

Dent-Phelps R-III
School District
Professional Development
Handbook
(PDC)

Dent-Phelps R-III School District

27870 HWY C

Salem, MO 65560

Dent-Phelps R-III

Mission Statement

Value, Empower, and Educate Everyone Every Day

Vision Statement

The vision of the Dent-Phelps R-III school district is to be a model district, meeting all standards of excellence, where all students achieve at high levels, empowering them to succeed in all future milestones of their lives.

Dent-Phelps R-III School District
Professional Development Committee
School Year 2022-2023

Kathy Seabaugh

Jamie Walker

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Melissa Farrar

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Mikki Raulston

Stephanie Parsons

Donna Shanks- PDC Chairman

Dennis Melvin- Administration

Dent-Phelps R-III School District
Professional Development Committee
Mission Statement

The mission of the Professional Development Planning Committee is to provide professional learning that is aligned with state standards and teacher evaluation. Provided resources and opportunities will actively engage all members of the school community in continuous professional growth designed to increase the success of all students. All employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction through this transparent process.

Dent Phelps R-III School District

Comprehensive School

Improvement Plan Goals

2022

Goal 1 - Develop and enhance quality education and instruction programs to improve performance and enable students to achieve in high school, college, vocation, and beyond.

- Objective 1 - Align all classroom activities to the Missouri learning standards with emphasis placed on the 2021 Power Standards.
 - o Strategy - Inclusion of Student Learning Objectives on a school wide level
 - Action Step – all teachers will use SLOs to drive instructional decisions
 - Action Step – teachers will complete 1 SLO a year, with no two years SLOs repeating
 - Action Step – the Leadership team will collect and review SLOs each year to monitor progress towards learning goals
 - o Strategy - Full incorporation of MO learning standards and NGSS standards
 - Action Step – Teachers will keep record of the standards taught and the scores on summative assessments that align to that standard in their classroom
 - Action Step – the Leadership team will collect and review assessment data ensure no gaps exist in current curriculum
 - Action Step – Administration will meet with PLC teams and discuss standards are taught in all classrooms
 - o Strategy – The school will show measured improvement on standardized testing scores each year
 - Action Step – SLOs will be written based off of data from the previous years standardized testing to address identified low areas
 - Action Step – The district will target a 5% increase in standardized testing scores each year
 - Action Step – The school Leadership team will perform a yearly analysis of available testing data to determine if there are any areas of concern
 - Action Step – Teachers will track and use student data to make instructional decisions
 - Action Step – A yearly survey of parents/guardians will be conducted to find out if there are any areas of concern in instruction
- Objective 2 - Educators will provide instruction to promote learning for all students
 - o Strategy - Teachers will include lessons that address all four Depth of Knowledge (DOK) levels and provide students with an opportunity to grow
 - Action Step – teacher will differentiate instruction to enhance learning for all students in the classroom

- Action Step – Teachers will promote hands on creativity in the classroom, with at least one lesson per unit
 - Action Step - Teachers will include lesson elements which involve critical thinking, cooperative learning, and collaboration between students
 - Strategy - Teachers will utilize RTI to enhance learning at all levels
 - Action Step – Benchmark testing will be used to determine if RTI strategies that are implemented are enabling students to demonstrate academic success
 - Action Step– Teachers will document and collaborate over strategies being implemented and student data obtained for Tier placement

