

LTA PROFESSIONAL DEVELOPMENT HANDBOOK

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

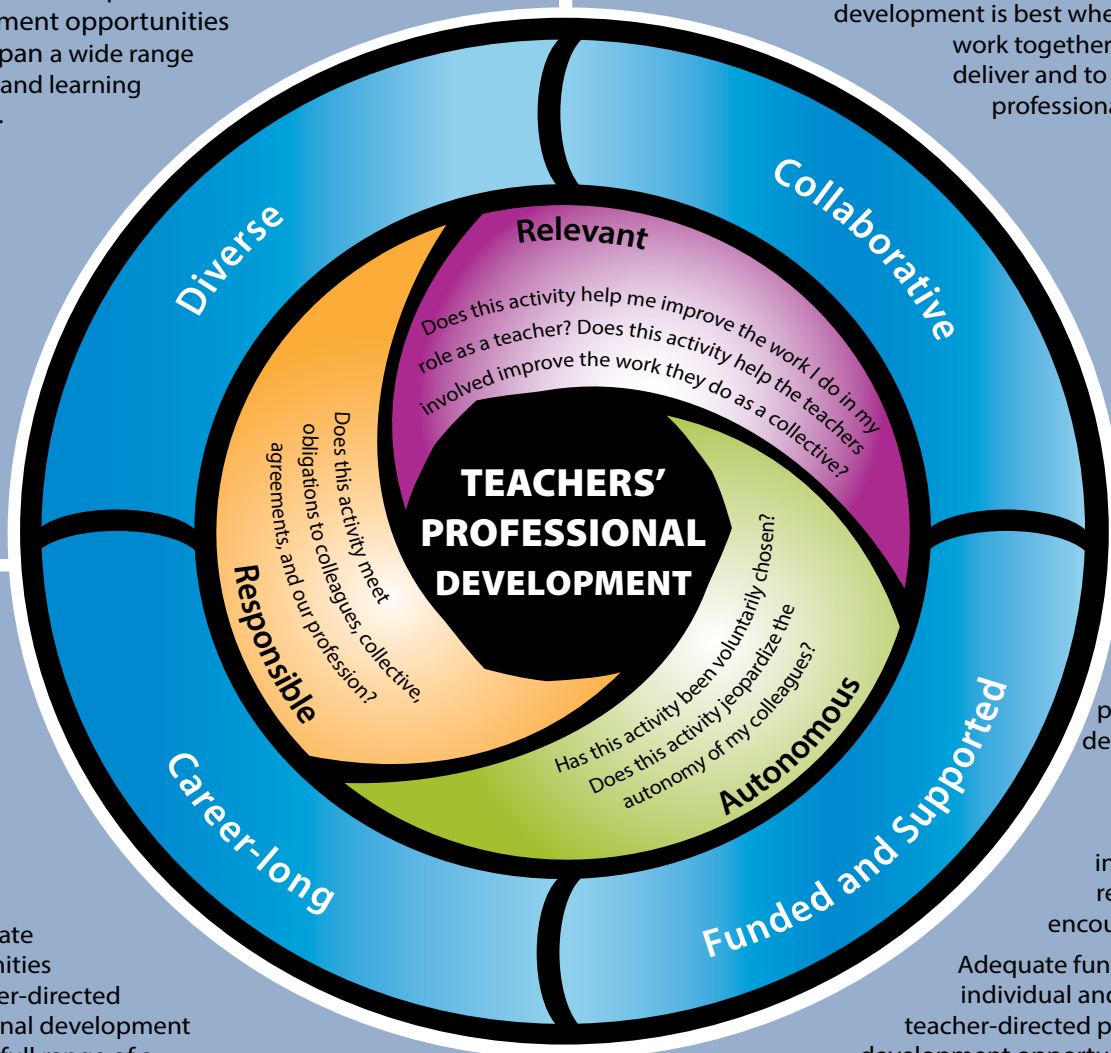
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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



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Section 1

Professional Development & Resources

What is Pro D?

Professional Development is an ongoing process of differentiated professional learning, growth and feedback, initiated and selected by one or more teachers or in conjunction with school-based administrators. Professional Development may be augmented through involvement in programs, services, observations, collaboration and activities designed to enable teachers, both individually and/or collectively, to enhance their professional practice.

Professional Development may include individual in-service, program development, staff development or school planning.

Professional Development does not include in-service or union business.

What are our professional rights?

ARTICLE F.20 PROFESSIONAL AUTONOMY

1. Teachers shall, within the bounds of the prescribed curriculum, and consistent with effective educational practice and the Evaluation Criteria, Local Appendix A, have individual professional autonomy in determining the methods of instruction, and the planning and presentation of course materials in the classes of pupils to which they are assigned.

