



Medicine Hat Catholic Teachers Professional Development Handbook

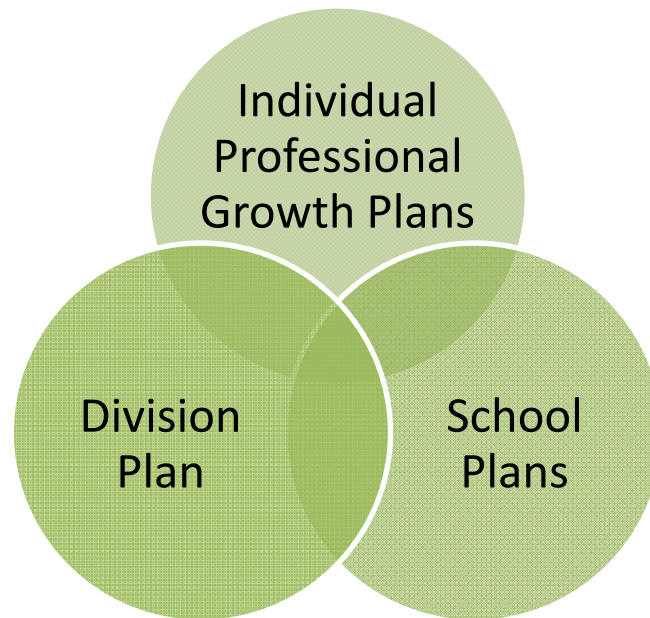
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Comprehensive Plan for Professional Development



Student learning is enhanced when staff have access to effective professional development at all levels...

- **Individual Growth Plans:** provincial policy requires all certificated teachers to develop an annual individual professional growth plan based on a self-assessment of their learning needs relative to the Teaching Quality Standard and considering the school and division education plans. See www.ata39.org for the Teaching Quality Standard and Descriptors of Knowledge, Skills and Attributes.
- **School Plans** (school goals): all schools must develop an annual education plan that takes into account the needs of each school.
- **Division Plan** (division goals): all divisions must develop an annual education plan that takes provincial priorities and the unique needs of the jurisdiction into account.

While some of the professional development goals of staff, school and division may overlap, each will have unique needs. To be effective, professional development should reflect all three plans.

Medicine Hat Catholic Teachers

Policy Guidelines Regarding the Use of Individual Professional Development Accounts

I. Preamble:

The purpose of this document is to provide information regarding the Individual Professional Development Accounts that currently exist within our division.

Negotiated for teachers by the local, each teacher in the division receives an annual professional development allowance of \$500.00 per full time equivalent from the board, which can accumulate to the sum of \$2500.00. These funds can be accessed by completing the "Teacher Allotted Professional Development" form available from your school secretary or business manager. You can find your current account balance on your statement of earnings under "Teacher PI".

II. Understanding Professional Development:

Professional Development has been defined as:

Programs or activities that engage teachers individually or collectively in a process leading to improved professional practice and enhanced student learning.

Please complete TAPI form and submit to Payroll.

III. Guidelines for the use of Teacher Allocated Professional Improvement Funds (Contractual):

The following have been developed in keeping with the key principles for professional development as identified by our professional association:

A. Funds in individual professional development accounts **may** be used for:

- tuition
- conference fees and related expenses
- additional Specialist Council memberships
- teacher resources purchased in conjunction with PD workshops

B. Funds in individual professional development accounts **may not** be used for:

- The purchase of capital goods such as computers, PDA devices
- The purchase of sports equipment or clothing
- Class sets of resources

These guidelines have been ratified by Local Council.

