

# **CCTA**

## **Professional Development Handbook**



**2022 – 2023**

**September 23**

**October 21 \*\*Provincial**

**November 25**

**February 17**

**April 28**

Please Note: the rules and guidelines in this handbook are effective September 2022, and supersede any previous guidelines or past practices.

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**Welcome Message from Pro D Chair**

Welcome back to school! To new teachers: welcome to the district and to the profession! I am excited to serve you by supporting professional development opportunities. I have always appreciated opportunities to attend Pro-D, to network with colleagues, to fine-tune and to shake up my craft.

Ryan Hanley worked with our district to provide year-long, thematic professional development experiences. I hope to continue this theme as it allows us to delve deeper into topics, to work closely with colleagues, to experiment in our classrooms, and to revisit ideas throughout the year. CCTA professional development also encourages a growing number of passionate teachers within our district and communities to share their knowledge and experiences with others. We are hoping that some of you will be willing to host and share your learning with others. Please let me know if you are interested!

Our year line-up to date includes:

Shelley Moore (inclusive education)	Sept 23, Nov 16-18, April 20-21, April 26-28
Carole Fullerton (numeracy)	Sept 23, Nov 24-25, April 28
Peter Liljedahl (numeracy and thinking classrooms)	Nov 24-25, Feb 16-17, April 28
Leyton Schnellert (social-emotional and self-regulated learning)	Sept 23, Oct 17
Dr. Brendtro	Oct 17
(co-author of <i>Reclaiming Youth at Risk/ Circle of Courage</i> )	

We continue to increase our allocation of funds due to surpluses left over from Covid restrictions. Please see the “Allocation of Funds” section of this handbook to find increases of personal amounts to \$2500 including \$1400 for travel. Our plan is to maintain these levels for as many years as it takes to reduce the growing surplus to a reasonable level. If you are not keen on travelling, there are a variety of online courses you may take. Please remember that Pro D cannot fund courses that move you toward a new pay category (ie Masters’ programs). Pro D also does not fund Health and Safety courses (such as FoodSafe or WHMIS). As always, Pro D is here to assist your professional development and may not cover all of the expenses you incur.

Ryan Hanley served as our Pro D chair for a number of years and worked to support thoughtful and inspiring learning opportunities. Thank you, Ryan! I look forward to carrying on this meaningful work.

Jen Clark, Jacqueline Ferguson, Frances McCoubrey, Melissa Therrien, and Erika Manarin are members of the Pro D Committee again this year. If you are interested in joining us, please feel free to contact me.

Nara Riplinger, Chair  
CCTA Professional Development Committee

## Qualifying Activities

The following types of activities will generally receive funding approval (including TTOC coverage):

1. School visits to investigate instructional programs for possible implementation into your current classroom practice. This may or may not include teachers participating in a mentorship program, but it will not include visitations to schools for members who are changing worksites.
2. In-district workshops held outside school hours or on Pro D days, as well as out-of-district events. Educational workshops or seminars must be developed or presented by one of the following:
  - a. Colleagues (this may include school goal setting)
  - b. The British Columbia Teachers' Federation (BCTF)
  - c. Provincial Specialist Associations of the BCTF
  - d. Educational consultants
  - e. Other recognized educational institutions and organizations
  - f. Government agencies
  - g. Business and industry where it relates to the teaching profession

Courses taken for credit or advancement of certificate are **not** eligible for reimbursement from the CCTA Professional Development Fund.

Chaperoning a school trip or accompanying students to an event is not usually considered for Pro D funding.

National Certified Coaching Program courses *may* be supported at the discretion of the committee. First Aid courses generally fall under Occupational Health and Safety and so are not typically funded through Pro D.

## Approval Guidelines

- A. Pro D Funding is effective July 1 – June 30 each year.
- B. Approval of funding is determined by the CCTA Professional Development Committee. Decisions may be appealed, in writing, through the Pro D Chair (Nara Riplinger, [nara.riplinger@sd27.bc.ca](mailto:nara.riplinger@sd27.bc.ca) or 250-392-4158), and subsequently by the CCTA Executive Committee.  
  