ARTICLE F.21 PROFESSIONAL DEVELOPMENT DAYS

1. Five (5) days referred to in Article D.23.2.d.i of Article D.23 Regular Work Year for Teachers shall be used for teacher professional development activities.
2. These days shall be considered as instructional days for salary purposes.
3. Each school staff committee, or the Board and the Union in the case of the District-wide professional development day, shall determine the appropriate activities for these days.
4. Upon request of the Union there shall be one District-wide professional development day.

ARTICLE F.22 EDUCATIONAL CHANGE

1. When new provincially-prescribed or District-developed curriculum is being introduced in the school District, it shall be the responsibility of the Board and the Union to strike an Educational Change Committee that shall be comprised of three (3) Board representatives and three (3) Union representatives.
2. The Educational Change Committee shall make recommendations to the Board and the Union that include the time considerations, in-service and retraining requirements, material requirements and funding needs.

ARTICLE F.23 PROFESSIONAL DEVELOPMENT

1. The Board and the Union shall establish a Joint Professional Development Fund for the purpose of promoting professional development of the teaching staff of the School District.
2. Each September 1 the Board shall contribute \$30,000 to the Joint Professional Development Fund.
3. In addition to F.23.2, the Board agrees that there will be an allocation of one teacher-teaching-on-call (TTOC) day per FTE teacher on staff on September 30 for costs of teachers-teaching-

on-call (TTOC) for those teachers granted any professional development leave of absence, in the form of a budget account at the Board office.

4. The Board and the Union shall establish a Joint Professional Development Committee for the following purposes:
 - a. to develop policies which promote and foster the professional development of teachers, and,
 - b. to administer the Joint Professional Development Fund.
5. The Langley Teachers Professional Development Fund shall be administered by the Joint Professional Development Committee.
 - a. The Joint Professional Development Committee shall be chaired by the Union's Professional Development Chairperson and shall consist of two (2) representatives of the Board and three (3) representatives of the Union.
 - b. The Chairperson of the Joint Professional Development Committee and a representative of the Board shall be co-signers of all cheques disbursed by the Committee.
 - c. The Joint Professional Development Fund shall be subject to audit every second year commencing in the 2015-16 school year.
 - d. The Joint Professional Development Committee shall be entitled to use up to thirty (30) teacher-teaching-on-call (TTOC) days from the Joint Professional Development Fund as per Article F.23.2, for the purpose of meeting and/or conducting committee business.
6. The Joint Professional Development Committee shall adhere to the following principles:
 - a. teachers shall participate in professional development on a voluntary basis;
 - b. opportunities for professional development activities shall be distributed as equitably as possible.
7. The Joint Professional Development Fund will not be required to finance curriculum implementation in the District.

School -Based funds

8. The Board shall allocate to the budget of each school \$50 per teacher for the purpose of promoting professional development. These funds shall be administered and tracked by a school based professional development committee consisting of:
 - a. the elected Staff Professional Development Representative and,
 - b. the Chairperson of the School Staff Committee or, in the absence of a Chairperson of the School Staff Committee, an elected Langley Teachers' Association designate and,
 - c. the Principal or designate.
9.
 - a. In the event of a school closure, the total school-based professional development funds remaining on the date of the school closure shall be transferred to the Joint Professional Development Committee Fund by August 30 of that calendar year.
 - b. School-based professional development funds accrued by teachers who retire or otherwise leave the employ of the district, will remain in the school-based professional development fund.

2023 - 2024 Pro-D Dates

October 20, 2023	Provincial Pro-D
February 16, 2024	District Pro-D
May 17, 2024	District Pro-D

Pro-D Day

- Teacher driven professional development
- Registration fees sometimes include a resource or membership
- Teachers have professional autonomy to choose their area of Pro D

Provincial Pro-D Day

- Various Pro-D workshops throughout the province organized by BCTF, districts and other education networks
- Opportunity for members to collaborate

District Pro-D Day

- Specifies dates allocated by each District for Pro D
- Districts & Locals organize professional Development

