

# **Professional Development Plan**

**Morgan County R-1 School District**

Approved by the Morgan County R-1  
Board of Education  
September 15, 2008

## **I. The Professional Development Mission**

The mission of Morgan County R-1 School District Professional Development is to encourage and support teachers in their efforts to improve instruction and provide an environment conducive to learning. Our primary goal in improving instruction and the instructional climate is to challenge students to achieve their full potential.

Professional development goals shall align with the district Comprehensive School Improvement Plan. Teamwork between administrators, teachers, and school board members is encouraged for a cohesive and successful school district, which seeks to provide the highest quality education for its students.

## **II. School Board Commitment**

The Morgan County R-1 Board of Education values professional development for its faculty and is committed to providing professional development to 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. The board shall work with:

“...beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.”

(RSMo. 168.400.4)

## **III. Professional Growth is:**

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 groups resulting in interdependence among the teams.
4. Continuing the process of learning throughout one’s career.

## **IV. The Professional Development Committee is charged with six main responsibilities:**

1. Identify instructional concerns and remedies for beginning and experienced teachers;
2. Serve as a confidential consultant upon a teacher’s request;
3. Assess faculty needs and develop in-service opportunities for certified school staff

4. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
5. Provide opportunities for teacher needs to assess student data.
6. Coordinating, planning, and implementing professional development activities.

#### **V. Morgan County R-1 Comprehensive School Improvement Plan:**

Committees of administrators, teachers, parents, and others in the community created the following Comprehensive School Improvement Plan. In the planning and development of district and individual professional growth activities, the PDC will use these objectives to evaluate the request of all activities. The entire CSIP can be found in the Comprehensive School Improvement Plan handbook.

### **Comprehensive School Improvement Plan** **Morgan County R-1 School District**

#### **Mission Statement**

The Morgan County R-1 School District holds high expectations for every student, regardless of socio-economic status, race, or gender. Education is the power to change and change leads to the growth of the whole child including academic performance and social/emotional behaviors. It is our mission to bring about growth in every child.

#### **Objectives**

**Objective 1:** Students in the Morgan County R-1 School District will meet or exceed district and state expectations for achievement.

##### **Improvement Strategy**

1. The district will revise, maintain and use curriculum guides that are aligned with the Show-Me Standards and Grade Level Expectations.
2. The district will provide appropriate professional development opportunities for the staff.
3. The district will provide a means for students to become proficient readers.

**Objective 2:** All graduates will be prepared to enter post-secondary education, vocational training programs or productive occupations.

##### **Improvement Strategy**

1. The district will encourage students to pursue advanced core classes and/or vocational classes to better prepare them for the ACT and post-secondary requirements.
2. The district will prepare students for the ACT and encourage more students to take college admission tests.
3. The district will provide career planning and transition opportunities for all students.

**Objective 3:** Students, parents, staff and community members will partner together in the education of the district's students.

**Improvement Strategy**

1. The district will develop and maintain programs that reach out to the community and cultivate partnerships that enhance the educational experiences of its students.

**Objective 4:** The district will provide a safe environment in appropriate facilities.

**Improvement Strategy**

1. The district will provide structurally safe facilities for students, staff and patrons.

2. The district will provide facilities that are secure.

3. The district will provide facilities where students and staff feel secure from physical and psychological harm.

**VI. Morgan County R-1 PDC Instructional Strategies (Goals)**

The following instructional strategy goals were created with the CSIP in mind.

**Instructional Strategy Goal 1: Improve student success**

**Objectives:**

- The Professional Development Committee will identify professional development opportunities that support teachers as they provide learning experiences for student success.
- The Professional Development Committee will provide training in new teaching strategies to help improve student achievement.
- The Professional Development Committee will provide opportunities for the curriculum to be reassessed and updated so that the students are provided with useful and relevant learning opportunities.
- The Professional Development Committee will provide training in current reading and math programs and strategies.
- The Professional Development Committee will provide time for student data to be evaluated by teachers so that educational decisions can be made.

**Instructional Strategy Goal 2: Prepare students for post-graduation**

**Objectives:**

- The Professional Development Committee will provide training that will lead to student success outside school.
- The Professional Development Committee will provide training to teachers that will address the needs of all students including at-risk.

