

KEYTESVILLE R-III SCHOOL DISTRICT

2015-2016

PROFESSIONAL DEVELOPMENT GUIDELINES

KEYTESVILLE R-III SCHOOL
PROFESSIONAL DEVELOPMENT PLAN

I. STATEMENT OF PURPOSE:

The purpose of the Keytesville R-III School Professional Development Plan is to encourage and support new and experienced teachers in their continuous effort to improve instruction so that all students may achieve to their potential. For individual teachers, professional growth should be viewed as a continuous process. As professional educators reflect on their practices, they should develop and articulate their beliefs about teaching and learning while applying them to their classrooms.

The professional development plan recognizes a need for commitment from teachers, administrators, school board members, higher education and community members. They must collaborate as a team with the common goal of improving instruction for enhanced and sustained learning. Results-driven, high quality professional development activities, professional materials, ongoing in-service workshops and classes, and appropriate follow-up activities are needed to support Keytesville R-III's Comprehensive School Improvement Plan (CSIP).

II. KEYTESVILLE R-III BOARD OF EDUCATION COMMITMENT:

The Keytesville R-III School Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and experienced teachers. The board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals.

III. PROFESSIONAL GROWTH:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growing of individuals within each group resulting in interdependence among the team.
4. Continuing the process of learning throughout one's career.

IV. THE PROFESSIONAL DEVELOPMENT COMMITTEE IS CHARGED WITH THE FOLLOWING MAIN RESPONSIBILITIES:

1. Identify instructional concerns and remedies for beginning and experienced teachers.
2. Oversee and assist in a mentoring program.
3. Oversee and assist in a buddy teacher program for new, but experienced, teachers to the district.
4. Serve as a confidential consultant upon a teacher's request.
5. Assess faculty need and develop in-service opportunities for school staff exploring all available resources.
6. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

V. STRATEGIES, GOALS AND OBJECTIVES FOR SCHOOL IMPROVEMENT:

Instructional Strategies:

Professional development focus for the 2015-2016 school year will be on the following instructional strategies:

1. Integrate technology more fully across the curriculum to improve instruction.
2. Adapt materials to accommodate students with special needs.
3. Develop a classroom assessment program that allows all students to show what they know and can do.
4. Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas.

In the planning and development of district professional growth activities for the pre-service teachers and beginning teachers, the PDC establishes the following goals and objectives:

Goal 1: To improve student success.

Objective: To identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for student success.

Sample Activities: Staff members will be offered ongoing opportunities to attend training for: MAP; special needs students; and improved student success, assessment, advisement programs, discipline, communication with parents and proven research on different teaching techniques. For students to have the best opportunity for success, teachers must understand and competently use performance assessment techniques in conjunction with other assessment options. Teachers need instruction in integrating performance assessment techniques into their instructional practices.

Goal 2: To receive training in new teaching strategies to help improve student achievement.

Objective: To gain new techniques and learn new teaching strategies that will increase student performance.

Sample Activities: PDC will plan meetings, encourage study groups, and provide information using outside resources, i.e., colleges and universities, professional groups, Regional Professional Development Centers (RPDCs), and other experts for developmental activities.

Goal 3: To increase parental and community involvement in the education of their children.

Objective: To gain skills to involve parents and community in the education of their children.

Sample Activities: Staff members will provide information, invite parents and community to school functions, be part of the learning process of the students, attend workshops involving technology, attend in- and out-of-district workshops addressing parental involvement and attend meetings involving parents such as parent advisory meetings and CSIP meetings.

Goal 4: To provide a safe and drug-free environment.

Objective: To offer workshops to help provide our school with a safe and drug-free environment.

Sample Activities: Staff members are trained in such things as: health concerns, first aid, coping with internal and external crises, safety equipment procedures, special education needs, job stress, burnout, drug awareness, and gender-bias issues for students, staff and faculty and proper sexual harassment procedures and policies.

Goal 5: To encourage staff members to maintain membership and participate in district organizations and out-of-district professional organizations.

