

ARCADIA VALLEY R-II PROFESSIONAL DEVELOPMENT PLAN 2008-2009

MEMBERS	BUILDING	TERM
Don Barzowski – Chairman	High School	2005-2008
Tim Schauptert – V. Chair.	High School	2006-2009
Michele Strange - Treasurer	Elementary	2007-2010
Katie White – Secretary	Elementary	2006-2009
Dala Carver	Special Services	2005-2008
Susan Lorenz	Middle School	2007-2010
Tonia Minks	Middle School	2007-2010
Mike Yates	CTC	2008-2011
Jim Carver	Superintendent	Ex Officio
David Dillard	Asst. Superintendent	Ex Officio
Karen Sargent	Instructional Coach	Ex Officio

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**PROFESSIONAL DEVELOPMENT PLAN
2008-2009**

I. STATEMENT OF PURPOSE

The Professional Development Committee (PDC) and administration of the Arcadia Valley R-2 School District, in an attempt to implement portions of the 1993 Outstanding Schools Act (OSA) specifically as it pertains to the PDC program, had developed the following district-wide Arcadia Valley Professional Development Plan (AVPDP). The PDC developed the original in 1986.

The OSA specifically states the Professional Development Plan should be closely aligned with the School Improvement Plan. Therefore, as suggested by the Comprehensive School Improvement Plan, the Arcadia Valley School Board adopted on May 13, 2004, goals and objectives as the critical areas of focus for the PDC. These needs and other areas of concern will be utilized to establish the goals of the Professional Development Plan for the 2008-2009 school year. Administrators, teachers, patrons, and students will write the CSIP plan. The plan will be made available to all district staff, and approved annually by the Arcadia Valley R-II School Board.

II. CSIP DISTRICT PRIORITIES AND PDC OBJECTIVES (2004-2009)

CSIP PRIORITIES

- A. Provide all students a fair opportunity to learn
- B. Improve teaching and learning (Professional Development)
- C. Improve governance and management
- D. Generate, maintain and strengthen parental and community involvement
- E. Expand educational improvement and opportunity throughout the entire school district
- F. Ensure improvements regarding school readiness
- G. Address those needs that may negatively impact student's ability to learn
- H. Improve Career and Technical Education

PDC GOALS

1. Professional Development will improve student achievement.
2. Professional Development activities will be implemented in the classroom and shared within the district staff.
3. Professional Development activities will be embedded, sustainable, and high quality.

CSIP Priority B-Improve teaching and learning is the primary goal for Professional Development activities.

CSIP STRATEGIES

- The PDC will provide staff development tailored to building level needs in reading (Priority B, Obj. 1, Strategy 6, Action 1)
- The PDC plan will continue early literacy, reading and writing workshop training for new teachers and teachers with new assignments. (Priority B, Obj. 1, Strategy 6, Action 2)
- The PDC will provide continuing staff development for all teachers in reading strategies. (Priority B, Obj. 1, Strategy 6, Action 3)
- The PDC plan will provide staff development for administrators on the components of effective reading instruction. (Priority B, Obj. 1, Strategy 6, Action 4)
- The PDC will supervise professional development requests that meet the objectives of the district CSIP Plan. (Priority B, Obj. 2, Strategy 3, Action 1)
- Release time will be provided for teachers to secure high-quality professional development to improve instructional strategies, techniques and assessments.. (Priority B, Obj. 2, Strategy 3, Action 2)
- The district will provide opportunities for teachers to receive high-quality professional development related to a variety of teaching strategies, techniques and assessments. (Priority B, Obj. 2, Strategy 3, Action 3)
- The PDC will provide opportunities for teachers to receive high-quality training for use of computers and other technology resources and equipment available in the district. (Priority B, Obj. 4, Strategy 3, Action 1)
- The PDC will approve/disapprove professional development requests that meet the objective of the CSIP plan. (Priority B, Obj. 5, Strategy 1, Action 1)
- The PDC plan will be evaluated and updated on an annual basis. (Priority B, Obj. 5, Strategy 1, Action 2)
- Teachers will complete surveys regarding professional development ideas and needs. (Priority B, Obj. 5, Strategy 1, Action 3)