### **Instructional Strategy Goal 3: Increase parental and community involvement in the education of their children**

#### **Objectives:**

- The Professional Development Committee will provide opportunities for teachers to gain skills to involve parents and community in the education of their children.
- The Professional Development Committee will provide opportunities for teachers to inform parents and community members of curriculum and activities associated with the school.

### **VII. District Wide In-Service**

Morgan County R-1 will have job-embedded professional training for the 2008-2009 school years. Job-embedded means that professional training is part of, or embedded into, the routine of the day and week. Job-embedded requires that participants plan and reflect upon their professional activities and practices. We will have days set aside in the school year for professional development.

During the school year many professional development activities are planned to offer the teachers a variety of in-services or workshops to attend. These activities are offered to all teachers whether they teach Kindergarten or 12<sup>th</sup> grade students. By offering a wide variety of activities, the PDC is able to better meet the needs of the teachers in the district. The administrators have conducted book studies during select years that provide another source for teachers to expand their professional development. Other activities could include but are not limited to: conference workshops, departmental meetings, and regular conference PDC meetings. At the end of the school year, teachers will decide which activities they found most beneficial and will compile a list of other activities in which they might be interested for the following school year. The Professional Development Committee will then review the list and make the arrangements necessary to ensure the activities are included in the professional development calendar for the following school year.

Some examples of instructional strategies that have positive effects on student learning that may be included are:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypothesis

- Questions, cues, and advance organizers

### **VIII. Beginning Teacher Assistance**

The PDC will conduct a new teacher induction at the beginning of each school year. The purpose of this induction is to provide instruction in classroom and teacher effectiveness; reduce the intensity of transition into teaching; and increase the retention of greater numbers of qualified teachers. The PDC will also continue to help new teachers through ongoing training and support. One way the district will continue to train and support new teachers are through the mentor program. (See Beginning Teacher Assistance portion of this handbook.)

### **IX. Other Allowable Activities**

To be eligible for professional development reimbursement, the person must be certified as a teacher, counselor, librarian, or administrator and be employed as a teacher, counselor, librarian, or administrator. Monies can be spent on travel, food, lodging, and registration to in-service training and professional development events that coincide with the District’s CSIP, and library resources. Reimbursement must be applied for and approved by the PDC committee **before** the event.

### **X. Guidelines for Distribution of Funds**

#### **A. Revenue**

By March, the Professional Development Committee will provide the Superintendent with an estimate of needed Professional Development funds for the upcoming fiscal year. The Superintendent will then inform the PDC of the amount available for PD for the upcoming fiscal year. The minimum amount budgeted for PD expenses are derived from the State’s funding formula. Professional Development Request forms (purple form) must be completed and approved by appropriate officials prior to encumbering funds. Approval/Reimbursement Forms (yellow form), with attached receipts, must be submitted to the Administrative representative in order to receive reimbursement. (See Flow Chart)

#### **B. Distribution of Building Level Funds**

##### **Salaries**

Stipends for curriculum development \$800.00

##### **Employee Benefits**

Benefits from salary and stipends \$200.00

##### **Purchased Services**

Conferences/Travel \$5000.00

Presenters \$2000.00

##### **Materials and Supplies**

Books, videos, instructional kits, etc \$2000.00

**Total PDC Budget** **\$20,000.00**

### **C. PD Reimbursement**

The \$10,000.00 set aside for conferences will be in the form of \$300.00 “mini-grants” to individual teachers. Teachers will need to apply for these grants and will be awarded them on a first-come/first-served basis. However, priority will be given to those teachers who:

- Are in their first three years of teaching and need to upgrade professional certification