*All CCTA members are welcome and encouraged to attend any committee meetings. School Pro D Reps are asked to attend at least two meetings a year.*
- C. The Professional Development Chairperson will be allowed administrative expenses including the cost of a TTOC at the discretion of the CCTA Executive Committee.
- D. The CCTA member whose application is being reviewed will remove themselves to avoid allegations of a conflict of interest.
- E. The Pro D Committee will meet monthly to review applications for funds. Please submit applications as early as possible. **Funding is not guaranteed to any applicant.**
- F. **In-district workshops** are conducted at the discretion of the Pro D Committee or upon request of any group of members (school staff, Local Specialist Association, etc.) interested in a particular topic.

**School-based activities/workshops** are decided by school staff from recommendations developed by an in-school Pro D committee chaired by a CCTA member.

- G. **Out-of-district events:** Pro D may subsidize an applicant for registration, travel, and accommodation expenses. CCTA members travelling to approved Pro D events with other Pro D-bound CCTA members may claim an **extra** 10% of the travel cost for each additional person in the vehicle. **The Pro D Committee's priority is to guarantee TTOC costs and registration for all teachers,** with adjustments made to expenses at the discretion of the Pro D Committee.
- H. Registration and expenses may be covered for summer workshops. These costs will be allocated to the upcoming school year.
- I. **Local Specialist Associations:** All teachers are urged to become members in our LSAs. If you are interested in forming an LSA, contact the Pro D Chairperson. The Pro D Committee encourages LSA-sponsored workshops. LSA committees may request up to \$1000.00 per year from the Professional Development Fund for travel and office expenses. Additional funds for LSAs may available by request from the related PSA.

Each LSA may also apply for additional PD funding as well as a release day for each member to host an association meeting or event once each school year. Apply using the in-district workshop application form. **LSA committees must submit a year-end report of their activities and a brief list of planned activities for the coming year to the PD Chair to qualify for funding.**

### Approval Process: Before You Go

## Out-of-District Event

Submit application **ONE MONTH** prior.

Also complete District LOA.

## In-District Event

Submit application **TWO WEEKS** prior.

\*Travel expenses not usually covered with exception of teachers travelling from one of the communities listed on pages 8 and 9

1. **FORM:** Complete a 2022-2023 CCTA Pro D application form (like the one pictured here).
2. **REP:** Take your application to your school Pro D Rep to be signed.
3. **SAVE:** Save the PDF or WORD file named with YOUR name (such as "Jim Nasium Pro D Application").
4. **EMAIL:** Email the completed and signed application to [nara.riplinger@sd27.bc.ca](mailto:nara.riplinger@sd27.bc.ca) for approval. Use "Pro D Application" in the subject line. Your approved copy will be returned within a few days.

CCTA Professional Development - Individual Application Form 2022-2023

Out-of-District: Submit at least one month prior. In-District: Submit 2 weeks prior. Late forms may not be approved.

This form **must** be signed by your school PD Rep. Email completed form to [nara.riplinger@sd27.bc.ca](mailto:nara.riplinger@sd27.bc.ca). Once approved, a signed copy of this form will be returned to you by email; **keep the approved copy for resubmission after the event.**

Name: \_\_\_\_\_ School: \_\_\_\_\_  
School Tel. No: \_\_\_\_\_ Home Tel. No: \_\_\_\_\_  
Teaching Assignment: \_\_\_\_\_  
Event for which I am requesting funds: \_\_\_\_\_  
Location of Event: \_\_\_\_\_ Date of Event: \_\_\_\_\_  
Rationale for attending: \_\_\_\_\_

		Amount Requested (Applicant Fill In)	Amount Approved (PD Chair Fill In)	Amount Actually Used (Applicant Fill In)
Expenses \$1400 max/year	Travel (See PD handbook for mileage)			
	Accommodation (\$300/night max, no meals covered)			
Registration \$2500 max/year (includes PSA memberships and journal subscriptions)				
Total \$ Requested (\$2500 max total/year):				
TTOC time / TTOC Paid Days 3 max/year				

Carpool subsidy: Other CCTA members travelling in your vehicle to an approved event. Funding is an **extra 10% of the mileage amount per passenger.** \_\_\_\_\_

Conference Feedback: Please let us know of any presenters you would recommend, etc.  
\_\_\_\_\_  
\_\_\_\_\_

Today's Date: \_\_\_\_\_ Applicant Signature: \_\_\_\_\_  
School PD Rep Signature: \_\_\_\_\_  
Approval Date: \_\_\_\_\_ PD Chair Signature: \_\_\_\_\_

Please resubmit this form to Nara Riplinger **within one month of the event** with copies of registration and accommodation receipts. Once all your paperwork is received, you will be reimbursed as soon as possible.