- The PDC plan will require participants to specify through the application process the specific connection of the professional development activities to student achievement and the district CSIP Plan. (Priority B, Obj. 5, Strategy 2, Action 2)
- Teachers will share ideas and instructional strategies gained through professional development activities with other faculty members. (Priority B, Obj. 5, Strategy 2, Action 3)
- The district will provide training workshops for teachers in the areas of computer programs, technology lesson planning and integrating technology into the classroom instruction. (Priority B, Obj. 5, Strategy 3, Action 2)
- Teachers will receive training in the use of new instructional technology equipment obtained by the district. (Priority B, Obj. 5, Strategy 3, Action 3)
- The PDC will provide opportunities for teachers to earn college credit for professional development and/or a method for advancement on the salary schedule. (Priority B, Obj. 4, Strategy 3, Action 1)
- Professional development activities will focus on cooperative learning, implementing technology in the classroom, power writing, and guided reading. (Priority C, Obj. 4, Strategy 3, Action 2)
- Study groups will be organized to study and improve teaching techniques. (Priority C, Obj. 4, Strategy 3, Action 3)
- PDC funds will be used to develop creative solutions to increase staff participation in professional development activities (childcare, alternative meeting times, etc.). (Priority C, Obj. 4, Strategy 3, Action 1-4)
- The district will incorporate interactive television, Powerpoint presentations, SuccessLink, MOREnet, CISE, US Dept. of Education, MCREL, RPDC and other agencies to provide professional development activities. (Priority C, Obj. 4, Strategy 3, Action 5)
- The district will conduct a summer institute for all new teachers in the district. (Priority C, Obj. 4, Strategy 3, Action 6)
- The PDC will analyze successful mentoring programs from other districts in order to enhance the district's program. (Priority C, Obj. 4, Strategy 5, Action 1)

- The district will provide current information and training of teachers to make maximum instructional use of available technology. (Priority E, Obj. 4, Strategy 1, Action 1)
- The district will send a team of educators to attend the spring and fall DESE Technology Conference. (Priority E, Obj. 4, Strategy 1, Action 2)
- High quality professional development will be provided on curriculum alignment and assessment strategies. (Priority E, Obj. 5, Strategy 1, Action 2)

III. ARCADIA VALLEY R-II MISSION STATEMENT

It shall be the mission of the Arcadia Valley R-II School district to establish an educational environment conducive to the needs of all students. The district will provide varied opportunities to increase skills, broaden knowledge, to promote strength of character, and develop work habits necessary to successfully

1. Seek and maintain employment
2. Further education through a trade or technical school
3. And/or attend an academic college or university

IV. PROFESSIONAL DEVELOPMENT COMMITTEE

Responsibilities:

1. Implement beginning teacher assistance
2. Work collaboratively with administrators to develop a district professional development plan that will be presented to the board of education for approval.
3. Align the plan with the professional development budget.
4. Determine instructional needs.
5. Communicate results of instructional needs assessment to total staff.
6. Read, study, and discuss research on instructional practices and quality professional development.
7. Based on this information and in consultation with administrators, design professional development programs to meet those needs.
8. Communicate the final plan to the total staff (teachers and administrators).
9. Deliver the staff development programs or arrange for their delivery.
10. Evaluate the effectiveness of programs and implement appropriate suggestions.
11. Serve as confidential consultant to teachers when requested.

12. Research other district professional development funding and blend funds currently available within the district for coordination of resources.

Functions to complete for implementation:

1. Set policies and procedures so the PDC can function.
2. Encourage professional development follow-up strategies through action research, study groups, teacher collaboration, etc. and provide support for on-going learning.
3. Continue to foster collaboration through implementation of professional development activities.
4. Routinely review multiple sources of data from professional development activities, monitor the plan, and modify the plan, as needed.
5. Communicate implementation results to stakeholders and the public.

Checklist for Implementation:

1. Evidences are available and collected to reflect improvement in instructional practices being used in the classroom.
2. Records are being maintained that identified how follow-up activities are occurring.
3. Student performance (cognitive, affective, behavioral) records related to improvement goals are being maintained and reviewed.

