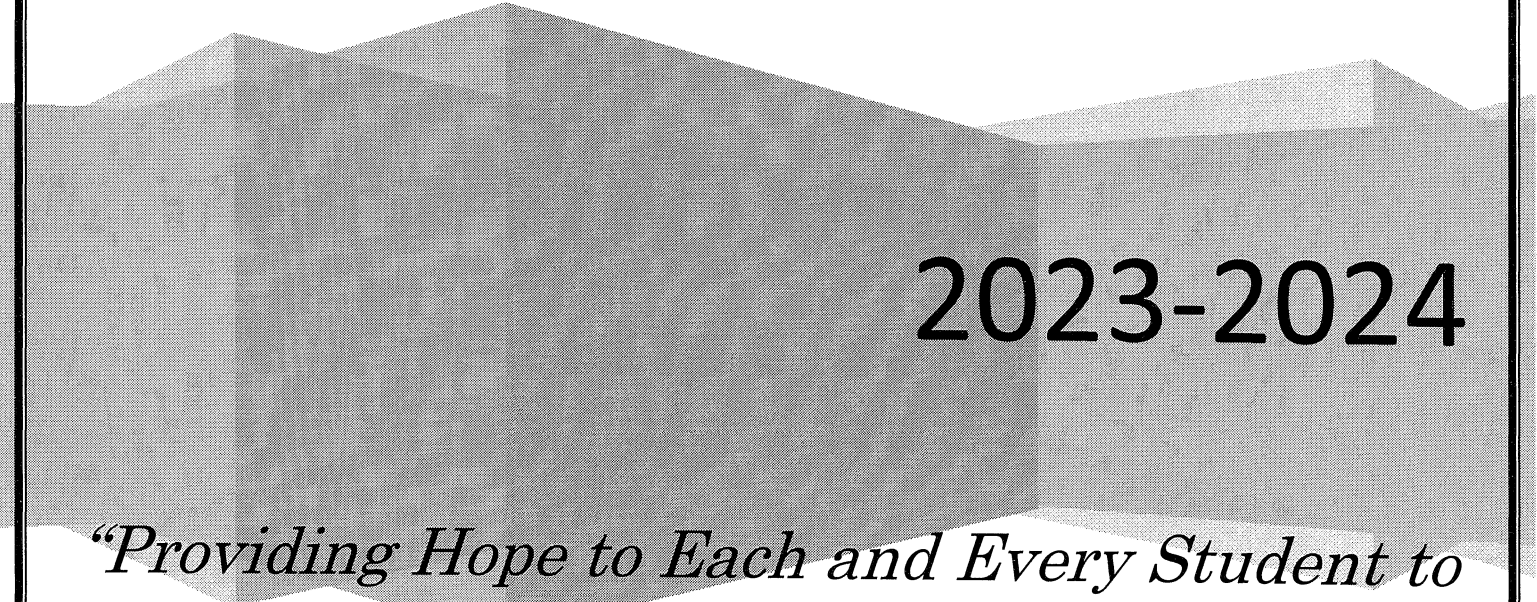


Potosi R-III Schools

Professional Development Plan



2023-2024

*“Providing Hope to Each and Every Student to
Reach Their Full Potential”*

Potosi R-3 School District Professional Development Plan

Table of Contents

Mission Statement	3
Comprehensive School Improvement Plan (CSIP) Goals	4
Standards for Professional Learning	5
Professional Development Goals	6 - 7
Missouri Teacher Standards	8 - 12
Potosi R-3 School District Goals	13
Professional Development Committee Structure	14 - 15
Current Members and Their Responsibilities	16
District Calendar 2023-2024	17
Professional Development Calendar	18
Professional Development Committee Meeting Dates	19
District Continuous Improvement (DCI)	20
Major Components of the Professional Development Plan	
Professional Development Committee	
Teacher Resource Information	21 - 24
Mentoring Provisions	25 - 26
Mentoring Standards	27 - 30
Mentor / Mentee Logs	31 - 34
Classroom Management Plan	35
Building Information Checklist	36
Useful Teaching Resources	37
Formal Peer Review Coaching	38
Mentoring Survey	39 - 42
Professional Development Cycles	43
Approved Professional Development Activities	44
Budget Percentages by Building	45
Budget 2023-2024	46
Program Evaluation	47
Chain of Action for Coursework Reimbursement	48
Coursework Reimbursement Request	49
Chain of Action for Workshop Reimbursement	50
Workshop Reimbursement Request	51
Request for Reimbursement for National Board Certification	52
Workshop/Coursework Evaluation and Documentation	53
Mileage Chart for Workshops	54-55
Teacher Needs Assessment Survey Result	56
Professional Development Program Evaluation Results	57 - 58
Required Professional Development Hours	59 - 60

Potosi R-3 School District

Professional Development Manual

2023-2024

The Professional Development Committee (PDC) and Administration of the Potosi R-3 School District in an attempt to implement portions of the 1993 Outstanding Schools Act, specifically as it pertains to the PDC program, have developed the following district-wide Professional Development Plan (PDP).

This Professional Development manual is to help meet the needs of the teaching staff that were identified by a district-wide survey, to provide new teacher assistance, to assist in attainment of short and long-range goals adopted by the R-3 District, to help attain the goals established in our five-year Missouri School Improvement Plan (MSIP) and our district Comprehensive School Improvement Plan (CSIP).

Mission Statement:

Providing Hope to Each and Every Student to Reach Their Full Potential

POTOSI R-3 SCHOOL DISTRICT

Comprehensive School Improvement Plan (CSIP) Goals

Goal – Leadership: Communication

Review and refine the communication plan and include detailed strategies to increase understanding and support for the District with internal and external stakeholders.

Goal – Teaching and Learning

The District will refine curriculum, assessment, instructional practices and resources planning processes in order to strengthen student engagement and increase achievement

Establish a plan to update curriculum offerings in order to engage students in career exploration that is aligned with High Quality Career Education Standards.

Goal – Climate and Culture

Create explicit systems regarding a healthy climate and culture for students and staff in order to provide consistent and equitable learning opportunities across the District that propel student achievement, participation, and post-secondary options.

STANDARDS FOR PROFESSIONAL LEARNING

<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

PROFESSIONAL DEVELOPMENT GOALS

Goal I Increase Student Achievement (Teacher Standards 1 – 9)

Objective A. Increase student achievement by training teachers in various instruction and assessment techniques and providing standards based curriculum.

Activities:

1. Workshops/seminars
2. Teacher training
3. Tuition reimbursement
4. Professional development resources in libraries
5. Encourage teacher participation in National Board Certification

Objective B. Provide training in areas in which teachers have identified district needs

Activities:

1. Yearly needs assessment survey of teachers
2. Workshops/seminars
3. Teacher Training
4. Tuition reimbursement
5. Professional development resources in libraries
6. Revise curriculum

Goal II Provide Quality Instructional Programs (Teacher Standards 1 – 9)

Objective A. Receive training in current educational practices

Activities:

1. Attend classes, workshops, conferences, or seminars
2. Classroom observation
3. Tuition reimbursement
4. Provide reimbursement for National Board Certification
5. Peer coaching opportunities
6. Work collaboratively with grade level/department

Objective B. Provide an effective mentor program for first year teachers.

Activities:

1. Pay mentors a stipend or allow mentors to count mentoring hours as credit toward Career Ladder hours
2. Provide opportunities for observations between mentors, mentees, and other classroom teachers.
3. Provide training for mentors and mentees
4. Provide new teacher orientation workshop

Goal III Maintain Positive Relationships to Enhance Student Success (Teacher Standard 9)

Objective A. Encourage parental involvement

Activities:

1. Parent/teacher conferences
2. Special Events

Objective B. Provide opportunities for staff communication

Activities:

1. PDC members serve as confidential consultants to individual teachers
2. Mentor/mentee program
3. Staff collaboration

Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2 (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Student engagement in subject matter

Quality Indicator 3: Disciplinary research and inquiry methodologies

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Differentiated lesson design

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process;* (2) *Various forms of assessment are used to monitor and manage student learning;* (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;* (5) *The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.*]

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process.*]

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 160.045.2 (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 160.045.2 (4) *The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.*]

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 160.045.2 (2) *Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet student needs

Quality Indicator 3: Cooperative partnerships in support of student learning

The Professional Continuum of the Missouri Teacher: The following descriptions apply to all indicators found in the standards:

Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.

Indicator Terminology:

- Demonstrate knowledge
- Can create/implement
- Understand/reflect
- Aware of/recognize
- Observe/identify
- Develop ability to
- Describe/ explain

Emerging Teacher: This level describes the performance expected of a new teacher as they enter the profession or a practicing teacher in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom.

Indicator Terminology:

- Demonstrate
- Communicate
- Identify/select
- Use/implement
- Develop/create
- Facilitate
- Explore/learn
- Apply

Developing Teacher: This level describes the performance expected of a teacher early in their assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.

Indicator Terminology:

- Incorporate
- Apply
- Engage
- Develop/design
- Actively participate
- Realize
- Implement
- Advance

Proficient Teacher: This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

Indicator Terminology:

- Expand/engage
- Analyze/Assess
- Adjust
- Display/Present
- Enable/assist
- Build
- Anticipate
- Establish/select

Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.

