



AP 6.07

Category: Personnel and Employee Relations

Professional Development

BACKGROUND & RATIONALE

To ensure that CAPE students receive top-quality education, CAPE teachers and support staff need to grow professionally. To this end, the CAPE Charter Board supports the efforts of the teaching and support staff to improve their professional skills in order to better deliver, and support, the CAPE program. Teacher professional development activities focus on curriculum development, curriculum implementation strategies, integration and individualization criteria and strategies, assessment best practices, strategies to create a positive school climate that supports student engagement, communication skills, interpersonal skills, anger management skills, conflict resolution skills, and classroom management skills. Support/office staff professional development activities focus on providing the educational assistant with the necessary information and strategies to support students in the classroom.

DEFINITIONS

1. **Professional growth** - gaining new skills and work experience that can help a person reach a goal in education.
2. **Professional development** - continuing education and career training after a person has entered the education field in order to develop new skills, stay up-to-date on current trends, and advance the career
3. **Curriculum** - a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.
4. **Integration** - the act or process of uniting different things.
5. **Individualization** - to adapt to the needs or special circumstances of an individual, teaching according to student ability.
6. **Assessment** - integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding.
7. **Engagement** - the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
8. **School climate** - the social and educational environment at a school and whether it creates a positive setting for learning, academic achievement, and student growth.
9. **Interpersonal skills** - reading the signals that others send and interpreting them accurately in order to form effective responses.

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10. **Communication skills** - the ability to convey or share ideas and feelings effectively, include conveying messages without misinterpretation or misleading others. Effectively communicating with a range of people from all walks of life.
11. **Anger management skills** - being able to recognize when a person is becoming angry, and taking steps to control emotion and manage it more appropriately.
12. **Conflict resolution skills** - the ability to address differences and find common ground for disputes
13. **Classroom management skills** - the actions teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In other words, the goal of classroom management is not order for order's sake, but order for the sake of learning.

PROCEDURE

14. Each teacher must be involved in at least two (2) professional activities per year.
15. Each educational assistant must be involved in at least one (1) professional activity per year.
16. Each administrative/executive assistant is encouraged to be involved in at least one (1) professional activity per year.
17. The CAPE Charter Board will financially support professional development activities for all staff, dependent upon availability of funds.
18. Possible professional development activities may include any of the following:
 - 18.1 Workshops and/or other activities sponsored by the ATA Specialist Council;
 - 18.2 Visit the classroom of another teacher in another jurisdiction;
 - 18.3 On - site scheduled seminars, workshops, conferences and guest speakers;
 - 18.4 Take an evening course and/or a correspondence course;
 - 18.5 Take a summer course;
 - 18.6 Organize an exchange program;
 - 18.7 Visit a school that is trying a different approach;
 - 18.8 Join a professional association;
 - 18.9 Take part in professional dialogues via a professional learning group;
 - 18.10 Develop and field test lessons developed in a professional group; or
 - 18.11 Other activities as deemed essential by the CAPE Charter Board to meet school needs;
 - 18.12 Any other initiatives that the staff members considers relevant to their practice.
19. Teacher professional growth plans are considered mandatory professional development initiatives and not part of the above list.

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20. All staff members will have access to the funds dedicated to professional development.
21. The principal is to manage the professional development funds and approve all initiatives.
22. A staff member wanting to attend an off-site professional development initiative will submit a professional development request form to the principal at least one (1) month prior to the event.
23. Approval will be granted by the principal on the basis of availability of funds, educational merit to the CAPE Program, availability of substitute, and appropriateness of time within the academic year.
24. Upon returning from a professional development initiative, the staff member will share with those staff members at his/her level of responsibility key elements of the learning initiative.
25. The Secretary-Treasurer is responsible for all reimbursements upon submission of receipts for approved professional development initiatives.

References:

CAPE contracts

Education Act

Teaching Quality Standard (Ministerial Order 016/97)

Teacher Growth, Supervision and Evaluation Procedure

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