Structure

The Arcadia Valley R-II Professional Development Committee shall be composed of the following representatives: two (2) from the Elementary school, two (2) from Middle School, two (2) from high school, one (1) from the career tech school, and one (1) from special services. Their respective building teachers shall elect PDC members by January of each year. The members of the PDC shall select a chairperson, a vice-chairperson, a record keeper, and a secretary. Members of the PDC shall serve three-year staggered terms. The vice-chairperson shall succeed to the chair. The vice-chairperson is responsible for the training program for new PDC members. One member of the PDC shall be responsible for planning summer training programs for mentors. Arrangements should be made in May or June.

Membership

Membership on the PDC must be certified staff members with two years experience in teaching. An administrator shall serve as an ex-officio member without vote. Members elected in January shall be trained in February or March and begin service in April.

Membership Training

If Professional Development Committees (PDCs) are to be effective, they must plan implement and evaluate their professional development programs. To accomplish this they may wish to seek help from one or more of the following services: the RPDC (<http://www.morpds.org>); The Leadership Academy PD Series; PD 101 at <http://www.cite.nwmissouri.edu>; the Show Me Professional Development Conference; colleges, universities; associations; and organizations.

The topics for PDC member training may include:

1. The roles and responsibilities of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.
2. Guidelines and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators, and higher education representatives. Conversations, panel discussions, and round table discussions could be planned.
3. The ethical responsibilities of members including the need for confidentiality.
4. Effective assessment methods for determining learning needs of practicing teachers, and how to use assessment information to establish priorities.
5. Good resource (people and publications) that provides information and services related to professional development. For example, *the Standards For Staff Development* from the *National Staff Development Council* (NSDC) are an excellent resource for PDC member training.
6. Effective tools for evaluating professional development activities in order to promote teacher development and improve student learning.
7. An overview of theoretical foundations of teaching and learning to help committee members design programs for their districts.
8. Needs identified in the district's Comprehensive School Improvement Plan (CSIP).
9. National, state, and district models of school improvement.
10. Case studies of best practices.
11. Characteristics of effective staff development.
12. Effective models of staff development
13. Principles of adult learning and group dynamics.
14. Stages of change.
15. Data based decision-making.

Administration

PDC are not intended to replace principals or district administrators as instructional leaders. The committees should work with principals and other administrators to meet teacher's needs and help move schools closer to their

instructional goals. Administrators are encouraged to support the staff in use of appropriate data.

The importance of principals in the professional development process cannot be overlooked. Principals can be the key to creating optimal conditions for teacher learning and student learning. Professional Development leaders at all levels recommend that teachers and principals work together on PDC to determine the needs of teachers and administrators alike.

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for helping the board of education establish goals and objectives for the district. They must solicit input from all those who make up the educational community so the goals and objectives can most effectively address the needs of the district.

Officers

1. The chairperson will be responsible for all meetings and be the liaison between the administration and PDC faculty members.
2. Vice-chairperson of the committee will take over in the absence of the chairperson and chair all meetings.
3. Secretary of the committee will take all minutes of meetings, notify members of meetings, distribute newsletters, and handle all correspondence.
4. The record-keeper will keep account of all disbursements and applications. The record-keeper will notify applicants as to whether their proposals have been rejected or approved.

Replacement of Members

The PDC shall have the authority to appoint staff members to fill a vacancy that occurs between elections.

PDC Plan Revision

1. Each June the PDC Committee will revise the PDC plan and goals to insure compliance with Arcadia Valley R-II CSIP goals.
2. The PDC Committee will annually review and revise the Professional Development with revisions submitted to the Arcadia Valley R-II School Board for approval.
3. The Professional Development Committee Budget will be set and amended by a majority vote of the PDC with administrative approval.
4. Step Ladder funds will be reserved based on the number of Step Ladder Applications approved by the Career Ladder Committee.

Mentoring

The Excellence in Education Act of 1985 suggests, and the rule for teacher certification (5 CSR 80-800.010) requires that beginning teacher support systems include an entry year mentor program. A second year mentor program is recommended.

A mentor teacher has been described as a “coach, trainer, positive role model, enhancer of talent , (and) opener of doors.” The mentor teacher is a “helper” not an “evaluator”.

DISCUSSIONS BETWEEN THE MENTOR AND MENTEE SHOULD REMAIN CONFIDENTIAL.

