

# CAJ Professional Development Handbook (1/12/04)

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### **Beliefs: We believe that results-driven professional growth:**

- 1. Is powerful and ongoing.** Staff are the chief resource of our school. Professional development is a professional investment in staff.
- 2. Is both mission-driven and vision-driven.** Professional growth helps us more effectively equip students to impact the world for Christ as we aim to implement our vision as described in our philosophy statement. Therefore, staff are expected to be involved in professional growth on an ongoing basis.
- 3. Focuses on improving student achievement of our student objectives.** “The seminal question driving the design of professional development should be, ‘What are students’ specific learning needs and what does that tell us about educators’ specific learning needs?’ It is what students need rather than what adults want that should shape educators’ learning.” (Mizell, Hayes. “Facilitator: 10, Refreshments: 8, Evaluation: 0.” In *The Journal of the National Staff Development Council*. Fall 2003, 12)
- 4. Is data-driven:** It is based on analyzed performance data and measurable objectives which are monitored.
- 5. Is job-embedded.**
- 6. Is research-based.**
- 7. Involves teams.** “While individual learning is important...team learning allows the school to take advantage of all the strengths that interdependence has to offer” (Hirsh, Stephanie. “Together, you can do more.” In *Results*, October 2002, 3).
- 8. Involves follow-up.** “Many experts believe as much as 50% of the resources set aside for staff development plans should be targeted at follow-up strategies” (Murphy, Mike. “Stopping short of effective staff development.” In *Results*, November 2000, 3)
- 9. Takes place in a variety of ways, in addition to workshops and supervision.** (See appendix: “If not a workshop, then what?” In *Results*, December/January 2001)
- 10. Is designed using a process involving planning, implementation, and evaluation.**

## CAJ's Professional Development Goals

### 1. 2003-2004

- 1.1. For students to increase learning and become technologically literate by using a textbook Web sites 4 times in a year (per course for secondary).
- 1.2. For secondary students (and parents) to receive feedback about student progress based on data reported using Easy Grade Pro.
- 1.3. For teachers to use student performance data (based on dept. assessments) to determine targets for student learning for next year (for example, 80% of MS will score 3.2 or higher in organization on writing) and the professional development necessary to help staff address these targets.
- 1.4. For K-5 students to learn about the world using our new social studies units.
- 1.5. For K-5 students to increase English language proficiency (reading, writing, listening, speaking) as teachers continue to implement the language arts curriculum and use tools, such as the DRA.
- 1.6. For students to demonstrate achievement of our student objectives by completing specific dept. assessments 2 or 3 times. (For example, students would do a writing prompt 2 times and note the progress. We could check ES reading levels using the DRA.)

### 2. 2000-2006:

- 2.1. Enhancing the faculty/staff understanding and application of a Christian philosophy of education
- 2.2. Faculty training in technology which results in more effective use of technology by students
- 2.3. Identifying student needs
- 2.4. Implementing current research and practice regarding curriculum, assessment, instruction, and reporting
- 2.5. Implementing accountability structures for faculty/staff

### Professional growth opportunities:

#### On-site:

- 1. Inservice meetings:** Twice monthly on Wednesday afternoons (2:45-4:00), faculty attend inservice meetings to receive training and/or work on curriculum. Twice a year, we have professional growth days.
- 2. Japanese language study:** CAJ provides weekly Japanese language instruction classes for faculty and staff during the school day. Interested parties should contact the headmaster's secretary.
- 3. Peer coaching/mentoring:** Teachers are encouraged to be involved in peer coaching as they pursue professional development goals; peer coaching involves discussion and observation. New teachers are assigned a mentor.
- 4. Memberships/literature:** CAJ provides funding for departments to have one or more professional memberships/subscriptions and for staff to order books.
- 5. Team meetings:** We believe in teams, and during our team meetings, groups are involved in professional growth activities. The Middle School Team meets daily, and the High School Team meets weekly. Department chairs and curriculum developers meet quarterly.
- 6. Video-based classes:** CAJ has video-based instruction for Everyday Math and for the elementary language arts programs.

#### Off-site:

- 1. East Asia Council of Overseas Schools (EARCOS)** offers workshops in Tokyo, in Japan, and in Asia. For further information, go to <http://www.earcos.org>.
- 2. Japan ASCD**, an affiliate of ASCD, offers faculty workshops on Saturdays and an annual conference in March. For more information, go to <http://www.jascd.org/main.htm>.
- 3. Japan Council of International Schools** hosts faculty workshops once a year in the fall. See your supervisor for details.
- 4. Online classes/video-based classes:** CAJ faculty are involved in these types of classes to improve their skills, get re-certified, and pursue advanced degrees.

