

# **East Carter County R-II School District**

## **Professional Development Plan**

**2011-12**



**Revised  
May 12, 2011**

## TABLE OF CONTENTS

### PROFESSIONAL DEVELOPMENT PLAN

Mission Statement.....	5
Professional Development Definition .....	5
Goals & Objectives.....	6
Structure of Committee.....	7
New Teacher Assistance .....	8
Guidelines for Mentor Teacher Selection .....	8
Needs Assessment .....	9
Plan for Professional Development Activities, CSIP Strategies.....	9
Educational Advertising.....	11
Evaluation .....	11
Request for Reimbursement Procedures .....	12
Funding/Budget.....	14
Action Plan .....	14
Professional Development Committee Terms.....	14
Forms.....	15-21
High Quality Professional Development.....	15
Needs Assessment Survey.....	16
Conference Travel Request.....	17
Conference Travel Evaluation/Reimbursement Form.....	18
Mileage Chart .....	19
Professional Development Reflection .....	20

Program Evaluation Form .....	21
 <b>MENTOR/NEW TEACHER HANDBOOK</b>	
Mentor & Mentoring.....	25
Teacher Certification.....	26
Mentor Selection Criteria .....	27
Guidelines for Mentor Training.....	28
Mentor Rules and Responsibilities.....	29
Procedure for Mentor Requesting Future Assistance.....	30
Mentor Process.....	31
Needs of Beginning Teachers.....	32
New Teacher Responsibilities .....	33
Administrators' Responsibilities.....	34
 <b>Observation Procedures</b>	
Mentor/New Teacher Observation Schedule .....	36
New Teacher Observation Form.....	37
Unfocused Observation Form.....	38-39
Pre-Observation Conference Form.....	40
Focused Observation Form.....	41-42
Individualized Professional Development Plan .....	43-49
Required Forms .....	50-63
 <b>Professional Development Checklist</b>	
Instructional Process.....	51
Classroom Management.....	52

Interpersonal Responsibilities.....	53
Professional Responsibilities.....	54
Required Professional Development Recordkeeping Forms.....	55
Conference Travel Procedures.....	56-63
Triplicate Travel Request Sample.....	57
Requisition.....	58
Hotel Request.....	59
Conference Registration Form.....	60
Request linked to CSIP/MSIP.....	61
Triplicate Travel Reimbursement Sample.....	62
Conference Evaluation/Reimbursement Form.....	63
In-District Workshop.....	64
Workshops Descriptions.....	65-67

**East Carter County R-II School District  
Professional Development Plan  
2011-12**

**2010-11 Committee Members:**

Denise Thompson, Chairperson  
Kelly Saffle, Secretary  
Allison Kirkman, Member  
Christy Moore, Member

Linda Casey, Co-Chairperson  
Stephanie Lovette, Member  
Jamie Stinson, Member  
Bonnie Thompson, Member

**I. MISSION STATEMENT**

Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of redefining skills and keeping abreast of new developments in the field of education.

Effective professional development programs are well-organized and systematic. These programs are cooperative efforts involving teachers, administrators, and school board members. Effective programs draw upon the resources of higher education and the community. Their most important benefit is better education for students.

The mission of the schools of East Carter County R-II is to foster the maximum development of each child's academic, physical, and social potential and to prepare students for the demands of living in a rapidly changing world. The board of education will support the professional development committee with the one percent minimum guarantee of its revenue from the foundation program plus additional funds where needed to achieve district goals.

**II. DEFINITION**

**Professional Growth** is defined as:

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

### **III. GOALS AND OBJECTIVES**

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

#### **OBJECTIVES:**

1. Design a plan for working with outside resources, i.e. colleges and universities, professional groups, Missouri Department of Elementary and Secondary Education, and other experts for professional development activities.
2. Provide opportunities for improving the internal classroom environment, addressing routine procedures, discipline, and communicating with parents.
3. Oversee and assist in a mentoring program.
4. Provide information on available college credit courses, seminars, and workshops to staff members.
5. Develop a budget for continued growth of the in-service programs.
6. Assess staff needs and develop in-service opportunities to meet those needs and prioritize training opportunities giving high quality professional development the first priority. (See Appendix A)
7. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with external and internal crises, job stress and burnout.
8. Address the District Comprehensive School Improvement Plan (CSIP) goals as follows:

**GOAL 1: Student Performance:** The district will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

**GOAL 2: Highly Qualified Staff:** The district will recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

**GOAL 4: Parent and Community Involvement:** The District will promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

#### **IV. STRUCTURE OF THE COMMITTEE**

The Professional Development Committee will be a standing district-wide committee developed according to the following guidelines.

1. The Professional Development Committee will consist of eight teacher-elected representatives with at least two members from each school building. The curriculum director will be asked to serve as an ex-officio member.
2. Committee members shall be certified staff members with at least 2 years of teaching experience and at least one year in the East Carter County R-II District.
3. Professional Development Committee members will be elected for 4-year terms. New members are to be elected no later than April 30<sup>th</sup> annually. Committee members are to be elected by certified staff (classroom teachers, librarians, and counselors).
4. A special election will be held under Professional Development Committee supervision in the event that a member must be replaced.
5. The chairperson and co-chairperson will be elected each year by the members of the committee. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create the agendas, and conduct the meetings.
7. The Professional Development Committee will meet on the third Monday of each month at a location agreed upon by the committee.
8. Training for new members will be accomplished by December 15<sup>th</sup> of their elected year.
9. The Professional Development Committee will receive Professional Development Committee membership training as provided by the Regional Professional Development Committee.
10. The Professional Development Committee will plan professional development opportunities for staff to help accomplish the stated professional development goals.
11. The Professional Development Committee will review requests for professional development. Only requests that are directly related to the CSIP goals will be honored. A quorum of 3 members must be present before requests can be approved.
12. The Professional Development Committee will provide ongoing training for beginning teachers in classroom management, teaching strategies, classroom discipline, and the individual professional plan.

## **V. NEW TEACHER /ADMINISTRATOR ASSISTANCE**

The Professional Development Committee will provide special assistance for every teacher during his/her first two years, including guidance from an assigned experienced teacher.

1. Principals will assign mentors for new teachers.
2. The Professional Development Committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The Professional Development Committee will develop a basic individual professional development plan. New teachers, in conjunction with their mentor (and/or principal if requested by the teacher), shall make adjustments so the plan best fits the teacher's needs.
5. Administrators are supported through district procedures that allow them to meet the 2 year mentor expectation through AMP or in-house.

## **VI. GUIDELINES FOR MENTOR TEACHER SELECTION**

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Mentors should also receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's Professional Development Committee should arrange summer training programs for mentors. The training should address these topics:

1. The techniques of coaching and counseling.
2. The format and content of the individual professional development plan.
3. Resources (people and publications) available to beginning teachers.
4. Techniques of classroom observation.
5. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan, and along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.



## **VII. NEEDS ASSESSMENT FOR ALL TEACHERS**

The Professional Development Committee will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the district's CSIP goals, the criteria in the district's performance-based teacher evaluation form and student data results. Needs assessments will be conducted annually, and professional development will be based on the needs assessments and tied directly to the goals of the Comprehensive School Improvement Plan. (See Appendix B) Professional Development activities will be developed based on need and with consultation with the administration.

