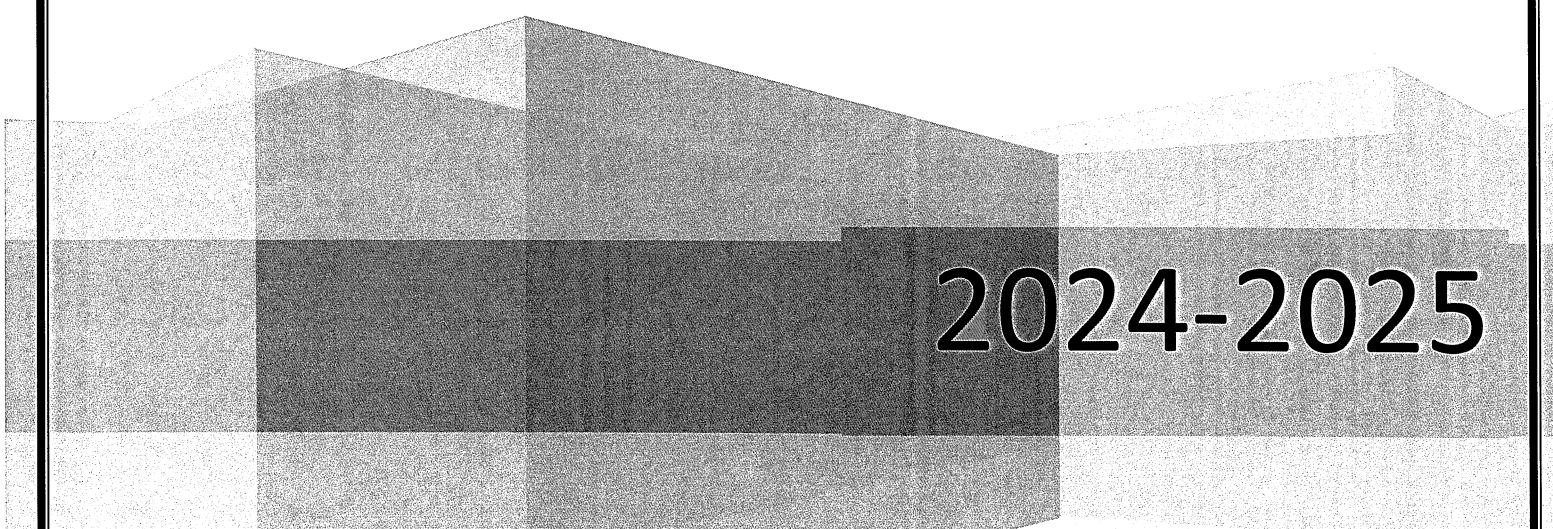Potosi R-III Schools

Professional Development Plan

2024-2025

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

Potosi R-3 School District Professional Development Plan

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Potosi R-3 School District

Professional Development Manual

2024-2025

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

Professional learning that increases educator effectiveness and results for all students ...	**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.	**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.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
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.	**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.	**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.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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   Christina Haar (2026)

Co-chairperson   Mariah Coleman (2025)

Secretary   Mariah Coleman (2025)

Treasurer   Amanda Hedgecorth (2026)

Mentor Coordinators   Heather Degonia (2025)

Building Level Information Facilitators-

       Elementary Amanda Hedgecorth (2026)

       Intermediate Christina Haar (2026)

       Middle School Briana Ross (2025)

       High School Angie Fulton (2027)

Food Coordinators-

       Elementary Heather DeGonia (2025), Amanda Hedgecorth (2026)

       Intermediate Christina Haar (2026)

       Middle School Mariah Coleman (2025)

       High School Kami Brawley (2027), Angie Fulton (2027)

Other Members – Melissa Gazaway (2025); Taylor Rentfro (2026); Allie Golden (2026); Tonya Bradley (2025), Vonna Suda (2027)

Central Office Coordinator – Bryce Wilson – Assistant Superintendent

Potosi R-III Schools
2024-2025 School Calendar

Students' First Day	8/19/2024
Students' Last Day	5/15/2025

July 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			

July
- 7/4/2024 — Independence Day (H1)

August 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

August
- 8/9/2024 — New Teacher Orientation
- 8/12/2024 — Teacher Workshop (T1)
- 8/13/2024 — Teacher Workshop/Open House (T2=1.5)
- 8/14/2024 — Teacher Workshop (T3)
- 8/15/2024 — Teacher Workshop (T4)
- 8/19/2024 — Students First Day

