



RAVENSCROFT®

Ravenscroft School: Professional Development Guide

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I. Philosophy

Ravenscroft is committed to offering employees pathways for professional growth. Additionally, to maintain our SAIS accreditation, the school must ensure that “all staff members participate in a continuous program of professional development.”

Professional growth is viewed as formative work and is distinct from summative employee evaluations. Professional growth involves *goal-setting, skill acquisition, risk-taking, and most importantly, reflection*. As the renowned American educator John Dewey stated, “We do not learn from experience; we learn from reflecting on experience.”

Some professional development training may be mandatory to meet organizational, division, department, or team-level goals, as well as insurance requirements.

For those teachers or counselors with state credentials, Ravenscroft is committed to providing support and training to meet license renewal requirements. If such training cannot be provided in a timely manner on campus, funds are available to pursue guided training virtually or off-campus.

For teaching faculty and assistants, professional growth should be inspired by the Ravenscroft [Portrait of an Educator](#) statements:

I teach with joy and strive for excellence.

I model lifelong learning and collaboration.

I encourage students to explore their passions and interests.

I create a nurturing and inclusive community where all are valued.

Please consult with your immediate supervisor to discuss how these opportunities might align with your professional growth plans.

II. Process Overview

Some professional development training may be mandatory to meet organizational, division, department, or team-level goals, as well as insurance requirements. Those activities sponsored by the organization are referred to as the **Ravenscroft In-Service Series (RISS)**. Here is the general process for RISS activities:

1) Ravenscroft In-Service Series:

a. Supervisor Designed

- i. Division Heads, Directors, and/or Department Chairs create RISS opportunities for employees.
- ii. Division Heads, Directors, and/or Department Chairs should contact the Executive Operations Manager, the Head of School, Chris Kay, to discuss guidelines, paperwork requirements, available CEUs (Continuing Education Units), and credit categories (literacy, technology, academic area, and general).
- iii. *Facilitators of RISS opportunities cannot receive CEU credit for participating in the RISS opportunity they facilitate.* Facilitators of RISS opportunities may receive Guided RISS credit (see below) to prepare for their first presentation of the RISS opportunity. Repeat sessions of the same RISS opportunity do not receive preparation credit for the facilitator.
- iv. During the RISS session, attendees must sign a RISS attendance form, which is supplied and signed by the Executive Operations Manager to the HOS, to receive credit for the activity.
- v. Facilitators of RISS sessions must submit RISS attendance forms to Chris Kay for participants to receive credit for the activity.
- vi. RISS attendance forms will be scanned and saved digitally, and the hard copy will be discarded.
- vii. CEUs will be added to the employee's Professional Development Record.
- viii. Each employee will be able to access their Professional Development Record through Veracross at any time to view an up-to-date record of activities and CEU totals.

b. Employee designed (Guided RISS):

- i. There are three models an employee can follow to design a guided RISS professional development series:
 1. Individually guided
 2. Study group
 3. Action research
- ii. Employees request approval from Division Heads, Directors, and/or Department Chairs to create a Guided RISS to earn CEUs.

- iii. Employees contact Chris Kay to discuss the Guided RISS requirements, paperwork, available CEUs, and credit categories (literacy, technology, academic area, and general). *Only 5 Guided RISS CEUs in any one cycle can be tallied towards licensure or accreditation requirements.*
- iv. Employees complete their Guided RISS and document hours on the supplied form.
- v. Evaluator/Supervisor signs the Guided RISS form and submits it to Chris Kay.
- vi. Guided RISS forms will be scanned and saved digitally, and the hard copy will be returned to the employee for personal record-keeping.
- vii. CEUs will be added to the Professional Development Record.
- viii. Each employee will be able to access their Professional Development Record through Veracross at any time to view an up-to-date record of activities and CEU totals.

2) Non-RISS Activities (virtual or off-campus):

- a. Faculty or Staff need to receive permission from their supervisor to attend an activity that is not sponsored by Ravenscroft School. **The Professional Development Request** form can be found in the Employee Portal under Professional Development in the Quick Links section. Upon submission of the form, an automatic notification is generated for the employee's supervisor for review and approval.
- b. Upon completion of the professional development activity, the employee must submit a copy of a certificate of attendance or credit to Chris Kay to receive credit. **The certificate should be submitted as a PDF or scanned copy using the Professional Development Completion form**, which can be found in the Employee Portal under Professional Development in the Quick Links section as well as in Raven Portfolio on the Professional Development page. Hard copies (not originals) can be forwarded through campus mail. All certificates will be saved digitally, and the School will retain no hard copies. Hard copies of the originals will be scanned and returned to the employee for personal record-keeping purposes.
- c. CEUs will be added to the Professional Development Record.
- d. Each employee will be able to access their Professional Development Record through Veracross at any time to view an up-to-date record of activities and CEU totals.