## **VIII. COMMUNICATIONS**

The Professional Development Committee will serve as communicators between the administration and faculty on matters of professional concern. The Professional Development Committee will have on-going communication with the administration concerning professional development activities, in-service programs, and budget allocations.

## **IX. PLAN FOR PROFESSIONAL DEVELOPMENT ACTIVITIES, CSIP STRATEGIES, PROFESSIONAL DEVELOPMENT TRAINING**

### **CSIP Goal 1:**

**Objective 1:** *The percent of K-12 students scoring on MAP/EOC for all Subject areas meet the MSIP standard for performance as Measured by the Annual Performance Report (APR) and Adequate Yearly Progress (AYP).*

**Strategies:** 1. *Grades K-12 will include instructional activities for all Grade Level Expectations (GLEs.)*  
2. *Grades K-12 will meet the MAP/EOC MSIP Annual Performance Report and Adequate Yearly Progress*

**Objective 2:** *The percentage of students with disabilities dropping out of school will decrease from 15.15% to at or below the state average by 2010-13.*

**Strategies:** 1. *The District's drop-out rate will meet APR and AYP.*

**Objective 3:** *The percentage of students with disabilities in grades 3<sup>rd</sup> through 5<sup>th</sup> scoring Proficient or Advanced on MAP CA will increase from 6.9% to 47% by 2012-13.*

**Strategies:** 1. *All low-socio-economic students and students with disabilities not scoring proficient in CA, Math, Science, and Social Studies will*

*have the opportunity to supplemental instruction, extended learning, or at risk programming opportunities.*

**Objective 4:** *The percent of students with disabilities graduating from high school with a regular diploma will increase from 50% to at or above the state average by 2012-13.*

**Strategies:** *1. The District graduation rate will meet APR and AYP targets.*

**Objective 5:** *The percent of subgroups meeting AYP is met as measured by Standard 9.7 on the APR and AYP results.*

**Strategies:** *1. All low-socio-economic students and students with disabilities not scoring proficient in CA, Math, Science, and/or Social Studies will have the opportunity to supplemental instruction, extended learning, or at risk programming opportunities.*

**Objective 6:** *A high percent of students will complete a selection of high school studies that is challenging and for which there are identified learner expectations as evidenced by the MSIP standard criterion as measured by the APR Standard 9.1\*5 Math MAP, 9.1\*6 CA MAP, 9.3 ACT, 9.4.1 Advanced Courses, 9.4.2 Career Education Courses, 9.4.3 College Placement, 9.4.4 Career Education Placement and AYP.*

**Strategies:** *7. All students will have the opportunity to participate in gender/multicultural related education programs within the academic program.*

**Objective 7:** *The percent of students meeting MSIP Standard 9.5 Graduation Rate and 9.6 Attendance Rate and AYP is high or increasing.*

**Strategies:** *1. Average daily attendance will meet the AYP targets.  
2. The district graduation rate will meet APR and AYP target.*

**Objective 8:** *Technology will support instruction for all students in preparation for MSIP Performance assessments.*

**Strategies:** *2. All teacher and classroom support staff will have the opportunity for MSIP performance assessments as measured by the APR and AYP.*

**Objective 9:** *During the 2010-11 school year, 75.5% or 3<sup>rd</sup>-5<sup>th</sup> grade students will score proficient or advanced in CA and 72.5% or 3<sup>rd</sup>-5<sup>th</sup> grade students will score proficient or advanced in MA as measured by the APR and AYP.*

**Strategies:** 5. All Kdg-5<sup>th</sup> grade students will be provided with quality technological tools to enhance the instructional program as it relates to Show-Me-Standards.

**Objective 10:** During the 2010-11 school year, 75.5% or 3<sup>rd</sup>-5<sup>th</sup> grade students falling within subgroups will score proficient and meet AYP in CA as indicated by Standard 9.7 on the APR and AYP.

**Strategies:** 1. All low-socio-economic students and students with disabilities not scoring proficient in CA, Math, Science and Social Studies will have the opportunity to supplemental instruction, extended learning, or at risk programming opportunities.

## **CSIP Goal 2:**

**Objective 1:** 100% of the faculty and paraprofessional staff will receive high quality professional development.

**Strategies:** 1. All of the faculty will have the opportunity to receive training in MAP test questioning techniques, technology-rich inquiry-based instruction, and other instructional models for successful learning.  
2. Ensure that personnel making teacher assignments are aware of HQT requirements.

## **CSIP Goal 4:**

**Objective 1:** The district will provide opportunity for Pre K-12 parents and community to support educational programs.

**Strategies:** 1. Parents will have information and opportunity to assist in MAP testing and graduation preparation.

## **X. EDUCATIONAL ADVERTISING**

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

1. Maintain a Professional Development Web Page on the East Carter Home Page so that professional development opportunities may be available to all faculty of the district.
2. Handle reminder memos and announcements concerning professional growth opportunities.

## **XI. EVALUATION**

All professional development activities will be evaluated for effectiveness. The evaluation process will be determined by the Professional Development Committee. The Professional Development Committee may use multiple assessment techniques which may include the following:

1. Teacher-led, interactive group sessions.
2. Questionnaires and opinion polls.
3. Observation of student achievement.
4. Individual conferences and interviews.
5. Study of student attendance and dropout rates.
6. High Quality Professional Development Teacher Surveys (Appendix A)

The overall Professional Development program will be evaluated (Appendix G) using the following criteria:

1. A high level of staff satisfaction on professional development activities offered by the district.
2. Planned activities based on CSIP needs are enhancing staff skills, as demonstrated by improved student performance, school climate, and teacher retention.
3. Professional development is addressing CSIP goals and objectives.
4. Evaluation of professional development activities is on-going.

## **XII. REQUEST AND REIMBURSEMENT PROCEDURES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES**

See Appendix C, D

### **REQUEST FOR CONFERENCE/TRAVEL PROCEDURES**

1. Applicant must fill out:
  - **Conference/Travel Request Triplicate form (signed by applicant, building principal, PDC chair and Central Office)**
  - **PO**
  - **Appendix C Conference Travel Request (linking Conference to CSIP or Needs Assessment)**
  - **Hotel Information Sheet (if applicable)**
  - **Registration Information Sheet**
2. These forms are sent to **Jamie Shaffer** where she will:
  - **Make a PO for the registration fee**
  - **Make a PO for the hotel**
3. Jamie will **fax** in the **registration** for the conference, if done by fax
4. The white copy and the registration will be sent to the applicant
5. If **registration** must be done **on-line**, she will send the white copy, with PO number, to the applicant for them to proceed
6. The **Hotel sheet** will be given to the **building secretary** where they will make reservations
7. The PO will go back to the **PDC chair** to sign and send to **Central Office**

All receipts must be maintained and submitted with the reimbursement request upon return. Lodging is based on full occupancy unless personal preference is to lodge separately, in which case, the person choosing to do so will assume the responsibility for the costs.

Meals not included in a conference registration will be reimbursed at the following rates – Breakfast \$10/Lunch \$15/Dinner \$15, or paying no more than a total of \$40 per day. Receipts must be submitted for all claimed meals.