In Service vs Professional Development

<p>Professional Development Activities Your Teacher Autonomy (A Choice)</p>	<p>In Service Activities The Employer directs you, and provides the training</p>
<p>Professional development assumes teaching is a profession with a focus on the development of expertise and is characterized by personal involvement of teachers and immediate relevance to the classroom. It is initiated by teachers rather than by outside sources and can be informal and take a variety of forms.</p> <p>"One off" workshops are not always adequate. Professional development should be rooted in practice, research based, collaborative, long term and aimed at instructional improvement. It is more effective in changing the classroom practices of teachers when a cohort or collective of teachers from a department or grade group are involved as a unit.</p> <p>Professional development goals should emerge from the needs of the teachers. Teachers need to have a say in what they want to learn and in the learning process in order to be fully motivated and committed to learning.</p>	<p>In-service has a long history in education.</p> <p>In-service is for satisfying legal or managerial requirements.</p> <p>In-service is often mandatory, formal, planned and scheduled by administration.</p> <p>In-service has been characterized as a "tell, sell and practice" format and a "sit and get" method where the information presented by experts is not always associated with changes in teacher practice.</p> <p>In-service is provided during regular work day.</p>



TeachBC
Your go-to site for BC teaching resources.
Des ressources pédagogiques provinciales M.C.E.

What is TeachBC?

- Online resource of teaching materials, lessons, and research relevant to K-12 BC curriculum.
- Allows users to download, upload, and share resources.
- Search by subject, grade, resource type, title, description, language, and more.

Who can use it?

- Everyone! The website is public.
- Teachers, provincial specialist associations, and other organizations.

How can teachers contribute?

- Upload your favourite lesson plans, unit plans, activities, resources, or research and make TeachBC the go-to site for K-12 BC resources.
- Tell your colleagues about TeachBC and help us build the site.

In the spirit of teachers helping teachers, thank you!

Visit teachbc.bc.ca



BCTF Professional & Social Issues Workshop Program

Introduction

The BCTF has a proud history of supporting members and locals with workshops and training. Workshops are led by classroom teachers (facilitators) with special expertise and training.

Workshops are available for school staffs, districts, locals, parent groups, and conferences/PD days.

Special requests: Sometimes schools, locals, or regions need a workshop or study session that is not covered by our current list of workshops. BCTF facilitators are often able to adapt and extend services to meet these needs.

Further, locals and/or schools that are geographically adjacent may wish to co-sponsor BCTF workshops together. Jenny Garrels, the workshop co-ordinator, will work with locals and schools in the organization and logistics of co-sponsored workshops. Sessions meeting BCTF workshop criteria and budget guidelines will be fully funded by the BCTF. Cost-sharing with school districts and agencies is also negotiable.

If you have an idea, special circumstance, or request, please contact Jenny Garrels at 604-871-1871, or 1-800-663-9163, local 1871, or jgarrels@bctf.ca.

Examples of special request workshops

- classroom demonstrations
- onsite school district and local training to build local capacity
- presentations to parent advisory councils
- introduction to regional teacher inquiry or action research groups, examining teaching practice, and curriculum questions
- social justice associates, linking with community coalitions to sponsor regional/local social issues events.
- Booking criteria for workshops
- booked through the Professional and Social Issues Division
- facilitated by BCTF facilitators who are classroom teachers
- require at least three weeks' advance notice
- for groups of 15 to 30 (special circumstances and small schools exempted)
- for intact teacher groups, school staffs, etc.
- Preference is given to workshops that are three to five hours in length. Some workshops cannot be presented in less than five hours.

Workshops require no honorarium as the BCTF covers the costs for the facilitator. The organizing local or school is responsible for facilities and supplies.

Criteria for PD days or conferences

- no more than five BCTF-led workshops may be presented on a PD day
- preregistration is preferred, with cancellation two weeks in advance if the workshop is undersubscribed
- minimum length of the workshops is two to three hours each
- a few workshops are five hours in length.

Booking a workshop

All PSI workshops must be booked through the BCTF Professional and Social Issues Division (PSID) and must be made at least three weeks prior to the date of training. Contact the BCTF Professional and Social Issues Department (PSID), Ashley Gurat at 604-871-1857 or 1-800-663-9163, local 1857, to book Professional and Social Issues (PSI) workshops.

Give at least three weeks' notice so that PSI facilitators, who are teachers or local officers with busy schedules, have adequate time to prepare materials and arrange travel.

Workshop Request Online Submission

To book a workshop, use the "Book this workshop" link below the selected workshop description. Select "Professional and Social Issues" from the program type list and click "Go." Fill in the form and submit. Upon submission, your workshop request will be sent to the BCTF and you will receive an email confirmation of its receipt. A detailed, confirmation email will be sent to you when a facilitator has been arranged.