### **Process of determining professional growth goals, and program design and evaluation**

1. Determining team goals: Faculty-related professional growth goals are determined by the Admin Team and teachers. In the spring, teachers use student assessment results to develop a proposal for student learning targets (and professional growth activities which support the achievement of these learning targets) for the next year. This proposal is reviewed along with other inputs to determine professional growth goals.
2. Planning/evaluating professional growth activities--see Appendix: Killion, Joellen. "Steps to your own evaluation." In *The Journal of the National Staff Development Council*. Fall 2003, 22-26.)

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### **“Professional Development,” Board Policy 2630**

CAJ personnel are expected to pursue professional development on an ongoing basis. Professional development is a professional investment, providing personnel with growth opportunities.

To enhance the implementation of CAJ’s philosophy, CAJ provides:

1. **INSERVICE PROGRAMS.** CAJ provides professional growth inservice programs for its personnel. These inservice programs will operate within current administrative guidelines and the constraints of the approved budget, and in a manner which minimizes disruption to student learning. Expenses related to inservice programs are the responsibility of the school.
2. **OFF-CAMPUS OPPORTUNITIES.** CAJ provides time and funding for professional growth opportunities in addition to CAJ’s inservice program. (See Section 2620, 3. Paid Leave, b) Personnel may apply to the administration for professional growth opportunities. Applications for time and funds will be granted by the administration in accordance with current administrative guidelines, the constraints of the approved budget, and in a manner which minimizes disruption to student learning. Funds may be approved for conferences, workshops, credit classes, and other activities approved by the administration. Payment for pre-approved professional development activities will be granted as funds are available. Professional development funding requests from personnel with outside sources available for professional development may be placed on a lower priority.
  - a. **FUNDING FOR REQUIRED PROFESSIONAL DEVELOPMENT.** If the school is requiring personnel to participate in a professional development opportunity, personnel will be reimbursed for all expenses, including meals. Meal reimbursement rates will be determined by the administration.
  - b. **FUNDING FOR NON-REQUIRED PROFESSIONAL DEVELOPMENT.** Payment for conferences, workshops, and credit classes will be limited to expenses for travel, lodging, required instructional materials, and fees/tuition for each approved professional development opportunity. Reimbursement may be for up to 100% of these expenses.

## Applying for professional development resources (time and finances)

### 1. General guidelines:

- 1.1. Submit applications for resources for professional growth opportunities one month ahead and by May 1 for summer opportunities.
- 1.2. During an employee's last semester of employment, applications for resources may be granted only by exception. This provision does not apply to staff who have a continuing contract and who are on a home assignment which results in them missing not more than one school year.

### 2. Process: To apply for resources for off-site professional growth:

- 2.1. Get a copy of the "Application for Professional Growth Resources" from your supervisor.
- 2.2. Complete the form and submit it to your supervisor for consideration for approval.
- 2.3. If the application is approved, the supervisor will sign the form and give it to the headmaster for final approval. If the supervisor does not feel the program is appropriate, s/he will discuss the application with the headmaster and then with the faculty/staff member.
- 2.4. Professional development funding requests from personnel with outside sources available for professional development may be placed on a lower priority.

## Reimbursements

### 1. Reimbursement guidelines:

- 1.1. Professional growth resources are unavailable for faculty/staff who are on unpaid leave of absence, the exception being staff who have a continuing contract and who are on a home assignment which results in them missing not more than one school year.
- 1.2. Reimbursements for workshops, seminars, and credit classes will be made only if the individual completes the *entire* session, the exception being that CAJ does not require or encourage individuals to attend workshops, seminars, and credit classes on Sunday.
- 1.3. Faculty and staff not returning to CAJ may apply for reimbursement up to 30 days after termination of employment or June 30, whichever comes first.
- 1.4. The Business Office will designate the exchange rate for reimbursements.

### 2. CAJ will cover the following expenses:

- 2.1. **On-site inservice:** Expenses related to inservice programs are the responsibility of the school.)
- 2.2. **On-site materials:** Expenses related to inservice programs are the responsibility of the school.)
- 2.3. **Off-site required:** If the school is requiring personnel to participate in a professional development opportunity, personnel will be reimbursed for all expenses, including meals. Meal reimbursement rates will be determined by the administration.)
- 2.4. **Off-site non-required:** Payment for conferences, workshops, and credit classes will be limited to expenses for travel, lodging, required instructional materials, and fees/tuition for each approved professional development opportunity. Reimbursement may be for up to 100% of these expenses.