Mileage is reimbursed at 45 cents per mile. For different locations, refer to the mileage chart (Appendix E). Carpools must be used when attending conferences to help with costs. Those who choose to drive separately, unless previously approved, will assume responsibility for their mileage costs.

Upon returning, turn in all receipts, along with the reimbursement triplicate form and CSIP forms. A reflection paper is to be submitted to the PD committee within one month of your return from a workshop. (Appendix F)

### **XIII. FUNDING**

The East Carter Professional Development Committee is allocated one percent of the Basic Formula exclusive of categorical add-ons. The committee will spend at least 75 percent of this allocation on activities clearly related to the objectives of the CSIP.

### **XIII. ACTION PLAN**

The planned professional development for the **2011-12** school year will be centered around in-district Curriculum Writing workshops, the Positive Behavior Support system, Professional Learning Communities, Reading 1<sup>st</sup> style training in reading and math, in-district technology trainings, and effective teaching practices that will help students performance on the MAP test.

The budget for the 2011-12 school year is:

<b>Total:</b>	<b>\$30,000.00</b>
<b>Substitute Pay:</b>	<b>4,225.00</b>
<b>Stipends:</b>	<b>4,092.00</b>
<b>OASDI:</b>	<b>215.00</b>
<b>Retirement:</b>	<b>762.00</b>
<b>Medicare:</b>	<b>144.00</b>
<b>Professional Dev.</b>	<b>311.00</b>
<b>Purchase Service</b>	<b>9,500.00</b>
<b>Travel:</b>	<b>10,000.00</b>
<b>Supplies:</b>	<b>751.00</b>

### **Professional Development Committee Terms**

#### **Ex Officio Member:**

Curriculum Director

#### **Term expires April 2012**

Denise Thompson--MS

Stephanie Lovette—At Large

#### **Term expires April 2013**

Bonnie Thompson--ES

Kelly Saffle--HS

#### **Term expires April 2014**

Linda Casey—At Large

Jamie Stinson—MS

#### **Term expires April 2015**

Allison Kirkman—HS

Christy Moore--ES

## APPENDIX A

### 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. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

#### Part I: High-quality professional development:

- actively engages teachers in planning, skills, and information over time, (Standard 2)
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level, (Standards 8, 10)
- is directly linked to district and building school improvement plans, (Standard 1)
- is developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level] (Standards 1, 2, 9, 12)
- provides time and other resources for learning, practice, and follow-up, (Standards 3, 7)
- is supported by district and building leadership, (Standard 2)
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity, (Standard 5)

#### Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups, (Standard 1)
- grade-level collaboration and work, (Standards 1, 9)
- content-area collaboration and work, (Standards 1, 9)
- specialization-area collaboration and work, (Standards 1, 9)
- action research and sharing of findings, (Standards 4, 6)
- modeling, (Standards 8, 9)
- peer coaching, (Standards 8, 9)
- vertical teaming, (Standards 1, 9)
- other \_\_\_\_\_

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

- content knowledge related to standards and classroom instruction, (Standard 11)
- instructional strategies related to content being taught in the classroom, (Standard 7)
- improving classroom management skills, (Standards 9, 10)
- a combination of content knowledge and content-specific teaching skills, (Standards 7, 11)
- the integration of academic and career education, (Standard 9)
- research-based instructional strategies, (Standards 6, 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, (Standard 10)
- strategies to assist teachers in creating and using classroom assessments, (Standard 5)
- instruction in the use of data to inform classroom practice, (Standards 4, 11)
- instruction in methods of teaching children with special needs, (Standard 10)
- instruction in linking secondary and post-secondary education, (Standard 9)
- involving families and other stakeholders in improving the learning of all students, (Standards 10, 12)
- strategies for integrating technology into instruction, (Standard 10)
- research and strategies for the education and care of preschool children, (Standard 6)
- research and strategies for closing achievement gaps between diverse groups of students, (Standard 10)
- other \_\_\_\_\_

- To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.
- Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
- All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.
- Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, (Standard 5).

**Note:** References to Standards indicate links to the National Staff Development Council's Standards for Staff Development detailed on page 3.

<b>Appendix B</b>			
<b>East Carter County R-II School District</b>			
<b>District Professional Development Needs Assessment Survey For Teachers</b>			
This survey allows certified staff members to help set professional development priorities for the school district. Please select a score for each item below.			
	<b>Strongly Needed</b>	<b>Somewhat Needed</b>	<b>Not Needed At All</b>
	<b>2</b>	<b>1</b>	<b>0</b>
1. Integrated Technology Lesson Planning			
2. MAP Training			
3. Reading First Model Training			
4. Literacy Training for K-6 Teachers			
5. Performance Based Assessment/Rubric			
6. Improving Instructional Strategies/Techniques (CA)			
7. Improving Instructional Strategies/Techniques (Math)			
8. Improving Instructional Strategies/Techniques (Science)			
9. Improving Instructional Strategies/Techniques (Soc.St.)			
10. Behavior Management			
11. Classroom Management			
12. Curriculum Development/Alignment			
13. Hands-On-Learning/Activity Based Learning			
14. Integrated Learning/Whole Language			
15. Everyday Math Training			
16. Sexual Harassment			
17. Action Research			
18. Grant Writing			
19. Mainstreaming/Inclusion Techniques			
20. MSIP/CSIP Procedures			
21. Study/Test Taking Skills			
22. Parental/Community Involvement			
23. At-risk Programs			
24. Improving Attendance/Reducing Dropouts			
25. Gifted/Talented			
26. Abused/Neglected Children			
27. Health Issues/Nutrition			
28. Gender/Multicultural Issues			
29. Conflict Resolution			
30. Safe School Learning Environment			
31. Diagnostic Issues			
32. Transition to Post-Secondary Education/Workplace			
33. Legal Issues			
34. Analyzing Data to Plan Instruction			
35. Career Planning			
36. Building a Positive School Climate			



# APPENDIX C

## 2011-12 CONFERENCE TRAVEL REQUEST FORM

NAME \_\_\_\_\_ ACTIVITY DATE(s) \_\_\_\_\_

ACTIVITY TITLE \_\_\_\_\_

LOCATION \_\_\_\_\_ Is this a follow-up activity? \_\_\_\_\_

ESTIMATED HOURS for the ACTIVITY (do not include travel, hotel, or meal time) \_\_\_\_\_

All meetings must meet **Comprehensive School Improvement Plan** goals and objectives. Please indicate the following information. Failure to complete this form can result in your travel request not being approved. (CSIP manual link at [www.ecarter.k12.mo.us](http://www.ecarter.k12.mo.us))