Objective: To actively participate in organizations that promote interest in professional growth.

Sample Activities: Staff members may be a member of and attend organizational meetings: Keytesville Community Teachers' Association (CTA), Missouri State Teachers' Association (MSTA), and/or subject matter professional organizations.

Goal 6: To provide assistance in the mentoring of beginning teachers by providing a mentoring program and a buddy program for teachers "new" to the district.

Objective: To oversee and assist in a mentoring/buddy program.

Sample Activities: Provide mentees/buddies with information on IPC Requirements, assist in the development of the mentoring/buddy program, address routine district policies and procedures, assist with discipline and communication with parents, serve as a confidential consultant upon a teacher's request, and inform teachers of the various workshops that are available to them.

Goal 7: To address the district Comprehensive School Improvement Plan (CSIP) goals.

Objective: To reassess and update our standards-based curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission; to reassess student performance standards and assessment techniques; to promote reading and literacy for all learners; to develop and implement strategies to present the district in a positive, proactive manner; to provide training and support for staff to become proficient users of technology; and to reevaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

Sample Activities: Continue providing ongoing workshops on techniques and strategies that are known teaching practices to help meet the needs of students and when appropriate, participate in district committees (MSIP, CSIP, professional development, career ladder, textbook, MAP team, etc.).

VI. SUGGESTED STRATEGIES TO HELP ALL STUDENTS BECOME MORE ENGAGED IN LEARNING

1. Use a multi sensory approach to teaching and learning, including auditory, visual, and hands-on techniques.
2. Present concepts in several ways linking them to what students already know and checking frequently for understanding.
3. Model learning strategies and encourage students to talk about their own thinking and learning process.
4. Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches, computer-generated flow charts, spreadsheets, databases, etc.
5. Encourage students to use technology as a user-friendly tool for learning.
6. Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas.
7. Provide equal opportunities for all students to participate in class activities.
8. Adapt materials to accommodate students with special needs.
9. Provide real-life and work applications of what students should know and be able to do.
10. Develop a classroom assessment program (i.e. portfolios, performance and constructed response assessments) that allows all students to show what they know and can do.

VII. PROFESSIONAL DEVELOPMENT COMMITTEE STRUCTURE:

The Keytesville R-III School District Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of six teacher-elected representatives (3 from each building). Shared teaching positions will be divided as follows: Elementary positions: elementary physical education/foreign language, music, and special services; high school positions: counselor, art and library media. The superintendent and/or principal will serve as ex-officio members. He/She (They) would be expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members with at least one year of teaching experience and at least one complete year in the district. The committee may waive any and all requirements for membership if there are no other eligible candidates.
3. Professional development committee members will be elected for 3-year-terms which will be staggered so that approximately one-third of the members are elected each year. New members are elected no later than April 30th, annually. Two elected members will rotate off the PDC each year. Faculty member may not serve consecutive terms unless there are no other eligible candidates. Committee members are to be elected by certified staff (classroom teachers, librarians, and counselors). Training will begin in May and continue through the summer meeting(s) and service will begin in August.
4. A special election will be held under PDC supervision in the event that a member must be replaced.
5. Committee members who are assigned to administrative or supervisory positions will surrender his/her committee position and the affected building will elect a replacement.
6. The members of the committee will elect the chairperson and other officers each year. All officers may serve as many years as elected.
7. The chairperson will call meetings as needed, create the agendas, conduct the meetings, and be in charge of seeing that the PD Plan is typed.
8. The vice-chairperson will be in charge of sorting and posting all mailings and information on seminars, available college credit courses, and workshops for the staff. The vice-chair will bring to the PDC conferences/workshops that should be given consideration by the committee.
9. The secretary will keep and record the minutes of the meetings and see that the newsletters are typed. The minutes will be posted on the PDC bulletin board after approval by the PDC.