Section 2

School Based Funding

School Based Pro-D Funding:

- Each fall, the school board office allocates each school money for Pro-D based funds. Each school receives funds based on a formula: \$50 per teacher continuing or term, at the school in September. Admin has a due date in late fall to let HR know of any changes in numbers.
- District teachers receive their \$50 with the District Team they are assigned to. If you have a District teacher at your school, they should directly apply with their District ProD rep even if they work full time at your school.
- As a school you decide who your school Pro-D Rep and the Staff Committee chairs will be. Notify the LTA who the reps are each year.
- If a teacher is hired during the year (term or continuous) then the School Based Pro-D Rep should notify accounts payable at the School Board Office to receive additional Pro-D funds.

*The staff decides as a whole how they want the funds distributed, using the School Pro-D Based Fund Survey. You can follow the guidelines provided to assess your school's Pro-D needs and use the Action Planning Worksheet.

School Based Pro D Committee:

- This committee consists of the school based Pro-D Rep, the Staff Committee chair, and the school based administrator or designate.
- The School Based Committee should meet once every month to allocate Pro-D funds.

*The Pro-D school based rep is responsible to forward emails received from the LTA/PD Chair regarding Pro-D opportunities to members; posts information, including form School Based Pro-D Fund Application on a Pro-D area in the lunch room; provides the staff with dates when the School Based Committee will be meeting to ensure their forms are in; speaks out at staff meetings promoting Pro-D and revisits the Action Planning Worksheet; coordinates and facilitates the School Based Committee at their Pro-D meetings; collects School Based Pro-D Fund Application from staff and submits the original Cheque Voucher form to the School Board Office "Attn: Accounts Payable" via school mail or drop off in-person. Principal or VP must sign and the Pro-D rep keep photocopy.

Receiving School Based Funding:

The school based Pro-D Committee follows the School Based Pro-D Funds Ledger.

1. Members complete School Based Pro-D Fund Application form in advance of their Pro-D date and submits it to the school based Pro-D Rep
2. School based Pro-D Committee meets to review School Based Pro-D Fund applications and inform the members of approval, keeps the original application, and provides a photocopy to the member.
3. Approved members should use their own funds to pay for their Pro-D, keeping original receipts for submission.
4. Members should then submit receipts to the School Based Pro-D Committee.
5. The School Based Pro-D Committee reviews the submitted receipts in the order they receive it.
6. The School Based Pro-D Rep completes a Check Voucher Form for each member, makes a copy for their records, and sends the original via school mail to the School Board office "Accounts Payable".
7. School Based funds are deposited into the members' personal bank account.
8. School Based Pro-D Rep verifies members received the correct funds and notes the date the Pro-D funds were granted.
9. At the end of each school year, the School Based Pro-D Rep submits the completed Carry-Over form to the LTA and keeps a copy in their Pro D rep binder. Accounts Payable at the school board office has an ongoing record if information is required.

Additional Information:

1. If you own two positions in September at two separate schools, you receive school based funds from each school.
2. If you have accumulated school based funds and you change schools your school based funds stay at the school. Your funds become available in a pool for all to use at the school you left.
3. If you are seeking an opportunity to be involved, be in the know, to make changes, etc., please join the LTA's Pro-D Committee.

School Based Pro D

A QUICK NEEDS ASSESSMENT PROCESS

Here is a very quick and simple process you can use with your staff or committee to determine needs and set some goals and priorities. It is not intended to replace the longer needs assessment and goal setting process, but to be used as a survey tool when time is tight, and planning necessary. It will not give you the definitive answers to planning for professional development, but is a quick tool that can be used even in staff meetings to identify needs and wants for professional development.

STEPS

1. Put the question, e.g., What do you as a teacher want or need to support you in the classroom this year?
2. Brainstorm on large post-its, using one note per idea. Use felt pens, and write largely and clearly.
3. After the idea is written, stand and say it loudly enough for everyone to hear and place it on the chart. This is an important step and helps ideas flow.
4. Brainstorming rules apply-if your idea is the same or similar to one already up, add it anyway so that we get a sense of how important this issue is. The idea is to generate ideas, so there is no censoring or criticizing.
5. As the ideas are in place, see if they can be clustered into similar groups or categories.
6. Participants choose three ideas from the collection that they think are priorities and place a check on each of the three ideas they support. The top three to four vote-getters become the priorities.
7. Now-priorities are set and it is time to get commitments for action to make them happen.

NEEDS ASSESSMENT

Needs assessment is one of the critical steps in planning. Those charged with developing programs dealing with the well-being of human beings should begin by discovering the perceived needs of the people involved.

Much has been written about needs and needs assessment; generally, it is agreed that a "need" is the discrepancy between the actual state of affairs and a satisfactory state of affairs.