September 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					

September
- 9/2/2024 — Labor Day (No School/H2)
- 9/27/2024 — Homecoming (1pm dismissal)

October 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		

October
- 10/11/2024 — 1st Quarter Ends
- 10/11/2024 — Parent Teacher Conf (1pm dismiss) T5=1.5
- 10/17/2024 — Parent Teacher Conf (No School) (T6 = .5)
- 10/18/2024 — (No School)

November 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

November
- 11/8/2024 — Teacher Collaboration/PD (No School) (T7)
- 11/27/2024 — Thanksgiving Break (No School/H3)
- 11/28/2024 — Thanksgiving Break (No School/H4)
- 11/29/2024 — Thanksgiving Break (No School/H4)

December 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				

December
- 12/20/2024 — 1:00 pm Dismissal
- 12/23/2024 — Christmas Break (No School/H5)
- 12/24/2024 — Christmas Break (No School/H6)
- 12/25/2024 — Christmas Break (No School/H6)
- 12/26/2024 — Christmas Break (No School)
- 12/27/2024 — Christmas Break (No School)
- 12/30/2024 — Christmas Break (No School)
- 12/31/2024 — Christmas Break (No School/H7)

January 2025

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	

January
- 1/1/2025 — Christmas Break (No School/H8)
- 1/2/2025 — (Christmas Break (No School))
- 1/3/2025 — (Christmas Break (No School))
- 1/6/2025 — Teacher Collaboration/Work Day (No School/T8)
- 1/7/2025 — School Resumes
- 1/20/2025 — Martin Luther King (No School/H9)

February 2025

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	

February
- 2/17/2025 — President's Day (No School/H10)

March 2025

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					

March
- 3/6/2025 — 3rd Quarter Ends
- 3/7/2025 — Teacher Collaboration/PD (No School) (T9)

April 2025

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			

April
- 4/17/2025 — Easter Break (No School)
- 4/18/2025 — Easter Break (No School/H11)
- 4/21/2025 — Easter Break (No School) (H12)

May 2025

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

May
- 5/15/25 — Students Last Day 1pm dismissal
- 5/16/2025 — Teacher Workshop (T10)
- 5/19/2025 — Teacher Workshop (T11)
- 5/20/2025 — Teacher Workshop .5
- 5/27/2025 — Memorial Day (No School/H13)

June 2025

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					

June

Potosi Professional Development

2024-2025 Calendar

August 9	New Teacher Orientation
August 12	Beginning of Year General Session
August 13	Beginning of Year Building Session
August 14	Beginning of Year Building Session
August 15	Beginning of Year Building Session
November 8	Professional Development In-Service
January 6	Professional Development In-Service
March 7	Professional Development In-Service

Potosi Professional Development

Committee Meetings

2024-2025

Time: 3:30PM

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

Dates:

- ❖ Monday, September 16

- ❖ Monday, October 21

- ❖ Monday, November 18

- ❖ Monday, December 16

- ❖ Monday, January 27

- ❖ Monday, February 24

- ❖ Monday, March 17

- ❖ Monday, April 28

- ❖ Monday, May 12

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 2024-25 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
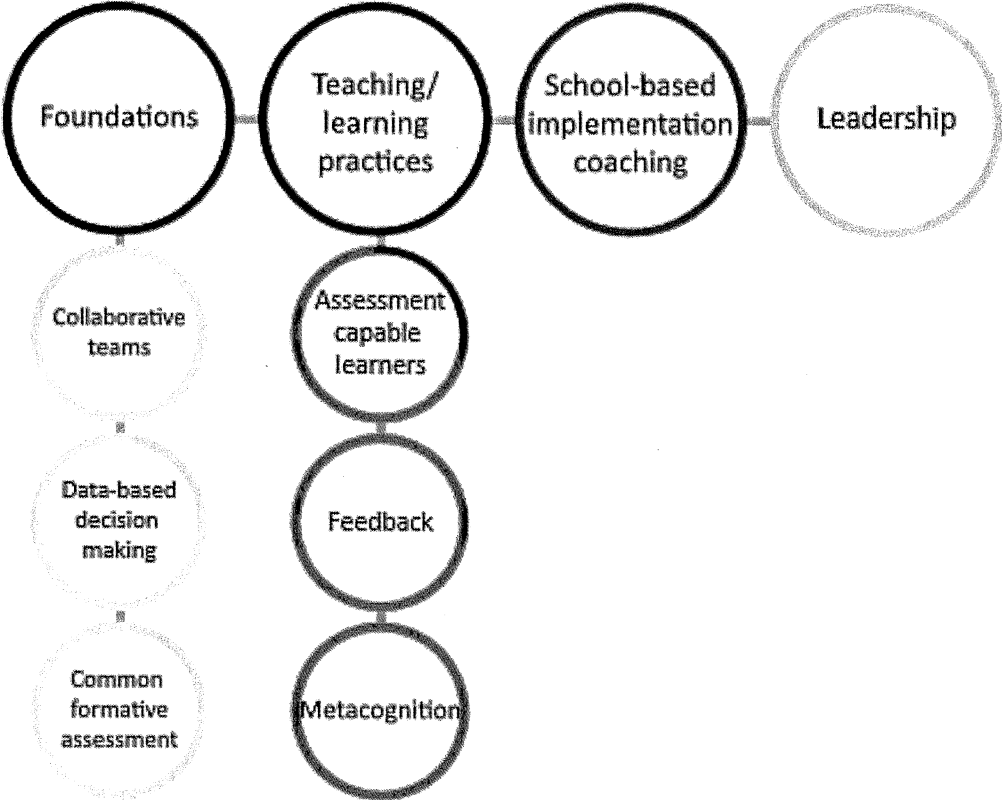
Major Components of the Potosi R-3 Professional Development Plan

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 <u>two weeks</u> 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:

(A) An introduction to the cultural environment of the community, school community, school district, charter school, school building and classroom that-

    1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)

    2. Introduces community characteristics/norms /local expectations (community tour, housing, medical facilities, faith community, etc.);

(B) A systemic and ongoing program review/evaluation by all stakeholders-

    1. Identifies all stakeholders;

    2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;

(C) An individualized plan for beginning educators that aligns with the district's and charter school's goals and needs that-

    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;

    2. Is a systematic and specific two (2)-year mentoring and professional growth plan that identifies priority indicators for beginning educators;

(D) Collaborative selection of and support for mentors-

    1. Current or retired educators selected to be mentors should-

        A. Have a minimum of four (4) years of experience;

(E) Comprehensive mentor training and support that-

    1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment);

    2. Includes cognitive coaching skills along with collaborative training;

(F) A complete list of responsibilities for the mentor, beginning educator and administrator(s) is addressed in Appendix A.

(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators by-

    1. Aligning class schedules and planning periods to complement mentoring duties;

    2. Utilizing state and local professional development funds, or stipends to support mentors' additional duties;

3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;

4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and

5. Providing release time to attend professional conferences, trainings, and meetings.

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3. Includes observation and feedback training/skills;

4. Provides an awareness of phases of first-year educators (stress, depression, etc.)

5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

6. Includes a catalogue of resources available for beginning educators;

7. Recognizes the need for knowledge

B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;

C. Be committed to continuous learning, reflection, and mentoring;

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).

E. Understand broad educational issues as well as specific teaching/ education issues;

F. Have a strong understanding of pedagogy, and

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3. Aligns with a school district and charter school CSIP and certification requirements;

4. Establishes outcomes for new educator;

5. Is an extension or part of a professional development plan that may have begun during student teaching / internship or culminating project in college;

6. Establishes non-evaluative mentor observations that are guided by needs identified by mentor and mentee. Observations should include pre- and post-observation

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3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;

4. Addresses issues of diversity and equality;

5. Provides a systematic and ongoing process of introduction to data analysis, assessment practice and process, etc... (not a 1 day workshop);

6.Includes school district and charter school initiatives and parental feedback; and

7.Defines professional, educational, and school district and

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3. Gathers regular systemic, qualitative and quantitative feedback from mentor, mentee and administrators to determine if mentoring is working.

4. Is based on a foundation of best practice;

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;

6. Is supported by central office and school board-as evidenced by trend data and

7.Is included in broader Professional

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charter school acronyms.