10. The records-keeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
11. Committee members will be in charge of typing in-service announcement sheets, attendance sheets, evaluations and certificates and be in charge of typing up the Mentor/Mentee Plan and Buddy Plan.
12. The PDC will meet on the last Thursday of each month at a location agreed upon by the committee.
13. Special meetings may be called by the chair as needed.
14. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
15. The committee will review requests for professional development by individuals, determine if they are related to goals, are within budget guidelines and grant approval. The chairperson will sign the approval form.
16. The PDC will:
 - Identify instructional concerns and remedies for beginning and experienced teachers.
 - Serve as a confidential consultant upon a teacher's request.
 - Assess faculty needs and develop in-service opportunities for certificated school staff exploring all available resources.
 - Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
 - Oversee and assist in a mentoring program.
 - Oversee and assist in a buddy teacher program for new, but experienced, teachers to the district.
17. The PDC will receive PDC membership training as provided by the local professional development committee or the Heart of Missouri Regional Professional Development Center (RPDC).

VIII. PROFESSIONAL DEVELOPMENT COMMITTEE FOR YEAR 2015-2016

Kimberly Huckabey	Chair	2 of 3 years
Kimberly Kahn	Vice Chair	3 of 3 years
Camille Fuemmeler	Secretary	1 of 3 years
Jerred Webb	Treasurer	2 of 3 years
Christy Dowell	Member	1 of 3 years
Caila Linneman	Member	3 of 3 years

**Suggested PDC
Calendar**
(Organized by School Year)

<u>August</u>	<u>Personnel Responsible</u>
• Incoming PDC members begin term.....	PDC Committee
• Elect chair, vice-chair, secretary, and records-keeper.....	PDC Committee
• Recommend mentors/buddies.....	PDC Committee
• Assign mentors/buddies.....	Principal
• Provide mentor/buddy training.....	PDC Committee
• Seek Board of Education approval of District Professional Development Plan...	PDC Committee
 <u>September</u>	
• Attend RPDC meeting.....	PDC Chair
• Schedule Mentor/Mentee Monthly Meeting.....	PDC Chair
• Set a date for all Mentors/Mentee to meet for IPDPs.....	PDC Committee
 <u>October</u>	
• Collect Individual Professional Development Plans.....	PDC Chair
• Schedule Mentor/Mentee Monthly Meeting.....	PDC Chair
 <u>November</u>	
• Attend RPDC meeting.....	PDC Chair
• Schedule Mentor/Mentee Monthly Meeting.....	PDC Chair
 <u>December</u>	
• Schedule Mentor/Mentee Monthly Meeting.....	PDC Chair
 <u>January</u>	
• Schedule Mentor/Mentee Monthly Meeting, if needed.....	PDC Chair
 <u>February</u>	
• Begin training for newly elected PDC members (in district or RPDC).....	PDC Committee
• Attend RPDC Meeting.....	PDC Chair
• Schedule Mentor/Mentee Monthly Meeting, if needed.....	PDC Chair
 <u>March</u>	
• Assess faculty needs through a Needs Assessment Survey.....	PDC Committee
• Ask faculty to complete and submit the PD Planning Survey.....	PDC Committee
• Collect Professional Development Surveys.....	PDC Chair
• Attend State PDC Conference.....	PDC Committee
• Schedule Mentor/Mentee Monthly Meeting, if needed.....	PDC Chair

April

Personnel Responsible

- Attend RPDC Meeting..... PDC Chair

May

- Have faculty evaluate professional development plan.....PDC Committee
- Ask mentors, mentee, and buddies to turn in handbooks..... PDC Committee
- Seek faculty input on workshops they wish to attend the following year
so that the PDC plan/budget and Title II budget can be prepared..... PDC Committee
- Ask faculty to submit Prof. Growth Experiences Forms..... PDC Committee
- Schedule Mentor/Mentee Monthly Meeting, if needed..... PDC Chair
- Recommend mentors/buddies.....PDC Committee
- Assign mentors/buddies.....Principal
- Hold election for new PDC committee members.....PDC Chair