- Objective 3 - Teachers will promote a learning environment that provides all students the opportunity to succeed academically
 - Strategy – teachers will use a broad range of technology to differentiate instruction to address a variety of learning styles
 - Action Step - All classrooms will have equitable access to technology in multiple formats
 - Action Step - All certified staff will receive training relevant to the operation and proper use of technology and programs
 - Action Step - All certified staff will be provided opportunities to attend training on how use technology to differentiate instruction to meet multiple learning styles
 - Strategy - Teachers implement behavior management strategies in their classrooms on a daily basis
 - Action Step - All certified staff will receive training pertaining to the implementation of Positive Behavior Support (PBS) to be used in their classroom
 - Action Step – The school district will analyze data from the PBS Team to identify problem behaviors and develop different strategies to better address the needs of our students
 - Strategy – Gifted and talented students are systematically identified and served in the B.R.I.T.E. (Bobcats Reaching Into Excellence) gifted program.
 - Action Step – A gifted curriculum that is aligned to the competencies and higher order thinking skills required at the advanced level is developed and implemented.
 - Action Step – District and state assessments will be analyzed and instruction will be adjusted to better meet needs of students
 - Action Step – The gifted teacher will develop plans and projects for addressing “advanced” areas higher order thinking skills
 - Strategy – The district will ensure grade level readiness of students entering kindergarten by providing preschool.
 - Action Step – The district will fund preschool using local effort to ensure students are ready for kindergarten.
 - Action Step – The district will collaborate and partner with our local head start
 - Action Step – The district will collaborate with the Dent County Developmental Preschool

- Objective 4 – The district will identify students who are eligible for series under the McKinney-Vento Act as homeless.
 - Strategy – The district will develop and implement an identification process for homeless students.
 - Action Step – the homeless coordinator will be appointed by the Board of Education annually.
 - Action Step – at the beginning of each school year, the homeless coordinator will inform all staff of the duties and responsibilities of the district concerning homeless student.
 - Action Step – The enrollment form will request information about students living arrangements.
 - Action Step – The homeless coordinator will work with the parents, district, and local agencies to meet the needs of the homeless student.

- Objective 5 – The district will coordinate with nonpublic schools to improve the academic achievement of private school students who have an academic need
 - Strategy – The district will meet with nonpublic schools in a timely meaningful manner throughout the school year to discuss resident students attending the nonpublic school.
 - Action Step – The Federal Program Coordinator will meet with or contact nonpublic schools several times during the school year. Meetings will center on identifying students who are economically deprived and determining an academic need for resident students
 - Action Step – Resident students who are identified as having an academic need and Title I funds have been generated by economic deprivation then the district will provide services based on the students’ academic need
 - Strategy – The district will coordinate with nonpublic school teachers to provide professional development activities to assist with improving achievement.
 - Action Step – Title II funds will be used for professional development when funds are generated for being economically deprived and the district is servicing an academic need
 - Action Step – Nonpublic teachers will be provided information on all professional development activities that occur at the district so that they could attend if they choose.

Goal 2 - The Local Education Agency/District will recruit, develop, and retain highly qualified staff and effective and efficient leadership, to carry out the districts mission, goals, and objectives.

- Objective 1 – The LEA/District will recruit and retain high qualified teachers
 - Strategy – The district will maintain a competitive pay scale in the area
 - Action Step – collect data from the surrounding areas on pay scales in order to re-evaluate the districts existing pay scale
 - Strategy – The Administration will make an effort to advertise for positions at local colleges and institutions should a job opening become available

- Action Step – Administration will contact department chairs of local education programs when jobs become available
 - Action Step – Administration will make an effort to attend local job fairs as the need arises
- Objective 2 – The LEA/District will develop staff new to the district
 - Strategy – The district will provide mentors for all teachers in their first and second year of teaching
 - Action Step – A designated staff member will coordinate all mentor efforts for the district
 - Action Step – Resources will be made available to new teachers to provide them with ideas of classroom management styles and instructional techniques prior to the start of the school year
 - Strategy – The district will provide a buddy for all new staff members to the district with two year experience
 - Action Step – A designates staff member will coordinate all buddy efforts for the district
 - Action Step – Resources will be made available to new certified staff members to acquaint them with the district’s procedures

Goal 3 - Promote, facilitate, and enhance parent, student, and community involvement in the Local Education Agency/District educational programs