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude toward mentoring, should be recruited for mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning Teacher. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

Thorough, consistent development and continuing support of mentor teachers is very important to the success of the program. A district’s Professional Development Committee (PDC), in cooperation with the district’s administration, should design and, implement and evaluate the mentor program. The program for mentors should address the following topics:

1. The role and responsibilities of the new teacher’s professional development team: the new teacher, the mentor teacher, and the supervisor (typically the building principal)
2. Coaching and counseling techniques
3. The format and content of the professional development plan (the District and school improvement) plans must be considered
4. Teacher evaluations including content and process
5. Problem solving strategies
6. Listening and inquiry skills
7. Resources (people and publications) available to beginning teachers at the district , higher education, regional , and state level
8. Current theories and models of instruction and classroom management

V. PROFESSIONAL DEVELOPMENT ACTIVITIES

Allowable Expenses for State “One Percent” Funds

It is important that professional development funds be spent wisely. The following are just three examples of unwise use of professional development funds: one time workshops with no follow-up; the expenditure of funds with no clear objective; and the over expenditure of funds for tuition reimbursement. One percent professional development monies should be committed to long term, job-embedded activities which impact student achievements as determined by measurable outcomes.

Approved Activities

Approved professional development activities may include the following:

1. Consultant/presenter fees and expenses.
2. Travel, registration fees, lodging, meals and related expenses to in-service training and professional development events. PDC request for out-of-state conferences or events cannot exceed \$500.00. Meals will be reimbursed at a rate of up to \$25.00 per day. No Gratuities or Alcoholic Beverages will be reimbursed.
3. Substitute teacher pay to permit teachers to participate in planned activities during the regular school day.
4. Purchase of materials for the Professional Development Library (This list is not intended to be all inclusive.)
5. Professional Development (RPDC) reimbursements.
6. District Fee to belong to a professional development co-op and professional organizations.

Non-Approved Activities

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging, and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
4. Equipment and materials for administrative use or for the instruction of students.
5. Salaries.
6. Travel as a form of professional development.
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development.
8. Training of school board members, DESE subsidizes the cost of training new school board members through other state-level funding.
9. Training of Parents as First Teachers.

- 10. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program review.
- 11. Professional development activities for non-certified staff.

The PDC will endeavor to ensure that all staff members have an equal opportunity to avail themselves of professional development activities.

Documentation

When a district employee requests to participate in a professional development activity, a form called the “Professional Development Committee Funding Application” must be completed and submitted to the PDC. The form will be reviewed by the PDC to see if it meets with the intent of this PDP and if it is within the parameters of the professional development budget. Printed information about the activity must accompany the request.

In the event that the committee cannot meet and the need arises for application approval, the superintendent may approve or reject the application at his discretion.

Once the application has been approved, in order to be reimbursed, the applicant must submit a PDC Expense Sheet and Evaluation Form accompanied by all receipts pertaining to that activity to the building representative. This form should be submitted by the 25th of the month. (See attached forms)

Evaluation

It is required by this district PDP that personnel participating in activities (whether in-service or out-of-district) that are approved under this plan complete an evaluation form and submit it to the PDC within one week of the completion of the activity. (See attached forms.)

Resources

<u>Southeast RPDC (SEMO Cape Girardeau)</u>	(800) 401-6680
Accelerated Schools.....	(573) 986-6130
STARR	(573) 651-5956
MAP.....	(573) 651-2011
State Supervisor of Instruction.....	(573) 651-2640
<u>South Central RPDC (U.M.R. Rolla)</u>	(800) 667-0665
Accelerated Schools.....	(417) 836-4493
STARR	(800) 667-0665
MAP.....	(800) 667-0665
State Supervisor of Instruction.....	(573) 751-2603
Reading Consultant.....	(800) 667-0665
Technology Coordinator	(800) 667-0665

Additional Resources

Missouri has made the decision to conscientiously examine its education system and make improvements. In conjunction with Missouri's standards, frameworks, and assessment system, the state has provided several initiatives to support educational improvement. Several of these initiatives have been established as resources to teachers, schools, and school districts are described in the following paragraphs. This list of available resources certainly is not exhaustive but may prove helpful to school leaders as they address their professional development needs.