PD Office Use Only: Cheque # \_\_\_\_\_ Date: \_\_\_\_\_

5. After your application has been approved:
  - a. If you are LEAVING THE DISTRICT: complete SD #27 Leave of Absence (LOA) online. Your principal then approves it online. **You must have your employer's approval, through a signed LOA form, to be covered by Worksafe BC regulations if you are missing ANY workday, including Pro-D or NIS days.**
  - b. If you are remaining In-District, an LOA does not have to be completed.

## Approval Process: After the Event

Complete the final column your approved PD form. Record the **actual** dollar amount used and the amount of TTOC time used (where applicable).

		Amount Requested (Applicant Fill In)	Amount Approved (PD Chair Fill in)	Amount Actually Used (Applicant Fill In)
<b>Expenses</b> \$1400 max/year	<b>Travel</b> <small>(See PD handbook for mileage)</small>	\$590	\$590	\$590
	<b>Accommodation</b> <small>(\$300/night max, no meals covered)</small>	\$600	\$600	\$600
<b>Registration</b> \$2500 max/year (includes PSA memberships and journal subscriptions)		\$285	\$285	\$285
<b>Total \$ Requested</b> (\$2500 max total/year):		\$1475	\$1475	\$1475
<b>TTOC time / TTOC Paid Days</b> 3 max/year		2	2	2
<b>Carpool subsidy:</b> Other CCTA members travelling in your vehicle to an approved event. Funding is an <b>extra 10% of the mileage amount per passenger.</b>				
<b>Conference Feedback:</b> Please let us know of any presenters you would recommend, etc.				

Fill in "Amount Actually Used" column before submitting

List members who carpooled in your vehicle

Opportunity for Feedback

Carpooling: Include the names of other Pro D-approved CCTA members travelling in your vehicle to claim carpooling subsidy. These names go in the "Carpool subsidy" section highlighted above. **Do not include** the extra 10% in your funding request as it is not counted against your available PD funds for the year.

Submit the following:

- Hotel registration receipts (not required for accommodation with friends or family).
- Registration fee receipts.

Mileage: Gas receipts are **not** required for mileage. Refer to Page 9 for mileage flat rates.

Feel free to offer feedback about your conference in the space provided.

Email your completed form AND receipts to [nara.riplinger@sd27.bc.ca](mailto:nara.riplinger@sd27.bc.ca) . Use "Pro D Application" in the subject line.

**Claims for PD reimbursement should be submitted within 30 calendar days of the event. If an extension is needed, contact Nara Riplinger in writing within the 30-day deadline.**

## Allocation of Funds

The allocation of Pro D funds will be distributed according to the guidelines below to **assist** CCTA members.

***Members cannot expect to receive complete reimbursement.***

Local Specialist Associations.....\$1000 per group per year  
Individual Expenses.....\$1400 (for travel and accommodation)

Expenses include travel and accommodation costs only (no meals). Accommodation costs of up to \$300 per night (including parking) or \$50 per night if staying with friends may be claimed. **No expenses are paid for in-district travel except from Alexis Creek, Dog Creek, Anahim Lake, Big Lake, Horsefly, Likely, Nemiah Valley, or Tatla Lake.**

Individual Registration.....\$2500 (for registration, including parking)

**Please note: \$2500 is the total allotment a member is able to receive in a given year. Members can use all of the allotment toward registration, or they can use up to \$1400 toward mileage and accommodations (which would leave \$1100 for registration).**

TTOC Days (release time and paid days for TTOCs).....Maximum 3 per year.

TTOCs may access up to 3 paid days for professional development upon application to the PD Chair.

Teachers who have part-time contracts, and who TTOC as well, are entitled to use a mix of release time and paid Pro D Days up to the same limit of 3 days.

Travel Expenses.....\$0.54/km (see guide on page 9 for common destinations).

Carpooling is encouraged when traveling to PD. The **driver** may claim a \$100 flat rate between WL and 100 Mile when driving **1 or more** CCTA members. For other destinations, the driver may claim 10% of mileage amount per passenger. **All passengers must be CCTA members traveling to approved Pro D.**

CCTA members (including TTOCs) giving workshops in-district are eligible for a \$300 honorarium for full day service (\$150 for half day). This may be split if two or more members are sharing the workshop.