Indicator Terminology:

- Mentor/Model
- Lead/share
- Connect/promote
- Employ
- Contribute
- Has Mastery of
- Cultivate/Foster
- Research

Potosi R-III School

District Goals

1. Budget

Continue establishing and implementing fiscal control policies and procedures to ensure adequate reserves without jeopardizing quality instruction.

2. Curriculum and Assessment

Continue implementing curriculum review and revision on the adopted schedule while emphasizing performance based assessment.

3. Professional Development

Activities for all staff will be designed to help improve student achievement and meet all other CSIP goals. Credit toward incremental steps for workshops and other professional development hours will be considered for both certificated and support salary schedules.

4. School Health Services

Continue to support the countywide school health program to expand primary health services for Washington County children.

5. Student Achievement

Increase the level of achievement of students on the MAP, End of Course Exams, and ACT and also increase vocational opportunities for our students.

6. Facility Needs

Continue to monitor the need for facility improvements and the completing of ADA corrections.

7. School / Community Relations

Expand community involvement in school related activities through the Community Internet, Instructional, TV, and Radio, and TV Broadcasting programs.

8. Technology

Finalize technology plans with emphasis on a district wide integrated system to access all student and administrative information. Develop a comprehensive plan for equipment and maintenance and replacement.

Note: Long and short-range goals are continually being reviewed and revised as necessary as part of the Potosi R-3 School District Comprehensive School Improvement Plan.

Professional Development Committee Structure

A professional development program will be planned annually to provide for beginning and experienced staff a continuous process of refining skills and keeping abreast of new developments in the field of education.

The twelve members of this committee shall consist of three members from elementary, three from intermediate school, three from middle school, and three from high school.

A chairperson, co-chairperson, secretary, and treasurer will be elected by committee members. The remaining committee responsibilities will be divided among remaining committee members. The job descriptions follow.

Chairperson

Call meetings

Create the agenda in consultation with district administration

Conduct the meeting

Oversee all aspects of PDC work & budget

Develop plan with the committee

Make presentations to the School Board

Stay up to date with guidelines and other PDC matters

Serve as MAAA Professional Development Representative

Co-Chair

Work closely with chair in preparation for becoming chairperson

Coordinate in-services

Stay up to date with guidelines and other PDC matters

Secretary

Keep and record minutes of all meetings

Inform PDC members of upcoming meetings and agendas

Other necessary correspondences

Prepare and distribute newsletters to staff

Treasurer

Works closely with the Business Manager to track PDC expenditures

Food Coordinators

Arrange food and clean-up for professional development in-services, when appropriate

Building Level Information Facilitators

Distribute and/or post workshop and coursework information which may be of interest to teachers and staff

Take down outdated information from bulletin boards

Maintain supplies of needed PDC request forms at each building

Teacher Consultation—All members

Members of the Potosi R-3 Professional Development Committee may serve as confidential consultants to staff members who feel the need to address a school related issue. If the committee member cannot help resolve the issue, the issue may be addressed at a PDC meeting so that committee members can provide the staff member with input on possible ways to resolve the issue. The matter will be handled in a confidential, professional manner.

Current Members and Their Responsibilities

(Year term expires)

Chairperson Sarah Schnieders (2024)
Co-chairperson Christina Haar (2026)
Secretary Mariah Coleman (2025)
Treasurer Amanda Hedgecorth (2026)
Mentor Coordinators Heather Degonia (2025), Lindsey Glore (2025)

Building Level Information Facilitators-

Elementary Amanda Hedgecorth (2026)
Intermediate Christina Haar (2026) / Sarah Schnieders (2024)
Middle School (2025)
High School Angie Fulton (2024)

Food Coordinators-

Elementary Heather DeGonia (2025), Amanda Hedgecorth (2026)
Intermediate Christina Haar (2026)
Middle School Mariah Coleman (2025)
High School Kami Brawley (2024), Angie Fulton (2024)

Other Members – Lindsey Glore (2025); Baylee Coleman (2026); Allie Golden (2026); Tonya Bradley (2025)

Central Office Coordinator – Bryce Wilson – Assistant Superintendent



Potosi R-III Schools

2023-2024 School Calendar

Students' First Day
Students' Last Day

8/21/2023
5/15/2024

171 Total Student Days
182 Total Teacher Days

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Su	M	Tu	W	Th	F	Sa
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2023						
Su	M	Tu	W	Th	F	Sa
						7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	M	Tu	W	Th	F	Sa
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July	T	S
Independence Day (H1)	7/4/2023	

August	T	S
New Teacher Orientation	8/11/2023	
Teacher Workshop (T1)	8/14/2023	
Teacher Workshop/Open House (T2=1.5)	8/15/2023	2/19/2024
Teacher Workshop (T3)	8/16/2023	
Teacher Workshop (T4)	8/17/2023	
Students First Day	8/21/2023	

September	T	S
Labor Day (No School/H2)	9/4/2023	
Homecoming (1pm dismissal)	9/29/2023	

October	T	S
1st Quarter Ends	10/13/2023	4/1/2024
Parent Teacher Conf (1pm dismiss) T5=1.5	10/19/2023	
Parent Teacher Conf (No School) (T6 = .5)	10/20/2023	

November	T	S
Teacher Collaboration/PD (No School) (T7)	11/10/2023	5/15/24
Thanksgiving Break (No School)	11/22/2023	5/16/2024
Thanksgiving Break (No School/H3)	11/23/2023	5/17/2024
Thanksgiving Break (No School/H4)	11/24/2023	
		5/27/2024

December	T	S
1:00 P.M. Dismissal	12/20/2023	
Christmas Break (No School)	12/21/2023	
Christmas Break (No School/H5)	12/22/2023	
Christmas Break (No School/H6)	12/25/2023	
Christmas Break (No School)	12/26/2023	
Christmas Break (No School)	12/27/2023	
Christmas Break (No School)	12/28/2023	
Christmas Break (No School/H7)	12/29/2023	

January	T	S
Christmas Break (No School/H8)	1/1/2024	
(Christmas Break (No School))	1/2/2024	
Teacher Collaboration/Work Day (No School/T8)	1/3/2024	
School Resumes	1/4/2024	
Martin Luther King (No School/H9)	1/15/2024	

February	T	S
President's Day (No School/H10)		

March	T	S
3rd Quarter Ends	3/7/2024	
Teacher Collaboration/PD (No School) (T9)	3/8/2024	
Easter Break (No School)	3/28/2024	
Easter Break (No School/H11)	3/29/2024	

April	T	S
Easter Break (No School) (H12)		

May	T	S
Students Last Day 1pm dismissal)	5/15/24	
Teacher Workshop (T10)		
Teacher Workshop (T11= .5)		
Memorial Day (No School/H13)		

June	T	S
------	---	---

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	M	Tu	W	Th	F	Sa
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	M	Tu	W	Th	F	Sa
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Potosi Professional Development

2023-2024 Calendar

August 11	New Teacher Orientation
August 14	Beginning of Year General Session
August 15	Beginning of Year Building Session
August 16	Beginning of Year Building Session
August 17	Beginning of Year Building Session
November 10	Professional Development In-Service
January 3	Professional Development In-Service
March 8	Professional Development In-Service

Potosi Professional Development

Committee Meetings

2023-2024

Time: 3:30PM

Place: Central Office Main Floor Meeting Room/Third Monday of each month
when applicable

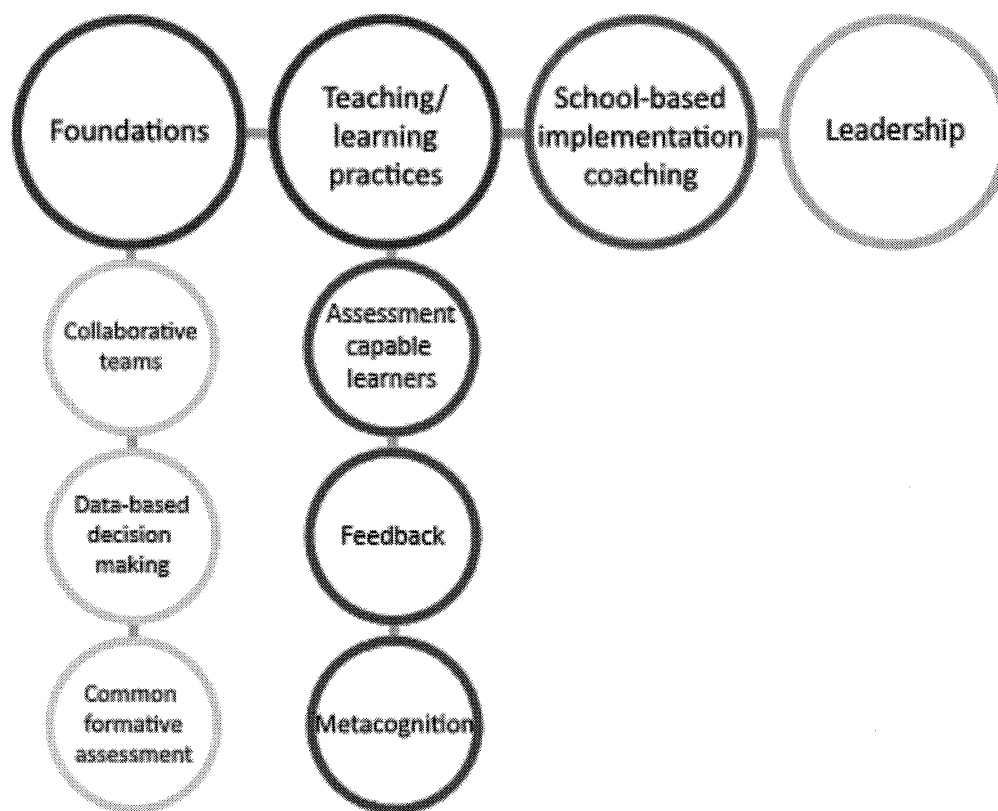
Dates:

- ❖ Monday, September 18
- ❖ Monday, October 16
- ❖ Monday, November 20
- ❖ Monday, December 18
- ❖ Monday, January 22
- ❖ Monday, February 26
- ❖ Monday, March 18
- ❖ Monday, April 15
- ❖ Monday, May 13

Potosi R-3 began the 2018-19 school year with the new designation by DESE as a Missouri Model District (MMD) / District Continuous Improvement (DCI). The 2023-24 school year, Potosi R-3 will continue with the project; the district will continue to move forward with growth in the DCI Essential Components by aligning all professional growth opportunities to these areas.