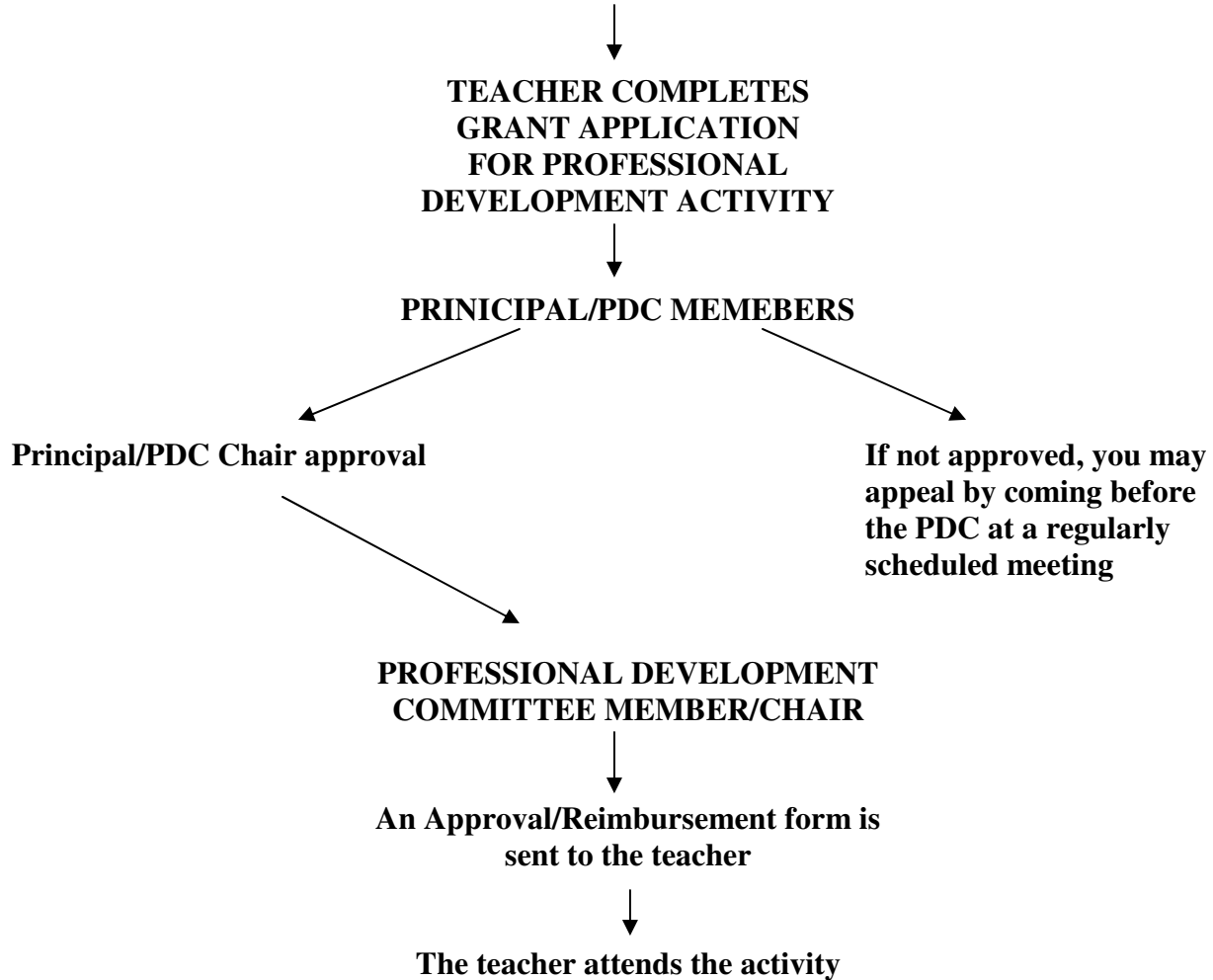
### **D. Application Procedures**

1. Complete a “Professional Development Grant Proposal” (extra purple request forms are available from PDC members) and submit the request to your building administrator for approval of days absent.
- 2a. The building administrator will submit the form to the PDC chair for expenditure approval.
- 2b. The Superintendent will be responsible for the expenditure of funds from the District Professional Development Account.
3. PDC members will send the original PD request form to the PD chair that will then send the staff member an Approval/Reimbursement form (yellow).
4. If the application is not approved, the staff member has the right to appeal to the PDC. (See the flow chart for the approval/appeal steps.)

### **E. Instructions for Reimbursement**

1. When a request has been approved and the registration fee is within the *per person allotment* (\$150), retain all receipts and submit them with your completed Request for Professional Development (purple form) to a PDC member.
2. If the registration fee is more than the “per person” amount of \$150, you must pay for the fees beyond \$150 yourself and then request reimbursement after the activity is completed.
3. When you return from the conference, **attach all receipts** to the yellow reimbursement form. **Complete the entire reimbursement form** and submit it to a PDC member. Approval for payment will be requested at the next scheduled Board of Education meeting.

