

PDC FORMS

CHECKLIST FOR TEACHER DUTIES FOR PROFESSIONAL DEVELOPMENT

All Teachers:

- _____ Complete and submit Professional Development Opportunity Form, as needed, to attend a conference/workshop/in-service.
- _____ Complete the Needs Assessment Survey provided by the PDC (will be used to plan professional development activities for the following year).
- _____ Complete the Program Content Evaluation Survey in the PD handbook.
- _____ Complete and return to PDC mailbox an Professional Growth Experiences Log Form.
- _____ Complete and return to PDC mailbox a Team Teaching Form, if applicable.
- _____ Complete and submit professional development opportunity requests for budget consideration for the next school year by the last day of school. Use Professional Development Opportunity Form to make pre-requests.

Mentees Only:

- _____ Complete and return to PDC mailbox **and** principal an Individual Professional Development Plan (IPDP) by first Friday in October.
- _____ Complete Professional Development Program Design Effectiveness.
- _____ Complete Program Content Evaluation.
- _____ Complete Organization Content Evaluation.
- _____ Complete and return to PDC mailbox **and** principal the final Individual Professional Development Plan results.

****ALL FORMS WILL BE DUE TO THE PROFESSIONAL DEVELOPMENT CHAIR ON A DATE TO BE ASSIGNED IN MAY BEFORE THE END OF THE SCHOOL YEAR.**

Professional Growth Experiences

List All Activities, Not Just PDC Funded.

D=District funded; PDC- PDC funded; S=Self-funded; F=Federal Programs Funded;
 O=Other funding; please specify (grant, health department, etc.)

Name: _____ School Year _____

Teaching Responsibility: _____

Date(s)	Name of Activity	Hours*	Location	Funded	Description

*Hours--please indicate the number of hours in actual attendance at sessions.

Copy, complete, and turn in with each Professional Development Opportunity Form

**REQUEST PROCEDURES FOR
PDC FUNDS TO ATTEND A CONFERENCE/WORKSHOP/INSERVICE**

The following checklist should be followed when seeking PDC funds to attend a conference/workshop/inservice.

Requests must be made and approved by the PDC prior to attending a conference/workshop/inservice. This includes registration and lodging. The PDC Records-keeper will complete the necessary purchase orders after PDC approval is given.

Only requests submitted prior to and placed in the PDC mailbox will be given consideration.

Persons not attending an activity will reimburse the district the amount of registration, lodging, and any other expense charged to the district unless extenuating circumstances prevent attendance.

Extenuating circumstances must be approved by PDC (whether before or after conference).

Only the amounts approved by the PDC will be reimbursed.

Requests may be denied if form is not completed in full.

Requests will be approved on an individual basis. The PDC will take into consideration: other PDC requests by the individual, the amount requested, and how the request meets the district's CSIP and Professional Development Plan. The PDC has the discretion to approve some or all the requested amount.

___ Secure form from PD handbook. Copy and complete appropriate form.

___ Secure Administrator's signature (**required before form is submitted to PDC**).

___ Submit completed form and any conference information pertaining to registration and lodging to PDC mailbox in Teacher's Workroom. This is the only way that the request can be put on the next meeting's agenda. **If the form is not received by the chair at least one day prior to the monthly PDC meeting, the request may not be considered until the following month. PDC usually meets the last Thursday of each month.**

___ Copy of form with committee's decision will be returned to teacher.

___ Copy of approved form will be given to the district's bookkeeper for verification of payment. **Only expenses and amounts approved by PDC will be reimbursed.**

___ Upon returning, complete **Conference/Workshop/Inservice Evaluation Form** and give to PDC Records-keeper.

___ Teacher is responsible for **submitting to the PDC records-keeper (will need to be obtained from the records-keeper)** all receipts required for reimbursement with the completed PDC Request for Payment Form. **No payment will be made without proper receipts. Do not give to district bookkeeper.**

___ Teacher must share conference/workshop/inservice information by writing an article for the PDC newsletter or giving an oral presentation.

___ Return this form with proper receipts, PDC Request for Payment Form, and Evaluation form to the PDC records-keeper at least 10 days prior to the scheduled Board of Education meeting. If not submitted within this time frame, payment may not be made until the next scheduled Board of Education meeting.

Date

Signature

(Copy and complete form prior to the event--Place in PDC mailbox)

PROFESSIONAL DEVELOPMENT OPPORTUNITY FORM

Request Date: _____

Attendee's Name: _____

Date of Event _____

Teaching Position: _____

Location _____

Grade Level: _____

Time(s) _____

Other funds requested: _____

Title of Learning Opportunity _____

Check One: Inservice Workshop Conference Class Other (describe: _____)

Check Only One:

- PDC is requesting teacher to attend workshop
- Administration is requesting teacher attend workshop
- Teacher is requesting to attend workshop
- PDC Budgeted Stipend/Obligation

Check ALL that apply:

- Helps fulfill my professional development plan
- Meets needs of district professional development plan
- Professional meeting responsibility
- Helps fulfill district CSIP

CSIP Goal:



al, Objective and Strategy:(page 3-4 of plan) Must address at least one of four PDC Identified Instructional Strategies:

Description of Learning Opportunity. (Include teaching and learning skills expected to gain as a result of attendance.)