### CHECK BOTH COLUMNS & ALL THAT APPLY

CSIP OBJECTIVE	FED/MSIP PDC NEEDS ASSESSMENT
<p>_____ <b>CSIP Goals &amp; Objectives:</b></p> <p><b>GOAL 1: Student Performance</b></p> <p>_____ Improve MAP scores (Goal 1 Obj. 1)</p> <p>_____ GLE appropriate instructional activities for CA, Math, Science or Social Studies (G1, Obj. 1,9)</p> <p>_____ Training for curriculum alignment based on analyzed data (G1, Obj. 3)</p> <p>_____ Alternative teaching strategies (G 1, Obj. 3)</p> <p>_____ Gender/multicultural issues (G 1, Obj. 6)</p> <p>_____ At-risk issues (G 1, Obj. 4,7,10)</p> <p>_____ Career Education (G1, Obj. 6)</p> <p>Technology Objectives:</p> <p>_____ Student use of technology (G1 Obj. 8,9)</p> <p>_____ Teachers/paras use of technology (G 1 Obj. 7)</p> <p><b>GOAL 2: Highly Qualified Staff</b></p> <p>_____ Instructional model training for successful learning (i.e. questioning techniques, inquiry-based, etc.) (G2, Obj. 1)</p> <p><b>GOAL 4: Parent and Community Involvement</b></p> <p>_____ MAP testing &amp; graduation prep. strategies (G4, Obj. 1)</p> <p>_____ Health education programs (G4, Obj. 3)</p> <p>_____</p> <p><b>DATA References:</b></p> <p>This activity is selected based on:</p> <p>_____ MAP scores</p> <p>_____ Reading Assessments</p> <p>_____ Discipline Data</p> <p>_____ Attendance Reports</p> <p>_____ Dropout Data</p> <p>_____ Teacher Grade Reports</p> <p>_____ Mastery Tracking</p> <p>_____ Various Team Support Data</p> <p>_____ Follow-up Studies</p> <p>_____ IEP Assessments</p> <p>_____ Other _____</p> <p>_____</p>	<p>_____ Assessments Based on (6.2)</p> <p>_____ High Order Thinking / Problem-Solving Skills</p> <p>_____ Effective Classroom Assessment Practices</p> <p>_____ <b>MAP</b></p> <p>_____ Strategies for Displaying Student Work (6.2)</p> <p>_____ Depths of Knowledge Based Considerations (6.3)</p> <p>_____ Effective Instructional Delivery Methods (6.3)</p> <p>_____ Cooperative Learning</p> <p>_____ Guided Practice</p> <p>_____ Hands-On Work</p> <p>_____ Learning Centers</p> <p>_____ Presentations, etc.</p> <p>_____ Effective Instructional Strategies (6.3)</p> <p>_____ Graphic and Advance Organizers</p> <p>_____ Nonlinguistic Representations</p> <p>_____ Project-Based Learning</p> <p>_____ Increasing Student Engagement (6.3)</p> <p>_____ Differentiated Instruction (6.3)</p> <p>_____ Addressing Needs of Low Achieving Students (6.3)</p> <p>_____ Use of Technology to Support Instruction (6.4)</p> <p>_____ Strategies for Improving Classroom Learning Environment (6.5)</p> <p>_____ Teacher Evaluation (6.5)</p> <p>_____ Strategies for Preventing School Violence and Bullying (6.6)</p> <p>_____ Classroom Management Strategies (6.6)</p> <p>_____ PD Committee Training (National Stds, CSIP, MSIP) (6.7)</p> <p>_____ Teaching Information Literacy Strat. (Lib/Research) (6.8)</p> <p>_____ Career Paths and Clusters (6.9)</p> <p>_____ Meeting Needs of Students with Disabilities (7.1)</p> <p>_____ Planning Transition Services for Students with Disabilities (7.1)</p> <p>_____ Meeting Needs of Gifted Students (7.2)</p> <p>_____ Higher Level Think'g: Prob Solv, Analysis,Synthesis,Eval (7.3)</p> <p>_____ Transition to Postsecondary. Ed /Workplace through (7.3)</p> <p>_____ Career Fairs</p> <p>_____ Dual Credit</p> <p>_____ Internships, Job Shadowing</p> <p>_____ Other _____</p> <p>_____ Preschool Ed activities and Programs (7.4)</p> <p>_____ Parental Ed &amp; Involvement (7.5)</p> <p>_____ Community Outreach—Adult Education, Partnerships,etc (7.6)</p> <p>_____ Strategies for Working with (7.7)</p> <p>_____ At-Risk Students</p> <p>_____ Educationally Disadvantaged Students</p> <p>_____ Migrant Students/English Language Learners</p> <p>_____ Differentiated Instruction for All Learners (7.7)</p> <p>_____ Strategies for Developing/Implementing CSIP (8.2)</p>
<p><b>FED/MSIP PDC NEEDS ASSESSMENT</b></p> <p>_____ MSIP Standard in parenthesis</p> <p>_____ Writing Curriculum Aligned to GLEs and CLEs (6.1)</p> <p>_____ Implementing Curriculum Aligned to GLEs and CLEs (6.1)</p> <p>_____ Preparing Students for <b>MAP</b> (6.2)</p> <p>_____ Instructional Planning based on (6.2)</p> <p>_____ Textbook/Teacher-Developed Assessments</p> <p>_____ Performance Tasks</p> <p>_____ Student/ Teacher Evaluations</p> <p>_____ Common Assessments &amp; Standardized Test Data</p> <p>_____ ACT and/or SAT Results</p> <p>_____ Instructional Software Assessments</p> <p>_____ Diagnostic Tests (such as Dibels)</p> <p>_____ Reinforcing Effort and Providing Feedback (6.2)</p>	

\_\_\_\_\_ There are follow-up sessions for this training session.

Approved by PDC: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Building Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX D**  
**2011-12 CONFERENCE TRAVEL EVALUATION / REIMBURSEMENT FORM**

**NAME** \_\_\_\_\_ **Activity Date (s)** \_\_\_\_\_

**ACTIVITY TITLE** \_\_\_\_\_ **Location** \_\_\_\_\_

**CSIP Goals & Objectives:**

**GOAL 1: Student Performance**

- ☐ Improve MAP scores (Goal 1 Obj. 1)
- ☐ GLE appropriate instructional activities for CA, Math, Science or Social Studies (G1, Obj. 1,9)
- ☐ Training for curriculum alignment based on analyzed data (G1, Obj. 3)
- ☐ Alternative teaching strategies (G 1, Obj. 3)
- ☐ Gender/multicultural issues (G 1, Obj. 6)
- ☐ At-risk issues (G 1, Obj. 4,7,10)
- ☐ Career Education (G1, Obj. 6)

**Technology Objectives:**

- ☐ Student use of technology (G1 Obj. 8,9)
- ☐ Teachers/paras use of technology (G 1 Obj. 7)

**GOAL 2: Highly Qualified Staff**

- ☐ Instructional model training for successful learning  
(i.e. questioning techniques, inquiry-based, etc.) (G2, Obj. 1)

**GOAL 4: Parent and Community Involvement**

- ☐ MAP testing & graduation prep. strategies (G4, Obj. 1)
- ☐ Health education programs (G4, Obj. 3)

- 1. Please describe how this activity met the CSIP goal & objective:**
  
- 2. Describe how you have shared this information with others. Give dates and names of participants.**
  
