**Policy: 5390 Section 5000: Personnel**

**POLICY TITLE: COSSA ACADEMY/CRTEC PROFESSIONAL-DEVELOPMENT (PD) VISIT PLAN**

1. Purpose

The purpose of this policy is to detail the Professional Development (PD) policy for the Canyon-Owyhee School Service Agency (COSSA) Academy and Regional Technical Education Center (CRTEC).

2. Background/Considerations

A. Per the Idaho State Department of Education (SDE) official calendar, alternative schools cannot plan Professional Development (PD) days into their annual student calendar. This policy stems from I.C. 33-512, which allows alternative schools to be in session for only 900 hours per year, while non-alternative high schools must be in session 990 hours per year. The 90 hours difference allows non-alternative schools to place PD days and adverse weather days into their calendar, but COSSA Academy cannot place either into her student calendar. Despite this limitation, it is COSSA’s policy to include PD days in all calendars, even if these days are “above and beyond” the hours required for student calendars. Formal PD which occurs on these calendared PD days will support COSSA’s mission and vision, and will specifically support improvement in student achievement.

B. In addition to formal PD, COSSA Academy and the CRTEC Career and Technical School choose to create a plan whereby teachers can “visit” other teachers on a planned, regular, basis during the regular school day. In these visits, COSSA Academy and CRTEC teachers will observe other teachers in their practice and then bring their observations back to share with other COSSA Academy and/or CRTEC teachers. Appendix A (below) applies.

C. There are only eight teachers in COSSA Academy, one per subject area. There are only nine CTE teachers, with all assigned to only one program of study. In order to give teachers time with other teachers in their subject area, one PD visit should be planned to take place in another school for COSSA Academy teachers, and two visits should be planned for CTE teachers.

D. COSSA Academy administration also desires not to duplicate efforts for actions required by Idaho’s accrediting agency for accredited high schools. Cognia accreditation indicators read in part: “Mentoring, coaching, and induction programs support instructional improvement…”

(1) Mentoring. COSSA Academy assigns formal mentors to all new Academy and CTE teachers to advise them on COSSA’s unique procedures, data collection and analysis, etc., however, there is still a need to investigate best practices and then share what is learned with all teachers so the entire staff will continue to learn new practices. The “visits” are meant to expose all teachers to other’s practice, and to provide an opportunity to openly discuss the best that they have seen with each other. Mentor teachers are a part of the discussion.

(2) Coaching. COSSA mentors conduct “coaching” of new and returning teachers in the collection and use of data for improving best practices. The COSSA Principal conducts “academic coaching” of teachers through the Individual Professional Learning Plan (IPLP) and classroom observations and provides feedback to the teachers. The Principal will work with the teacher to develop a visit plan that aligns with their annual IPLP goals.

3. Plan

A. COSSA Academy teachers will conduct one outside classroom visit, and CTE teachers will conduct two outside classroom visits (one per semester). The objective of these visits is to observe best practices and share what is learned with colleagues.

B. After the visit, teachers will bring back their observations and best practices and share them at the weekly teacher meeting. Appendix A (below) applies.

C. Nothing in this visit plan prevents COSSA Administration from scheduling and conducting regular professional-development lessons, lectures, and other training for staff members. Annual on-line refresher training in safety and HR topics will continue.

4. Roles and Responsibilities

A. Superintendent. The Superintendent is responsible for maintaining and updating this policy, for budgeting for substitutes to cover teachers while they are on their visits, and for monitoring the participation of teachers in this plan.

B. Principal/CTE Coordinator. The Academy Principal/CRTEC CTE Coordinator will work with individual teachers to develop a visit plan that aligns with their annual IPLP goals.

C. District Substitute Coordinator. The district substitute coordinator will arrange for a substitute teacher to cover visiting teacher classes. In the case of off-site visits, the substitute will be assigned for one full-day. PD “visits” are considered “professional leave” and do not count against a teacher’s leave balance.

D. Teachers. Teachers are responsible for planning their visits, informing the district’s substitute coordinator at least one week in advance of their visit plan so that a substitute teacher can be arranged, for participating in visits, and for reporting their visit findings to the rest of the teachers at the next teacher meeting.

5. Budget

The Idaho State Department of Education provides funds annually to support PD in COSSA Academy and CRTEC Career and Technical School. Some of this money will be used to pay for substitutes who will cover teacher visits.

**LEGAL REFERENCE:**

**I.C. 33-512**

**POLICY HISTORY:**

**Adopted: 10/21/13**

**Revised and Reissued as COSSA PD: 12/17/18**

**Revised and reissued using ISBA number: 7/20/20**

COSSA Academy/CRTEC

Teacher “Visit” Plan

Teacher Conducting Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before the Visit

Teacher/School/Program You Plan to Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Contact” at Visit Site (teacher, Principal, other): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date/Time You Plan to Visit (for substitute coordination, indicate periods gone, AM or PM, whole, ½, or partial day): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your initial objective for this visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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After the Visit

Visited Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What Did You See That You Would Like to Share (good or not so good)?

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Date visit results were shared at next Teacher’s meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Acknowledgement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_