Summer

- Continue training for newly elected PDC members (in district or RPDC)PDC Committee
- Plan and coordinate district-wide staff development workshops..... PDC Committee
- Revise District Professional Development Plan.....PDC Committee
- Revise Mentor/Buddy Handbooks..... PDC Committee
- Evaluate PDC program.....PDC Committee

Ongoing

- Assess faculty needs through verbal communication and observation..... PDC Committee
 - Implement and evaluate district-wide staff development workshops.....PDC Committee
 - Schedule Mentor/Mentee meetings.....PDC Committee
- Any forms that need to be completed will be completed and returned to the PDC Chair on the assigned date at the end of each school year.

IX. NEEDS ASSESSMENT

The Professional Development Committee (PDC) will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually, and professional development will be developed around the needs assessments based on the school improvement plan.

The Needs Assessment form should be submitted to the PDC by March 15.

Needs assessment is a continuous and ever-changing means of keeping the district responsive to current and future needs. The needs assessment shall be conducted annually using the following outline as a guide:

1. Establish domains.
2. Determine the population from which to collect data.
3. Determine data collection procedures.
4. Collect, compile and analyze data.
5. Identify nature and magnitude of needs.
6. Prioritize needs.
7. Set objectives and desired outcomes.
8. Design professional development activities/programs to achieve outcomes.
9. Communicate to all involved the results of the needs assessment and its link to the recommended professional development program and desired outcomes.

X. NEW TEACHER ASSISTANCE

IPC Requirements: Teachers who hold this four year certificate are required to:

- Participate in a district-provided and approved mentoring program for two years.
- Develop and implement a local professional development plan.
- Successfully complete 30 contact hours professional development which may include college credits (1 Hour of college credit equals 15 professional development hours).
- Successfully participate in performance-based teacher evaluation.
- Participate in a beginning teacher assistance program.
- Complete four years of approved teaching experience.
- *This will be updated as required by state changes to certification.

New teachers need to keep open communications with their mentors by seeking support and assistance when needed by asking questions. They are encouraged to maintain a professional portfolio. New teachers are given time to observe their mentor teach. Some mentors and mentees have a common planning time. Substitutes may be hired by the hour or by the day, if not covered in house. PDC may pay for substitutes.

State Mandated Rules and Responsibilities for Mentors

1. The mentor will help the beginning teacher develop a specific local individual professional development plan.
2. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
3. The mentor provides information concerning curriculum guides, location of PD library and the PDC bulletin board and other resources to the new teacher.
4. The mentor and mentee must meet each month and complete the items in the handbook supplied by the PDC committee.
5. The mentor maintains confidentiality at all times and reinforces trust.
6. The mentor will attend the regularly scheduled meetings.
7. The mentor helps the new teachers understand and apply policies, rules and cultural norms.
8. Mentors are to observe and provide feedback to the new teacher.

Responsibilities of Administrators in the Implementation of a Mentoring /Buddy Program.

Administrators need to be aware of such issues as:

1. Ethical responsibilities, including the need for confidentiality.
2. Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
3. Finding good resources, people and materials, for professional development.
4. Maintaining the role of instructional leader while working cooperatively with the PDC.
5. Supporting teachers by setting aside time for learning.

Administrators' responsibilities include the following:

- Provide time for teachers to observe.
- Define mentor's roles.
- Monitor new teacher and answer questions.
- Provide support of mentoring program.
- Approve mentor suggestions made by PDC when a new teacher is hired.
- Offer support, assistance and resources to mentor and new faculty.

Keytesville R-III School District Mentoring/Buddy Program provides special assistance for every teacher during his or her first two years of teaching and teachers teaching their first year at Keytesville R-III. They will have guidance from an assigned experienced teacher.