Numerous professional development offerings in this plan are focused on the components of the DCI model. Some offerings are already embedded into the established PD cycles; however, some buildings may have needs that are different or in addition to the district plan. These will be built into the building school improvement plans (BSIP) as needed.

Figure 1. Missouri Model Districts Components



Major Components of the Potosi R-3 Professional Development Plan

I. Professional Development Committee

A. Membership

- ❖ Qualifications will be two years teaching experience with one of those years being in the Potosi R-3 School District
- ❖ Ex-officio member will be a central office administrator
- ❖ Selection will be by vote of each represented group; i.e., elementary, intermediate school, middle school, and high school. Each faculty group will nominate candidates for committee membership; plurality vote will be sufficient for election. The selection process will occur within two weeks of the beginning of the fourth quarter.
- ❖ Terms will be staggered on a three-year rotation basis, with approximately one-third of the committee positions vacated every year. New members will be selected no later than March 31st annually. Terms will begin May 1. Appointment for incomplete terms will be by the principal of the building in which the vacancy occurred and will be valid until the next regular election.
- ❖ At this time, a member will be elected to fill the partial term vacated. Members may be re-elected to consecutive terms.

B. PDC Training

- ❖ When deemed necessary, training of the members may consist of out-of-district in-service or in-district training with current professional development members.

C. Evaluation

- ❖ During the last quarter of each school year, the certificated school personnel will evaluate the success of the Professional Development Committee to enable the committee to better meet the needs of the district the following year.
- ❖ The Professional Development Plan will be evaluated based on meeting goals as listed in the District CSIP. Student performance data will be used to determine if professional development is supporting the goals in the CSIP.
- ❖ The following form will be distributed, collected, tallied, and discussed by the Professional Development Committee.

II. Teacher Resource Information

A. New Teacher Assistance

- ❖ New teachers will receive particular encouragement and assistance through the assignment of a Mentor teacher and the development of a Professional Development Plan for their first two years of service. Guidelines and qualifications for the mentor/mentee responsibilities are set forth in this manual as well.

B. Practicing Teachers In-Service

- ❖ The Professional Development Committee will assess in-service needs of practicing teachers, and will address the needs by particular areas, buildings, grade levels, or subjects through a planned program of in-service activities each year using the needs assessment and surveys.

C. School Board Participants

- ❖ The Professional Development Plan will be approved yearly by the Potosi R-3 Board of Education, typically at the beginning of the school year.
- ❖ A report assessing and evaluating the effectiveness of the district's Professional Development Plan will be presented annually to the Potosi R-3 Board of Education, typically near the end of the school year.

III. Curriculum Revision Reimbursement

A. Curriculum

- ❖ An amount of money may be set aside for teachers' participation in curriculum development. Writing and implementing a standards-based curriculum is essential in improving the quality of instruction and increasing student achievement. The local PDC plan and budget will support curriculum development and instructional techniques needed to implement a standards-based curriculum.

IV. Coursework/Workshop/National Board Certification Reimbursement

A. Tuition Assistance/Workshop Stipulations

- ❖ An amount will be set yearly per individual, and to the limit that Professional Development funds are available for tuition assistance, as approved by the Professional Development Committee, will be paid to all eligible full-time certificated personnel who complete approved graduate college hours at accredited colleges and universities, or by approved correspondence credit. Personnel may also receive reimbursement for approved workshop expenses.
- ❖ The tuition reimbursement or workshop expenses shall not exceed actual tuition or workshop cost, and will be paid upon presentation of a receipt, canceled check, or purchase order. Also, evidence that the staff member has successfully completed the course(s) or workshop(s) involved and completion of an evaluation form of the course or workshop will be required.
- ❖ The evaluation form of workshop attended must be turned in to principal within 30 days from date of attendance. Coursework evaluation, along with receipt/cancelled check must be turned in with grade report or transcript verifying course completion. If these criteria are not met, no reimbursement will be made.
- ❖ Tuition assistance will be paid for approved courses completed after approval of this policy, and after proper approval of the coursework involved. In no case will this allowance apply for coursework funded by grants, stipends, fellowships, or other sources of funding. The Board of Education also reserves the right at some future date to require repayment of tuition assistance by teachers who may leave the employment of Potosi R-3 within a specific period after receiving assistance.

B. National Board Certification

- ❖ An amount of funds will be budgeted annually to encourage teachers to seek National Board Certification in their respective subject areas. National Board Certification is a symbol of professional teaching excellence. It was created so that teachers, like professionals in other

fields, can achieve distinction by demonstrating through a demanding performance assessment that they meet high and rigorous standards for what accomplished teachers should know and be able to do.

- ❖ National Board Certification is available to all teachers who hold a bachelor's degree, have taught a minimum of three years, whether in a public or private school, and have a valid state teaching license for those three years.

C. Qualifications for Reimbursement

- ❖ In order to qualify for reimbursement, the employee must develop a Professional Development Plan through a cooperative effort of them and their Principal/Supervising Administrator, with approval by the Professional Development Committee, Superintendent, or his designee.
- ❖ The planned coursework/workshop/National Board Certificate should assist the staff member in improving his/her teaching skills in his/her subject area. It should extend the staff member's subject matter or specialization knowledge; should address a specific need of the individual teacher relating to the school program or improvement of student learning; or otherwise be of benefit to the school district in a specific way.
- ❖ If the certificated employee and Principal/Supervising Administrator and/or Professional Development Committee cannot agree on the validity of a course or workshop, the certificated employee can appeal to the Superintendent or his designee.
- ❖ Should the Superintendent or his designee, and the certificated employee requesting the coursework or workshop not to be able to agree an appeal can be made to the Board of Education. A written appeal must be submitted to the Superintendent within thirty days after notification of disapproval. A review will be scheduled with the Board, Superintendent, Principal/Supervising Administrator and the staff member.
- ❖ Plans submitted under the tuition assistance program should be submitted to the Building Principal and PDC Committee no later than May 15 for the ensuing summer and school year. The plan will be reviewed and returned by the end of the current school year in which submitted. Certificated personnel new to the district may work with the administration in developing their plan at any time during their first year of employment.
- ❖ An individual may request coursework after the May 15 deadline if there are extenuating circumstances.

D. Applications

- ❖ Staff members wishing to participate in the tuition assistance program must submit a completed Coursework Reimbursement Form for approval prior to the beginning of the course. The course must be listed on the staff member's approved **Professional Development Plan**, or an approved letter must be attached to the Plan in the Central Office.
- ❖ Certified employees will not receive tuition reimbursement for academic hours earned prior to the beginning of their first day of employment in the Potosi R-3 School District.

- ❖ The Superintendent of Schools will review exceptions to any of these provisions on a case-by-case basis, subject to approval by the Board of Education.
- ❖ When a district employee wishes to attend a workshop, he/she is required to complete a workshop request/reimbursement form and submit it to the building principal or immediate supervisor for approval of release time, to assure that the request meets Comprehensive School Improvement Plan Goals, and that PDC funds are available. If the principal/supervisor approves the workshop, then a PDC committee member will review the request to see if it meets the same criteria. If the activity is approved, the employee must give a copy of the request/reimbursement form to their administrator's secretary. Along with the copy of the form all necessary information should be included (name, location, address of registration and cost of workshop; location and cost of lodging, if applicable), and ask to have a purchase order to be completed by their administrator's secretary. The teacher will be reimbursed for approved meals, and mileage after his/her activity is completed and all necessary documentation (original receipts for meals and evaluation of workshop) is submitted along with the original workshop request/reimbursement form to their building administrator/supervisor. The administrator will initial all necessary documentation and send it to the Central Office for payment. Failure to follow the proper procedures may hinder the payment or reimbursement.
- ❖ If a requested activity is not approved the building administrator and/or PDC committee will provide reason (s) for the denial.