- 3. Describe how this activity will help improve student performance.**
  
- 4. How will this activity will be followed-up?**

**Workshop/Conference Evaluation**  
**Must be filled out to receive reimbursement**

**Circle your choice for the following questions:**

- |   |      |      |           |
|---|------|------|-----------|
| 1. This workshop was beneficial to my job assignment  | Poor | Good | Excellent |
| 2. The workshop involved active learning opportunities.   | Poor | Good | Excellent |
| 3. The presenter was well prepared.   | Poor | Good | Excellent |
| 4. Overall, this workshop's rating would be   | Poor | Good | Excellent |
| 5. Describe one or two issues or strategies you will use in your job assignment as a result of this workshop. |      |      |           |

---

---

---

---

**Participant signature:** \_\_\_\_\_

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX E****ECCR-II MILEAGE CHART**

Destination	Round Trip Miles	Cost=.45 cents a mile
Alton	130	\$58.50
Bloomfield	120	54.00
Branson	340	153.00
Bunker	130	58.50
Cabool	180	81.00
Cape Girardeau	200	90.00
Charleston	176	79.20
Columbia	440	198.00
Dexter	110	49.50
Doniphan	70	31.50
Ellington	68	30.60
Eminence	106	47.70
Farmington	214	96.30
Fisk	64	28.80
Greenville	54	24.30
Jefferson City	372	167.40
Kansas City	688	309.60
Kennett	150	67.50
Knob Noster	520	234.00
Lesterville	112	50.40
Malden	150	67.50
Mountain View	160	72.00
Naylor	90	40.50
Neelyville	84	37.80
New Madrid	148	66.60
Oran	178	80.10
Park Hills	224	100.80
Piedmont	60	27.00
Poplar Bluff	52	23.40
Puxico	94	42.30
Qulin	90	40.50
Rolla	250	112.50
Sedalia	454	204.30
Sikeston	160	72.00
South Iron	100	45.00
Springfield	338	152.10
St. Louis	360	162.00
Summersville	176	79.20
Tan-Tar-A	380	171.00
Van Buren	44	19.80
Vienna	302	135.90
West Plains	180	81.00
Willow Springs	158	71.10
Winona	90	40.50

**APPENDIX F**  
**Workshop/Conference Reflection**  
(Must be filled out one month after conference.)

1. Implementation of skill(s) from \_\_\_\_\_ (enter workshop title) **led to** or **did not lead to (please circle one)** enhancement of my job assignment.

It **helped** me in the following way(s) and/or for the following reason(s):

---

---

---

---

---

---

---

---

---

---

---

---

2. Possible **reason(s)** and **solution(s)** as to why positive results **weren't** achieved:

---

---

---

---

---

---

---

---

## APPENDIX G

### **EAST CARTER R-2 SCHOOL DISTRICT PROGRAM EVALUATION FORM**

**Program:** Professional Development Committee

**Person responsible:**

**Number of employees:** Eight elected members

**Program required by:** Board of Education   X   State   X   Federal       

**Goals:**

**Objectives:**

**Evaluation Criteria:**

**Procedures used to evaluate the collected data:**

**Success of program based on the data:**

**Analysis of effectiveness:**

**Recommended changes needed to achieve the goals and objectives of the program:**

**Action to be taken:**

**Changes made:**

**Date presented to the Board of Education:**

# MENTOR/NEW TEACHER HANDBOOK

PROFESSIONAL DEVELOPMENT PLAN

East Carter R-2  
2011-12

## PROFESSIONAL DEVELOPMENT COMMITTEE

As a result of the Excellence in Education act passed by the legislature and enacted in 1985, every school district in the state of Missouri must have a professional development committee. This committee has been delegated the responsibility to:

1. Identify instructional concerns and remedies.
2. Serve as a confidential consultant upon a teacher's request.
3. Assess faculty needs and develop in-service opportunities for school staff.
4. Present to proper authority faculty suggestions, ideas, and recommendations pertaining to the classroom in the local school district.

## **PROFESSIONAL DEVELOPMENT PLAN**

Missouri teacher certification requires professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance are needed to help beginning teachers improve skills, increase student success and remain in the profession.

By law, school districts must provide a professional development plan for each faculty member who has no teaching experience. Plans should be generic, serving as a general guide. The mentor then should help the new teacher develop a specific professional development plan that addresses the first two years in the classroom.

Goal identified in the plan should relate, in part, to the district's evaluation criteria. The plan also may reflect education research on effective teaching.



# THE MENTOR AND MENTORING

**MISSOURI'S REVISED  
TEACHER CERTIFICATION PLAN**  
(Effective August 28, 2003)

Effective August 28, 2003, the previous three-level system of certification was replaced with a two-level system. The categories are the Initial Professional Certificate (PCI) and the Career Continuous Professional Certificate (CCPC).

**Initial Professional Certificate (PCI)**

- The **Initial** certificate is a four-year certificate issued to new graduates or individuals with fewer than four years teaching experience. In order to maintain a PCI and qualify for a CCPC, a teacher must:
  1. Complete a background check issued by the Highway Patrol & FBI
  2. Participate in a beginning teacher assistance (BTA) program at a college or university (the hours of which do **NOT** count as professional development)
  3. Participate in a district-provided mentoring program for **two** years
  4. Complete 30-contact hours, during the four-year initial certification, of professional development (may include college credit)
  5. Complete four years of teaching
  6. Have successful Performance Based Teacher Evaluations (PBTE)

There is no fee for the initial certification

**Career Continuous Professional Certificate (CCPC)**

- The Career Continuous Professional Certificate (CCPC) will be continuous (life) based upon:
  1. Payment of application fee
  2. Completion of 15 contact hours of professional development per year (may include hours in appropriate college classes)
  3. Successful completion of yearly PBTE

Educators will be exempt from the state's professional development requirement of 15-contact hours if they have a local Professional Development Plan (PDP) and meet two of the following three criteria.

1. Ten years of teaching experience
2. A master's degree
3. Rigorous national certification approved by the State Board of Education

## MENTOR SELECTION CRITERIA

It is the responsibility of the building principals to identify and assign mentor teachers. It is suggested that mentors have a minimum of five years teaching experience and be in the same grade level or subject area as the beginning teacher, and have a positive attitude towards teaching. When this is not possible, an alternative mentor plan will be administered.

A mentor is **not** an evaluator, but a person whose responsibility is as follows:

- Provide objective feedback to the new teacher
- Become a role model for this person
- Counsel and support the new teacher in the day-to-day activities of a school day
- Observe and coach the new teacher in procedures and classroom management

## **GUIDELINES FOR MENTOR TRAINING**

Training for mentors should include the following areas:

1. The roles and responsibility of all members of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. Techniques of coaching and counseling.
3. The format and content of the professional development plan.
4. Teacher evaluation, content and process
5. Listening and inquiry skills
6. Resources available to beginning teachers at the district, higher education, regional and state levels.
7. Peer Coaching
8. Current theories and models of instruction and classroom management.

## **MENTOR RULES AND RESPONSIBILITIES:**

1. Mentors shall serve in a friendly, non-threatening assistant role rather than as an evaluator.
2. They shall be supportive coaches, trainers and role models.
3. They are to help the new teacher become aware of requirements for upgrading teaching certificates.
4. Mentors are to serve as part of a team to help the new teacher develop a professional development plan.
5. Mentors are to aid in the new teacher's orientation of his/her job. They should be available to facilitate smooth transition into beginning of the year responsibilities and continue to assist as the year progresses.
6. They are to meet regularly with their new teacher to help resolve issues as they arise.
7. They should thoroughly explain expected paperwork and encourage excellent record keeping.
8. Mentors should above all be good listeners.