1. The PDC is responsible for making recommendations for mentors/buddies to the principal. The principal is responsible for making final decisions. Any teacher who has three years experience and two years in the Keytesville R-III School District and is willing to be trained may be considered as a mentor/buddy.
2. The Professional Development Committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will help develop an Individual Professional Development Plan (IPDP) for new teachers. New teachers in conjunction with their mentor shall make adjustments so the plan best fits the teacher's needs.
5. Members of the Professional Development Committee and all mentors need to attend a mentor training workshop provided by the PDC and/or have the STARR teachers train mentors.
6. The mentor will help the beginning teacher develop a specific professional development plan.
7. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
8. The mentor must meet each month and monitor the items in the Mentor/Mentee Plan.
9. The mentor will attend the monthly meetings.

XI. GUIDELINES FOR MENTOR/BUDDY TEACHER SELECTION AND TRAINING

Any teacher who has three years experience and two years in the Keytesville R-III School District may volunteer to serve as a mentor. Ideally, a mentor/buddy should be teaching in the same grade level, or the same area of certification, as the beginning teacher. The PDC is responsible for identifying and making recommendations for mentors/buddies to the principal. The principal is responsible for making final decisions. Mentors/buddies should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

The mentor/buddy should be trained in the following areas:

1. The roles and responsibilities of all members of the new teacher's PD team.
2. The role and responsibility of the PDC.
3. The techniques of coaching and counseling.
4. The format and content of the PD plan.
5. How to use teacher evaluation to help beginning teachers.
6. Resources (people and publications) available to beginning teachers.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

The mentor should initiate preparation of the beginning teacher's professional development plan and help the beginning teacher accomplish the goals identified in the PD plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

XII. COMMUNICATIONS

The Professional Development Committee (PDC) will serve as communicator between the administration and faculty on matters of professional concern. The Professional Development Committee will have ongoing communication with the administration concerning PDC activities, in-service programs, and budget allocations.

The PDC may have an ongoing newsletter that shares strategies learned at professional meetings.

XIII. EDUCATIONAL ADVERTISING

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in the teachers' workroom so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.
3. Keep a record of faculty attending meetings.
4. Provide a certificate of attendance for all local professional development activities.

XIV. EVALUATION

All PDC activities will be evaluated for effectiveness. The evaluation process will be done after each in-service. The evaluation will ask the teachers if they think this activity will improve student achievement.

The Keytesville R-III School District Development Plan (PDP) shall be evaluated annually by all teachers and administrators. A final evaluation report will be submitted to the Board of Education.

XV. PROFESSIONAL DEVELOPMENT BUDGET PLAN

All PDC activities will be evaluated for effectiveness. The evaluation process will be surveys, needs assessments, individual conferences, group sessions, student achievement, student attendance, dropout rates, and end of the year evaluation.

Allowable expenditures are:

1. Activities consistent with the PDP and CSIP for staff with teaching certificates.
2. Consultant and presenter fees and expenses.
3. Stipends for teachers' participation in curriculum development, for in-service and PD events, and mentor teachers as long as the activity occurs after contracted school time.
4. Reimbursement for travel, and registration fees to in-service training and PD events.
5. Pay for substitute teachers.
6. Library resources.
7. District fees to belong to a professional development co-op and professional organizations.

A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.

Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.

The twenty-five percent carry-over must be spent FIRST the following year.

Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the Board of Education through the PD plan.

Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the Board of Education.

The penalty for not complying with requirements is loss of state aid during the next school year.

Staff members who present approved in-district inservices may be paid an hourly stipend of \$15 per hour for no more than 3 hours preparation time per inservice.

All lodging and registration purchase orders must be completed with and in conjunction with the school district's bookkeeper. Staff members must present the PDC with conference/workshop/in-service information with the Professional Development Opportunity Form so that purchase orders may be completed in a timely fashion.

The PDC will use the following guidelines for reimbursing attendance at conferences/workshops/in-services:

PDC requested; District/DESE required/sponsored; Title IIA sponsored; and/or Performance/Standards/Assessment/Instructional related:

- Registration--in full
- Substitutes--in full
- Lodging--in full
- Mileage--District rate

Professional Organization sponsored:

- \$300 maximum to be first applied toward registration and substitutes and then Lodging and mileage will be considered next in that order.