Needs assessment for professional development should be an open, positive approach by a school staff or a school division for examining the goals and objectives of the system and the professional development programs. The process should involve the individuals and groups in:

- determining what the desired state of affairs should be
- measuring the outcomes of current efforts
- specifying the differences between what is desired and what currently exists; and
- generating plans to reach these goals

Some of the key factors in the needs assessment process are that it should be characterized by:

- meaningful involvement of everyone concerned (teachers, administrators, students, parents, citizens)
- regular feedback and communication procedures which keep everyone informed
- commitment of the key decision makers to utilize the data
- positive approach with no real or hidden threats to existing programs or personnel

PURPOSES (what a needs assessment should accomplish)

- may be used as an initial step in designing programs should provide accurate information to use in decision-making
- may be used to evaluate the impact of a given program/ activity on the behaviour of students
- may be used to assess who thinks what is important
- may be used to collect baseline data against which to judge how well a program is doing
- can be used to set priorities and justify focusing attention on some things, not on others
- may be used to help those who complete the assessment (teachers) become more sensitive to what they are doing
- may be used to help those who complete it evaluate strengths as well as weaknesses
- may be used to help those who complete it to identify next steps/plans
- may help to identify the discrepancies between an actual and a satisfactory state of affairs

GUIDELINES AND POINTS TO CONSIDER

- an accurate needs assessment depends upon a large percentage of the teachers participating

- past practice should be considered as an index of teacher responsiveness to various forms and measures
- consider timing - don't survey during busy periods such as testing or report cards or after a "flurry of administrivia"
- use multiple measures; a needs assessment may be oral, written or a combination; different people express needs differently
- it is often difficult for individuals to express "real" needs; for example, they may have an inadequate knowledge of the field
- try to get respondents to focus on~ they learn as much as on what they want to learn about before asking respondents to complete a needs assessment, share how the data will be used
- give respondents feedback on the results of the needs assessment
- make sure something happens; some action is taken in response to the needs assessment
- keep it simple; complex methods turn people off
- don't expect a "transplanted" needs assessment to work
- needs change - do not make the assumption that they are permanent; use periodic evaluation
- consider capability of local and PD committee to implement the assessment

METHODS OF NEEDS ASSESSMENT

- data collection, using standardized or developed instruments such as questionnaires, tests or checklists
- interview schedules during which selected or random personnel are consulted
- small group sessions, tape recorded and analyzed for key ideas, concerns and possible courses of action
- group process to use problem-solving techniques to identify needs and plan program
- observer reports involving visitations by skilled observers
- these may be from other school systems, universities or the community, depending upon the nature of the need
- inter visitation schedule to observe schools, processes and personnel in the designated areas of activity, with reports of features and factors to be used in modifying the desired objectives
- analysis of case studies, logs, diaries, anecdotal records, critical incident reports or follow-up studies
- weighing and considering goal statements, objectives and achievement data with
- representative or concerned personnel to arrive at consensus or focus
- in-depth study by existing or task groups, such as instructional council or steering committee
- use of a modified Delphi technique, where select individuals respond to original data and to subsequent reduction of the data

WAYS OF GETTING TEACHERS TO IDENTIFY THEIR OWN IN-SERVICE NEEDS

- conduct in-service awareness sessions, requesting teachers to identify areas of interest at the end of each session; provide follow-up to teachers in their areas of interest
- ask teachers to identify strengths and competencies as well as needs for in-service
- arrange for peer observations
- provide teachers with self-assessment instruments
- arrange for teachers to share ideas and resources with each other, encouraging them to follow-up in one or more areas

OPTIONAL:

PROCESS FOR A QUESTIONNAIRE/SURVEY - NEEDS ASSESSMENT

1. Select a subcommittee or use the PD committee as a whole to do the task.
2. Decide upon the type of questionnaire.
3. Do an informal survey of staff-each committee member would interview some staff members. This will provide basis for questions
4. Use the data from the informal survey, past evaluations of in-service, school district goals, etc. to construct the questions.
5. Design the questionnaire-take care. choosing type and length
6. Administer the questionnaire-if possible use a staff meeting to complete.
7. Analyze the results. Group by themes-relate to goals of the school.
8. Present findings to staff - probe the themes - expand - develop consensus. This will provide topics and areas of concern around which to build a staff development program.

NOTE: This process does have limitations. It may not elicit the real needs as well as a more open-ended interactive process would.

SCHOOL-BASED FUND SURVEY

Please adapt to your school's needs.

_____ Elementary/Secondary receives \$50/teacher or
\$_____ for teacher professional development. It is the responsibility of the
school-based professional development committee to administer this fund. Your
input is important to committee decisions. Please indicate how you feel these
funds should be allocated by ordering your preferences.

