

Resolution of Professional Development Issues

The Professional Development Plan dated January 1999 and approved by the Court (“PDP”) provides a format and structure for professional development to support the critical goals of improving student achievement throughout the KCMSD and reducing the achievement gap between African-American and white students. While the parties to the Jenkins case have reaffirmed their commitment to the goals and principles of the PDP (PDP at 3-6), the parties also have raised concerns about the efficacy of the instructional coach structure as the major means of providing the job-embedded site-based professional development called for in the PDP. Instructional coaches are in place in schools, with varying degrees of efficacy.

In order to resolve pending issues in time to allow appropriate planning for the 2002-03 school year, the parties agree to the following resolution:

1. The Professional Development Committee at each KCMSD school, called for by Section 168.400.4(1), Missouri Revised Statutes, should perform the function of planning school-based professional development. The function of the “school teams” throughout the PDP, as revised by this proposal, will be performed by the Professional Development Committees (“PDC”). The requirement in the PDP that each teacher have one hour per week of release time to engage in coaching and mentoring (PDP, Implementation Steps at 3) will be eliminated.

2. Effective for the 2002-03 school year, the current instructional coach positions will be eliminated in KCMSD schools. For 2002-03, KCMSD will allocate an additional \$50 per student to schools for site-based job-embedded professional development, plus an additional \$250,000 to be distributed in the discretion of the KCMSD Administration to schools with special needs because of their size or past performance (collectively, “enhanced funding”).

3. The PDC at each school must develop a plan to use the enhanced funding as part of the school’s Professional Development Plan. The primary focus of each plan shall be the implementation of job-embedded modeling, coaching, and mentoring of classroom teachers with students present designed to facilitate the deep understanding of skills and content of students necessary to become proficient as measured by the MAP. The PDCs are urged to adopt research-based, *i.e.*, peer reviewed approaches to professional development. The PDC at each school should develop as part of its Professional Development Plan a monitoring system that includes a survey of the professional expertise of that school’s teachers. KCMSD will develop a common form for PDC’s to report on professional development activities.

4. The enhanced funding must be directed toward activities aligned with the Show-Me Standards, the KCMSD Core Curriculum, and the Missouri Assessment Program (MAP). Activities should be designed to have a measurable, substantial impact on student achievement, including implementation of strategies to eliminate the achievement gap between white and minority students. Such strategies may include weekly individual and grade-level (at elementary and middle schools) or subject area (at high schools) assistance to teachers by the principal. Activities should be data-driven, not event driven, and based in academic performance including classroom performance standards and action steps for students who do not meet these standards.

5. The following is the menu on which schools may choose to spend their enhanced funding. Schools may choose a combination of options if they have resources to do so; it is not required that each option be used by any school. The choices from the menu must be made by May 31, 2002:

- A new instructional coach position focused on job-embedded, site-based professional development directed toward activities aligned with the Show-Me Standards, the KCMSD Core Curriculum, and the MAP. The instructional coach must be well versed in all major content areas in order to be certified by the District as an instructional coach.
- Additional content support from the District for coaching, modeling, mentoring and demonstration lessons, beyond the support ordinarily provided by the District. The District will create 12 new District-level positions for highly qualified content-area specialists to assist schools with this function. Schools will have access to such services on a pro rata basis and may purchase additional such services with the enhanced funding and other professional development funds.
- Create a school-based Content Teacher Leader Model for modeling, coaching, mentoring and demonstration of effective instructional strategies within a subject area.
- Substitute teacher time to enable teachers to engage in modeling, demonstration lessons, mentoring and peer coaching.
- Substitute teacher time to enable a school to bring in teachers from another school on short-term assignments to engage in modeling, demonstration lessons, observations and peer coaching or to release teachers to go to other KCMSD schools where they may observe and actively participate in job-embedded learning opportunities.

6. The enhanced funding shall not be used for travel; generic services like training in stress management, time management, or leadership; or to underwrite or provide substantive teaching directly to students in place of regular classroom teachers.

7. Each school's Professional Development Plan becomes part of that school's School Improvement Plan, which is reviewed and approved by the principal and then by the Executive Director for School Leadership. Such approval shall not be unreasonably withheld. The PDCs, principals and Executive Directors are expected to work as a team on staff development. The Professional Development Committees will be trained on redefining professional development so it is school-based and job-embedded.