Process for Accessing Teacher Allocated (Contractual) Professional Improvement (TAPI)

Teacher Allocated Professional Improvement (TAPI) –Reference: Collective Agreement – Form Required

Teacher

- Seeks and receives approval for absence from the Site-Based Administrator via e-mail
- Logs absence to attend the PD into the Automated Dispatch System whether a replacement is required or not (code sub to “TAPI”)
- Attends TAPI event
- Completes Teacher Allocated Professional Improvement Claim Form, available on division website , attaching all receipts for expenses incurred
- Photocopy of TAPI form is given to the School Secretary for reconciliation purposes in the Automated Dispatch System
- Sends completed TAPI form and receipts to Central Office - Attention: Payroll via interoffice mail
- Must retain copy of submitted TAPI form and receipts for their records

Secretary

- Receives a carbon copy of approval for absence from Site-Based Administrator
- Receives photocopy of TAPI form from Teacher
- As the Automated Dispatch Web Reviewer, the Secretary daily reviews absences and replacements confirming appropriate absence reason code is used (TAPI)
- If coding is correct, no further action required
- If incorrect coding has been used, a comment is submitted to HR for processing
- Retains copy of TAPI form until Site-Based Administrator has processed weekly authorization of absences and replacements
- Shreds TAPI form

Site-Based Administrator

- Receives request from Teacher seeking approval for absence to attend TAPI via e-mail
- Sends approval for absence to Teacher with a carbon copy to Secretary via e-mail
- As the Automated Dispatch Web Authorizer, the Site-Based Administrator weekly reviews and authorizes absences and replacements confirming appropriate absence reason code is used
- If coding is correct, no further action required
- If incorrect coding has been used, a comment is submitted to HR for processing



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TEACHER ALLOCATED (Contractual) Professional Improvement (TAPI) Claim Form

Employee Name:	School:
Address:	Postal Code:
Event:	
Subject Area:	
Place:	
Date(s) of Event:	

Expenses	Actual Amount
Hotel/Accommodations: (per receipt)	
Fees/Tuition/Registration/Banquet: (per receipt)	
Meals: ___ Breakfast(s) @ \$7.00 ___ Lunch(es) @ \$10.00 ___ Dinner(s) @ \$23.00	
Transportation: _____ Kilometers @ \$0.505/Km	
Transportation-Other (specify-airfare, taxi, etc. as per receipt)	
SUB TOTAL (reimbursed to Teacher)	
Substitute Teacher _____ days @ \$177.65/ day	
TOTAL	

The **TAPI** form is **MANDATORY** and must be completed in **all** cases.

- Expenses will be reimbursed to the Teacher.
- Substitute Teacher Expenses will be taken from the Teachers' TAPI Account and paid directly to the Substitute Teacher.
- Submit completed and signed claim form **with receipts** by the (15th of the month) to receive reimbursement by the end of the month through **PAYROLL**.

Employee's Signature: _____ Date: _____

Catholic Education Center Use Only:

Distribution: Claim Form WITH RECEIPTS to Payroll

ATA Professional Development Standards

Professional Development has been defined as:

Programs or activities that engage teachers individually or collectively in a process leading to improved professional practice and enhanced student learning.

Professional development is the responsibility of all teachers; therefore involvement by all teachers is necessary. It is an obligation, not a burden.

Professional development provides teachers with a wide range of opportunities for growth and the development of skills and attitudes leading to improve teaching practice. Individual professional development refers to professional growth activities and experiences, which attend to personally identify learning needs.

ATA Guiding Principles

- Professional development respects the professional judgment of teachers and assumes an on-going growth model for improvement.
- Professional development, based on clearly stated objectives, focuses on improving teaching and supports learning.
- Professional development provides teachers with opportunities to expand their knowledge and skills to implement curriculum requirements, instructional strategies and evaluation techniques required to provide optimum learning opportunities for all students.
- Professional development requires the continuous refinement of skills, inquiry into practice and development of methods.
- Professional development of the highest caliber is essential if teachers are to keep up with educational changes and cope with the demands of a constantly shifting society.

Effective professional development is the surest way to help teachers teach better.

Professional development funds are not intended for the purchasing of capital goods. Examples: palm pilots, computers, sports equipment...

The ATA does support contractual PD to be used for PD expenditures such as: tuition, conference fees and related expenses, and additional specialist council memberships.