**Professional Development  
Request/Appeal Process  
Flow Chart  
(Only applies if funds are still available)**



**Upon completion of the activity, the Approval/Reimbursement form is completed and returned to a PDC member/chair with all receipts attached.**

**Bills are submitted to the Superintendent's office/School board for approval.**

**If approved, the teacher is reimbursed up to the PD policy limits.**

## **XI. Professional Development Committee Structure**

The teachers of the district will select the Morgan County R-1 Professional Development Committee.

Members will consist of

- Three committee members from the elementary grade level, middle school level, and high school level will serve on this committee for a total of nine committee members. The committee will meet at least four times per school year.
- Members will be selected for three-year terms, which shall be staggered so that approximately one-third of the committee will be new each year.
- An at-large member may be accepted if approved by the committee.
- Staff members on the committee must meet the following requirements  
Certified staff member  
Employed previously for at least one year full time in the district
- Principals from each building and the director of curriculum will serve as ex-officio members of the committee in order to maximize collaboration with the administration.

### Elections

- If a member can no longer serve on the committee, the building certified staff at a special election within four weeks after the position becomes vacant would elect a new member. The newly elected member will fill the un-expired term of the member being replaced.
- Elections to replace the retiring committee member from each building will be held at the April faculty meeting. A retiring member may choose to run again if they wish.
- Newly elected members will attend a meeting at the end of the year along with the retiring members.
- It is recommended that committee members in their first or second year of membership attend a regional or statewide professional development workshop.
- At the year end meeting, the committee will elect a chair (ensures that PDC follows PDC plan, maintains PDC files, schedules meetings, sets preliminary agenda for meeting, presides over meetings, interfaces between the PDC, administration and faculty involving concerns and issues, appoints and monitors subcommittees as required), vice-chair (assumes chair's duties when absence or schedule conflicts occur), secretary (records minutes of meetings and forwards them to chair), and a treasurer (records PDC expenditures as outlined in the procedure for reimbursement and PDC plan, reports on

financial matters as required). These positions will be filled from members who have had one or more years of experience on the committee.

## **XII. Professional Development Committee for 2008-2009**

<b>Elementary</b>	<b>Departing Year</b>	<b>Middle</b>	<b>Departing Year</b>	<b>High</b>	<b>Departing Year</b>
Stacey Starr	09	Mary Rumans	09	Brenda Steffens	09
Jennifer Berry	10	Jared Bellis	10	Cathy Holsten	10
Amy Smith	11	Cindy Marriott	11	Randel Kyle	11

Cindy Marriott was elected chair at the beginning of the 2008-2009 school year.

## **XIII. Needs Assessment**

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. Professional development will be developed around the needs assessment based on the school improvement plan.

## **XIV. Evaluation**

All PDC activities will be evaluated for effectiveness. The evaluation process will be done after each in-service. The evaluation asks the teacher if they think this activity will improve student achievement. At the end of the year, the PDC will meet to evaluate the effectiveness of PD activities for that year. Prior to the year-end meeting, each member will complete the **Overall Professional Development Program Evaluation**. These evaluations will be discussed as a group at the year-end meeting. The PDC will then work together to complete the **Potential Outcomes for Professional Development** form. Any revision of the Professional Development Plan will be discussed at this time. The revised Professional Development Plan will be presented to the board for approval in September.

Professional Development Survey (2008- 2009)

What professional development activities did you participate in this school year?

(Examples: mentoring, computer workshops, special speaker, etc.)

Did you attend any workshops out of the district? If yes, what?

What activities or workshops would you like to see the Professional Development Committee offer next school year?

If you attended a workshop and have not turned in the registration fee, mileage, or receipt from your meal, you need to do so. You will need to turn that in so you can get partial reimbursement.

Also, please see Cindy Marriott about this as soon as you can.

Thank you,

Cindy Marriott and the PDC

# **Beginning Teacher Assistance**

**Morgan County R-1 School District**

# Morgan County R-1 School District

## Comprehensive School Improvement Plan

### **Beliefs:**

The Morgan County R-1 School District believes that:

- We must give each student the opportunity to discover and develop his or her creative abilities.
- We must help students to think.
- We must maintain discipline, emphasize fundamentals, and motivate students to be life-long learners and guide habits and attitudes.
- We must give students the opportunity to acquaint themselves with the greater thinking, writing, arts, science, history, and languages of the world.
- We must give each student the fundamental knowledge of the economic facts of life. How to cope with them through an understanding of how natural resources and human effort supply the needs of mankind. Provide work skills so that they may support themselves.