For further information contact:

Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Mo. 65102-0480

Or access the web site: <http://www.dese.state.mo.us>

Caring Communities (573) 751-3168
<http://www.dese.state.mo.us/divurbteached/caringcom/>

APPENDIX

A. PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

1. You may count workshops attended during the summer, after school, or on a Saturday. Only hours actually spent in the workshop will count toward Career Ladder. Travel time will not be included. If you share ideas learned with others, you may count time spent preparing materials, lessons, and the hours that are spent actually presenting the material. All workshops attended must be related to one of the five Career Ladder Goals. Workshop hours may only be counted toward Career Ladder if information is used in class or shared with others.
2. Workshop hours during school time may not be used; however, the time spent preparing lessons or ideas to use in the classroom or sharing with others does count.
3. Some committee time counts if the committee is not meeting during school hours. The committee must directly relate to one of the five career ladder goals. Examples; Curriculum Committee, PDC, attendance, achievement, persistence to graduation, and discipline may all be used if not meeting during school hours.
4. Classes taken in your subject area may be counted. Your building principal or superintendent must approve classes taken to obtain a Masters degree or certification out of your teaching area. Table of hour reimbursement may be found in this booklet.
5. Acceptable responsibilities are non-compensated activities that are not a part of the participant's regular contract and involve extended day activities. Responsibilities must be directly and obviously related to the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or other instructional improvement. Travel time is not included in reimbursements.

B. PLANNING FOR PROFESSIONAL DEVELOPMENT

1. All professional development must be linked to and supportive of the District CSIP.
2. The Professional Development Plan is to be collaboratively developed by Professional Development Committees and their school administrators.
3. If professional development is to be effective, it must focus on School Improvement Plans (SIPs), skill development, attitude change, and knowledge acquisition.
4. Through collaborative processes, change effort must involve and support individuals as they integrate new ideas and skills with current skills, knowledge, and past experiences.

5. Good professional and curriculum development allows individuals to adapt innovations in ways that (1) best fit their teaching styles and (2) are supported by the research base regarding best practices.
6. Teachers need to be given opportunity to choose among the five models of staff development.

C. PDC Budget

1. The Outstanding Schools Act of 1993 (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the PDC. Of the monies allocated to the PDC, seventy-five percent shall be spent the same fiscal year for purposes determined PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board.” The remaining *twenty-five percent* must also be spent for professional development, but may be carried forward for use in the succeeding year.
2. Federal funds and grants are available to help school districts and their staffs become more informed and more skilled in serving the needs of their students. Although the details of federal professional development funding are not included in this manual, the possibility of obtaining funding from this resource should be explored. For inquires, call (573) 751-3468. The website is www.dese.mo.us/divinstru/fedprog/grantmgmnt/index/thml.

D. PROFESSIONAL DEVELOPMENT TABLE TO CLAIM COLLEGE CREDIT HOURS FOR CAREER LADDER

Career Ladder participants may earn hours equal to the number of hours (up to 20/30/40 hours depending on stage) that it would take to generate tuition cost. The following table shows how much is earned per hour at each stage of the career ladder based upon full funding of Career Ladder. This formula is to be used when calculating the number of hours that can be claimed on Career Ladder when taking a college course. Hours claimed are not 1:1.

STAGE	HOURLY RATE	MAXIMUM HRS	MAXIMUM AMOUNT
I	\$25.00	20	\$500.00
II	\$33.33	30	\$1,000.00
III	\$41.66	40	\$1,666.40

* Classes must be in teaching subject area.

** The principal or superintendent must approve courses in areas outside your teaching field.

*** Courses taken which will allow you to move horizontally on the salary schedule should not be counted if you will receive salary compensation during the current school year.

**** All conditions of the Career Ladder Plan must be met in applying hours for courses taken.

E. STEP LADDER PROGRAM

This program will be for those teachers (0-5) years not eligible for the State Career Ladder program.

LEVEL	PAY	HOURS	RATE
STEP	\$450.00	30	\$15.00

COMPONENTS BASED ON 30 HOURS

Professional Development 10 Hours
Student Tutoring 10 Hours
Curriculum 10 Hours

- The Program will be administrated through the Career Ladder Committee.
- Each teacher will apply, meet qualifications and keep a log of activities.
- The program will be voluntary for the eligible teachers.
- Total cost is paid for by PDC funds.