### 3. Reimbursement process:

- 3.1. Funding is on a reimbursement basis. When paperwork has been submitted, a request for reimbursement will be processed.
- 3.2. The individual is responsible for all receipts.
- 3.3. Following the completion of the opportunity, the individual is to complete a payment request form, attach receipts and evidence of participation (as appropriate -- certificate of participation or transcript), and give it to the supervisor who signed the "Application for Professional Growth Resources."
- 3.4. The supervisor will review the payment request, making sure the appropriate costs are identified, and then sign it. The supervisor will return the signed payment request to the individual, who will then submit it to the Business Office.

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## Application for Professional Development Resources

Name \_\_\_\_\_ Date \_\_\_\_\_  
(mm/dd/yy)

### Data:

1. I want to (help students) \_\_\_\_\_  
\_\_\_\_\_
2. So I want to learn \_\_\_\_\_

### This opportunity is related to the following annual professional growth goals (check all that apply):

- For students to increase learning and become technologically literate by using a textbook Web sites 4 times in a year (per course for secondary).
- For secondary students (and parents) to receive feedback about student progress based on data reported using Easy Grade Pro.
- For teachers to use student performance data (based on dept. assessments) to determine targets for student learning for next year (for example, 80% of MS will score 3.2 or higher on organization on writing) and the professional development necessary to help staff address these targets.
- For K-5 students to learn about the world using our new social studies units.
- For K-5 students to increase English language proficiency (reading, writing, listening, speaking) as teachers continue to implement the language arts curriculum and use tools, such as the DRA.
- For students to demonstrate achievement of our student objectives by completing specific dept. assessments 2 or 3 times. (For example, students would do a writing prompt 2 times and note the progress. We could check ES reading levels using the DRA.)

### This opportunity is related to the following overall professional growth goals (check all that apply):

- Enhancing the faculty/staff understanding and application of a Christian philosophy of education
- Faculty training in technology which results in more effective use of technology by students
- Identifying student needs
- Implementing current research and practice regarding curriculum, assessment, instruction, and reporting
- Implementing accountability structures for faculty/staff

Explain how this activity will increase student learning toward SOs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Description of opportunity:

1. Opportunity description \_\_\_\_\_  
\_\_\_\_\_
2. Location \_\_\_\_\_
3. Date/time \_\_\_\_\_

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4. Number of school days missed \_\_\_\_\_
5. Type of opportunity (check 1)
- On-site inservice** (Expenses related to inservice programs are the responsibility of the school.)
  - On-site materials** (Expenses related to inservice programs are the responsibility of the school.)
  - Off-site required** (If the school is requiring personnel to participate in a professional development opportunity, personnel will be reimbursed for all expenses, including meals. Meal reimbursement rates will be determined by the administration.)
  - Off-site non-required** (Payment for conferences, workshops, and credit classes will be limited to expenses for travel, lodging, required instructional materials, and fees/tuition for each approved professional development opportunity. Reimbursement may be for up to 100% of these expenses.)

**Estimated costs (identify those relevant to the opportunity):**

1. \_\_\_\_\_ Opportunity (tuition, fees):
2. \_\_\_\_\_ Transportation (description/itemization):
3. \_\_\_\_\_ Accommodation (description/itemization):
4. \_\_\_\_\_ Books/materials (description/itemization):
5. \_\_\_\_\_ Substitute for you at work (description/itemization):
6. \_\_\_\_\_ Total

I am planning to serve at CAJ next year (circle one): Yes      No

I have outside sources available for professional development circle one): Yes      No

Application signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yy)

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Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yy)

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Rationale for approval/non-approval (to be completed by headmaster)

Headmaster signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yy)

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**If approved, to be completed by supervisor.**

**Evidence of growth:**

1. Date to initially share with supervisor what individual learned \_\_\_\_\_ (mm/dd/yy)
2. Identify follow-up activities (check all that apply):
  - Sharing with the team for 5-7 minutes during a team meeting
  - Identifying a measurable goal and reporting on it to the supervisor
  - Making a display for the staff lounge
  - Doing a workshop
  - Other: \_\_\_\_\_

## Annual Self-Assessment, 2003-2004

*Equipping students to impact the world for Christ by implementing our philosophy*

Please respond briefly in writing to the following items and put a photocopy in my box at least one day before we meet together in April. During our meeting, we will celebrate your year and review this self-assessment.