The Attendee plans to share information with faculty through: written summary oral presentation

EXPENSES:

Workshop Registration \$ _____

Substitute Pay (\$80.74) _____

Lodging: _____

Mileage: (\$0.38/mile) _____

Other (explain) _____

TOTAL: _____

Principal's Signature _____

Date: _____

(This signature required before submitting form for approval)

_____ **Approved** _____ **Not Approved**

Reason not approved:

PDC Chair Signature _____

Date: _____

ALLOWABLE MILEAGE FROM KEYTESVILLE

TO:

<u>City</u>	<u>Allowable Mileage (one way)</u>
Brookfield.....	30
Brunswick.....	11
Chillicothe.....	60
Columbia.....	65
Fayette.....	30
Glasgow.....	20
Jefferson City.....	90
Kansas City.....	120
Kirksville.....	90
Macon.....	50
Marceline.....	22
Moberly.....	30
Osage Beach.....	120
Salisbury.....	8
St. Louis.....	200
Springfield.....	200
Warrensburg.....	90

(Copy, complete and return to PDC records-keeper after attending event)

**KEYTESVILLE R-III SCHOOL DISTRICT
PDC CONFERENCE/WORKSHOP/INSERVICE EVALUATION FORM**

Teacher's Name _____ Subject Area _____
Conference/Workshop/Inservice Title _____
Conference/Workshop/Inservice Date(s) _____

The following questions/statements are related to a conference/workshop/inservice in which you have recently participated. Please circle the appropriate response after each question/statement based on your determination of its value to you as an educator.

1. To what extent do you believe the workshop enhanced your ability to assist students in improving their overall performance?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
2. Did the workshop enhance the instructional process in your classroom?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
3. Did the workshop provide new teaching techniques and strategies applicable to classroom instruction?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
4. Did the workshop enhance your organizational skills, thus allowing you to assist in improving classroom performance?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
5. Did the workshop enhance your skills in evaluation and assessment of students' work?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
6. Did you gain new techniques and strategies in evaluation and assessment of students work?
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
7. The workshop enhanced the teacher's day-to-day utilization and incorporation of contextual (hands-on) instructional strategies.
4 Very Effective 3 Effective 2 Little Effectiveness 1 Not Effective N/A
8. Please briefly provide additional comments, in your own words, related to overall effectiveness of this conference/workshop/inservice.

9. Briefly explain how this conference/workshop/inservice will enrich your professional performance.

The Attendee will share materials and information with faculty through:
_____written summary _____oral presentation _____other:

Would you recommend this workshop to others? ___Yes ___No

PROFESSIONAL DEVELOPMENT SURVEY

(Please place in PDC mailbox by date announced)

PDC will use the following needs survey to help plan the budget for the coming year. We appreciate your input.

Please list any conferences/workshops that you may like to attend during the coming school year. **NOTE:** This is neither approval or commitment to attend a PD event. It is strictly to help with budget planning only.

Conference/Workshop Name	Month	Approximate Expense
---------------------------------	--------------	----------------------------

Please list any other topics which you might like to receive professional development. This could be a workshop, conference or guest trainer at our school. Please be as specific as possible. For example, instead of listing "technology" please state "Ways my students can apply computers to..." Rather than "reading," you may write "reading in the content areas."

ANONYMOUS

Please indicate your interest in receiving professional development in the following areas. You may be interested in all, some or not of these areas. Thank you for your feedback!

3 = high interest; 0 = NO interest

Curriculum training - math	
Curriculum training - science	
Curriculum training - social science	
Curriculum training - communication arts	
Curriculum training - practical/fine arts	
EAT on-line	
Math strategies	
Writing strategies	
Reading strategies	
Technology software (list) _____	
Technology hardware (list) _____	
Classroom management	
Communication in the workplace	
At Risk Students	
Other (list) _____	
Other (list) _____	

Comments:

(Complete form at end of school year--Place in PDC mailbox)

PROGRAM CONTENT EVALUATION

On a scale of 1-5, rate one staff development on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- _____ 1. Have proof that it increases student learning?
- _____ 2. Have a research base similar to your situation, community, context?
- _____ 3. Have relevance to the site and did participants see the need?
- _____ 4. Prove to be compatible with other practices that are in use?
- _____ 5. Align with other site-based needs and instructional programs?
- _____ 6. Target student needs identified through a process of the collection and analysis of student/school performance data (action research process)?
- _____ 7. Allow for local “mutual adaptation” to ensure implementation and institutionalization?