**Amounts may change depending on availability of PDC funds.

Persons not attending a conference/workshop/in-service will reimburse the district the amount of the registration, lodging, and any other expenses incurred by the district unless extenuating circumstances prevent attendance. Extenuating circumstances MUST be approved by the PDC (whether before or after the conference/workshop/in-service is missed).

XVI. REIMBURSEMENT/DISBURSEMENT OF FUNDS

ALL REQUESTS FOR PROFESSIONAL DEVELOPMENT MUST BE RELATED TO A GOAL, OBJECTIVE AND STRATEGY OF THE PROFESSIONAL DEVELOPMENT PLAN. The goal, objective and strategy must be stated on the Professional Development Opportunity Form.

Requests for approval to attend professional development activities must be completed and have PDC approval prior to registering, securing lodging, and attending the activities. All lodging, registration, etc. will be made by the district bookkeeper.

PDC pre-request forms to be considered for the following school year's PDC budget must be made by the last day of school. If a teacher turns in more than one, then he/she should have the activities prioritized.

Staff members must secure a PDC Request for Payment form from the PDC records-keeper. District Request for Payment forms (obtained from the office) will not be honored (to assist the district bookkeeper with proper coding of funds).

To receive reimbursement each of the following MUST be submitted to the records-keeper at least 10 days prior to the next scheduled Board of Education meeting.

- Secure Professional Development Request for Payment form from PDC Records-keeper
- Report for the PDC's newsletter or oral report at a faculty meeting
- Evaluation form of activity

If not submitted within this time frame, reimbursement will not occur until the following Board of Education meeting.

Travel Reimbursement

Staff members may request reimbursement for travel at a prescribed district rate.

Mileage will be paid at the district rate. Refer mileage chart for PDC allowable mileage to and from specific destinations. Places not listed need prior PDC approval.

Special circumstances will be considered on an individual basis.

All requests for travel expenses must be made within 5 working days to be considered. Any requests received after the five days will not be paid.

Lodging

District approved purchase orders MUST be utilized to secure and pay lodging bills. When in doubt, speak with the district bookkeeper and/or the PDC records keeper. If this procedure is not followed, lodging WILL NOT be paid by the PDC. Individuals are not to pay for lodging and other expenses unless prior permission is granted by the committee and approved by the districts bookkeeper.

Staff members are expected to coordinate room assignments with other districts when possible.

XVII. INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Each teacher working on his/her provisional certificate will need to submit a proposed Individual Professional Development Plan (IPDP) to the PDC and principal's office by the first Friday of October. The final professional plan needs to be turned in to the PDC and principal's office by a date to be assigned in May before the end of the school year.

All teachers shall complete a Professional Growth Experiences Log and submit it to the PDC by a date to be assigned in May before the end of the school year.

PROFESSIONAL DEVELOPMENT BUDGET

Income

Proposed budget for 2015-2016	\$ 5,214.80
Carry-over from 2014-2015	\$ 348.61

Expenses

Beginning Teacher Workshop	\$ 180 (plus mileage)
Speakers	\$ unknown
Mentor/Mentee and Buddy Expenses	\$1,000.00
Professional Library	\$ unknown
Supplies	\$ unknown

PLAN FOR EXPENDITURE OF FUNDS TO ACHIEVE DISTRICT GOALS

Goal #1: To improve student success.

Strategy A. Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Strategy B. Identify and clarify student performance to insure alignment with state expectations.

Strategy C: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy D: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy E: Explore various programs which will develop higher order thinking skills and problem solving.

Strategy F. Explore ways to promote reading.

Activity 1: Attend the state professional development conference.

Presenter: DESE

Send: 2 members of PDC

Lodging

Mileage

Substitutes

Activity 2: Attend Heart of Missouri RPDC meetings.

Presenter: Heart of Missouri RPDC

Send: 2 members of PDC to each meeting

Mileage

Activity 3: Provide in-service to faculty members to introduce/expand their knowledge in productivity, multimedia, Internet, network services, and district technology policies.