## **PROFESSIONAL DEVELOPMENT PLAN**

### **Procedure for Mentor Requesting Further Assistance**

Should the need arise in which the mentor and new teacher requires assistance, the following steps should be followed:

1. The mentor, with the consent of the new teacher, will contact the chairperson of the Professional Development Committee.
2. The Professional Development Committee will attempt to provide the needed assistance within the committee.
3. If further assistance is needed (i.e. from the college from which the teacher graduated), the Superintendent will be informed so that he can contact the college and building principal.
4. The college will then work with the new teacher and the principal in developing remedial steps.

## MENTOR PROCESS

### PLANNING MEETING:

At this meeting, the mentor and new teacher shall review the beginning of the year expectations for new teachers, the new teacher's Professional Development Plan, and the role of the mentor.

### CLASS OBSERVATIONS:

- Two unfocused, 15 minute observations. Second week of the first quarter and fourth week of the first quarter.
- Pre-observation meeting to determine objectives of the focused observation
- One focused observation for the purpose of coaching. Held near the end of the first quarter and after the new teacher has had modeling sessions.
- Take notes at the observation and leave them with the new teacher
- Hold a post meeting after the new teacher has had time to read notes

### OTHER CONTACTS

The mentor should regularly check with the new teacher, and make him/herself available to discuss any questions and concerns that may develop as the school year progresses.

### MODELING

Set a time when the mentor or another teacher can model classroom management skills. (First Quarter)

Set a time when the mentor or another teacher can model lesson presentation skills. (First Quarter)

### PROFESSIONAL DEVELOPMENT PLAN

The mentor and new teacher should meet to establish goals for the Professional Development Plan.

The mentor and new teacher should meet once a month throughout the year to continue work on the Professional Development Plan.

## NEEDS OF BEGINNING TEACHERS

- Maintaining classroom management and discipline
- Managing time, including striking an appropriate balance between personal and professional time
- Motivating students generally, but especially working with students who have special problems or needs
- Managing classroom instruction, including: planning instruction, finding resources and materials, evaluating student progress and coping with a wide variance of student ability in the same classroom
- Experiencing feelings of isolating
- Developing positive relationships with parents, administrators, colleagues, and students
- Coping with workload: number of preparations, teaching outside area of expertise, being assigned more difficult classes, and too many extracurricular responsibilities



## **NEW TEACHER RESPONSIBILITIES**

1. New teachers should share mutual respect with mentor and engage in both formal and informal communication.
2. New teachers should seek support and assistance when needed.
3. They should share ideas with colleagues and seek ideas and advice when needed.
4. New teachers are expected to keep documentation on file as required by state (checklists of certification requirements, in-services, evaluations, etc).
5. New teachers should maintain a professional portfolio.
6. They should actively work with mentor and building principal to learn day-to-day classroom routines and responsibilities.
7. They should become aware of Board of Education policies.
8. New teachers should meet requirements for receiving professional teaching certification.
9. They should fulfill responsibilities involving extracurricular activities and extra duties.
10. They should become aware of opportunities for involvement in professional organizations and workshops.
11. New teachers should behave professionally.

## **ADMINISTRATORS' RESPONSIBILITIES IN MENTOR PROGRAM**

Principals must be actively involved in the mentor program for it to be a success. The following are administrator guidelines for encouraging teachers to participate in the mentor program and ensure its success:

1. Arrange for experienced teachers who have demonstrated success in the classroom to serve in mentor capacity.
2. Encourage mentor teachers to attend mentor training and/or staff development about their roles as mentors.
3. Provide periodic release time for the mentor and new teacher so he/she can observe in the other's classroom.
4. Provide periodic release time for new teachers to observe other master teachers.
5. Visit with mentor to monitor the progress and success of the mentoring efforts.
6. Serve as the supervisor of the team for the new teacher's professional development plan.

# OBSERVATION PROCEDURES

## MENTOR/NEW TEACHER OBSERVATION SCHEDULE

An important part of professional growth is positive feedback. The mentor serves the role of “coach” and should encourage and give positive reinforcement to the new teacher. To be a valuable coach, the mentor must observe his “player” at work and be familiar with his skills.

The following observation schedule is recommended:

Observation	Recommended Time
First * <u>Unfocused</u> Observation-15 min. Follow-up Session	Second week of the First Quarter Same Day
Second <u>Unfocused</u> Observation-15 min. Follow-up Session	Fourth week of the First Quarter Same Day
** <u>Focused</u> Observation-Entire Lesson  Involves: Pre-observation Conference Observation Post-observation Conference	End of First Quarter
Additional Observations (as needed)	

\*Unfocused Observation-prescheduled, informal, short observation with the intent of giving positive feedback

\*\*Focused Observation-prescheduled, more formal observation which includes all areas of the lesson

### NEW TEACHER OBSERVATION FORM

New Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Why did you choose to observe this teacher &/or lesson?

---

---

Notes from Observation:

---

---

---

---

How I can use this information in my classroom:

---

---

---

---

### NEW TEACHER OBSERVATION FORM

New Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Why did you choose to observe this teacher &/or lesson?

---

---

Notes from Observation:

---

---

---

---

How I can use this information in my classroom:

---

---

---

---

---

## Unfocused Observation Form

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

(This form is to be given to and **retained** by the new teacher.)

**POSITIVE FEEDBACK:**

## Unfocused Observation Form

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

(This form is to be given to and **retained** by the new teacher.)

**POSITIVE FEEDBACK:**

**PRE-OBSERVATION CONFERENCE FORM**  
(For Focused Observation)

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

(This form is to be filled out by the new teacher and a session held with the mentor so that content and focus of conversation can be discussed.)

Lesson Objectives:

Activities Planned with Lesson:

Check the steps of teaching you plan to implement in this lesson:

\_\_\_\_\_ Establish set

\_\_\_\_\_ Check comprehension

\_\_\_\_\_ State objectives

\_\_\_\_\_ Guided practice

\_\_\_\_\_ Provide instruction

\_\_\_\_\_ Independent practice

\_\_\_\_\_ Model behavior

\_\_\_\_\_ Closure

Focus of observation:



## FOCUSED OBSERVATION FORM

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

(This form is to be given to and **retained** by the new teacher.)

Focus of Observation:

Observed steps in the teaching process:

- **Established set:**
- **Stated objectives:**
- **Provided instruction:**
- **Modeled behavior:**
- **Checked comprehension:**
- **Guided practice:**
- **Allowed independent practice:**
- **Achieved closure:**

Additional comments:

## FOCUSED OBSERVATION FORM

Teacher: \_\_\_\_\_ Mentor: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

(This form is to be given to and **retained** by the new teacher.)

Focus of Observation:

Observed steps in the teaching process:

- **Established set:**
- **Stated objectives:**
- **Provided instruction:**
- **Modeled behavior:**
- **Checked comprehension:**
- **Guided practice:**
- **Allowed independent practice:**
- **Achieved closure:**

Additional comments:

# **INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN**

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

The PDC must keep your Individualized Professional Development Plans on file. Please use the attached forms. Individualized Professional Development Plans for the 2011-12 school year are due by the end of **September**. Please turn in your plans to one of your building PDC members.