E. Evaluation

- ❖ It is also required by this district's Professional Development Plan that personnel participating in activities approved under this plan are to complete an evaluation form and submit it to the Building Principal and Building PDC member within thirty days of the completion of the activity. Reimbursement for coursework or workshops will not be made until the evaluation is completed and submitted. The form will be kept in a file and will be reviewed at the monthly PDC meeting to evaluate its effectiveness in meeting the district's CSIP goals.

Potosi R-III School District Mentoring Provisions

Procedures for Mentor Selection

1. Administration appoints a mentor.
2. A mentor teacher will be someone who is willing to serve on educational committees.
3. Mentors will have five years of teaching experience.
4. A mentor should be located in the same general proximity as mentee.
5. Mentors will be close to or same grade level/subject area as mentee.
6. Mentors will exhibit a positive attitude toward teaching.
7. Mentors will commit time to be available for a new teacher.
8. A mentor will be current on educational issues.

Provisions for Mentor Training

1. Each mentor teacher will receive a mentoring handbook.
2. Each mentor teacher will be trained in the responsibilities of being a mentor.
3. The administration and colleagues will be supportive of the mentoring program.
4. The district will have an informal evaluation/review of the mentoring program.

Mentor Rules and Responsibilities

1. Mentors maintain confidentiality with peers and administrators at all times.
2. A mentor will be available for the new teacher.
3. A mentor will build rapport and reduce entry level stress for the new teacher.
4. A mentor will inform and assist a new teacher by individualizing and filing a PDP.
5. Mentor reviews and explains the district policies and building rules and responsibilities.
6. A mentor initiates contact periodically and maintains a record.
7. A mentor should meet his/her mentee prior to the beginning of the school year and assist in any way needed.

Mentee Rules and Responsibilities

1. Mentee should keep a two-way line of communication open between himself/herself and the mentor.
2. A mentee should recognize when assistance is needed.
3. Mentee should ask questions and share ideas with other colleagues.
4. Mentee will maintain documentation of state requirements. (in-service hours)
5. Mentee will keep track of certification requirements, mentoring programs available, and up-to-date PDP, Performance Based Teacher Evaluation, and other related topics.

Professional Development Plan / Teacher Growth Plan

1. Plan will address: New Teacher's first two years, long and short term professional goals, and goals that relate to the district's evaluation criteria.
2. A file will be kept by the new teacher for documentation.
3. A mentor will serve as a resource for professional growth.
4. Plan lists the responsibilities of the administrators in the mentor/mentee process.

Administrators Responsibilities

1. Administration will select a qualified mentor for each new teacher hired.
2. The administration will be available for the mentee.
3. The administration will be supportive of the mentoring program.
4. Administrators will aid the mentor in supervision of the new teacher.
5. Administrators will provide time for mentors and mentees to observe.

Time for Mentors to Observe and Give Feedback

1. A mentor should observe lessons and give feedback to the new teacher.
2. A mentor will observe: Demonstration of knowledge of content, knowledge of developmental characteristics of the age group, knowledge of varied learning styles, and demonstration of effective classroom management.

Time for Mentees to Observe Master Teachers

1. Time will be provided for new teachers to plan, observe and reflect with the mentor or someone in the grade level/subject area.
2. Mentor and mentee work together to coordinate an observation schedule.

University/College New Teacher Assistance

1. The district will provide the new teacher with access to programs that are available at Universities or Colleges.
2. There will be collaboration within the school district to make new teachers aware of material received about available in-service workshops.

Administrative Mentoring

1. The district will provide assistance to the new administrator in positively impacting student performance.
2. The district will provide assistance to the new administrator to prosper and flourish in the new job.
3. The district will provide assistant to the new administrator in completing a successful Performance-Based Evaluation.

Items 1-3 will be accomplished through relationship building, informing, discussing, advising, communicating, nurturing, counseling, guiding, modeling, coaching and developing leadership.

**TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 DIVISION 20 - OFFICE OF EDUCATOR QUALITY
 CHAPTER 400 - PROFESSIONAL DEVELOPMENT**

5 CSR 20-400.380 Mentoring Program Standards

PURPOSE: *This rule clarifies the standards for school districts and charter schools' mentoring programs.*

(1) A successful school district and charter school mentoring program shall include, but may not be limited to, the standards listed below:

<p>(A) An introduction to the cultural environment of the community, school district, charter school, school building and classroom that-</p>	<p>(B) A systemic and ongoing program review/evaluation by all stakeholders-</p>	<p>(C) An individualized plan for beginning educators that aligns with the district's and charter school's goals and needs that-</p>	<p>(D) Collaborative selection of and support for mentors-</p>	<p>(E) Comprehensive mentor training and support that-</p>	<p>(F) A complete list of responsibilities for the mentor, beginning educator and administrator(s) is addressed in Appendix A.</p>	<p>(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators by-</p>
<p>1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)</p>	<p>1. Identifies all stakeholders;</p>	<p>1. Is aligned with a school district and charter school evaluation tool that is aligned with the Essential Principles of Effective Evaluation as evidenced by Screen 18a of the Core Data System;</p>	<p>1. Current or retired educators selected to be mentors should-</p>	<p>1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment);</p>	<p>1. Aligning class schedules and planning periods to complement mentoring duties;</p>	
<p>2. Introduces community characteristics/norms /local expectations (community tour, housing, medical facilities, faith community, etc.);</p>	<p>2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;</p>	<p>2. Is a systematic and specific two (2)-year mentoring and professional growth plan that identifies priority indicators for beginning educators;</p>	<p>A. Have a minimum of four (4) years of experience;</p>	<p>2. Includes cognitive coaching skills along with collaborative training;</p>	<p>2. Utilizing state and local professional development funds, or stipends to support mentors' additional duties;</p>	

<p>3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;</p>	<p>3. Gathers regular systemic, qualitative and quantitative feedback from mentor, mentee and administrators to determine if mentoring is working.</p>	<p>3. Aligns with a school district and charter school CSIP and certification requirements;</p>	<p>B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;</p>	<p>3. Includes observation and feedback training/ skills;</p>	<p>3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;</p>
<p>4. Addresses issues of diversity and equality;</p>	<p>4. Is based on a foundation of best practice;</p>	<p>4. Establishes outcomes for new educator;</p>	<p>C. Be committed to continuous learning, reflection, and mentoring;</p>	<p>4. Provides an awareness of phases of first-year educators (stress, depression, etc.)</p>	<p>4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and</p>
<p>5. Provides a systematic and ongoing process of introduction to data analysis, assessment practice and process, etc... (not a 1 day workshop);</p>	<p>5. Requires independent / anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined;</p>	<p>5. Is an extension or part of a professional development plan that may have begun during student teaching / internship or culminating project in college;</p>	<p>D. Hold or have held a same or similar position / job or grade / subject area (in or out of building /school district and charter school).</p>	<p>5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;</p>	<p>5. Providing release time to attend professional conferences, trainings, and meetings.</p>
<p>6.Includes school district and charter school initiatives and parental feedback; and</p>	<p>6. Is supported by central office and school board-as evidenced by trend data and</p>	<p>6. Establishes non-evaluative mentor observations that are guided by needs identified by mentor and mentee.</p>	<p>E. Understand broad educational issues as well as specific teaching/ education issues;</p>	<p>6. Includes a catalogue of resources available for beginning educators;</p>	
<p>7.Defines professional, educational, and school district and</p>	<p>7.Is included in broader Professional</p>	<p>Observations should include pre- and post-observation</p>	<p>F. Have a strong understanding of pedagogy, and</p>	<p>7. Recognizes the need for knowledge</p>	

charter school
acronyms.

Development program
evaluation (locally and
on Missouri School
Improvement Program
(MSIP) reviews.

conferences, including
reflective questions;

instructional expertise
in content area(s);

and strategies on
classroom
management;

7. Encourages
structured
experiences and
expectations for all
new educators
(planning time,
meeting time, time
management, etc).

2. School districts and
charter schools shall-

8. Encourages school
districts and charter
schools to form
mentoring consortia
(may use existing
structures to form
consortia (e.g.,
conference schools));

8. Establishes
opportunities for
mentees to observe
master educators; and

A. Create mentor and
mentee collaboration
time (release time,
common planning
time, fewer additional
assignments);

9. Focuses on
exemplary teaching
and assessment
practices;

9. Plans for
completion of a
required Beginning
Teacher Assistance
Program (BTAP)
aligned with the BTAP
guidelines;

B. Require mentor
and mentee pairs to
be collaboratively
assigned by
administrator(s) and
local professional
development
committee member(s)
with input from
grade-

10. Builds working
strategies that
encourage problem
solving and
independent thinking;

level or
department
chair;; and

11. Provides
understanding
of student
assessments
and how
educators can
utilize them to
guide
instruction;

C. Support the
mentoring
process in
time/effort by
administration

and school board;

12. Includes self-assessment and reflection that identifies whether mentoring is meeting both the mentor's and mentee's expectations, and

13. Describes and provides a template for the mentor's log- a written record of observations/ meetings that include dates and times signed by both the mentor and mentee;

independent/anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined;

of a professional development plan that may have begun during student teaching/internship or culminating project in college;

same or similar position/job or grade/subject area (in or out of building/school district and charter school);

mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

time to attend professional conferences, trainings, and meetings.