- Objective 1– The Parent Involvement Committee will diligently work to develop positive relationships to promote parent involvement
 - Strategy – The Parent Involvement Committee will review and update the Parent Involvement Plan and Policy annually
 - Action Step – The Parent Involvement Committee will work with parents and staff throughout this process to ensure input from all aspects of the community
 - Strategy – The Parent Involvement Committee will evaluate the existing parent centered activities to ensure that they are meeting the needs of the district and the Parent Involvement Plan
 - Action Step – The Parent Involvement Committee will gain input on the concerns of parents in the district through the use of the annual parent survey.
 - Action Step – The Parent Involvement Committee will gain input through the use of individual surveys at the conclusion of each parent event to receive feedback for improvement
- Objective 2 – The district will diligently work to develop positive relationships with its students
 - Strategy - A survey will be conducted of students to determine what current activities they are interested in and what additional activities could be added in the future
 - Action Step – A survey will be conducted annually by the Parent Involvement Committee to determine student interests
 - Action Step – Data collected from the student survey will be used to advise on the activities planned for the upcoming year

- Action Step – Current school activities will be evaluated annually to determine if they are meeting the needs of the whole student population
- Objective 3 – The district will diligently work to develop positive relationships within the community it serves
 - Strategy – The district will actively seek out members in the community in order to meet the other objectives of this CSIP
 - Action Step Community resources will be evaluated to determine what is available to assist the district
 - Action Step – The district will work to develop positive relationships with community members to facilitate interaction with the district

Definition of Key Personnel

Certified Staff

Includes classroom teachers, librarians, counselors, special teachers, and administrators

Teachers

Include classroom teachers, librarians, and counselors, special teachers, but not administrators.

Beginning Teacher

A teacher employed full time by the school district that is in the first two years of professional employment with no prior teaching experience (also known as a mentee)

Mentor Teacher

A teacher with five or more years of teaching experience and is in good standing within the school district (also known as the mentor)

PDC

Professional Development Committee that oversees funds designed for professional development

PDT

Professional Development Team that consist of the administrator, mentor coordinator, mentor and mentee

Professional Development Committee

(PDC)

Dent-Phelps R-III has established a Professional Development Committee to coordinate and articulate professional development for the district as provided by state mandates that require school districts to set aside 1% of monies received for professional development programs. The Professional Development Plan guides the professional development of the employees of the Dent-Phelps R-III School District as they refine the strategies, skills and knowledge necessary to insure that all Dent-Phelps R-III District students acquire the life-long skills essential to become productive citizens of the future. The district's CSIP was used as a foundation in developing goals to meet the professional development needs of the district. All professional development activities should ultimately address the CISP goals dealing with student achievement in reading and mathematics.

The professional Development Plan is a document which will continue to be improved throughout the school year as the district aligns continued professional development through quality instructional practices, improved student achievement, providing a safe school environment, and building positive relationships among home, school, and the community.

Membership

PDC members will be selected by a nomination and voting process by teachers of the school district as stated by law. Committee members will be certified staff members with at least 2 years of teaching experience within the district and employed as a full time certified staff member.

The committee will consist of two teachers from each of the following: K-4, 5-8, and special teachers. PDC members will serve two-year staggered terms and may be reselected if the staff so desires.

Members of the PDC will select by nomination and vote, a chairperson, secretary, and treasure. The chairperson is considered an ex-officio member when conducting business meetings. The chairperson only votes to break a tie vote. The mentor coordinator considered an ex-officio member with a non-voting position and is appointed and administration.

A vacated position, due to a change in staff returning the next year, may result in the PDC acting in a prudent manner by bringing nominations to the table and a majority vote to fill the position.

All selected PDC members are required to complete a training program. New members will be selected by May 1 and trained prior to the next school year. Service begins in August to determine budget and programs for the current school year.

PDC Budget

A. Funding for Professional Development

The outstanding School 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 Professional Development Committee (PDC) for professional development. Of the monies allocated to the Professional Development Committee (PDC), seventy-five percent “shall be spent in the same fiscal year for purposes determined by the Professional Development Committee (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.