Presenter: Technology Coordinators

Send: Available to all district teachers

Activity 4: Attend Reading Recovery Continuing Contact Sessions

Presenter: Reading Recovery Staff

Send: Reading Recovery Teacher

(Paid by Title I funds)

Activity 4: Attend Special Education Conference

Presenter:

Send:

(Paid by special education funds)

Activity 5: Attend LACE Meetings

Presenter:

Send: special education teacher

(Paid by special education funds)

Activity 6: Attend Reading Recovery Conference
Presenter:
Send: Reading Recovery Teacher
(Paid through Title I funds)

Evaluation: Missouri Assessment Program (MAP) Test Data

Goal 2: To receive training in new teaching strategies to help improve student achievement.

Strategy A: Provide the opportunity to study and implement integrated curricular strategies.

Strategy B: Explore various programs which will develop higher order thinking skills and problem solving.

Activity 1: Attend Heart of Missouri RPDC meetings listed above

Activity 2: Attend SMCAA meetings (Spring and Fall)
Presenter: SMCAA
Send: 2 elementary and 2 high school teachers
Mileage
Substitutes

Activity 3: Attend Conference on the Young Years
Presenter: DESE
Send:
Registration
Lodging
Mileage
Substitutes

Activity 4: Attend Interface A (Federal Funds)
Presenter: DESE
Send:
Registration
Lodging
Mileage
Substitutes

Activity 5: Attend Interface B (Federal Funds)
Presenter: DESE
Send:
Registration
Lodging
Mileage
Substitutes

Activity 6: Attend Missouri Council of Teachers of Mathematics State Inservice
Presenter:
Send: Math teacher
Registration
Lodging
Mileage
Substitutes

Activity 7: Attend State Music Educators Conference (Federal Funds)
Presenter:
Send: Music teacher
Registration
Lodging
Mileage
Substitutes

Activity 8: Attend Building Bridges Conference (Federal Funds)
Presenter: DESE and School to Work Institute
Send: Science and FACS teachers
Registration
Lodging
Mileage
Substitutes

Activity 9: Attend Annual MOACTE Conference
Presenter: DESE
Send: Ag, Business, and FACS teachers
Registration
Lodging
Mileage

Activity 10: Attend MAHPERD Conference
Presenter:
Send: High School PE teacher
Registration:
Lodging:
Mileage:
Substitute:

Evaluation: Missouri Assessment Program (MAP) Test Data
Individual Evaluation Forms Turned in by Teachers

Goal 3: To increase parental and community involvement in the education of their children.

Strategy A: Promote student recognition programs

Strategy B: Invite parents and community to meetings when revising CSIP and school policies.

Strategy C: Invite parents and community to school functions.

Strategy D: Develop programs that encourage and promote parental interaction within each building and the district.

Activity 1: Host Open House

Activity 2: Explore ways to share technology resources with students and community patrons.

Activity 3: Maintain the “Students of the Month” Program.

Activity 4: Include in Tiger Tracks updates on student-centered programs (i.e. Title I, Books Are Habit Forming, student based grant activities, organizational awards)

Activity 5: Place the school calendar in Tiger Tracks and on the district’s web page.

Activity 6: Maintain a District Advisory Committee

Activity 7: Host a Book Fair for the Library Media Center

Activity 8: Host a Science Fair/Art Fair

Activity 9: Encourage volunteerism among district patrons for the benefit of students

Activity 10: Host a Grandparents’/Special Friends’ Day

Activity 11: Involve parents of Reading Recovery students in a daily lesson

Evaluation: Review surveys and attendance logs where appropriate.

Goal 4: To provide a safe and drug-free environment.

Strategy A: Work with governmental agencies to ensure that timely, adequate and coordinated services are provided to students through interagency partnerships.

Activity 1: Invite a representative of the Chariton County Health Department to speak to the district’s staff concerning first aid and vital health issues.