MENTOR/MENTEE LOG

DESE MISSOURI PROFESSIONAL LEARNING GUIDELINES FOR STUDENT SUCCESS

Please check all activities accomplished, and list the approximate date it occurred on the form below. Please note that the activities are not necessarily listed in the order in which they should be performed.

The **mentor** is responsible for facilitating and the **mentee** is responsible for documentation.

1st year

First Quarter: Year: _____

<u>Check:</u>	<u>Goals</u>	<u>Date: (August – October)</u>
◇ Met and got acquainted		_____
◇ Review Building Information Checklist (included in this manual)		_____
◇ Discuss Professional Development Plan (PD)/learning goals/ PD hours/created classroom management plan		_____
◇ Set up weekly/biweekly meeting times		_____
◇ Shared resources		_____
◇ Analyzed student data		_____
◇ Participated in _____		_____
◇ Discussed instructional units of study		_____
◇ Set date to observe mentee		_____
◇ Set date to observe in mentor's class		_____
◇ Discussed teacher evaluation and the value of specific and Relevant feedback		_____
◇ Discussed first quarter grades and parent/teacher conf,		_____
◇ Schedule professional learning for this year		_____
◇ Schedule time to share relevant feedback on classroom observations and monthly professional teaching journals		_____
◇ Other i.e. grades in Power School _____		_____

1st year / Second Quarter

(November – December)

◇ Met for informal discussion (non-meeting times)	_____
◇ Celebrated together by _____	_____
◇ Discussed classroom management issues, solutions, and plan	_____
◇ Analyzed student data	_____
◇ Participated in a lesson study	_____
◇ Discussed instructional units of study	_____
◇ Watched each other teach	_____
◇ Shared relevant feedback on classroom observations	_____
◇ Met with building principal to discuss how things are going	_____
◇ Discussed professional learning opportunities tie to identified learning needs	_____
◇ Scheduled a time to see another teacher in his/her classroom	_____

1st Year / Second Quarter Cont.:

- ◇ Discuss what relevant feedback from classroom observation _____
- ◇ Other _____

1st year / Third Quarter

(January – March)

- ◇ Continued informal contact (non-meeting times) _____
- ◇ Reviewed PD plan/professional hours _____
- ◇ Revisit classroom management issues and plan _____
- ◇ Scheduled third mentor observation _____
- ◇ Scheduled time to provide relevant feedback on classroom observation and monthly professional teaching journal _____
- ◇ Discussed/implemented/planned/analyzed _____
- ◇ Analyzed student data (growth tied to teacher learning) _____
- ◇ Participated in a _____
- ◇ Discussed units of study _____
- ◇ Evaluated how we are doing so far _____

- ◇ Celebrated by _____
- ◇ Scheduled a time to see another teacher in his/her classroom _____
- ◇ Discuss what relevant feedback from classroom observation _____
- ◇ Other _____

1st year / Fourth Quarter:

(April – May)

- ◇ Completed PD paperwork _____
- ◇ Copy PD and sent to principal at your building _____
- ◇ Discuss end of year classroom management strategies and plan _____
- ◇ Analyzed student data _____
- ◇ Participated in _____
- ◇ Discussed quarter units of study _____
- ◇ Discussed/implemented/planned/analyzed _____
- ◇ Set PD plan goals for next year _____
- ◇ Evaluated mentoring program _____
- ◇ Celebrated/recognized accomplishments _____
- ◇ Other: _____

***Please make a copy for your personal files before turning in your final copy to your principal.**

Signatures verify that we have accomplished the activities checked off above.

Mentor signature _____ **Date:** _____

Mentee signature _____ **Date:** _____

Principal signature _____ **Date:** _____

MENTOR/MENTEE LOG

DESE MISSOURI PROFESSIONAL LEARNING GUIDELINES FOR STUDENT SUCCESS

Please check all activities accomplished, and list the approximate date it occurred on the form below. Please note that the activities are not necessarily listed in the order in which they should be performed.

The **mentor** is responsible for facilitating and the **mentee** is responsible for documentation.

2nd year

First Quarter: Year: _____

<u>Check:</u>	<u>Goals</u>	<u>Date: (August – October)</u>
---------------	--------------	---------------------------------

- | | | |
|--|--|-------|
| ◇ Met and got acquainted | | _____ |
| ◇ Developed collegial relationship (continue to monitor progress) | | _____ |
| ◇ Discuss Professional Development Plan (PD)/classroom management plan | | _____ |
| ○ PD hours | | _____ |
| ◇ Set up weekly/biweekly meeting times | | _____ |
| ◇ Shared resources | | _____ |
| ◇ Analyzed student data | | _____ |
| ◇ Participated in _____ | | _____ |
| ◇ Discussed instructional units of study | | _____ |
| ◇ Set date to observe mentee | | _____ |
| ◇ Set date to observe in mentor's class | | _____ |
| ◇ Discussed teacher evaluation and the value of specific and | | _____ |
| ○ Relevant feedback | | _____ |
| ◇ Discussed first quarter grades and parent/teacher conf, | | _____ |
| ◇ Schedule professional learning for this year | | _____ |
| ◇ Schedule time to share relevant feedback on classroom | | _____ |
| ○ Observations | | _____ |
| ◇ Other _____ | | _____ |

2nd year / Second Quarter:

(November – December)

- | | | |
|--|--|-------|
| ◇ Met for informal discussion (non-meeting times) | | _____ |
| ◇ Celebrated together by _____ | | _____ |
| ◇ Discussed classroom management issues, solutions, and plan | | _____ |
| ◇ Analyzed student data | | _____ |
| ◇ Participated in a lesson study | | _____ |
| ◇ Discussed instructional units of study | | _____ |
| ◇ Watched each other teach | | _____ |
| ◇ Shared relevant feedback on classroom observations | | _____ |
| ◇ Met with building principal to discuss how things are going | | _____ |
| ◇ Discussed professional learning opportunities tie to identified learning needs | | _____ |
| ◇ Scheduled a time to see another teacher in his/her classroom | | _____ |
| ◇ Discuss what relevant feedback from classroom observation | | _____ |
| ◇ Other _____ | | _____ |

2nd year / Third Quarter:

(January – March)

- ◇ Continued informal contact (non-meeting times) _____
- ◇ Reviewed PD plan/professional hours _____
- ◇ Revisit classroom management issues and plan _____
- ◇ Scheduled third mentor observation _____
- ◇ Scheduled time to provide relevant feedback on classroom observation and monthly professional teaching journal _____
- ◇ Discussed/implemented/planned/analyzed _____
- ◇ Analyzed student data (growth tied to teacher learning) _____
- ◇ Participated in a _____
- ◇ Discussed units of study _____
- ◇ Evaluated how we are doing so far _____

- ◇ Celebrated by _____
- ◇ Scheduled a time to see another teacher in his/her classroom _____
- ◇ Discuss what relevant feedback from classroom observation _____
- ◇ Other _____

2nd year / Fourth Quarter:

(April – May)

- ◇ Completed PD paperwork _____
- ◇ Copy PD and sent to principal at your building _____
- ◇ Discuss end of year classroom management strategies and plan _____
- ◇ Analyzed student data _____
- ◇ Participated in _____
- ◇ Discussed quarter units of study _____
- ◇ Discussed/implemented/planned/analyzed _____
- ◇ Set PD plan goals for next year _____
- ◇ Evaluated mentoring program _____
- ◇ Celebrated/recognized accomplishments _____
- ◇ Other: _____

***Please make a copy for your personal files before turning in your final copy to your principal.**

Signatures verify that we have accomplished the activities checked off above.

Mentor signature _____ **Date:** _____

Mentee signature _____ **Date:** _____

Principal Signature _____ **Date:** _____

CLASSROOM MANAGEMENT PLAN FOR _____ SCHOOL YEAR

Name _____ Building _____ Position _____

Supervisor _____

CSIP Goals: 1) Leadership - Communication 2) Teaching and Learning 3) Climate and Culture

	CLASSROOM MANAGEMENT GOALS	Activity to Support Goal How will I learn more about this?	How will this support student learning?	INITIAL DATE	COMPLETION DATE

Mentee _____ Date _____ Updated on _____
 Mentor _____ Date _____ (Copy: personal file, principal, central office)
 Administrator _____ Date _____

Building Information Checklist

There are a wide variety of concerns that you may need to address. Examining this information before the need arises will help you get organized. See your department chair, buddy teacher, mentor and/or building administrator for assistance.