TO MEET THE STATUTAORY REQUIEMENTS, ONE-HUNDERED PERCENT OF THE PROFESSIONAL DEVELOPMENT FUNDS MUST BE:

- a. Used for professional development
- b. Spent on activities consistent with the Districts’ Professional Development Plan (DPDP) developed by the District’s Professional Development (PDC) n consultation with administrators
- c. Clearly related to the objectives of the districts Comprehensive School Improvement Plan (CSIP)
- d. Used for activities approved by Professional Development Committee (PDC) and the board of education

B. Allowable Expenses

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 with no clear objective; and the over expenditure of funds for tuition reimbursement. One percent of professional development monies should be committed to long term job-embedded activities which impact student achievement as determined by measurable outcomes.

Although there are certain activities which are allowable expenditures for professional development funds, Professional Development Committees (PDCs) may make policy not to reimburse for those identifies allocable items. (For example, under certain conditions, tuition reimbursement is allowable; however, the local Professional Development Committee (PDC) believes that too much reimbursement realizes very little in the way of measurable student achievement. As a result, unless otherwise dictated by local board

policy Professional Development Committees (PDCs) may determine that there will be no tuition reimbursement).

Allowable Expenditures

1. Activities for staff with teaching certificates:

Professional development activities can be provided for all staff with teaching certificates. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers. Paraprofessional, cafeteria, and maintenance workers, custodians, bus drivers, secretaries, and classroom assistants, for example, do not qualify for professional development funds.

2. Consultant/presenter fees and expenses:

Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation are done on his/her own time.

3. Stipends for:

- Teacher's participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
- Teachers' work as a member of the professional development committee including any training received for being a Professional Development Committee (PDC) member if the work is done after contract school time such as evening, weekends or during the summer apart from district summer school commitments.
- Mentors teachers for time spent working with first and second year teachers outside regular contracted school hours.
- Teachers' participation in professional development and in-service events schedules and held by the district during the evenings, weekend, or summer

4. Reimbursement for:

Travel, food, lodging, and registration fees to in-service training and professional development events.

5. Library Resources:

Only those items used to support professional goals as specifically identified in the professional development plan may be purchased for professional libraries.

Expenditures not Allowable

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 the Comprehensive School Improvement Plan (CSIP)
3. Travel, food, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extra-curricular activities and sponsorship
4. Equipment and materials for administrative use or for the instruction of students
5. Salaries (Professional development funds may not be used to pay any part of any salary. Also professional development funds, may not be used to pay for any student-related activities such as extracurricular activities, sponsorship, summer school or evening school activities.)
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
9. Training of Parent as Teachers
10. Stipends for teachers to work on MISIP prep
11. Professional development activities for non-certified staff

Accounting for Expenditures

The outstanding school act of 1993 (SB380) requires that seventy-five percent of professional development funds be spent in the year received. The penalty for non-compliance is loss of all state aid. Therefore, a cooperative relationship must exist between the Professional Development Committee (PDC) and school administrators regarding accounting of expenditures.

**Dent-Phelps R-III
Professional Development Plan
Focus Statement**

The focus of the Dent-Phelps R-III Professional Development plan is to train, develop and support highly qualified teachers in order to improve student achievement and to promote continuous learning for teachers and students. It is the desire of the PDC to promote staff development and effectiveness by:

- Implementing a professional development program designed to assist professional growth of staff
- Promoting communications among and between teachers of grade levels and or departments
- Implementing site-based Professional Development programs which supports CSIP goals and are presented on school-wide professional development days.
- Providing a continuing staff development program.

Staff development activities have objectives at two levels. The immediate objective is to increase teacher competence. The long-range objective is to bring about improvements in student performance as a result of the increase in teacher competence.