**(1) List one special thing** that occurred in your classroom this year that made you feel appreciated:

**(2) Content:** How are you doing with covering the material in the curriculum?

Scale: 5=Total • 4=Thorough • 3=OK • 2=Missing some • 1=Missing a lot

- |                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| 1. Course name _____ (circle one) | 5 | 4 | 3 | 2 | 1 |
| 2. Course name _____ (circle one) | 5 | 4 | 3 | 2 | 1 |
| 3. Course name _____ (circle one) | 5 | 4 | 3 | 2 | 1 |
| 4. Course name _____ (circle one) | 5 | 4 | 3 | 2 | 1 |
| 5. Course name _____ (circle one) | 5 | 4 | 3 | 2 | 1 |

**(3) Assessments:** Briefly describe one assessment you feel especially good about and why you feel good about it.

**(4) Teaching strategies:** How are you doing with essential teaching strategies?

- 5=Implemented all strategies • Implemented all strategies at specified frequency.
- 4=Implemented 80% of strategies • Implemented strategies at 80% of specified frequency.
- 3=Implemented 60% of strategies • Implemented strategies at 60% of specified frequency.
- 2=Implemented 40% of strategies • Implemented strategies at 40% of specified frequency.
- 1=Implemented 20% of strategies • Implemented strategies at 20% of specified frequency.
- NA=Strategies not available • Frequencies not available

- |                                  |   |   |   |   |   |    |
|----------------------------------|---|---|---|---|---|----|
| 1. Dept. name: _____             |   |   |   |   |   |    |
| 1. Implementation (circle one) : | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Frequency (circle one) :      | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Dept. name: _____             |   |   |   |   |   |    |
| 1. Implementation (circle one) : | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Frequency (circle one) :      | 5 | 4 | 3 | 2 | 1 | NA |
| 3. Dept. name: _____             |   |   |   |   |   |    |
| 1. Implementation (circle one) : | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Frequency (circle one) :      | 5 | 4 | 3 | 2 | 1 | NA |

**(5) Student objectives**—learning, thinking, collaboration, communication, caretaking:

1. I feel positive about how I help kids with the \_\_\_\_\_ student objective.
2. When I teach \_\_\_\_\_ (course), students would say that I emphasize the \_\_\_\_\_ student objective.
3. Compared to last year, I help students more effectively with the \_\_\_\_\_ student objective.
4. I want to find ways to grow so I can help students more effectively with the \_\_\_\_\_ student objective

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**(6) Vision:** How effectively are you meeting the standards for teaching and learning as specified in our philosophy statement?

Scale: 5=*Exemplary* • 4=*Effective* • 3=*Satisfactory* • 2=*Some achievement* • 1=*Little achievement*

1. \_\_\_\_: In my teaching I demonstrate that I understand that education is to equip students for a life of loving, obedient response to God and of care for and restoration of His creation.
2. \_\_\_\_: I foster open communication with parents.
3. \_\_\_\_: I teach all subjects from a biblical perspective;
4. \_\_\_\_: I implement CAJ's school philosophy in order to inform, motivate, direct, encourage, and discipline students.
5. \_\_\_\_: I avail myself of resources and training opportunities.
6. \_\_\_\_: I provide a nurturing classroom environment.
7. \_\_\_\_: I pray for my students.

**(7) Equipping students to change the world for Christ:** What is one way you do this that you are excited about? (Please consider attaching one or more relevant student work samples.)

**(8) List 2-3 notable highlights** for you this year:

**(9) Professional growth:**

1. This year I attended the following dept. meetings \_\_\_\_\_. One thing I am happy to see produced from these meetings is \_\_\_\_\_

2. Identify your goals and describe the growth you made for each goal:

3. Assess your proficiency in the following areas:

Scale: 5=*Exemplary* • 4=*Effective* • 3=*Satisfactory* • 2=*Some achievement* • 1=*Little achievement*

1. \_\_\_\_: Using computer software to process, report, and analyze student performance
  2. \_\_\_\_: Helping students use technology to learn
  3. \_\_\_\_: Using our writing rubric effectively
  4. \_\_\_\_: Identifying and addressing special needs
  5. \_\_\_\_: Doing a lesson in which you help students intentionally and explicitly use biblical principles to critique culture
4. Certification (circle one)      Have      Am pursuing
5. Next year for my growth goals I'd like to consider \_\_\_\_\_

**(10) Overall, I feel this year I** \_\_\_\_\_

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