Attendance Procedures (PowerSchool)	Marzano Teacher Evaluation Model
Benefits, insurance, Taxes, etc.	Mission and Vision Statements
Central Office Contact Information	Newsletters
Community resources	Parent Phone Calls and Meetings
Counselor Referrals	Parent Teacher Conference Forms
Curriculum Guides	Professional Development Manual
Daily Schedule	Professional Learning Community (PLC)
Discipline Referrals	Reporting Child Abuse
District Calendar	School Board
Duties/Assignments	School Map
Early Dismissal/Late Arrival Schedules	School Nurse Referrals and Student Allergies
Emergency Management Plan	Special Needs Procedures: IEP / 504
Emergency Procedures for Classrooms	School Rules and Procedures
Field Trips	Student Handbook
First Day Policies and Procedures	Support Staff names and responsibilities
Essential Questions	Technology Resources
Grade Checks	Textbooks / Supplemental Resources
Grading Procedures (Gradebook)	Safety Drills
Homework Policy	Tutoring Time Sheet
Lesson Plans	District Website
Library resources checkout procedures	My Learning Plan
List of Special Service Students/Needs	Location of Student Files
Sick / Personal Days	

Useful Teaching Resources:

- ◇ www.teacherspayteachers.com -appropriate for K-12; all content areas
- ◇ www.readworks.org -appropriate K-12; excellent passages and question sets to integrate Science and Social Studies with ELA
- ◇ <https://newsela.com> – appropriate K-12; instructional content platform that promotes reading engagement and learning in every subject and is based on student’s reading level
- ◇ <http://exchange.smarttech.com/> - appropriate K-12; SmartBoard lessons; can be accessed through SmartNotebook
- ◇ www.studysland.com -Math, ELA, and Science
- ◇ <https://gregtangmath.com/> - math resources, games, and other learning opportunities for all grades
- ◇ <https://www.coolmath4kids.com/manipulatives> - math games and virtual math manipulatives
- ◇ <https://www.edmentum.com/products/exact-path> - Exact Path for Math and ELA
- ◇ <https://www.teachertube.com/> - appropriate K-12; videos for all contents and multiple instructional strategies
- ◇ <http://www.readwritethink.org/> - appropriate K-12; ELA resources, including printables, videos, lessons, etc...
- ◇ Facebook and Twitter have several support groups for new teachers as well.
- ◇ Virtual Learning Platform through DESE log-in under web applications
- ◇ *Teach Like a Champion* by Doug Lemov
- ◇ *Visible Learning for Teachers* by John Hattie
- ◇ *A Framework for Understanding Poverty* by Ruby Payne
- ◇ *What Great Teachers Do Differently* by Todd Whitaker
- ◇ *The Artisan Teacher* by Mike Rutherford
- ◇ *Kagan Cooperative Learning* by Dr. Kagan
- ◇ *The Classroom Management Book* by Harry and Rosemary Wong

FORMAL PEER REVIEW & COACHING

Observations:

A formal way to improve instructions is through peer review/coaching and feedback. Observing the beginning teacher as a peer coach and providing feedback through a post-observation conference is an important mentoring activity. Feedback will be provided through the post-observation conference. The use of a conference to provide feedback is a preferred method for Mentor/Mentee.

The formal peer-coaching model has three parts:

- 1) Pre-Observation Conference:
 - a. Set dates and times for observation and post-conference
 - b. Agree upon what is to be observed
 - c. Determine where the observer is to sit in the class
 - d. Discuss the lesson plan and material to be taught
 - e. Specify the observation tools to be used
- 2) Observation:
 - a. Observe one teaching behavior strategy
 - b. Use peer-coaching plan
 - c. Form is left with mentee at end of session
- 3) Post-Observation Conference:
 - a. Set relaxed tone
 - b. Discuss objective data as opposed to viewpoints or judgments
 - c. Discuss strategy observed
 - d. Discuss areas for future observations and other activities
 - e. Record on semester checklist and log

The Mentee/Mentor will engage in formal peer coaching a minimum of two times per year.

FEEDBACK CONFERENCE TECHNIQUES

- ✓ Provide the teacher with persuasive non-judgmental data.
- ✓ Elicit feelings, inferences and opinions.
- ✓ Ask clarifying questions.
- ✓ Listen more and talk less.
- ✓ Acknowledge, paraphrase, and expand the teacher's statements.
- ✓ Avoid giving direct advice whenever possible.
- ✓ Provide specific praise for performance and growth.
- ✓ Provide opportunities for practices and comparison.
- ✓ Elicit alternative techniques and explanations.

Source:

Glatthorn, A. (1984). Differentiated Supervision. Alexandria, VA. Assoc. for Supervision & Curr. Dev.

Mentoring Survey

Year 1

1- Strongly Disagree 2- Disagree 3-Agree 4- Strongly Agree.

1. Rank the following statements. The following Activities have helped me grow as an educator.

a) Monthly/ Quarterly Meetings	1	2	3	4
b) Professional Development Plan	1	2	3	4
c) Mentor Observation/Feedback Process	1	2	3	4
d) Peer Observations	1	2	3	4
e) Survivor Workshops	1	2	3	4
f) Professional Reflective Journals	1	2	3	4
g) New Teacher Day	1	2	3	4

2. Which of these activities contributed the most to your professional growth? Please explain why.

3. How would you improve one of the activities listed above?

4. Please rank the following statements.

a) My mentor facilitated opportunities for me to lean about and/or observe best practices.	1	2	3	4
b) I received the assistance I needed to become an effective educator and part of the instructional team.	1	2	3	4
c) My mentor was a trusted source for advice and support and respected the confidentiality of the mentoring relationship	1	2	3	4
d) Structures were in place to allow me to collaborate with my mentor.	1	2	3	4
e) Other supports (grade-level teams, department teams, etc) were in place to allowed to grow as an educator.	1	2	3	4

5. What additional supports would you have benefited from as part of the mentor program...

Before the school year started?

During the first month of school?

Throughout the year?

Looking forward to next year?

6. Please rank the following statements. My mentor...

a) Treated me as an equal.	1	2	3	4
b) Encouraged me to set my own goals to grow as an educator.	1	2	3	4
c) Actively sought out my opinion and acted on it to support me as an educator.	1	2	3	4
d) Reflected on my classroom experiences with me.	1	2	3	4
e) Worked with me to develop the best ideas possible.	1	2	3	4
f) Supported me as I put new knowledge and ideas into practice.	1	2	3	4
g) Encouraged a shared learning environment where I felt safe to contribute my own ideas, concepts, strategies, and passions.	1	2	3	4

7. How could the mentor/ mentee program improve?

Mentoring Survey

Year 2

1- Strongly Disagree 2- Disagree 3-Agree 4- Strongly Agree.

1. Rank the following statements. The following Activities have helped me grow as an educator.

a) Monthly/ Quarterly Meetings	1	2	3	4
b) Professional Development Plan	1	2	3	4
c) Mentor Observation/Feedback Process	1	2	3	4
d) Peer Observations	1	2	3	4
e) Survivor Workshops	1	2	3	4
f) Professional Reflective Journals	1	2	3	4
g) New Teacher Day	1	2	3	4

2. Which of these activities contributed the most to your professional growth? Please explain why.

3. How would you improve one of the activities listed above?

4. Please rank the following statements.

a) My mentor facilitated opportunities for me to lean about and/or observe best practices.	1	2	3	4
b) I received the assistance I needed to become an effective educator and part of the instructional team.	1	2	3	4
c) My mentor was a trusted source for advice and support and respected the confidentiality of the mentoring relationship	1	2	3	4
d) Structures were in place to allow me to collaborate with my mentor.	1	2	3	4
e) Other supports (grade-level teams, department teams, etc) were in place to allowed to grow as an educator.	1	2	3	4

5. What additional supports would you have benefited from as part of the mentor program...

Before the school year started?

During the first month of school?

Throughout the year?

Looking forward to next year?

6. Please rank the following statements. My mentor...

a) Treated me as an equal.	1	2	3	4
b) Encouraged me to set my own goals to grow as an educator.	1	2	3	4
c) Actively sought out my opinion and acted on it to support me as an educator.	1	2	3	4
d) Reflected on my classroom experiences with me.	1	2	3	4
e) Worked with me to develop the best ideas possible.	1	2	3	4
f) Supported me as I put new knowledge and ideas into practice.	1	2	3	4
g) Encouraged a shared learning environment where I felt safe to contribute my own ideas, concepts, strategies, and passions.	1	2	3	4

7. How could the mentor/ mentee program improve?

New Teacher PD Cycles:

In an effort to support new teachers with the Professional Frames of Teaching, Potosi R-3 has specially designed PD cycles to ensure growth of emerging and developing teachers to becoming proficient and distinguished teachers. Principals are required to monitor and support teacher implementation of these trainings through observations and post-conferences and feedback, since these trainings are part of the teacher growth process. Mentors will also follow up on the training cycles with their mentees during the mentor/mentee meetings and as noted on the monthly checklists. In addition, Potosi R-3 will support new teachers through a Trojan Academy class where new staff will meet once a month to discuss topics relevant to the first year of teaching.

PD Cycle 1 – Collaborative Climate:

Teachers are required in their first year to have training in classroom management and a Beginning Teacher Assistance Program (BTAP). In PD Cycle 1, developing a collaborative climate with all stakeholders is a focus. This cycle aligns to many teaching standards but in particular Teacher Standard 5 – Positive Classroom Environment and Teacher Standard 8 – Professionalism with a focus on collaborative teams. The classroom management training will be a blended approach to learning with some face-to-face trainings and possibly, some online learning. Beginning teachers, with the assistance of their mentors, are also required to develop and implement an Action Plan focused on classroom management. This cycle is not only for new teachers. Instructional coaching staff, building administrators, and/or assistant superintendent may have weekly visits / collaboration with staff.