**Any questions that cannot be answered by your school rep should be directed to:
ATA Professional Development Area: 1-800-232-7208.**

Process for Accessing Division Professional Development

Division Professional Development–Form Required

Teacher

- Professional Development opportunity exists within the areas of AISI, Faith Development, Other Division PD and Special Education
- Seeks approval for absence from the Site-Based Administrator
- Receives approval for absence via e-mail
- Communicates request to attend PD from the appropriate Division PD Area via e-mail
- Receives approval to attend via e-mail
- Logs absence to attend the PD into the Automated Dispatch System whether a replacement is required or not (AISI, FAIT, ODPD, SPED)
- Attends PD
- Complete Division PD Claim form
- Send completed form and receipts to appropriate Central Office contact. Please refer to the back of the Division PD Claim form for codes and contacts.

Secretary

- Receives a carbon copy of the e-mail sent to the Teacher approving the PD absence from the person who is going to fund the absence in the areas of AISI, Faith Formation, Other Division PD and Special Education
- As the Automated Dispatch Web Reviewer, the Secretary daily reviews absences and replacements confirming appropriate absence reason codes are used
- If coding is correct, no further action required
- If incorrect coding has been used, a comment is submitted to HR for processing
- Retains copy of Division PD Claim form until Site-Based Administrator has processed weekly authorization of absences and replacements
- Shreds Division PD Claim form

Site-Based Administrator

- Receives request from Teacher seeking approval for absence
- Sends approval for absence to Teacher with a carbon copy to the appropriate Division PD Area via e-mail
- As the Automated Dispatch Web Authorizer, the Site-Based Administrator weekly reviews and authorizes absences and replacements confirming appropriate absence reason code is used
- If coding is correct, no further action required
- If incorrect coding has been used, a comment is submitted to HR for processing



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DIVISION Professional Development Claim Form

Employee Name:	School:
Address:	Postal Code:
Event:	
Subject Area:	
Place:	
Date(s) of Event:	

Expenses pre-authorized by:

- (AISI)
 (FAIT)
 (ODPD)
 (SPED)

Note: See page 2 for detailed explanation of codes

Expenses	Actual Amount
Hotel/Accommodations: (per receipt)	
Fees/Tuition/Registration/Banquet: (per receipt)	
Meals: ___ Breakfast(s) @ \$7.00 ___ Lunch(es) @ \$10.00 ___ Dinner(s) @ \$23.00	
Transportation: _____ Kilometers @ \$0.505/Km	
Transportation-Other (specify-airfare, taxi, etc. as per receipt)	
TOTAL code to 1- 470 - _____ - _____ - 6_	

Submit completed and signed claim form **with receipts** to receive reimbursement from ACCOUNTS PAYABLE.

Employee's Signature: _____ Date: _____

Catholic Education Center Use Only:

Distribution: Claim Form WITH RECEIPTS to Accounts Payable

CEC Administrator _____

Date Authorized _____

Division Professional Development Codes 2009 - 2010

AISI-Assessment for Learning (AISL)

(Authorized by: Jill Wilkinson)

Substitute teachers 1-230-300-265-62

All other charges 1-470-300-265-62

Faith Formation (FAIT)

(Authorized by: David Leahy)

Substitute teachers 1-230-300-094-63

Special Education (SPED)

Codes will be supplied as needed by the Student Services Department.

(Authorized by: Hugh Lehr)

Other Division Professional Development (ODPD)

(Authorized by: Wayne Schlosser)