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

conferences, including reflective questions;

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

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

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

instructional expertise in content area(s);

2. School districts and charter schools shall-

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

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

level or department chair;; and

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

and strategies on classroom management;

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

9. Focuses on exemplary teaching and assessment practices;

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

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

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

and school board;

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;

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

time to attend professional conferences, trainings, and meetings.

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

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

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;

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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: _____

Check:	Goals	Date: (August – October)
◊	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)

Check:	Goals	Date
◊	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
     o   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
     o   Relevant feedback   _____
◊   Discussed first quarter grades and parent/teacher conf,   _____
◊   Schedule professional learning for this year   _____
◊   Schedule time to share relevant feedback on classroom
     o   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 _____

Supervisor _____ Building _____ Position _____

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 _____

2016-2017V1

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 oppoturnities 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 requirered 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
2024-2025 BUDGET PERCENTAGES BY BUILDING

Building	Number of Teachers	Percent of Teachers
High School	52	30
Middle School	29	16
Intermediate School	37	21
Elementary School	59	33
TOTAL	177	100

PROFESSIONAL DEVELOPMENT BUDGET
2024 - 2025
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)

$35,000   High School Budget for PDC Activities and Workshop/ Coursework Reimbursement

$22,500   Middle School Budget for PDC Activities and Workshop/ Coursework Reimbursement

$15,500   Intermediate School Budget for PDC Activities and Workshop/ Coursework Reimbursement

$20,000   Elementary School Budget for PDC Activities and Workshop/ Coursework Reimbursement

$110,000   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
(2024– 2025)

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. If the staff member is not returning the following school year to the district, then he/she is not eligible for coursework reimbursement. In addition, the course must be directly related to the job of a teacher and not for administrative roles.

___Adm. Initials for Payment

POTOSI R-3 SCHOOL DISTRICT

PDC REQUEST FOR **COURSEWORK** REIMBURSEMENT

2024-2025

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 Grad Under	Course Name

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
(2024 - 2025)

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 <u>copy</u> 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 *itemized* 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**

2024-2025

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
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

2024-2025

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
2024-2025

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: $50.00 plus 20% tip; 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
Understanding classroom management	Understanding how to address the needs and hidden rules of students experiencing traumatic events	Understanding how to address the needs and hidden rules of students experiencing traumatic events	Understanding classroom management
Growth Mindset	Understanding classroom management	Understanding how to address the needs and hidden rules of students living in poverty	Growth Mindset
Developing Assessment Capable Learners	Growth Mindset	Growth Mindset	Teacher effectiveness and the affects it has on student achievement
Kagan Strategies	Systems of Professional Learning Communities	Understanding the process of Co-Teaching	Adapting curriculum for students with special needs
Google Classroom and other Technology	Google Classroom and other Technology	Teacher effectiveness and the affects it has on student achievement	Developing Assessment Capable Learners
Understanding how to address the needs and hidden rules of students experiencing traumatic events	Teacher effectiveness and the affects it has on student achievement	Adapting curriculum for students with special needs	Data Based Decision Making
Understanding how to address the needs and hidden rules of students living in poverty	Understanding how to address the needs and hidden rules of students living in poverty	Understanding classroom management	Instructional strategies
Reciprocal Teaching	Mental Health Training	Data Based Decision Making	Understanding how to address the needs and hidden rules of students experiencing traumatic events
Adapting curriculum for students with special needs	Instructional strategies	Developing Assessment Capable Learners	Understanding how to address the needs and hidden rules of students living in poverty
Data-Based Decision Making and Co-Teaching	Mapping curriculum	Google Classroom and other Technology	Google Classroom and other Technology

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Professional Development Program Evaluation Results
By District
2023-2024

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.	1%	3%	12%	40%	44%
2. The staff development resources provided in the resource libraries has proved assistance for me in my teaching.	3%	5%	20%	37%	35%
3. I have benefited from the workshops and/or in-services provided.	1%	4%	11%	42%	42%
4. Most of the workshops and/or in-services provided have been of interest to me.	2%	7%	15%	43%	33%
5. I have had adequate opportunity to provide input into the areas/types of in-service/workshops provided.	1%	7%	14%	35%	43%
6. I feel there was an adequate range of interests/subject areas covered by the PD program.	5%	4%	13%	39%	39%
	A	B	C	D	F
7. I would assign the following grade to the overall worth of the PD program.	58%	28%	11%	2%	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

	120 hours total over 4 years / credits	24 hours plus annual	30 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