PD Cycle 2 – Assessment for Learning:

This is a required training to staff that focuses on data-based decision making and common formative assessments. This cycle is known as PD Cycle 2 and aligns to many teaching standards but in particular Teacher Standards 2 – Student Growth, Development, and Learning and Standard 7 – Student Assessment and Data Analysis. Instructional coaching staff, building administrators, assistant superintendent may have weekly visits / collaboration with staff.

PD Cycle 3 – Effective Teaching Strategies and Practices:

This is a required training to staff that focuses on research-based practices that improve student achievement. Examples of topics to be covered are Developing Assessment Capable Learners, Metacognition, Reciprocal teaching, etc... This cycle aligns with many teacher standards but in particular Standard 3 – Curriculum Implementation with a focus on differentiated instructional strategies and Standard 4 – Critical Thinking with a focus on a variety of instructional strategies and resources being used by the teacher to encourage students' critical thinking, problem solving, and performance skills. Instructional coaching staff, building administrators, and assistant superintendent may have weekly visits / collaboration with staff.

PD Cycle 4 – Instructional Coaching

This is a required training to staff that is focused on those who are teaching specific categories on an exemplar level. These staff members will be utilized as a model classroom and will have the opportunity to work with other staff and provide effective feedback. This cycle aligns with various teacher standards but in particular Standard 1 – Content knowledge aligned with appropriate instruction and Standard 3 – Curriculum Implementation.

Approved Professional Development Activities

Approved professional development activities may include the following if sufficiently related to the Comprehensive School Improvement Plan or areas of district need:

1. Consultant/presenter fees and expenses
2. Travel and registration fees to in-service training and professional development events
3. Tuition and fees to selected college or university courses to help enrich subject/grade level teaching, attain an advanced degree in the teacher's subject area or become certified in a critical need area as deemed necessary by the district.
4. Stipends for teachers' participation in evening and weekend in-service and professional development events
5. Substitute teacher pay to permit teachers to participate in planned activities during the regular school day
6. Participation in National Board Certification
7. Curriculum Revision

This list is illustrative only and not intended to be all-inclusive.

While PDC resources are designed to be used for professional development activities aimed at the Comprehensive School Improvement Plan, approval of such as the following may be appropriate with sufficient documentation. Some of these umbrella activities may include:

1. RPDC Professional Development Cooperative
2. Inter and Intra District Classroom Visitations
3. DESE Leadership Academy
4. DESE – and Teacher Organization – sponsored meetings
5. Being presenter at State, National and Local meetings
6. Collaborative Initiative Grant
7. Other, with appropriate documentation

PROFESSIONAL DEVELOPMENT COMMITTEE
2023-2024 BUDGET PERCENTAGES BY BUILDING

Building	Number of Teachers	Percent of Teachers
High School	45	28
Middle School	25	15
Intermediate School	38	24
Elementary School	54	33
TOTAL	162	100

PROFESSIONAL DEVELOPMENT BUDGET
2023 - 2024
Tentative Budget

\$ 1,000	Supplies and Expenses for New Teacher Workshops and In-Service Workshops; and Mentor/Mentee Workshops (paid out of building funds)
\$ 10,500	NEE (will be divided by 4 and paid out of each building)
\$ 5,500	Mentor Teacher Stipend (\$300-year 1, \$300- year 2) (paid out of building funds --- ESSER III)
\$27,000	High School Budget for PDC Activities and Workshop/ Coursework Reimbursement
\$20,500	Middle School Budget for PDC Activities and Workshop/ Coursework Reimbursement
\$21,000	Intermediate School Budget for PDC Activities and Workshop/ Coursework Reimbursement
\$29,000	Elementary School Budget for PDC Activities and Workshop/ Coursework Reimbursement
\$109,000	Total

PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION

The Potosi R-3 Professional development Committee strives to meet the professional development needs of our staff. Among the opportunities we have offered this year are:

- New Teacher Orientation Day and Luncheon
- Mentor/Mentee program and workshops
- Workshop reimbursement
- Coursework reimbursement
- Peer Observation opportunities
- Professional Development resources in libraries
- Confidential Consultation
- In-service workshop(s) at Potosi R-3
- National Board Certification Reimbursement

Your input is important to us as we endeavor to continually improve our program. Please complete the following questionnaire and return it to a Professional Development Committee member. Circle the number (1-5) that best describes your answer.

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

1. I feel the Professional Development Program has been effective and has assisted me in my teaching. 1 2 3 4 5
2. The staff development resources provided in the resource libraries has provided assistance for me in my teaching. 1 2 3 4 5
3. I have benefited from the workshops and/or in-services provided. 1 2 3 4 5
4. Most of the workshops and/or in-services provided have been of interest to me. 1 2 3 4 5
5. I have had adequate opportunity to provide input into the areas/types of in-services/workshops provided. 1 2 3 4 5
6. I feel there was an adequate range of interests/subject areas covered by the Professional Development Program. 1 2 3 4 5
7. I would assign the following grade to the overall worth of the Professional Development Program: A B C D F
8. The part of the Professional Development Program that benefited me the most was:
9. One suggestion I have for next year's Professional Development Program is:

THANK YOU VERY MUCH FOR YOUR INPUT AND SUPPORT
Potosi R-3 Professional Development Committee

CHAIN OF ACTION FOR COURSEWORK REIMBURSEMENT (2023– 2024)

PRIOR TO A COURSE THE TEACHER WILL:

1. Make sure you have an up-to-date professional development plan on file in the superintendent's office.
2. Fill out coursework reimbursement request in accordance with professional development plan.
3. Have building principal approve validity of request as it relates to district CSIP goals by signing form before May 15 for ensuing summer and school year.
4. After approval, give a copy to your principal's secretary and request a **PURCHASE ORDER** for the course.

PRIOR TO COURSE THE PDC WILL:

1. Approve validity of funding out of PDC account by signing form.
2. Make two copies for the principal and the teacher's own personal file. The original goes to the teacher for attaching to other information after coursework.

AFTER THE COURSE:

1. The teacher will turn in coursework reimbursement request form, grade report or verification of course completion, receipt or canceled check, and **completed evaluation form to building principal** by June 1 (PDC books close June 30).
2. The principal will initial request for approval and forward all paperwork to Central Office. (See #1, after the course.)
3. Secretary will write a check to teacher and make copies of actual amount paid to go to the principal and the secretary's teacher file. The rest of the paperwork is kept in PDC file in Central Office.

NOTE: An individual may request coursework reimbursement after the May 15 deadline if there are extenuating circumstances. No reimbursement will be made without a completed evaluation form. A teacher is allowed \$100 per credit hour, up to a maximum of \$300 per fiscal year (July 1 to June 30). Once an approved professional development plan is on file, it does not need to be rewritten each time a teacher applies for reimbursement.

Payment

___Adm. Initials for

POTOSI R-3 SCHOOL DISTRICT

PDC REQUEST FOR COURSEWORK REIMBURSEMENT

2023-2024

Name _____ Date _____

Social Security Number _____ Phone number _____

Period of study requested: (semester) _____

Position _____ Principal _____

Current educational level: (degree plus additional hours) _____

Will completion of this course change your position on the salary schedule? _____ Yes _____ No

Is a degree anticipated in conjunction with this course? _____ Yes _____ No

Institution _____ Estimated Cost _____

Credit Hours	Course Number	Course		Course Name
		Grad	Under	

Indicate with which Comprehensive School Improvement Goal(s) this course most closely aligns:

- _____ Improve achievement for all students by utilizing quality instruction and resources
- _____ Recruit, attract, develop and retain highly qualified staff to carry out the mission, vision and beliefs of the district
- _____ Strive to increase communication and relationships with patrons of the district

* I understand that all coursework must be listed on my approved professional development plan before applying for reimbursement.

* I understand that when the course is completed, a receipt or canceled check, a grade report or verification of class completion, and a completed evaluation form must be attached to this form and given to my building principal before reimbursement can be made.

* I understand that I must present the above information no later than the first contract day of the school year for salary increment increase, and must provide an official transcript no later than the first contract day of the school year.

Teacher Signature Date

Principal Signature Date

PDC Member Signature Date

CHAIN OF ACTION FOR WORKSHOP REIMBURSEMENT (2023 - 2024)

PRIOR TO A WORKSHOP THE TEACHER WILL:

1. Make sure you have an up-to-date professional development plan on file in the superintendent's office.
2. Fill out workshop reimbursement request in accordance with professional development plan.
3. Have principal approve date of absence, validity of workshop in relation to CSIP goals, and availability of funding by signing the form.
4. Give form to building PDC member for approval/signature.
5. Give a copy of approved workshop/request/reimbursement form, along with all necessary information (name, location, address of registration, and cost of workshop; location and cost of lodging, if applicable) to your principal's secretary and request a **PURCHASE ORDER** for the workshop.

AFTER THE WORKSHOP:

1. The teacher will turn in the original workshop request/reimbursement form, along with receipts for food, request for mileage, substitute pay request, and **completed evaluation form** to **building principal** within 30 days of workshop completion. Receipts turned in by the first of the month will be reimbursed that month.
2. The principal will initial request/reimbursement form to be paid and forms will be forwarded to Central Office. Reimbursement will not be made until evaluation is completed.
3. Central Office will issue a check for expenses and make copies of actual amount paid to go to principal and the secretary's teacher file. The rest of the paperwork is kept in PDC file in Central Office.