Substitutes 1-230-300-619-63

All other charges 1-470-300-619-63

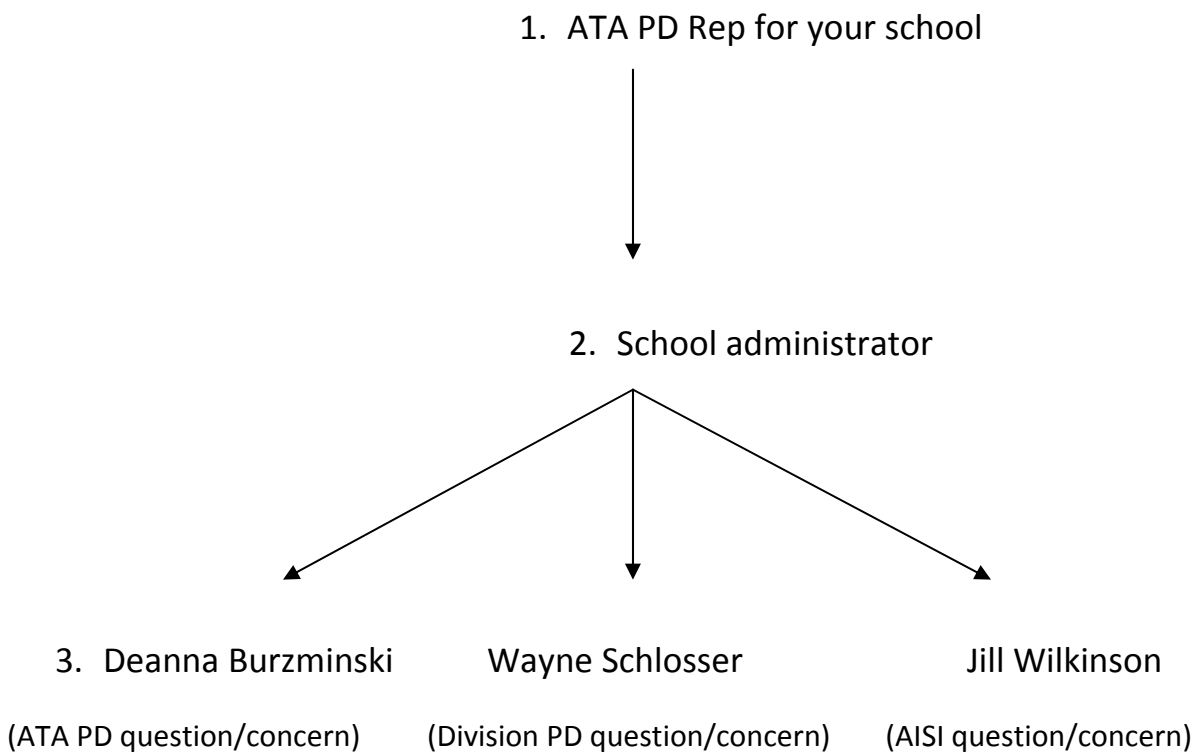
PD Terms Defined

- a. **PLC** – a group of teachers who meet on a regular basis and share a common goal or need.
- b. **PLC sub-group** – a smaller grouping of teachers within a grade or subject level. (Although math 6 teachers are part of the middle-school math PLC, they may wish to form their own group specific to the math 6 program).
- c. **PLC facilitator** – the coordinator of a PLC grouping.
- d. **PLC focus** – the main goal/s and strategies that a PLC group would like to address during the school year.
- e. **School-based PLC's** – time provided on a division PD day in which schools address their needs.
- f. **On-track time** – a government funded health and wellness initiative that provides release time within the school year for teachers to work towards set goals. (Elementary only)
- g. **MHC Teachers School PD Rep.** – representatives of the local who assist in PD communications between the division and teachers.
- h. **Division directed PD** –PD directed by Division for all Division teachers to attend as set by professional development calendar. (no form)
- i. **Division PD** – Division PD opportunity not included in the scheduled professional development calendar but falls within the areas of AISI, Faith Formation, Other Division PD and Special Education. (form required)

- j. **TAPI – Teacher Allocated Professional Improvement** funds (contractual PD money).
Your current account balance can be found on your statement of earnings under “Teacher PI”.

- k. **ODPD – Other Division Professional Development**.

Who do I Contact about PD?



FAQ's for PD

Q. What PLC group do I belong to?

a. If you are teaching curriculum that is new, then it is mandatory to work with that PLC group. The grade level and/or subjects that you teach will determine the PLC group. If you teach different subjects or grade levels and are not involved in new curriculum, then it will be your decision as to which PLC group you need to work with. (Since you may be on more than one contact list, please let the facilitators know which PLC group you plan on working with)

Q. What happens if I'm not contacted by the facilitator of the PLC group I intend on working with?

a. If you have not been contacted by September 16th, contact your administrator.