F. HIGH QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in High-Quality Professional Development (HQPD). The No Child Left Behind Act brings to us challenges regarding High-Quality Professional Development. Teachers must complete a survey each year signifying whether they were involved in an activity that met the criteria for High-Quality Professional Development. One-day workshops and short-term conferences or workshops are not considered HQPD unless they are part of an ongoing program or plan, and may not be funded with federal funds. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. Each school district is required to report to Core Data information indicating whether or not each teacher engaged in at least one professional development activity during the year that meets the required criteria established for HQPD. (See Form M)

G. PDC FUNDING INFORMATION

1. The PDC will reimburse no more than the state mileage rate. See mileage chart.
2. The PDC will reimburse up to \$25.00 per day and \$15.00 per half day on necessary meals. Gratuities or Alcoholic Beverages will not be reimbursed.
3. The PDC will reimburse using the following suggested guidelines for lodging expenses:

1 room for 1-2 participants up to \$100.00

1 room for 3-4 participants up to \$125.00

Unusual circumstances will be given special consideration.

Receipts for expenses plus workshop fees must be submitted to the PDC Secretary by the last day of the month to allow time for request to be submitted to the School Board on the second Thursday of the month. Any receipts submitted later than this will be held until the next regular meeting. Checks will be available following the meeting.

H. HIGH-QUALITY PROFESSIONAL DEVELOPMENT SURVEY

Teacher's Name _____

Name of Activity _____

Survey of Teachers

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in High-Quality Professional Development. The following criteria can be used to identify high-quality professional development.

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO PARTS OF THE CRITERIA. One-day workshops and short-term conferences or workshops are not considered HQPD unless they are part of an ongoing program or plan, and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds they have, but they are not considered high-quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning.

Instructions: Please reflect back over the school year to the professional development opportunities you have had. Choose the activity that most likely meets the criteria and fill out each part of the survey. Turn it in to your principal when you have completed it.

Part I: It-

- ____ actively engages teachers, over time.
- ____ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- ____ is directly linked to district and building school improvement plans.
- ____ is developed with extensive participation of teachers, parents, principals, and other administrators.
- ____ provides time and other resources for learning, practice, and follow-up.
- ____ is supported by district and building leadership.
- ____ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- ____ study groups.
- ____ grade-level collaboration and work.
- ____ content-area collaboration and work.
- ____ specialization-area collaboration and work.
- ____ action research and sharing of findings.
- ____ modeling.
- ____ peer coaching.
- ____ vertical teaming.

Part III: Topics for high-quality professional development may include:

- ____ content knowledge related to standards and classroom instruction.
- ____ instructional strategies related to content being taught in the classroom.
- ____ improving classroom management skills.
- ____ a combination of content knowledge and content-specific teaching skills.
- ____ the integration of academic and vocational education.
- ____ research-based instructional strategies.
- ____ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- ____ instruction in methods of teaching children with special needs.
- ____ instruction in the use of data to inform classroom practice.
- ____ instruction in linking secondary and post-secondary education.
- ____ involving families and other stakeholders in improving the learning of all students.
- ____ strategies for integrating technology into instruction.
- ____ research and strategies for the education and care of preschool children

Professional Development Committee CHECKLIST
FROM REQUEST TO REIMBURSEMENT
(One Person Per Form)

PDC Member Checklist

Name: _____

Name of Meeting: _____

_____ PDC Activity Funding Request Form (Complete all fields)***

_____ Check Appropriate Funding Source

_____ Applicant's/Principal's Signature

_____ Date submitted to Building Representative

Elementary _____

Middle School _____

High School _____

Career Tech _____

Building Representative Signature: _____

_____ PDC building representative gives to Mr. Dillard – copy of the request
[submit by the 25th of each month]

_____ Copy of PDC Approval form returned to teacher and building Administrator

_____ Teacher Contacts Substitute Contractor, Judy McCarty, to arrange for substitute

FOR REIMBURSEMENT:

_____ Submit PDC Expense Sheet and Evaluation to PDC mailbox

_____ PDC Member collects expense and evaluation papers and submits to Treasurer

_____ Treasurer will approve allowable expense and forward to Superintendent's Office
for payment

_____ Reimbursement Check will be available the Friday after Monthly Board Meeting.

Activity Approved (Circle One):
YES NO

PDC Officer Signature (Required)

H. PDC FUNDING ACTIVITY REQUEST FORM

Name: _____
(One Person Per Request Form)

Date: _____

Name of Meeting: _____

Place: _____

Date(s) of Meeting: _____

Time of Meeting: _____

Describe the nature of the meeting or attach a copy of the published description:

ALL PD activities must be tied to at least one of the CSIP objectives. See district CSIP.