Dent-Phelps R-III

Professional Development Plan

Goals

Goal 1

Participate in an effective new teacher mentoring program for first and second year teachers and teachers new to the district.

Activity 1: Mentor-Mentee program

Activity 2: Beginning Teacher Workshop provided by the RPDC

Activity 3: Provide training to obtain certification in CPR, First Aid, and CPI.

Activity 4: Opportunities for observations between mentors, mentees, and other teachers.

Activity 5: Provide training in PBS.

Evaluation: Goal will be evaluated by the Mentor Coordinator and administration

Goal 2

Participate in opportunities for increasing staff proficiency for engaging student in the 21st Century Learning and effective implementation of technology.

Activity 1: Smart Board Training

Activity 2: Technology training workshops and seminars

Activity 3: Computer training in hardware and software information.

Evaluation: Ninety percent of staff agree or strongly agree with questions on the professional development survey that evaluate professional development opportunities focused on 21st Century Learning and technology.

Goal 3

Participate in a professional development program targeting research-based teaching strategies that promote student involvement in the learning process, have been shown effective in increasing student achievement and safety.

Activity 1: Attending workshops that support Missouri Learning Standards

Activity 2: Provide CPI Certification and materials

Activity 3: Provide First Aid and CPR certification with materials

Activity 4: Attend Student Learning Objectives workshop/training.

Activity 5: Provide ongoing PBS training.

Evaluation: Ninety percent or more of teachers report increasing knowledge and adjusting practices in each of the four areas at the end of year professional development survey.

The Mentor/Mentee Teacher Program

The Excellence in Education Act requires professional development programs for beginning teachers who are new to the teaching profession. Support and assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession. Legal requirements for beginning teachers include:

- Professional Development Plan
- Mentor Teacher during the first 2 years of a beginning teacher's career
- Professional Development Program for Beginning Teacher

Mentoring is the establishment of a personal relationship between an experienced educator(s) and a beginning teacher (Mentee) for the purpose of professional support, instruction and guidance.

Dent-Phelps R-III has established a mentor teacher program to provide mentoring services to teachers employed by the district who have less than 2 years of teaching experience. Teachers new to the district who are in at least their third year of teaching will be assigned a buddy teacher.

A Mentor Coordinator will be appointed by the administration to act as an ex-officio member of the Professional Development Committee and coordinate the Mentor Teacher Program with the committee and its function.

1. Description of Mentor's Role:
 - a. The mentor should be on or near the same grade level, department or subject area of the mentee.
 - b. Any teacher with five years of teaching experience with a minimum of two years in the district may be a mentor.
 - c. The mentee/mentor relationship should last a minimum of two years for teachers not having prior teaching experience.
 - d. The mentor should meet with the mentee prior to the beginning of the school year.
 - e. The mentor should meet at monthly with their mentee.
 - f. The mentor will aid in the development of a Professional Development Plan written by the mentee.
 - g. The mentor shall maintain and submit appropriate documentation to the superintendent.
 - h. The responsibility of the mentor is that of "helper" and not evaluator.
2. Description of Mentee's Role
 - a. The mentee shall develop and implement a long-term professional development plan with the aid of the mentor and principal.
 - b. The mentee shall become self-sufficient in the classroom.
 - c. The mentee shall meet monthly with their mentor.

- d. The mentee shall maintain and submit appropriate documentation to the superintendent/principal.

Practicing Teachers New to the District

Buddy Teacher Program

A Buddy Teacher, who has two or more years of teaching experiences, will be assigned to any teachers new to the district. The duty of the Buddy Teacher will be to provide that new teacher with information and support needed to teach effectively as Dent-Phelps R-III School.

Professional Development Guidelines

All monies must be pre-approved by the Professional Development Committee.

Workshops, conferences, and seminars will be funded with these guidelines

- They must be pre-approved by the committee
- They must pertain to the CSIP goals, and the PDC goals and objectives.
- An evaluation and documentation form rating the workshop, conference, or seminar must be completed and returned to the PDC Committee.