\*Blank **Individualized Professional Development Plan** forms can be found on the school webpage under **Staff Tools**.

## **INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN**

Beginning teachers should have a professional development plan that is geared to the district's goals and objectives. The plan should include the four major areas that have been selected by the Professional Development Advisory Committee and DESE. The new teacher should begin individualizing the professional development plan at the beginning of the second semester. This is an ongoing process and additions are expected. The new teacher should receive information from the district about the following topics:

### **INSTRUCTIONAL PROCESS**

- Elements of Effective Teaching
- Performance Based Teacher Evaluation
- MAP and CSIP Objectives
- Curriculum – Content
- Resources Available
- Special Services

### **CLASSROOM MANAGEMENT**

- District/School/Classroom Discipline Policies
- Clerical Responsibilities Concerning Recordkeeping
- Time Management
- Environmental Climate
- Ancillary Resources: Media Center, Computer Lab, Nurse
- Extra Duties

### **INTERPERSONAL RESPONSIBILITIES**

- Community/School Cultural and Socioeconomic Profile
- Parent/Teacher Communications
- Effective Communications with Colleagues
- Extracurricular Responsibilities
- Social expectations in & out of classroom
- Committees

### **PROFESSIONAL RESPONSIBILITIES**

- Board Policy
- Professional Development Opportunities
- Professional Expectations of the Teacher
- MSIP/CSIP

## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

From the areas listed below, the teacher should develop an individualized professional growth plan. Select only those areas you want to develop.

### INSTRUCTIONAL PROCESS

Elements of Effective Teaching  
Performance Based Teacher Evaluation  
MAP and CSIP Objectives  
Curriculum – Content  
Resources Available  
Special Services

#### GOAL:

---

---

#### PLAN OF ACTION:

---

---

---

#### GOAL:

---

---

#### PLAN OF ACTION:

---

---

---

#### GOAL:

---

---

---

#### PLAN OF ACTION:

---

---

---

## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

From the areas listed below, the teacher should develop an individualized professional growth plan. Select only those areas you want to develop.

### CLASSROOM MANAGEMENT

District/School/Classroom Discipline Policies  
Clerical Responsibilities Concerning Record Keeping  
Time Management  
Environmental Climate  
Ancillary Resources: Media Center, Computer Lab, Nurse  
Extra Duties

GOAL:

---

---

PLAN OF ACTION:

---

---

---

GOAL:

---

---

PLAN OF ACTION:

---

---

---

GOAL:

---

---

---

PLAN OF ACTION:

---

---

---

## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

From the areas listed below, the teacher should develop an individualized professional growth plan. Select only those areas you want to develop.

### INTERPERSONAL RESPONSIBILITY

Community/School Cultural and Socioeconomic Profile  
Parent/Teacher Communications  
Effective Communications with Colleagues  
Extracurricular Responsibilities  
Social Expectations in & out of Classroom  
Committees

#### GOAL:

---

---

#### PLAN OF ACTION:

---

---

---

#### GOAL:

---

---

#### PLAN OF ACTION:

---

---

---

#### GOAL:

---

---

---

#### PLAN OF ACTION:

---

---

---



## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

From the areas listed below, the teacher should develop an individualized professional growth plan. Select only those areas you want to develop.

### PROFESSIONAL RESPONSIBILITIES

Board Policy  
Professional Development Opportunities  
Professional Expectations of the Teacher  
MSIP/CSIP

**GOAL:**

---

---

**PLAN OF ACTION:**

---

---

---

**GOAL:**

---

---

**PLAN OF ACTION:**

---

---

---

**GOAL:**

---

---

---

**PLAN OF ACTION:**

---

---

---

# REQUIRED FORMS

## PROFESSIONAL DEVELOPMENT CHECKLIST

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Year: \_\_\_\_\_ College: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### INSTRUCTIONAL PROCESS:

	Whose Responsibility	Date	Initial
Effective Steps in Teaching	Continuation Workshops		
PBTE Forms	Principal		
GLEs/MAP	Mentor, Counselor, Principal		
CSIP	New Teacher Workshops		
Course Content	Principal, Mentor		
AV Resources (LRC, Media)	Mentor, Librarian		
Other Available Resources	Mentor		
Special Services	New Teacher Workshop, Special Services Dir.		
• LD			
• Ed. Resource Teachers			
• Behavior Disorders			
• EMR			
• Remedial Reading			
• Speech Clinicians			
• Counselors			
• Other Services			
•			
•			
•			
•			
•			

## PROFESSIONAL DEVELOPMENT CHECKLIST

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Year: \_\_\_\_\_ College: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### CLASSROOM MANAGEMENT:

	Whose Responsibility	Date	Initial
Classroom Discipline Plan	Mentor		
Discipline Referral Forms	Principal		
District & School Discipline Policies	Principal		
Gradebook	Mentor		
Grading Scale	Principal, Mentor		
Progress Reports	Mentor		
Report Cards	Mentor		
Retention Policy	Principal		
Attendance (Forms & Policy)	Mentor		
Student Forms (i.e. Admit, Pass)	Mentor		
Lunch Count Procedures	Mentor		
Substitute Folder	Mentor		
Copying Procedures	Mentor		
Assembly Procedures	Mentor		
Emergency Forms & Procedures	Mentor		
Classroom Inventory	Mentor		
Distribution of Books & Supplies	Mentor		
Requisitions, Materials & Supplies	Principal		
Lesson Plans	Principal, Mentor		
School Climate (Heat, Lights, etc.)	Mentor		
Supervision Responsibilities (bus, hall duty, playground, etc.)	Principal		

# PROFESSIONAL DEVELOPMENT CHECKLIST

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Year: \_\_\_\_\_ College: \_\_\_\_\_ Supervisor: \_\_\_\_\_

## INTERPERSONAL RESPONSIBILITIES:

[illegible]

## PROFESSIONAL DEVELOPMENT CHECKLIST

Name: \_\_\_\_\_ Mentor: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Year: \_\_\_\_\_ College: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### PROFESSIONAL RESPONSIBILITIES:

	Whose Responsibility	Date	Initial
Board Policies	Principal		
Building Handbook	Principal		
In-Service Requirements	New Teacher Workshop		
Reimbursement & In-Service Credit	New Teacher Workshop		
New Teacher Workshops	New Teacher Workshop		
Grade Level/Dept. Meetings	Principal/Mentor		
State Requirement for Certification	Principal		
Use of Planning Time	Mentor		
Social Expectations In & Out of Classroom	Principal/Mentor		
MSIP	Principal/New Teacher Workshop		

*Suggested recordkeeping form for:*

**REQUIRED PROFESSIONAL DEVELOPMENT FOR  
EDUCATORS**

<b>EAST CARTER COUNTY R-II SCHOOL</b>					
Educator Name:					
Beginning Year:					
Date of PBTE			Name of Evaluator		
Mentor	Subject Area	Observation Date(s)	Meeting/ Discussions	Year	
Beginning Teacher Assistance at:					
Date:					
Log of Professional Development Activities					
Date	Name of Class, etc.	Characteristics	Contact Hours	Current Year	Year Total

PCI requires total of 30-contact hours

CCPC requires 15-contact hours

## REQUEST FOR CONFERENCE/TRAVEL PROCEDURES

1. Applicant must fill out:
  - Conference/Travel Request Triplicate form (signed by applicant, building principal, PDC chair and Central Office)
  - PO
  - Appendix C Conference Travel Request (linking Conference to CSIP or Needs Assessment)
  - Hotel Information Sheet (if applicable)
  - Registration Information Sheet
2. These forms are sent to **Jamie Shaffer** where she will:
  - Make a **PO for the registration fee**
  - Make a **PO for the hotel**
3. Jamie will **fax** in the **registration** for the conference, if done by fax.
4. The white copy and the registration will be sent to the applicant.
5. If **registration** must be done **on-line**, she will send the white copy, with PO number, to the applicant for them to proceed.
6. The **Hotel sheet** will be given to the **building secretary** where they will make reservations.
7. The PO will go back to the **PDC chair** to sign and send to **Central Office**.