- _____ teachers who have not attended conference last year
- _____ first come first served
- _____ teacher banks up to a maximum of \$200.00 and the rest goes into
the pot for teachers to access on a first come first serve basis.
- _____ all or part (___%) set aside for speaker
- _____ each teacher given a certain share
- _____ allow each teacher to bank their \$50 from year to year
- _____ allow the staff committee to use _____% for professional
development
- _____ other ex - people who do not own the contract ex. - practicum
students _____

ACTION PLANNING WORKSHEET

GOAL(S): _____

OBJECTIVE(S) _____

Major Activities	Assignments/Responsibilities	Target Dates

Method of Evaluation: _____

CRITERIA FOR ACCESSING SCHOOL BASED Pro-D FUNDS FOR

_____ **SCHOOL.**

The School Based Pro-D Committee has considered your input and has established the following criteria for accessing school-based PD funds.

Sincerely,

_____ **Pro-D Rep, Chairperson**

_____ **Staff Committee Chair**

_____ **Principal**

School Based Pro-D Funds
Application Form (PD Form)

Name of Applicant: _____ School Name: _____

Name of Conference/Workshop: _____

Dates: _____ Location: _____

Brief explanation connecting Pro-D event to professional practice: _____

Date of Request: _____ Registration fee(s): _____

Other expenses being applied for (please specify): _____

Signature of Teacher

Signature of School Pro-D Chair

Procedures

1. *Submit this form to your Pro-D Rep at your school for consideration.*
2. *If you require a TTOC, please submit an application for coverage through the Joint Pro-D Fund. Please note Joint ProD application deadlines.*
3. *Upon your return from the conference/workshop, please submit your receipt(s) to your School Pro-D Chair for reimbursement.*
4. *Applications must have the pre-approval of the School Based PD Committee.*

School Pro-D Committee Use Only

(Please check to see all sections are being completed.)

Approved Amount: _____

Not approved: _____ Reason: _____

School Pro-D Chair keep original of this form in binder for accounting purposes.

School Pro-D Chair: After claim submitted to school board office, please ensure to record in your School PD Accounts Ledger.

Expense recorded in Ledger. ___ Yes. ___ No

School Based Pro-D Funds Ledger

School Name: _____

Page _____ of _____

CURRENT YEAR

YEAR END TOTALS

<i>June carry over amounts from previous years:</i>		<i>Total funds available for this school year:</i>	
<i>Money deposited current school year:</i>		<i>Less total money granted (all pages)</i>	
<i>Total funds available current school year:</i>		<i>Funds Carry Over Request to next year:</i>	
		<i>Complete School Based Funds Carry-Over Form & submit to LTA PD Chair</i>	

Date (YY/MM/DD)	Name of Teacher	Name of PD Activity	PD Form Rec'd (YY/MM/DD)	PD Form copied (YY/MM/DD)	Cheque issued date (YY/MM/DD)	Cheque Amount

Amount:

***Total money granted: 0**



CHEQUE VOUCHER

Revised August 2014

Vendor/Payee No. _____

Payee: _____

If cheque needs to be held, please indicate here:

Address: _____

Hold for _____

or phone _____

for pickup.

Send Cheque to: (School) _____

Cheque Amount

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Purpose of Cheque: _____

Receipts and Back-up Materials Attached (Required)

Func/Prog - Object	C.C.	Amount	GST Paid

Date: _____

Approved By _____

(please print)

Department: _____

Signature: _____

- Pro-D Rep completes cheque voucher for applicants.
- Only the Principal or Vice Principal can sign the "Approved by" line on the form.
- Pro-D Rep keeps a photocopy and sends the original to the School Board office Attn: "Accounts Payable"
- Cheque vouchers must be sent via school mail or dropped off in person.
- Funds are directly deposited into the members personal account



CHEQUE VOUCHER

Revised August 2014

Vendor/Payee No. SBO COMPLETE

Payee: EMPLOYEE NAME _____ If cheque needs to be held, please indicate here:
 Address: _____ Hold for _____