Q. Where does our PLC meet?

a. Each PLC group decides which school to meet at.

Q. Who fills in the PLC Focus and PLC form?

- a. The entire PLC group shares in this responsibility. If the group is working in separate locations, then the facilitator must be informed as to what each person is working on so that a completed form can be sent to Jill. (cut and paste is easiest so please e-mail)

Q. What happens if a member is late or doesn't attend?

- a. Sometimes people can be delayed; however if this is an on-going issue, then the group must address the issue with the individual/s. All teachers must follow the ATA professional code of conduct (www.ata39.org)

Q. What do we do if not everyone in our PLC is contributing?

- a. People can contribute in subtle ways. Be sure to deal with any concerns in a professional manner.

Q. Can I work with more than one PLC group in the year?

- a. Absolutely – if you want to stay in touch with two groups, let the facilitators know so they can continue to send you information. If you are teaching in an area with new curriculum, 4 out of 6 days must be with this primary group.

Q. How many times do we meet as a large PLC group?

- a. Some groups may want to meet every PLC Friday. Others may choose to meet every second PLC Friday. It will be up to your PLC team to decide.

Q. Are we expected to create a project during every PLC meeting?

- a. No. PLC time can be used for planning, creating and having professional discussions as related to your PLC focus.

Q. What happens if we complete or want to change activities listed on our PLC Focus Sheet?

- a. Your PLC has the flexibility to modify your focus at any time.

Q. What do I do if I will be away on a PD day?

- a. A PD day is a Division day and is counted as part of the school year. If you are sick, attending another PD function or are using a personal day, then you need to let your facilitator know. Personal days taken on PD days involve sub costs to the teacher even though no sub was required. (Remember that this must be recorded in ESS and you must also notify your administrator)

Q. When must a TAPI form be completed and submitted?

a. TAPI funds are contractual PD funds and belong to a teacher. When money is being paid out of TAPI, a form must be completed. Refer to the Policy Guidelines Regarding the Use of Individual Professional Development Accounts to determine what the funds can be used for. TAPI funds will reimburse the cost of expenses to the teacher after attending the PD opportunity. Substitute teacher costs are initially paid by the Division; therefore TAPI funds will reimburse the cost of subs to the Division.

Q. How do I know how much is in my TAPI account?

a. You can find your current account balance on your statement of earnings under “Teacher PI”.

Q. Can I use my TAPI funds in advance?

a. Funds are dispersed on the 30th of September for the school year. If you want to attend PD prior to that date, attach the receipts to the TAPI claim form and submit **after** September 30th for reimbursement.

Q. Can I use my TAPI funds for someone else?

a. TAPI funds are contractual funds that belong to each teacher employed by the Division. These funds can only be accessed by the teacher for personal professional development; therefore there is no 3rd party billing.

Q. How much money will I receive annually in my TAPI account?

a. Each full time equivalent teacher receives \$500.00 per year which can accumulate to the sum of \$2500.00. These funds are pro-rated to the FTE and length of assignment. Teachers must be under contract before September 30th to receive the disbursement. If on a temporary contract, TAPI funds must be spent before the end of the contract.

Q. When must a Division PD Claim Form be completed and submitted?

a. PD activities authorized by AISI, Faith, Special Ed. or ODPD are considered Division PD. Teachers will be specifically directed by the CEC administrator to use this form.

PLC Focus

Team Members

What is the focus for the year? (General statement – one sentence)

Alignment:

Division Goals

Catholicity

Student Learning

School Goals

List of activities that the group will use to achieve your goal

(May include timeline if you choose)

1.

2.

3.

Please forward a copy of your PLC Focus form to Jill Wilkinson

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PLC Reporting Form

Date:	Location:
PLC Group:	
Members Present:	
What did you cover in your meeting?	
Goals for Next Meeting (agenda)	
Next Scheduled Meeting as a PLC group	
Please forward your completed form to Jill Wilkinson electronically	