Staff members must share the material covered with other staff members. (for example: a 1st grade workshop could be shared with other lower grade teachers, a workshop dealing with discipline could be shared with the entire staff at a staff meeting, etc.)

Procedures for Submitting a Request:

1. Fill out PDC Form
2. Give to Administration For Approval
3. **Please note if any further action needs to be taken to register for seminar, class, ETC., Such as Faxing Purchase order or making reservations. Also, please make sure to note who the training is through, so the proper vendor can be shown on the purchase order. If you have a motel preference, please note as well.**
 - a. I need Denise to register me.
 - b. I will register myself.
 - c. I will make the hotel reservation myself
 - d. I need Denise to make my hotel reservation. I prefer to stay at
4. Fill out voucher for any mileage or expenses that need to be paid to you (administration need to sign paper).
5. Attach voucher and information about the conference to request
6. Submit PDC request for approval.
7. Payment for any voucher expenses will be made to you after the next regularly scheduled board meeting following your attendance at the seminar or training.
8. Within the month following your attendance, return your evaluation and documentation form to the PDC.

Professional Development Planning Timeline

Time	Task	Personal Responsible
August	Begin mentoring program for new teachers. Assign mentors to new teachers.	PDC Chair Mentor Coordinator
September-October	Review Map scores and local test data to evaluate progress made on identified focus areas and modify strategies for coming year.	Superintended Principal Academic Cadre PDC Chair
October-April	Provide guidelines, support , and coaching activities to staff as identified instructional strategies	PDC Chair
August-May	PDC meets monthly to: <ol style="list-style-type: none"> 1. Develop in service opportunities. 2. Coordinate and set direction for Professional Development activities 3. Approve Professional Development Activities Present annual evaluation at a monthly school board meeting	PDC PDC Chair
May	Distribute PDC annual evaluation surveys and needs assessment forms to faculty. Collect completed surveys and needs assessment Present faculty suggestions, ideas and recommendations to the proper authorities	PDC
May-June	Meet with administration to plan evaluate specific Professional Development activities, goals, and activities	Superintended Principal PDC
July	Prioritize funding and focus activities for coming year based on a needs assessment”	PDC

Appendix A
Dent-Phelps R-III School District
Professional Development Forms

Dent-Phelps R-III Professional Development Committee

Annual Needs Assessment

Directions: Please complete the following to assist your Professional Development Committee (PDC) in planning professional development opportunities for the 2015-2016 school year. When complete please return to your PDC Chair.

Indicate with a check mark in the columns to the right, the “level of comfort and understanding” you have related to each of the following: *(Note: if you don’t know what a particular term or phrase means, then you would mark a “low” level of comfort for the item. If you check a “high” level of comfort that would indicate that you use or have applied the strategy and could teach other how to use it. Remember that this is a survey and there are not right/wrong answers!)*

	Low	High	NA
1. Aligning my curriculum to the Missouri Learning Standards.			
2. Adjusting my instruction to different learning styles.			
3. Aligning my classroom assessments to performance standards and Missouri Assessment Program (MAP response items.)			
4. Articulating my school’s instructional curriculum across grade levels.			
5. Articulating my classroom instructional curriculum across disciplines/content areas.			
6. Adapting my instruction for inclusion			
7. Using multiple intelligences in my instructional delivery			
8. Participation in study groups or doing action research			
9. Using authentic assessment strategies			
10. Using differentiated instruction to address student learning issues/challenges			
11. Using cooperatives discipline to better manage my classroom			
12. Using technology for instructional delivery			
13. Using integrated “reading/writing across the disciplines”			
14. Using guided and/or independent student reading			
15. Using projects as learning activities/assignments			
16. Using cooperative discipline strategies regularly			
17. Designing constructed response assessments			
18. Developing scoring guides for classroom assessments			
19. Inquiry teaching (Experiments, PBL, research-based)			
20. Portfolio development (for myself or my students)			
21. Teaching through context			

22. Using brain-based research to design learning						
23. Mapping curriculum						
24. Clustering standards to create performance tasks						
25. Teaching for higher order thinking skills						
26. Using Socratic and open-ended questioning						
27. Using cognitive coaching to improve performances						

28. Are there any other professional development needs that should be addressed next year? _____

29. List and educational, computer-assisted learning software that you would like to acquire or learn how to use: _____

Dent-Phelps R-III School District
Professional Development Program Survey

Is the Professional Development Program Design Effective?