What CSIP objective(s) does activity address? (Write # only) _____

What CSIP strategy(ies) will activity address? (Write # only) _____

How will your attendance at this activity support the district's CSIP objective(s)?

Estimated Expenses

_____	Conference/Workshop Fee
_____	Substitute Teacher @ 75.36/Day (Includes FICA and Medicare)
_____	Transportation Cost @ .485/mile (See Chart)
_____	Meals (\$25/Day Maximum with receipts)
_____	Lodging
<u>\$0.00</u>	Total Expenses (Maximum Amount That Will Be Reimbursed, If Approved)

Funding Source (Check One - Required)

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> PDC | <input type="checkbox"/> Special Education - CV | <input type="checkbox"/> ECSE - CV |
| <input type="checkbox"/> Title I - DD | <input type="checkbox"/> Perkins - DR | <input type="checkbox"/> Nurse - JC |
| <input type="checkbox"/> Title II.A - DD | <input type="checkbox"/> TCTW - DR | <input type="checkbox"/> Other - DD |
| <input type="checkbox"/> Title IV.A - DD | <input type="checkbox"/> 21 st Century - DD | |
| <input type="checkbox"/> Technology - DD | <input type="checkbox"/> Safe Schools - DD | |

By accepting this money, the participant agrees to present an in-service workshop, if asked.

Approval by the PDC Chairperson (if applicable) and both administrators is required before trip can be taken.

Applicant's Signature _____

Principal _____ Superintendent _____

PDC Committee Signatures _____

K. PROFESSIONAL DEVELOPMENT REFLECTION SHEET

Name: _____ Position: _____

Meeting/Workshop: _____ Date(s) Attended: _____

Funding Source: (Check One – Required)

____ Elementary ____ Middle School ____ High School ____ Other/List: _____

____ **Mandatory (skip rest of form)** ____ **Optional Meeting (Answer questions below)**

1. This meeting was worthwhile. Why or why not?

2. This meeting met specific GLE/CLEs for your content area/grade level. If yes, which ones?

3. To which group would you be willing to present information gained? ****This is a requirement for funding****

Content Area Building District PD Committee

Date Presented: _____ Presented to: _____

4. Briefly explain how you will implement the information gained in your classroom.

****This evaluation MUST be turned in no later than one week after attendance of meeting.**

****Remember to keep a copy for your records**

*****Can be directly emailed to treasurer**

J. MILEAGE CHART

Annapolis	43	\$	20.86
Belleview	22	\$	10.67
Bismarck	30	\$	14.55
Bonne Terre	65	\$	31.53
Caledonia	34	\$	16.49
Cape Girardeau	152	\$	73.72
Columbia	405	\$	196.43
Cuba	148	\$	71.78
Desloge	52	\$	25.22
DeSoto	102	\$	49.47
Dexter	218	\$	105.73
Ellington	88	\$	42.68
Farmington	42	\$	20.37
Festus	114	\$	55.29
Fredericktown	42	\$	20.37
Greenville	106	\$	51.41
Jackson	124	\$	60.14
Jefferson City	300	\$	145.50
Kansas City	658	\$	319.13
Kingston K-14	81	\$	39.29
Leadwood	46	\$	22.31
Lesterville	40	\$	19.40
Marquand	68	\$	32.98
Park Hills	50	\$	24.25
Perryville	116	\$	56.26
Piedmont	82	\$	39.77
Poplar Bluff	170	\$	82.45
Potosi	60	\$	29.10
Rolla	170	\$	82.45
Oak Ridge	124	\$	60.14
Salem	130	\$	63.05
Sikeston	204	\$	98.94
Springfield	418	\$	202.73
St. Louis	185	\$	89.73
St. Pius	117	\$	56.75
Steelville	140	\$	67.90
Ste. Genevieve	99	\$	48.02
Tan-Tar-A	322	\$	156.17
Viburnum	86	\$	41.71

*** Any location that is not on the above chart will be reimbursed at the state reimbursement rate per mile. The district will not reimburse any mileage that exceeds the designated number of miles unless building administrator obtains prior approval.