### **Mission Statement:**

The Morgan County R-1 School District holds high expectations for every student, regardless of socio-economic status, race, or gender. Education is the power to change and change leads to growth of the whole child including academic performance and social/emotional behaviors. It is our mission to bring about growth in every child.

### **Major Goals (Objectives):**

- Maintaining high student achievement
- Hiring and maintaining quality, certified staff
- Improving differentiated instruction and supplemental programs.
- Maintain grounds and facilities to meet or exceed state and federal levels to provide for student safety.
- Providing appropriate instructional resources and equipment to teachers and students.

### **Mentors Are Chosen**

Building principals are required to select mentors for beginning teachers. In order to qualify to be a mentor, individuals must have at least five years teaching experience and they must have worked in the Morgan County R-1 school district for at least three years. Mentors are selected by 8-15 of each new school year.

### **Statutory Authority for Beginning and Practicing Teacher-Assistance Programs**

Following is the text of the law that requires Missouri school districts to provide professional development committees to assist all teachers and individual's professional development plans for first and second-year teachers. The Missouri Legislature passed these provisions in 1985 as part of the Excellence in Education Act. They became effective September 1, 1988.

Section 168.400.4 (1)(2) and 5, RSMo.

4. Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:

1. Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. **The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, the committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.** The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance, which the school district may choose to offer.

2. Such programs shall include assistance from the teacher education program, which provided the teacher's training if such training, was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internships, counseling, and in-service training.

5. The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee established under subsection 4 of this section, and in-service opportunities as provided by the local school district for all practicing teachers.

### **Mentor Rules and Responsibilities**

The mentor teacher will help the beginning teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first two years. The following duties will help the mentor accomplish these goals:

1. Informal contacts with the new teacher.
2. Formal contacts with the new teacher. During the new teacher's first year, the mentor will arrange at least 30 minutes of meeting each week between the mentor and new teacher. The mentor will arrange a meeting between the supervisor, mentor, and the new teacher once a quarter the first year. During the second year the mentor-new teacher meeting will be at least every other week, and the triad meeting will be at least once a semester.
3. Direct assistance in the form of answering any questions, serving as a resource for locating materials, providing immediate feedback, and assisting with day to day concerns.
4. Role modeling.
5. Demonstration.
6. Observation and feedback. The mentor will observe the new teacher at least once a quarter the first year. This can be done more often if the mentor feels it is necessary. One of these observations should be completed and discussed before the building principal formally observes the new teacher. Observations by the mentor need to be conducted once a semester the second year of the new teacher's employment.
7. Keeping a mentor log or journal.
8. Assisting the teacher in selecting entries for the portfolio.

### **Mentor Training**

Mentors are given the handbook in August prior to receiving their mentor assignment. The PDC chair has a training session with them to go over the handbook and the rules and responsibilities of being a mentor. Mentors are given an opportunity to ask questions and are encouraged to talk with the PDC chair throughout the school year if questions arise. They are also encouraged to seek guidance from the administrator when needed as well.

## **Procedures for Mentor Selection**

- 1. The building principal shall select a Mentor for each first and second year teacher.**
- 2. The building principal shall select a Mentor for each new employed teacher in the district.**
- 3. The Mentor for first and second year teacher should be:**
  - In the same area or grade level**
  - Have taught in the district for at least three years**
  - Have taught for at least five years**
  - Be willing to help and support the beginning teacher**

## **New Administrator's Training**

All new school administrators will be supported by a trained mentor during the first two years of administrative practice.

The Mentors should be trained in the Interstate School Leaders Licensure Consortium (ISLLC) Standards and in Reflective Coaching.

## **Professional Development Plan**

All first and second year teachers are required to have a Professional Development Plan. This plan will be in the form of a portfolio. The portfolio will document “teacher performance” on all nine criteria listed below. The administrator as a result of formal observations will provide some documentation. The mentor should assist the teacher in selecting entries for the portfolio. This portfolio will be reviewed at each triad meeting. The portfolio as well as the other information gained by the administrator about the new teacher will help the administrator with the new teacher’s end of year performance-based evaluation.