 _____ or phone _____
 _____ for pickup.

Send Cheque to: (School) SCHOOL NAME _____

Cheque Amount

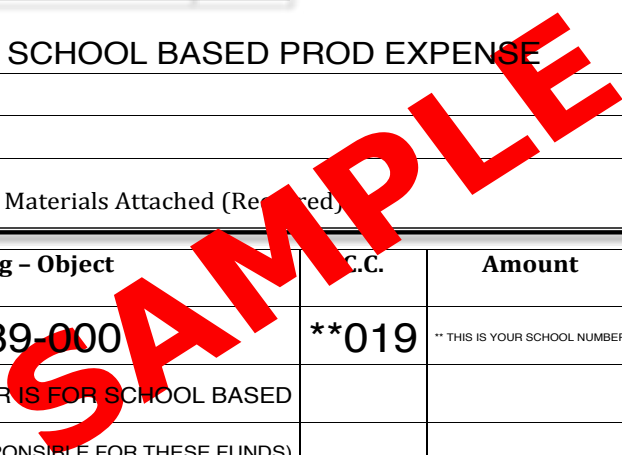
\$ 100	00
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Purpose of Cheque: LTA SCHOOL BASED PROD EXPENSE

Receipts and Back-up Materials Attached (Required)

Func/Prog - Object	C.C.	Amount	GST Paid
*00-989-000	**019	<small>** THIS IS YOUR SCHOOL NUMBER</small>	
* THIS ACCOUNT NUMBER IS FOR SCHOOL BASED			
PROD FUNDS (ADMIN IS RESPONSIBLE FOR THESE FUNDS)			

Date: TODAYS DATE _____ Approved By ADMINISTRATOR OR VP _____
(please print)
 Department: PROD _____ Signature: _____





**Langley Teachers' Association
School Based Pro D Funds Carryover Form
(Budget Line 109-359)**

MEMO

To:
(Principal) _____

Date:
(YYYY/MM/DD) _____

From:
(LTA School Pro D Rep) _____

School/Site:

Re: School-Based Pro-D Fund Carryover

According to an agreement between the School Board and the Union, a request is made to have the balance of \$_____ carried over from the _____
(School Year) budget to the School Based Pro-D Fund for *(School Year)*_____.

Please see the attached School Based Pro D Funds Ledger Sheet for details.

Signed,

(LTA School Pro D Rep)

(LTA Staff Committee Chair)

Please forward a copy to the Professional Development Chairperson at the LTA Office

Email: mail@langleyteachers.com or Fax: 604-533-1400

Section 3

Joint Pro-D Funding

Joint Pro-D Funds

Joint Pro-D Funding:

- Every September the school district remits \$30,000.00 into the Joint Pro-D account.
- Joint Pro-D funds are for LTA members who have a continuing or term assignment during the school year (part time or full time).
- Members must share this money, and it is distributed on a first come, first served basis.
- Members can apply once during the school year (September-June) for up to \$350 (2022-2023 only at this time)
- Members can apply once during the spring for the summer months (July-August) up to \$350.
- Members must apply using the fillable PDF application on the LTA website.

How to Apply For Joint Pro D Funding:

- Applications must be completed accurately and submitted and approved prior to the date of your pro-d event and before the committee due dates (see application), or they will be declined.
 - Step 1: Complete application accurately and submit all required documents to mail@langleyteachers.com
 - Step 2: After your application is processed, you will receive an email regarding the status of your Application.
 - Step 3: Pay for your Pro-D upfront, keep the receipt, and after attending send a scanned copy to mail@langleyteachers.com. DO NOT SUBMIT RECEIPT PRIOR TO EVENT. Must be submitted within 30 days post event
 - Step 4: Your cheque will be sent to your school.

Frequent Responses:

- Your application will be declined if it was not submitted prior to the application deadline.
- Your application will be declined if information is missing.
- Your application will be declined if not submitted digitally using the current fillable PDF application
- If you make a mistake, fill out a new application and email mail@langleyteachers.com so the other applications can be removed.
- If for whatever reason the event was canceled last minute or circumstances change, please email mail@langleyteachers.com to cancel your application freeing up funds for other members.
- Members can attend a Pro-D on a scheduled work day, get paid, and have a TTOC cover for them. There are 1000 TTOC days available for members to share.
- Observing a colleague in our district (or another) is considered Pro-D. (must also complete Self-Directed Form)
- Funds can be used for travel expenses outside of the Lower Mainland. There is no travel or accommodation reimbursement for conferences or workshops within the Lower Mainland. The Lower Mainland boundary is defined by Agassiz and Chilliwack to the East, the Canada/USA border to the South and Lions Bay to the North.
- You can only apply for funding once during the school year and once in the spring for summer Pro-D. You may not receive any funding if you wait too long to apply. Your application will be placed on a waitlist when the Joint Pro-D funds are depleted. Waitlisted applications will be reviewed in the spring.
- Do not book a TTOC for a Pro-D event UNLESS the Joint Pro-D Committee has approved your application in advance of your Pro-D.
- TTOC shortage: Pro-D including SURT's (School Union Rep. Training) are "contractual", which means we can attend. In-service: You could be pulled from your in-service if there are no TTOCs.
- The administrator should know which Pro-D you are attending for health & safety purposes.
- If you are on a leave of any kind, you do not qualify for funding.