Workshop planners or facilitators are eligible to apply for funding for participant refreshments. Reimbursement will be after submission of the receipts to the Pro D Committee.

- \$10.00 per person for half-day
- \$20.00 per person for full-day

**Special Grants:** Members can apply for additional TTOC days, which may be granted if days are available.



**CCTA Professional Development  
Mileage Rates for 2022 - 2023**

	Round Trip	Dollar Amount
<b>From WL to</b>		
Kamloops	578	\$312
Kelowna	904	\$488
Prince George	480	\$259
Quesnel	225	\$122
Vancouver	1092	\$590
Victoria or Sechelt (additional travel funds can be accessed for the ferry, if room is available within the travel allotment)	1168	\$631
Whistler	796	\$430
<b>Into WL from</b>		
Anahim Lake	634	\$342
Alexis Creek	227	\$123
Big Lake	126	\$68
Dog Creek	176	\$95
Horsefly	144	\$78
Likely	204	\$110
Naghtanequed	396	\$214
Tatla Lake	450	\$243
<b>From 100 Mile to</b>		
Kamloops	382	\$206
Kelowna	708	\$382
Prince George	676	\$365
Quesnel	421	\$227
Vancouver	869	\$469
Victoria or Sechelt (additional travel funds can be accessed for the ferry, if room is available within the travel allotment)	972	\$525
Whistler	612	\$330

No individual expenses are funded for in-district travel except for teachers who *live* in one of the following communities: **Alexis Creek, Dog Creek, Anahim Lake, Big Lake, Horsefly, Likely, Nemiah Valley, or Tatla Lake**

## Is it Professional Development?

Developed by the BCTF (2015)

### THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term "teachers' professional development" is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

#### The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

#### The Outer Ring: Necessary factors

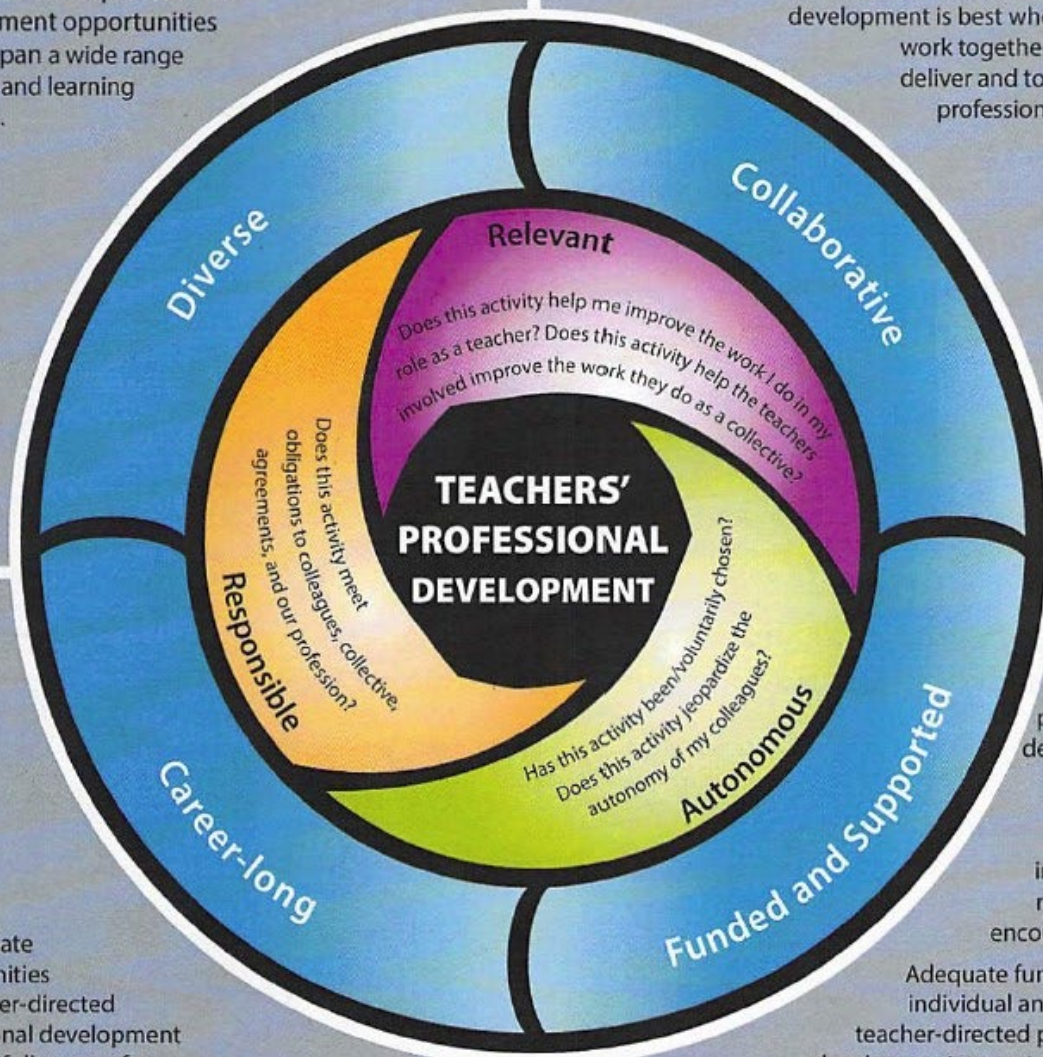
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

#### Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

#### Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.



Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

#### Career-long

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

#### Funded and Supported



# THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term “teachers’ professional development” is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

## The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

### a. Relevant

Does this activity help me improve the work I do in my role as a teacher?

Does this activity help the teachers involved improve the work they do as a collective?

### b. Autonomous

Has this activity been/voluntarily chosen?

Does this activity jeopardize the autonomy of my colleagues?

### c. Responsible

Does this activity meet obligations to colleagues, collective agreements, and our profession?

## The Outer Ring: Necessary factors

The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

### a. Funded and Supported

Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

### b. Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher’s career.

### c. Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

### d. Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver, and to share their professional learning.

## **Self-Directed Professional Development**

PD days are often viewed as opportunities to partake in a “conference” or “cafeteria” style of professional development where a selection of workshops is offered to members who select the one(s) that most interest them. The BCTF is actively working to encourage members to move away from professional development activities that rely on one group providing set options for another in favour of a more teacher-inquiry-based model of professional development where locals and teachers alike are encouraged to utilize voluntary, self-directed professional development planning.

Self-directed PD provides the opportunity for teachers to determine their own learning goal(s), identify activities and resources required to pursue these activities, commit the time to pursue these activities, and reflect on what is learned to enhance their own professional expertise.

Self-directed PD is a model that promotes teacher self-reflection and choice while providing a practical framework for enacting teacher-identified needs and interests. Through self-directed PD, teachers have control over their PD experiences and are motivated by tasks and/or problems that they find meaningful, generally resulting in more effective professional learning than one-off workshops and conferences.

Ideally, teachers create self-directed PD plans for themselves after reflecting on their strengths and needs. Such plans are meant to be fluid and open to change over the course of the plan’s anticipated lifespan (whether a single PD Day or a number of years) in response to experiences and opportunities encountered.

Many teachers frequently engage in self-directed PD without ever really realizing that, by doing so, they are fulfilling at least part of their contractual obligation to engage in professional development. By recognizing that this is indeed what they are doing and by explicitly planning and tracking their activities, teachers may be able to better share the knowledge and skills they gain from such experiences with others, thereby further enhancing their own learning.

Ideas and supporting paperwork for planning self-directed PD may be found on the subsequent pages of this handbook. For further information or support, please contact your school PD Rep or the PD Committee.

### **Self-Directed Professional Development Suggestions & Ideas**

(This list is based on one developed by the VSTA and is by no means exhaustive.)

1. Attend a conference / workshop / summer institute.
2. Be a sponsor teacher for a student teacher.
3. Become a facilitator and give a workshop.
4. Begin / continue university studies.
5. Develop innovative programs for use in your classroom.
6. Develop an annual personal PD plan and maintain a PD portfolio.
7. Form / join a teacher research group.
8. Participate in group planning.
9. Explore new resources online.
10. Job-shadow in a related work situation.
11. Join a professional organization / network (PSAs, LSAs, etc.).
12. Mentor a beginning teacher.
13. Participate in curriculum development.
14. Read professional literature.
15. Reflect, discuss, and research for the purpose of planning individual or group ongoing professional development.
16. Develop the discipline of reflective journal keeping.
17. Share with colleagues what you found at a conference / workshop.
18. Subscribe to / read professional journals.
19. Watch professional videos.
20. Work on a local / provincial committee.
21. Work with a colleague to discuss, observe, and critique a lesson / program (peer coaching).
22. Write professional articles for your local's newsletter, your PSA publications or *Teacher* newsmagazine.
23. Take a subject-related technology course.
24. Visit a subject-related bookstore or university library.