### **Standards and Criteria for Performance-Based Teacher Evaluation**

#### **Standard 1: The teacher causes students to actively participate and be successful in the learning process.**

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

Criterion 4: The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.

#### **Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.**

Criterion 5: The teacher uses various ongoing assessments to monitor the effectiveness of instruction.

Criterion 6: The teacher provided continuous feedback to students and family.

Criterion 7: The teacher assists students in the development of self-assessment skills.

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

**PC I** This classification is valid for three years and is assigned to teachers with less than three years of approved teaching experience and who meet the minimum requirements and qualifications. To advance to the next level, during the valid dates of the classification, a teacher is required to:

- Participate in an entry-year mentor program.
- Develop and implement a professional development plan
- Complete 30 clock hours of in-service training
- Participate in a performance-based teacher evaluation
- Participate in a beginning teacher assistance program
- Complete three years of approved teaching experience (If requirements cannot be met, an extension or reissue may be granted.

When you are ready to upgrade to PC II, request an application from:  
[webreplyteachcert@mail.dese.state.mo.us](mailto:webreplyteachcert@mail.dese.state.mo.us)

## Glossary

**Action Research-** A process in which the teacher plans, takes action, collects data and makes a decision based on the collected data regarding professional practice.

**Administrator/Supervisor-** The personnel authorized to implement the evaluation process.

**Artifact Data-** Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from another related source.

**Criteria-** The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.

**Descriptors-** Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.

**Drop-in Observations-** An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.

**Evaluation Review-** The form used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the teacher evaluation process.

**Mentor-** The experienced teacher who is assigned and given time to guide and support a first or second year teacher in the district.

**Portfolio-** A teacher's collection of data reflecting performance, development, and involvement in professional activities that reflect criteria, building goals, and the Comprehensive School Improvement Plan.

**Post-Observation Phase-** A system designed to help teachers improve on an ongoing basis.

**Performance Test-** Relating short events focusing on specific content, which provides students the opportunity to demonstrate and apply acquired knowledge and skills. It will measure student's ability to apply basic knowledge and understanding of information and analyze, synthesize, and evaluate information.

**Prompt-** A question or statement used to spark a piece of writing.

**Scoring Guide (rubric)-** Defines the criteria by which student performance will be evaluated. Designed to help ensure that student work is scored objectively and reliably.

**Morgan County R-1  
Mentor/Mentee Log  
First Quarter**

Please have both mentor & mentee initial each item as completed.

Met for informal discussions and conferences \_\_\_\_\_

Started collecting artifacts for portfolio \_\_\_\_\_

Discussed Classroom Problems \_\_\_\_\_

Shared resources \_\_\_\_\_

First Mentee observation completed \_\_\_\_\_

Discussed 1st quarter grades & parents contacts \_\_\_\_\_

Held question/answer period \_\_\_\_\_

Signatures verify that we have accomplished the activities initialed above.

---

Mentor \_\_\_\_\_  
Mentee \_\_\_\_\_

List any other items you may have discussed below.

**Morgan County R-1  
Mentor/Mentee Log  
Second Quarter**

Please have both mentor & mentee initial each item as completed.

Met for informal discussions and conferences \_\_\_\_\_

Started collecting artifacts for portfolio \_\_\_\_\_

Discussed Classroom Problems \_\_\_\_\_

Shared resources \_\_\_\_\_

Second Mentee observation completed \_\_\_\_\_

Discussed 2<sup>nd</sup> quarter grades & parents contacts \_\_\_\_\_

Held question/answer period \_\_\_\_\_

Held semester triad meeting with principal \_\_\_\_\_

Signatures verify that we have accomplished the activities initialed above.

---

Mentor Mentee

List any other items you may have discussed below.

**Morgan County R-1  
Mentor/Mentee Log  
Third Quarter**

Please have both mentor & mentee initial each item as completed.

Met for informal discussions and conferences \_\_\_\_\_

Continuing to collect artifacts for portfolio \_\_\_\_\_

Discussed Classroom Problems \_\_\_\_\_

Shared resources \_\_\_\_\_

Third Mentee observation completed \_\_\_\_\_

Discussed 3<sup>rd</sup> quarter grades & parents contacts \_\_\_\_\_

Held question/answer period \_\_\_\_\_

Signatures verify that we have accomplished the activities initialed above.

---

Mentor Mentee

List any other items you may have discussed