On a scale 1-5, rate the district organizational context on the following characteristics or components.

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<hr/>				
1. There is research to suggest that the content of the staff development program will increase student learning				
1 2 3 4 5				
2. Participates in staff development activities are involved in determining the topics and content.				
1 2 3 4 5				
3. The program leader is knowledgeable and has credibility with the participants.				
1 2 3 4 5				
4. The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working teams, real world applications, choice of activities).				
1 2 3 4 5				
5. The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation-not one shot events.)				
1 2 3 4 5				
6. The program expects and can demonstrates changes in teachers' classroom practices.				
1 2 3 4 5				
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitude, and beliefs of participates.				
1 2 3 4 5				

8. Staff is receptive to professional development activities- they recognize the need; readiness has been developed.

1 2 3 4 5

9. Teachers are observed randomly to determine their use of an innovation and the innovation effect on students.

1 2 3 4 5

10. Teachers and student outcomes for staff development activities are clearly and publicly stated.

1 2 3 4 5

11. The learning climate of professional development activities is collaborative, informal, and respectful.

1 2 3 4 5

12. Staff development includes activities other than "training workshop".

1 2 3 4 5

Program Content

On a scale of 1-5, rate the district organizational content on the following characterizes 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 it increases student learning?

___ 2. Have a research base similar to your situation, community, and 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. Analyze student needs through a process of the collection and analysis of student's school performance data (action research process)?

PDC Evaluation and Documentation Form

Please fill out and return to the Professional Development Committee within a month of your return from a PDC Funded Event.

Name: _____

**Name of
Workshop/Seminar/Class:** _____

Description: _____

**Description of when and how you shared the information from your workshop.
Please keep in mind that when you return from a workshop you are asked to share
the information with a relevant group of co-workers.**

**Was this workshop beneficial? Please explain why you would or would not
recommend this workshop to other staff.**

PDC Request Form

Req.# _____

Teacher's Name: _____

Grade/Course: _____

Name of Event: _____

(Attach a copy of the information sheet indicating details of event)

Dates of Attendance: _____ Location: _____

Event Expectations: Describe the nature of the event and how it supports your goals in your position and list the PD plan and the CSIP plan objective this event will meet.

PD Funds Requested

Event Fee: _____

Sub Pay: _____

Lodging: _____

Mileage Reimbursement:

Mileage will be reimbursed after attendance of even. Indicate number of standard miles that will be traveled to you location.

Roundtrip from Salem to St. Louis is 205 mi x .42 _____
Roundtrip from Salem to Springfield is 268 mi. x .42 _____
Roundtrip from Rolla to St. Louis is 214 mi. x .42 _____
Roundtrip from Rolla to Springfield is 222 mi. x .42 _____
Roundtrip from Salem to Tan-Tar-A is 196 mi. x. 42 _____
Roundtrip from Salem to Tan-Tar-A is 140 mi. x .42 _____
Other destinations-determined at .42 per mile _____

- The PDC has determined that meals are a cost incurred by you routinely and PD funds will not be used for reimbursement.
- Once you have completed the event you will be expected to return with a certificate or proof of attendance. The PDC may request a presentation of materials and information to be shared with the staff.

Signature of Teacher: _____ Date Submitted: _____

Signature of Administration: _____

PDC Action: _____

Signature of School Treasurer: _____