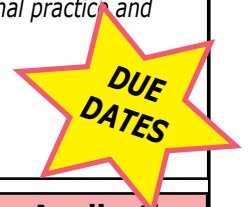


Joint Professional Development Fund DIGITAL Applications ONLY 2023-2024



Name:	School email:
School (Cheque will be sent here):	Today's Date:
Name of Pro-D:	Date of Pro-D Event:
Type of Pro-D (Conference, Workshop, etc):	Receipt due within 30 days AFTER event
Teaching Area (Grade,subject etc)	Link to website of event:
Funds requested in Canadian currency:	TTOC coverage dates requested (D/M/Y):

Brief explanation (All Pro-D activities eligible for funding must show a clear connection to the applicant's professional practice and their work with students in their school setting) **re: funds/TTOC dates:**



Check List (must be completed):	YES	NO	MEETING DATE	Application DUE DATE
I have read, understand and agree to the Pro-D guidelines found on the LTA website.	<input type="checkbox"/>	<input type="checkbox"/>	September 21, 2023	September 19, 2023
I understand my application must be approved prior to my Pro-D event.	<input type="checkbox"/>	<input type="checkbox"/>	October 12, 2023	October 10, 2023
<i>I understand that my receipt is due within 30 days after my Pro-D event.</i>	<input type="checkbox"/>	<input type="checkbox"/>	November 9, 2023	November 7, 2023
I have supplied the link to the website for the Pro-D event.	<input type="checkbox"/>	<input type="checkbox"/>	December 7, 2023	December 5, 2023
NEW If you are requesting an Observation, Collaboration or Inquiry day - your application MUST include completed self directed form (found on LTA website).	<input type="checkbox"/>	<input type="checkbox"/>	January 18, 2024	January 16, 2024
I understand that PSA membership dues are eligible for reimbursement when in conjunction with a PSA conference.	<input type="checkbox"/>	<input type="checkbox"/>	February 8, 2024	February 6, 2024
Are your documents in pdf format?	<input type="checkbox"/>	<input type="checkbox"/>	March 7, 2024	March 5, 2024
	<input type="checkbox"/>	<input type="checkbox"/>	April 11, 2024	April 9, 2024
	<input type="checkbox"/>	<input type="checkbox"/>	May 9, 2024	May 7, 2024
	<input type="checkbox"/>	<input type="checkbox"/>	June 13, 2024	June 11, 2024

All applications and supporting documents must be received digitally (PDF format)
SAVE document then click email mail@langleyteachers.com



**Self-Directed Form to accompany
Joint ProD Application Form**
(ex. Observation, collaboration, inquiry, mentoring, etc.)



Name:	
Type of Self-Directed Activity (ex. Observation, collaboration, inquiry, mentoring, etc.):	
Location of activity:	Primary Date:
	Alternate Date:
Purpose of Pro-D Activity:	
Shape of the Day (morning):	Shape of the Day (afternoon):
Contact for lead organizer (if applicable):	

****Reminder ALL applicants must submit their own individual application and self-directed form ****

**Email this completed form together with your
Joint ProD Application form to mail@langleyteachers.com**

Section 4

Joint Pro D & School Board

Joint Pro-D

- \$350 per school year (Sept-June)
- \$350 per summer (July-Aug)
- \$30k Sept-Aug for members who own a continuing or term to share and is first come first serve (\$3500 reserved for summer Pro-D)
- can apply for TTOC coverage
- application on LTA website
- refund cheque @ school
- receipt (photocopy) required & are due within 30 days after the event via email, fax or mail
- Receipts submitted early will be destroyed

- Allocate \$\$ from SBO
- Follow the same Pro D lens
- LTA Pro D Chair can offer support

School Based Funds

- \$50 allocated for each member who owns a term or a continuing (does not include job share partner)
- School Based Funds apply for funding through forms PD1 and PD2
- applications processed via school based pro d committee
- school based Pro D Rep is first contact - forwards information from LTA
- refund direct deposit
- Original receipt required

Who can help you?

prod@langleyteachers.com

LTA Pro-D Chair, Pam Haugland

Langley Teachers' Association Professional Development Committee

Joint Pro-D Committee

School-Based Funds

mail@langleyteachers.com

ph: 604-533-1618

LTA Office Clerical Staff

LTA Training Registrar

ph: 604-218-6745

Joint Pro-D Cheques and Receipts

ph: 604-534-7891

(ask for accounts payable)

School Board Office

School-Based Funds