III. Funding Sources

Each year, a portion of your supervisor's budget is dedicated to professional development opportunities. These opportunities include, but are not limited to:

- professional reading
- professional memberships
- conference or workshop attendance
- webinars or online courses
- outside consultants, trainers, or speakers

Please use the **Professional Development Request** form to apply after discussing with your supervisor how the resource or opportunity aligns with your professional growth plan.

Advanced Degree Award Program

The school supports our faculty and staff in pursuing advanced degrees (or relevant degrees) in teaching or areas pertinent to their specific job duties. To apply, you should write a short letter to your Division Head requesting assistance, who will, in turn, review the request with the Head of School. *The letter should contain information about the degree being pursued, the name of the educational organization, and the amount of time you think it will take to complete the program. You can request up to \$ 1,500 per school year, either through a single draw request or multiple requests.* Once endorsed, you can submit a **Professional Development Request** to apply for pre-approval of these funds (use the drop-down menu for graduate school reimbursement, and the form will read “Employee Educational Assistance”). Upon successful completion of the course(s), employees must submit a check request form for reimbursement. The request must include the approved request form and supporting documentation, including transcripts, certificates of completion, and any applicable receipts.

Excellence in Teaching Summer Institute Grants

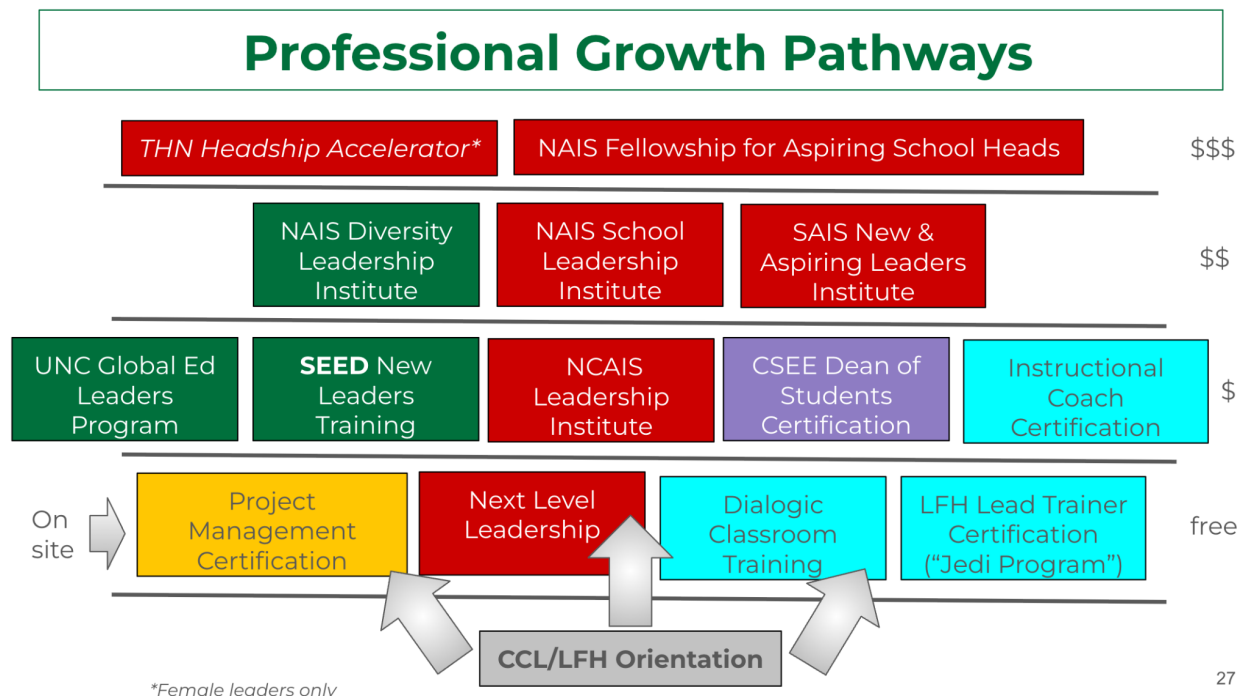
Summer is an excellent time for unfettered generative thinking, research, collaboration, and design. Thanks to the generous endowments created by the Maynard Family, the Lichtin Family, and the Board of Trustees, Ravenscroft can offer the annual **Excellence in Teaching Summer Institute**. Faculty are invited to apply for grants to support projects that advance our strategic plan, accreditation improvement plan, divisional goals, and/or departmental goals, or to pursue innovative initiatives. The application process kicks off around April of each year and is administered by the Associate Head of School for Academic Affairs.