Activity 2: Invite a representative of the Division of Family Services to speak to the district’s staff concerning child abuse laws.

Activity 3: Review the district’s crisis plan with all staff members.

Activity 4: Send district representatives to Chariton County Health Coalition meetings

Evaluation: Review evaluation sheets turned in by staff.

Goal 5: To encourage staff members to maintain membership and participate in district organizations and out-of-district professional organizations.

Strategy A: Provide opportunities for making the initial year of teaching more productive and less stressful for our beginning teachers.

Strategy B: Develop procedures that accentuate the positive attributes of staff contributions throughout the district.

Activity 1: Review district organizations and their purposes with all staff members.

Activity 2: Review the purpose of professional state teachers' organizations with all staff members.

Activity 3: Encourage all staff to find out the name of their department's professional organization and how to join.

Evaluation: Data obtained from professional organization forms turned in by teachers at end of school year.

Goal 6: To provide assistance in the mentoring of beginning teachers by providing a mentoring program and a buddy program for teachers new to the district and/or teaching.

Strategy A: Provide opportunities for new teachers to the district and/or teaching to discuss policies, issues, teaching strategies with experienced teachers.

Activity 1: Provide local or regional mentor/buddy training.
Trainer Stipend

Activity 2: Provide guidance in forming the individual professional development plan.

Activity 3: Attend Beginning Teachers' Assistance Program
Presenter: MSTA or college/university sponsored

Activity 4: Assign 1st Year Mentors

Activity 5: Assign 2nd Year Mentors

Activity 6: Assign Buddies

Activity 7: Provide subs, as needed, for mentor/mentee observations

Evaluation: Review of evaluation forms turned in by mentors, mentees, and buddies.

- Goal 7: To address the district Comprehensive School Improvement Plan (CSIP) goals.
- Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.
- Strategy B: Provide the opportunity to study and implement integrated curricular strategies.
- Strategy C: Identify and clarify student performance to insure alignment with grade level expectations.
- Strategy D: Study the utilization and implementation of technology in all applicable curriculum areas.
- Strategy E: Explore ways to promote student reading.
- Strategy F: Explore, study, and implement techniques and programs to develop higher order thinking/problem solving skills.
- Activity 1: Provide in-service to faculty members to introduce/expand their knowledge in productivity, multimedia, Internet, network services, and district technology policies.
Presenter:
- Activity 2: Attend Technology Conference
Presenter: DESE and MOREnet
Send: Technology Coordinator and FACS Teacher
- Activity 3: Attend Reading Recovery Conference
Presenter:
Send: Reading Recovery Teacher
(Paid through Title I funds)
- Activity 4: Attend Workshops on the Implementation of No Child Left Behind
Presenter: DESE
- Evaluation: Missouri Assessment Program (MAP) Test Data
Individual Evaluation Forms Turned in by Teacher

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 3URJUDP &RQWHQW (YDOXDWLRQ 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/in-service.

Requests must be made and approved by the PDC prior to attending a conference/workshop/in-service. 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/in-service 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:

Goal, 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.)



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PDC Identified Instructional Strategies...(copy and paste...still need Goal and Objective from page 3-4 of Plan. 1. Integrate technology more fully across the curriculum to improve instruction. 2. Adapt materials to accommodate students with special needs. 3. Develop a classroom assessment program that allows all students to show what they know and can do. 4. Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas.

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

EXPENSES:

Workshop Registration \$ _____

Substitute Pay (\$80.74) _____

Lodging: _____

Mileage: (\$0.3 /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.....	32
Brunswick.....	13
Chillicothe.....	58
Columbia.....	66
Fayette.....	33
Glasgow.....	20
Jefferson City.....	96
Kansas City.....	120
Kirksville.....	82
Macon.....	51
Marceline.....	20
Moberly.....	31
Osage Beach.....	120
Salisbury.....	10
St. Louis.....	193
Springfield.....	191
Warrensburg.....	91

(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:
_____ ZULWWHQ VXPPDU\ _____ 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!