### **Planning Your Professional Development**

Working together, the Vancouver Teachers' Federation and the Vancouver School Board developed a model for school planning. That local's PD Committee then revised the questions in that original document to apply specifically to the planning of professional development for individuals or groups.

1. Preparing

- What needs to be looked at to help determine a PD focus?
- Who are the students? What are their needs?
- Who am I/are we? What do I/we need/want?
- Is there a visible focus?
- What is the current reality?
- What need or opportunity is present?
- What do I/we want to change?
- If part of a group, how can we develop a common direction and focus?

2. Planning

- In what areas might my/our goals be? Based on what evidence?
- What makes a reasonable yet significant goal?
- Who is committed to collaborating around the change initiative?
- What might the collaborative leadership look like?

3. Acting

- What strategies will be effective in reaching the goal? Are they consistent with effective practices and current evidence-based research?
- How will these strategies be implemented and supported?
- How can ongoing implementation be supported? What questions need to be asked regularly?
- How will I/we know that I/we are on track? How might evidence be collected and recorded for purposes of feedback and reporting on progress?
- How often should progress be reviewed? How will this be done?
- How will I/we know when a goal has been reached?

4. Renewing

- How can I/we confirm my/our direction and maintain momentum?
- What goals can be "anchored"? What goals need to be modified? What goals are on the "back burner"?
- What evidence should I/we keep paying attention to and report out on regularly over the long term?
- How will success be celebrated?
- At what point will my/our vision be renewed?

**Self-Directed Professional Development Planning Form**

(Adapted from Mike Lombardi, BCTF)

My goal is to:

Specific steps I will take to reach my goal are:

Support(s) I would need are include(s):

Benefits of reaching my goal include:

The time frame required is:

Things that could prevent me from reaching my goal include:

Strategies for overcoming possible obstacles are:

Ways of tracking my progress include:

Things I might consider doing next include:

### **The Scope and Importance of Professional Development**

In 1972, PD days were added to the school calendar at the request of the teaching profession. The inclusion of these days increased the number of days of work for teachers with no loss of instructional

time for students. Having PD days in the school calendar is a recognition that teachers need time during the school year to hone their skills, improve practice, and stay current with changes related to teaching and learning. It is important to remember that a Pro D day is a working day for CCTA members – the number of days for which you are paid is prorated according to the FTE of your contract. For this reason, part-time teachers are expected to attend the percentage of Pro D Days that matches up with their FTE status. It is a **contractual requirement** that teachers take part in professional development activities on Pro D days.

As active learners, teachers use PD days to stay on top of changes that affect their work with students, such as new technology, new ideas about teaching and learning, and different community days. However, professional development is not limited to the days officially designated for that purpose. In addition to PD days, many teachers attend university, take evening classes and weekend workshops, read professional journals, and attend summer school. These experiences promote a culture of teaching and professional development that has teachers working together as members of a learning community, rather than in isolation. After taking part in engaging and informative learning experiences, teachers may choose to extend their learning by sharing those experiences with other teachers, possibly by offering a workshop on a subsequent PD day.

The BCTF has endorsed a number of principles regarding professional development:

- Teachers have an ongoing **responsibility** to develop professionally in order to inform teaching practices and to encourage collegiality and collaboration;
- PD should **focus** on student learning and the improvement of instructional practice;
- PD should be **continuous** and part of a continuum of professional learning;
- PD is most effective when the school is organized as a **community of learning** and where **collaboration** is the norm;
- PD requires skillful **leaders** who guide continuous instructional development;
- PD is most effective when it is **embedded** in the work of teaching;
- PD requires **time, resources, and focus**; and
- PD incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.

## Professional Development Funding & Entitlement



Professional development is a process of continuous growth, through involvement in programs, services, and activities, designed to enable teachers, both individually and collectively, to learn and grow professionally in order to enhance teaching and learning.