IV. Other Professional Growth Pathways and Opportunities

As you consider your future career progression, note that there are numerous opportunities on campus and off (or virtual) to consider, depending on your interests. Ravenscroft teaches students leadership competencies through the *Lead From Here* curriculum, and the school also wants to provide employees with access to leadership development programs. As with any outside professional development opportunity, you should first discuss with your supervisor how the resource or opportunity aligns with your professional growth plan. Once endorsed, you will use the **Professional Development Request** form to submit your application.

In the professional growth pathways diagram below, note the following color codes based on areas of interest:

1. Yellow-project management (usually staff functions)
2. Green-Diversity, Equity, Inclusion, and Belonging leadership opportunities
3. Red-Leadership of organizational units or whole organizations
4. Blue-Student-facing leadership roles



Note that the first-tier programs have no costs (and therefore do not require the professional development form), but they may have an application process.

Project Management Certification. This course is designed for faculty and staff interested in leading projects. The goal of this course is to equip faculty and staff with foundational tools, strategies, and mindsets to successfully lead divisional or cross-divisional initiatives. Participants will learn how to scope, plan, and implement projects that install new programs or enhance existing systems, with an emphasis on collaboration, accountability, and measurable outcomes. Depending on demand, the course will be offered once or twice per year and led by a qualified faculty member from East Carolina University's College of Business.

Next Level Leadership (NLL). This professional growth program is designed for those interested in future leadership positions or those who have recently assumed leadership roles on campus. This is a 9-month program that runs from September to May each year, obligating you to one monthly (and sometimes two) classroom sessions, as well as some limited reading outside of class. Goals of the program include:

1. Build Internal leadership capacity and skill sets
2. Develop skills to lead and manage teams
3. Develop self-awareness of how individual personality and preferences impact leadership.
4. Exposure to roles and responsibilities associated with leadership
5. Provide avenues for individual reflection and clarity on future professional goals

The application process will be shared at the start of each school year. Cohorts for each year are limited to a maximum of fifteen participants.

Dialogic Classroom Certification. This professional growth program is part of our partnership with Essential Partners. According to their website: "The Dialogic Classroom isn't just another classroom management system. It is a new educational paradigm that empowers teachers and students to explore different values, perspectives, and identities. Deep listening and intentional structures unlock students' curiosity about the class topic, their fellow students, and themselves." The Dialogic Classroom Program Director will provide information on training at the start of each school year.

Lead From Here Facilitator Certification. This professional growth program builds on the Ravenscroft New Employee Leadership Essentials course. It is designed to enhance participants' facilitation skills, particularly for those engaged in classroom teaching, but it can also serve others in broader roles across the campus. Participants will explore the definition and principles of experiential education, empowering participants to create meaningful and impactful experiences for their learners. Applications to join the week-long summer institute will be offered each spring. Institutionally, employees who receive this certification may also be asked to serve as

models and mentors in expert facilitation for other employees and community members, both within and outside of the classroom.

V. Appendices

A. Licensure Renewal Requirements and Ravenscroft Requirements

Below are the minimum requirements for professionals over a 5-year period, categorized by employee type. For those with state licensure, there may be additional Ravenscroft requirements (such as cybersecurity or artificial intelligence training) that are not required by the state but count toward general continuing education units (CEUs).

NC LICENSURE RENEWAL REQUIREMENTS AND RAVENSCROFT REQUIREMENTS (1.0 CEUs=10 hours)

License Type	Total CEUs	General CEUs	Literacy CEUs	Academic Area/Content CEUs	Technology CEUS
Continuing License (Grades PreK-5) NC Requirements	8.0 (80 hours)	2.0 (20 hours)	3.0 (30 hours)	3.0 (30 hours)	0.0
Continuing License (Grades 6-12) NC Requirements	8.0 (80 hours)	4.0 (40 hours)	0.0	4.0 (40 hours)	0.0
Initial License NC Requirements	<i>Complete all testing requirements for the area of licensure and have three years of teaching experience to convert to a Continuing Education License</i>				
Non-License Faculty Ravenscroft Requirements	8.0 (80 hours)	4.0 (40 hours)	0.0	2.0 (20 hours)	2.0 (20 hours)
Staff Ravenscroft Requirements	5.0 (50 hours)	4.0 (40 hours)	0.0	0.0	1.0 (10 hours)
Facilities Staff	2.5 (25 hours)	2.0 (20 hours)	0.0	0.0	0.5 (5 hours)