
  - o [Teachers teaching Teachers Grant](#)

- *Local Specialist Association Grant* is designed to assist groups of teachers in a specialty area with expenses such as meeting costs. LSA's may be granted $50 per member per year, up to a total of $500.
  - o LSAs should submit a constitution or outline of values and goals for the group and a document outlining the LSA's

learning and meeting objectives for the
year.
- o Need at least 6 members to begin.
  *Please note this grant has not been accessed
  in some time, please contact* prod@sd72.bc.ca
  *to discuss further details and receive support for
  grant application.*

- **Educator Book Clubs** are offered as an
  opportunity for educators from different schools
  to come together in professional learning. The
  Core Pro-D committee recognizes that cross
  district opportunities, like a book club, are an
  important part of professional learning,
  collaboration and building collective efficacy.
    - o Occur annually – look for information on
      the 72Learninghub.
    - o Registration is in June and September.
    - o Open to all Educational Staff – CRDTA,
      CUPE and CRPVPA.
    - o Resource provided by Core Pro-D and
      CUPE Pro-D funds.

Teacher Mentorship Program

The Teacher Mentorship program is a joint program
through the CRDTA and the Core Pro-D committee.
Funding for release time is provided by the CRDTA
Mentorship funds, Pro-D funds are used to supplement
release time, provide resources and meeting supplies for
the mentorship participants, with approval from the Core
Committee.

For the purposes of mentorship, being a "New" teacher
may mean, with less than 5 years experience. This
includes being new to the profession, new to the district,
in a new role, returning from a leave, or making a
significant shift in educational practice.

Learning Partnerships are made of pairs or triads. Each participant will have access to 2.0 days of release time to be used as partners see fit. Participants may use any combination or whole or part days, however the minimum time a TTOC can be booked is 0.5 per day.

Mentorship in Campbell River shall be:
- o Voluntary and teacher led and mentee/ learner centric.
- o A reciprocal learning partnership where all members are learners and leaders.
- o Allow for release time for learning partnerships to observe, model, co-teach plan and reflect.
- o Available to and centred around teachers new to the profession, the district, their role, or those experiencing a significant shift in educational practice.

Commitment to Mentorship means:
- o Engage in a learning partnership with regular communication and meetings for at least one year, and teachers are encouraged to continue for a second year.
- o Attend occasional mentorship learning sessions:
  - o Engage in learning activities to develop our skills and understanding of reflective practices that have a meaningful impact on student learning.
- o Be willing to examine one's practice and identify areas of personal growth.
- o Engage in learning partnership meeting with release time and after instructional hours to:

- o Create a learning plan a focus on mentee interests and needs. Including goals, measures, and reflection
- o Connect and check in,
- o Engage in learning focused conversations,
- o Collaborate, Co-Teach, Model, Observe, Debrief and Reflect and more.
- o Complete a reflective feedback survey at the end of the school year.

More information and applications can be found on the [Mentorship Page](#) within the [72LearningHub](#)

Current Professional Development Forms

1. [Teacher Pro-D Reimbursement Form](#)

2. [TTOC Pro-D Grant](#)

3. [Pro-D Special Request Form](#)

4. [Self Directed Pro-D Form](#)

5. [Collaborative Learning Teams Grant](#)

6. [Teachers teaching Teachers Grant](#)

7. [Mentorship – New Teacher/Mentee Application](#)

8. [Mentorship - Mentor Application](#)

9. [Pro-D Workshop Feedback Form](#)

Frequently Asked Questions

Pro-D may be used for any purchase or activity that develops the teacher professionally. This includes:

- Professional Reading titles
  - Books, Magazines, eBooks, and Audiobooks.
- Professional memberships – such as [provincial specialist associations](#).
- Subscriptions to professional journals including online publications, educational websites, and journal services.
- Conferences, Workshops, Seminar fees.
  - Including travel related expenses and meals.
  - *These activities must be related to your teaching practice.*
- University credit courses and associated textbooks.
  - Including non-credit courses, MOOCs, and online courses.
  - ***Must include record of course completion before reimbursement will occur.***
- TTOC costs to:
  - Collaborate with colleagues, observe colleagues in action.
  - Attend Conferences/ Workshops/ Seminars (In person or online)

What can't I spend my personal Pro-D funds on?
Technology Devices/Tools:

- If there is a device or tool you require to compliment/evolve your teaching practices, please use the special request form for preapproval before purchasing.

- Current district policy provides every teacher with a 0.2FTE temporary or continuing assignment with a computer device to use for work purposes.

Classroom resources such as:
- Materials for student learning: manipulatives, books, posters, globes, dictionaries.
- If there are student learning materials needed to be able to do your job, please speak to your administrator.
- Materials/Worksheets from sites such as: Teachers pay Teachers.

How do I apply to be reimbursed for Pro-D expenses?
- You will find a [reimbursement form](#) on the professional learning page within the [72learninghub.ca](#) or by following the links to [Pro-D](#) through the Employee Portal Knowledge Centre. Still need help, speak with your School Pro-D representative.
- Your Request for Reimbursement must be signed by both the school Pro-D rep and the schools' principal if you are away from the district, using a TTOC or accessing school-based Pro-D funds.
- Please attach all original receipts, taped to an 8x11 paper.
- Form and receipts can be scanned and submitted by email to prod@sd72.bc.ca

Where can I find the forms to apply for Pro-D grants?
- You'll find all Pro-D information and forms in the teacher section of 72learninghub.ca under [Professional Learning](#)

Are there other sources of funding, outside of the district to support my professional growth*?*

BCTF T.I.P grant (Teacher Inquiry Project) – Any BCTF member can apply on behalf of a group interested in completing a guided inquiry.

- Most successful applications reflect the BCTF priorities and plans.
- The deadline to is early October.
- BCTF provides a facilitator for 6 learning sessions over the school year.
- The Core Committee will match the TIP grant funding for groups that are established. – Please alert prod@sd72.bc.ca that you are applying.
- [Click here for more information and to apply](#)

BCTF Provincial Specialist Associations

- o The PSA groups provide support, resources, conferences and more to the members within an area of interest.
- o A full list of active Provincial Specialist Associations can be found on the [BCTF Website](#)
- o The annual PSA conference day information can be found at [psaday.ca](#)

For more information about any aspect of Professional Development in SD72, please check out the [professional development page](#) and don't hesitate to contact the Pro-D Coordinator - prod@sd72.bc.ca