Professional development funds are available to CCTA members for individual events. However, there are not sufficient funds for every teacher to go to an out-of-district workshop during a school year.

Besides supporting travel to out-of-district events, PD funds are also used to provide in-district events. Doing the math, the funds can clearly go further if they are used to bring a facilitator in to work with several people at one time. One person (the facilitator) may be reimbursed for travel and accommodations, and receive an honorarium. But that one person can provide worthwhile PD for many people, thus reducing the cost, per person, significantly. It may cost \$600 to send one person away, or it may cost \$600 to bring one person in to work with 30 teachers. Now the cost, per person, is reduced to \$20. That's value for money.

Together, we all have a responsibility to be careful with the PD dollars. If every CCTA member attended one workshop out-of-town during the school year, the PD bank account would be bankrupt before Christmas. We have been extremely fortunate. Teachers in many districts can go to out-of-district PD events once every two years. Some teachers can go every year but are only given \$50 towards their costs.

Teaching is a tough job. New curricula, new students, changing ministry expectations, and a changing world provide ongoing challenges for teachers. Your PD funds can help you meet those challenges but care must be taken to use the funds in a way that meets the needs of as many teachers as possible.

Your CCTA PD Committee is committed to assisting you in developing as a professional. Please work with us to ensure that our PD dollars are used in the most efficient and productive manner.

### **How Can We Ensure the Best Value for Our PD Dollars?**

1. **Sponsor a school-based PD event.** You all know of a speaker you've seen who was

fabulous. Bring that person to your school on one of our PD days next year. Then invite as many other teachers with whom the speaker is prepared to work. There are many benefits to this choice. You don't have to travel (a big plus during the winter) and you will have other teachers with whom you can meet to provide follow-up and ongoing support. Your CCTA PD Committee can assist you in putting on the workshop.

2. **Share expenses.** If 10 teachers attend the same conference and claim \$600 each, the PD fund is reduced by \$6,000. Consider traveling together. It's a lot more fun for 3 or 4 people to travel in a car. However, only the driver can claim the travel expense because that person incurs the expense of using his/her car: gas, bridge tolls, parking, and depreciation. Carpool drivers may also claim additional funds above and beyond the regular travel amounts, depending on the number of other pro-d approved CCTA members in the vehicle. Sharing travel also reduces your carbon footprint. Sharing accommodation isn't always possible but it can be fun and again reduces the costs. However, two people sharing a room are not entitled to BOTH people claiming the room cost. Like the above example of the car, the funds are meant to pay for the room, not each person in the room. Staying with relatives or friends is another way to reduce your accommodation cost and you can access funds to purchase a host gift or contribute to a meal.
3. **Plan your PD for the year.** Making PD work for you means you have to do some planning. A now-retired teacher once gave some great advice to a colleague just beginning her career. She said to pick a theme for PD for the year. Whether it's developing your math program or developing classroom management skills, it's possible to focus your PD for the whole year on that one area. Spending time on one area allows you to develop a variety of skills and strategies and to try them out in the classroom in between PD days. You'll discover what works and what doesn't work and can build on your knowledge throughout the year.
4. **Build a local network of support.** You don't always need to go out of town to find great PD. There are many local, talented colleagues who are willing to share their knowledge with you. You might be one of those people yourself, but you certainly know someone who has a great PE program, a stress-free way assessing students, or super classroom management techniques. There are also many great resource people in your community. Tap into these sources to provide your PD.
5. **Form Local Specialist Associations (LSAs).** The primary teachers have, for many years, provided ongoing support for each other through regular meetings, sharing of ideas, and putting on workshops. They can network between meetings through email and can support each other throughout the year. Other teachers have formed similar groups to provide support for each other. Provincial Specialist Associations (PSAs) provide financial and logistical support for the formation of LSAs.
6. **Engage in self-directed PD.**

### **The Role of the School Professional Development Rep**

A Pro D Rep is elected early in the school year at each CCTA worksite in the school district. This person has been, or will be, trained to deal with questions regarding Pro D procedures and policies.

They also assist in coordinating staff professional development in the school through staff meetings and discussions.

**Pro D Rep signatures should appear on all application forms, unless the school does not have one.**

The Pro D Rep will also be given information about events happening in other schools on our district professional days. Please discuss Pro D questions or concerns with this contact person.