Overall Total _____

ORGANIZATIONAL CONTEXT EVALUATION

On a scale of 1-5, rate the district organization context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- _____ 1. A norm of experimentation exists which permits educators to try on new instructional practices and be protected if they fail in initial efforts.
- _____ 2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.
- _____ 3. Leadership advocates, encourages, and supports staff development through incentives and resources.
- _____ 4. Staff development programs are in concert with the school and district’s strategic plan including mission, goals, and purpose.
- _____ 5. Staff development is funded by a line item in the budget.
- _____ 6. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

Overall Total _____

(Complete form at end of school year--Place in PDC mailbox)

TEAM TEACHING

_____ and _____ team taught in the area of _____.

This joint effort included grade(s) _____.

Below is a brief description as to the purpose, structure, and schedule.

I hereby acknowledge the above individuals and supported their team teaching efforts.

Principal

Date

(Complete form--Place in PDC mailbox)

APPLICATION FOR MENTORING/BUDDYING

Name _____ Date _____

Grade Level/Department _____

Years of Teaching Experience _____ Years Teaching at Keytesville R-III _____

Degree Obtained BS/BA _____ MS/MA _____ Ph.D. _____

Mentor/Buddy Position Seeking _____

Responsibilities:

Mentors/buddies will ...

- *attend mentor/buddy training session.
- *attend lunch with their mentee/buddy during August teacher workshops.
- *attend four school activities with their mentee/buddy teacher first semester.
- *assist their mentee/buddy teacher in development of their Individual Professional Development Plan (IPDP).
- *assist their mentee/buddy teacher in completing the necessary components of the First-year Teacher Checklist.
- *assist their mentee/buddy teacher in adapting to the school district, its climate, policies, and procedures.
- *assist their mentee/buddy teacher to locate other sources of assistance, if applicable.

General Information:

- *Mentors/buddies will be recommended by the PDC and appointed by the principal.
- *Mentors will be paid \$200.00 the first year and \$100.00 the second year and are expected to serve two years unless relieved from duties by the principal. Buddies will be paid \$100.00 and are expected to serve one year.
- *Although it is not always possible, it is recommended that mentors/buddies and their mentee/buddies share the same discipline/grade levels, share a common planning period, and be located in proximity to one another.

PLEASE ANSWER THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED.

1. As a professional educator, what qualities or strengths do you bring to the mentor/buddy program?

2. What do you expect to gain from the mentor/buddy program?

Teacher Signature _____ Date _____

Note: This application does not guarantee that you will be chosen as a mentor/buddy. Final decision will be made by the principal.

THE RATING GAME

How good is your professional development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below; total your score; and find out how you stack up.

- A. We have a line item in our district's budget for staff development..... yes no
- B. We have a teacher orientation program designed to prepare new teachers for the first month of classes..... yes no
- C. Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher..... yes no
- D. We provide a video taping service for teachers who wish to tape a lesson..... yes no
- E. We have a professional library stacked with professional books, magazines, video tapes, and audio tapes..... yes no
- F. Our staff development committee publishes an annual report to the Board of Education..... yes no
- G. We have a building site PDC that makes major decisions at the building level regarding professional development activities..... yes no
- H. Teachers and administrators set yearly professional development goals..... yes no
- I. Teachers can submit proposals for individual professional growth to the district PDC. They get release time if approved..... yes no
- J. Our faculty has ongoing discussion groups on professional development issues..... yes no
- K. Teachers have regular and equal access to professional development programs, forms, publications, etc..... yes no
- L. Our professional development approach has both long-range and short-term goals tied to our school improvement plan (CSIP)..... yes no
- M. Our PDC plan is based on teacher survey, district data, and community input..... yes no
- N. Our bulletin board in the teachers' workroom is used exclusively to announce professional development opportunities..... yes no
- O. Our district PDC established regular meetings and annual training for new members..... yes no
- P. I model continuous upgrading of my own professional development and leadership skills..... yes no

Give the district one point for each "yes" answer and read below for the rating.

If our district totaled between **0-5** "yes" responses, our professional development program is "**AT RISK.**" The program needs a major review and overhaul.

A score between **6-10** indicates our professional development program **NEEDS IMPROVEMENT.** Pick one of the areas that seemed most prominent and set a goal to achieve it. Write an implementation and put it into action.

If we accumulated a "yes" score between 11-13, our professional development program is **RESPECTABLE.** Continue to strengthen what we have going. Write about our efforts and present at conferences so others can benefit from our experiences.

A score of **15 or 16** indicates we are ready for the Professional Development **HALL OF FAME.** Send us a silhouette of our heads and shoulders so that our plaque can be prepared. Congratulations!