NOTE: PD will pay for workshop registrations and lodging expenses in advance. If the teacher registers for a workshop but is unable to attend, every effort must be made to find an alternate to attend the workshop. No reimbursement will be made without a completed evaluation form. Once an approved Professional Development Plan is on file, it does not need to be rewritten each time a teacher applies for workshop request. PD funds do not pay dues even when they are included in workshop registration.

____ Adm. Initials for Payment

POTOSI R-3 SCHOOL DISTRICT
PDC WORKSHOP REQUEST/REIMBURSEMENT

FORM

W

2023-2024

Name _____ Date _____

Position _____ Principal _____

Title of workshop _____

Location _____ Dates(s) _____

Teacher request _____ Administrator request _____

Indicate with which School Improvement Goal this workshop most closely aligns;

- _____ Improve achievement for all students by utilizing quality instruction and resources
- _____ Recruit, attract, develop and retain highly qualified staff to carry out the mission, vision and beliefs of the district
- _____ Strive to increase communication and relationships with patrons of the district

List any workshops you have attended this year which have been reimbursed by PDC funds:

Estimate total expenses: Amount requested Actual Expenditure

	Amount requested	Actual Expenditure
Travel (see mileage chart)		
Lodging		
Registration		
Food (see Meal Limitation Chart)		
Banquet (if applicable)		
Substitute (\$85)		
(other – please specify)		
TOTAL		

List other sources of funding that have been considered. (Title I Funds, Title II Funds, regular budget, A+ Grant, etc.)

List anyone with whom you will be traveling. _____

How do you expect to apply the knowledge from this workshop?

How do you intend to share the knowledge from this workshop? (e.g., present local workshop, informal sharing with other grade level/subject area teachers, teacher's meetings, etc.)

Please attach any additional information to be considered with this application. (e.g., copies of agenda, program, registration form etc.)

Applicant Signature Date

Principal Signature Date

PDC Member Signature Date

PDC Comments: _____

POTOSI R-3 SCHOOL DISTRICT

PDC REQUEST FOR REIMBURSEMENT FOR PARTICIPATION IN
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
CERTIFICATION PROGRAM

2023-2024

Name _____ Date _____

Social Security Number _____ Phone Number _____

Field of Certification _____ Proposed Completion Date _____

Position _____ Principal _____

Current Educational Level _____

Number of Years Teaching in Missouri _____

Do you have an approved professional development plan on file? _____

Are you eligible for participation in the Career Ladder Program? _____

*I understand that I must show evidence of participation in the program to receive reimbursement funds.

Indicate how you feel participation in this program will align with the districts Comprehensive School Improvement Goals:

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

PDC Member Signature _____ Date _____

POTOSI R-3 SCHOOL DISTRICT

PDC SPONSORED WORKSHOP/COURSEWORK
EVALUATION AND DOCUMENTATION
2023-2024

Building _____

Please circle what best describes you (Regular Ed Teacher) (Special Area Teacher) (Other)

Workshop/Course attended _____

Date of Workshop/Course _____

Presenter/Institution _____

For what age/grade level/group was the workshop/course appropriate?

Indicate with which School Improvement Goal this workshop/course most closely aligned:

- _____ Improve Achievement for all students by utilizing quality instruction and resources
- _____ Recruit, Attract, develop and retain highly qualified staff to carry out the mission, vision and beliefs of the district
- _____ Strive to increase communication and relationships with patrons of the district

Rate the following on a scale of 1-5 with 1 being the lowest and 5 the highest.

- _____ I would recommend this workshop/course to other educators.
- _____ I will use information gained from this workshop/course in my classroom/position.
- _____ This workshop/course will help me become a better educator.

If you rated any of the above a 3 or lower, please explain your answer:

The one thing that I benefited me the most from this workshop/coursework was:

What is one way I will incorporate the knowledge gained from this workshop/coursework in my classroom?

Submit to building principal and to building PDC member.

Potosi R-3 School District
Mileage Chart
(56¢ per mile)

Daily meal limitations (including tips): \$32.00; the original dated receipt must be submitted with request for payment.

Location	Round Trip Miles
Arcadia Valley	63
Arnold	117
Bismarck	51
Bolivar	340
Bonne Terre	44
Boss	81
Branson	428
Caledonia	28
Cape Girardeau	213
Central School	40
Chesterfield	142
Columbia	292
Crystal City	95
Desloge	35
DeSoto	46
Dexter	264
Farmington	62
Fayetteville, AR	579
Festus	95
Fredricktown	82
Fulton	268
Hannibal	346
Hazelwood	156
Herculaneum	108
Hillsboro	60
Holcomb	282
Imperial	105
Ironton	58
Jackson	168
Jefferson City	241
Jefferson College	67
Joplin	490
Kansas City	550
Kennett	308
Kingston K-14	18
Kirksville	470
Knobnoster	390
Leadwood	26
Lebannon	250
Lesterville	108
MAC	40
Maryville	742
New Madrid	302
North County	36
Owensville	130
Osage Beach (Tantara)	246
Pacific	106
Park Hills	36

Perryville	138
Pittsburg, KS	549
Poplar Bluff	216
Rolla	136
Salem	140
Sedalia	361
Sikeston	268
Springfield	340
St. Charles	204
St. Clair	86
Ste. Genevieve	92
St. James	106
St. Joseph	662
St. Louis	142
St. Vincent	140
Steelville	72
Sullivan	92
Union	96
Valle	108
Valley	26
Warrensburg	482
Washington	110
West County	26
Wright city	158

Teacher Needs Assessment Survey Results

In the following chart please list your top ten areas of concern for each group, with the most pressing concern being in the number 1 slot and ranking the rest accordingly. Put an asterisk beside any concern which will be a part of your school's Missouri School Improvement Plan.

School District Name: Potosi R-3 Form Completed by: Sarah Schnieders PDC Chair 573-436-8108
Name Title Phone

Elementary	Intermediate	Middle School	High School
Writing process aligned K-12	Writing process aligned K-12	Guided and / or independent reading structures aligned to MRI	Systems of Professional Learning Communities
Instructional strategies	Using integrated reading / writing across all disciplines	Using integrated reading / writing across all disciplines	Mapping curriculum
Mapping curriculum	Guided and / or independent reading structures aligned to MRI	Using multiple resources to enhance written and taught curriculum	Writing process aligned K-12
Guided and / or independent reading structures aligned to MRI	Systems of Professional Learning Communities	Writing process aligned K-12	Data-based decision making
Using integrated reading / writing across all disciplines	Understanding how to address the needs and hidden rules of students in trauma	Instructional strategies	Questions types as they relate to assessments
Systems of Professional Learning Communities	Understanding how to address the needs and hidden rules of students living in poverty	Data-based decision making	Using integrated reading / writing across all disciplines
Using the Corollary Questions to drive collaboration	Data-based decision making	Mapping curriculum	Guided and / or independent reading structures aligned to MRI
Using multiple resources to enhance written and taught curriculum	Understanding DOK as it relates to instruction and assessment	Understanding how to address the needs and hidden rules of students living in poverty	Instructional strategies
Developing scoring guides for classroom assessments	Instructional strategies	Systems of Professional Learning Communities	Using the Corollary Questions to drive collaboration
Understanding how to address the needs and hidden rules of students living in poverty	Mapping curriculum	Understanding how to address the needs and hidden rules of students in trauma	Understanding how to address the needs and hidden rules of students living in poverty

Professional Development Program Evaluation Results
By District
2022-2023

1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
1. I feel the PD program has been effective and has assisted me in my teaching.	0%	1%	19%	50%	30%
2. The staff development resources provided in the resource libraries has proved assistance for me in my teaching.	4%	5%	28%	32%	31%
3. I have benefited from the workshops and/or in-services provided.	1%	2%	17%	50%	30%
4. Most of the workshops and/or in-services provided have been of interest to me.	3%	2%	19%	46%	30%
5. I have had adequate opportunity to provide input into the areas/types of in-service/workshops provided.	1%	1%	19%	43%	36%
6. I feel there was an adequate range of interests/subject areas covered by the PD program.	3%	5%	19%	41%	32%
	A	B	C	D	F
7. I would assign the following grade to the overall worth of the PD program.	42%	44%	12%	1%	1%

5. The part of the PD program that benefited me the most was:

- Mental Health
- Trauma
- Tang Math
- Dyslexia
- MRI Training
- Poverty
- DACL

DBDM

6. One suggestion I have for next year's PD program is:
More time to work in classrooms
Allow more choices in professional development
Vertical teaming

Required Professional Development Hours:

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL)	60 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Professional Certification (most core areas & librarians)	30 hours total over 4 years	24 hours plus annual	15 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Student Services	40 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification

Administration (superintendent)	120 hours total over 4 years	24 hours plus annual	30 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
Administration (principals, special ed. directors and career ed. directors)	120 hours total over 4 years	24 hours plus annual	Years 5-10 must complete EdS degree in ed. adm., C&I, or reading/literacy or 30 hours annually	Years 11-99 exempt with EdS degree or national certification
Provisional Certification (2 Years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
Temporary Certification (1 year)	must complete 9 college credits annually	n/a	n/a	n/a