## Conference/Travel Request Triplicate Form

<b>INSTRUCTIONS:</b> 1. Form must be completed and all copies submitted. 2. Appropriate literature re: conference should be submitted with form. 3. Approval indicates funds are reserved. A "Conference Travel Reimbursement Voucher" must be submitted and approved to receive reimbursement.		<b>CONFERENCE/TRAVEL REQUEST</b> EAST CARTER COUNTY R-2 SCHOOL DISTRICT Ellsinore, MO 63937 LARRY MORGAN, Superintendent		<b>NOT TO BE COMPLETED BY APPLICANT</b>	
				CONF. REQUEST NO.	AUTHORIZED EXP.
				ACCT ENCUMBERED	AMT REMAINING IN ACCT
APPLICANT'S NAME		POSITION		SCHOOL	
TITLE OF CONFERENCE		LOCATION		SPONSOR(S)	
DATES OF ATTENDANCE		DATE OF TRAVEL		DATES OF CONFERENCE	
_____ TO _____		TRAVEL _____ FROM _____ TO _____		MODE OF TRAVEL	SUBSTITUTE REQ'D YES NO
ESTIMATED EXPENSE AUTHORIZATION					
REGISTRATION		\$ _____		SIGNATURE OF APPLICANT _____ DATE _____  RECOMMENDED BY PRIN./SUPT. _____ DATE _____  AUTHORIZED BY CENTRAL OFFICE _____ DATE _____	
ACCOMMODATIONS		\$ _____			
MEALS		\$ _____			
TRAVEL		\$ _____			
SPECIFY _____		\$ _____			
<b>TOTAL</b>		<b>\$ _____</b>			

White – Return to Applicant    Yellow – Bldg. Principal or Supervisor    Pink – Central Office

# Requisition

NOTE: ALL SHADED FIELDS REQUIRED



Purchase Requisition (Rev: 10/15/2009)  
 East Carter County R-II School District  
 24 South Herren Avenue  
 Ellsinore, MO 63937  
 Ph: 573-322-5625  
 Fax: 573-322-8586

Item Attainment Information (Check One)

Fax:

Mail:

Online:

Pick Up:

Phone In:

Date Requested:

Employee Name:  
 Building:  
 Department:  
 Title/Grant/Dedicated:

PAY METHOD

School Pay:

Club Pay:

Parent Pay:

Other Pay:

Vendor Information

Vendor Name  
 Address  
 State, Zip

Phone #

Fax #

State Reason For Request:

Item #

Qty

Unit Price

Sub total

Sub-Total

Shipping

Total

Building Supervisor Signature

**HOTEL INFORMATION**  
**FOR YOUR REQUEST TO BE APPROVED AND COMPLETED**  
**ALL**  
**INFORMATION MUST BE FILLED OUT**

Name of Staff Member: \_\_\_\_\_

Name of Conference you will be attending: \_\_\_\_\_

Hotel Name: \_\_\_\_\_

Hotel Address: \_\_\_\_\_

Hotel Phone: \_\_\_\_\_

Hotel Fax: \_\_\_\_\_

Dates Reservations will be needed: \_\_\_\_\_

Will you be sharing a room: \_\_\_\_ yes \_\_\_\_ no

If yes, their name: \_\_\_\_\_

Preferences:

\_\_\_\_ Non-smoking      \_\_\_\_ Smoking

\_\_\_\_ Double Beds      \_\_\_\_ King Bed

---

---

For use by Secretaries

Confirmation Number: \_\_\_\_\_

Total amount for PPO: \_\_\_\_\_

Please return completed form to Jamie Shaffer

**CONFERENCE REGISTRATION INFORMATION  
FOR YOUR REQUEST TO BE APPROVED AND COMPLETED  
ALL  
INFORMATION MUST BE FILLED OUT**

Name of Staff Member: \_\_\_\_\_

Name of Conference: \_\_\_\_\_

Name of Agency for PO: \_\_\_\_\_

Dates of Conference: \_\_\_\_\_

Amount of Registration: \_\_\_\_\_

Registration will be by: (please check one)

\_\_\_\_\_ on-line

\_\_\_\_\_ fax (fax number: \_\_\_\_\_)

\_\_\_\_\_ mail (address for mailing: \_\_\_\_\_  
\_\_\_\_\_)

Approval: \_\_\_\_\_

If approved and you are registering on line, please call or email Jamie Shaffer for PO number, otherwise the PO will be faxed or mailed upon approval.

## APPENDIX C

### 2011-12 CONFERENCE TRAVEL REQUEST FORM

NAME \_\_\_\_\_ ACTIVITY DATE(s) \_\_\_\_\_

ACTIVITY TITLE \_\_\_\_\_

LOCATION \_\_\_\_\_ Is this a follow-up activity? \_\_\_\_\_

ESTIMATED HOURS for the ACTIVITY (do not include travel, hotel, or meal time) \_\_\_\_\_

All meetings must meet **Comprehensive School Improvement Plan goals and objectives**. Please indicate the following information. Failure to complete this form can result in your travel request not being approved. (CSIP manual link at [www.ecarter.k12.mo.us](http://www.ecarter.k12.mo.us))

#### CHECK BOTH COLUMNS & ALL THAT APPLY

CSIP OBJECTIVE	FED/MSIP PDC NEEDS ASSESSMENT
<p><b>CSIP Goals &amp; Objectives:</b></p> <p><b>GOAL 1: Student Performance</b></p> <p>___ Improve MAP scores (Goal 1 Obj. 1)</p> <p>___ GLE appropriate instructional activities for CA, Math, Science or Social Studies (G1, Obj. 1,9)</p> <p>___ Training for curriculum alignment based on analyzed data (G1, Obj. 3)</p> <p>___ Alternative teaching strategies (G 1, Obj. 3)</p> <p>___ Gender/multicultural issues (G 1, Obj. 6)</p> <p>___ At-risk issues (G 1, Obj. 4,7,10)</p> <p>___ Career Education (G1, Obj. 6)</p> <p>Technology Objectives:</p> <p>___ Student use of technology (G1 Obj. 8,9)</p> <p>___ Teachers/paras use of technology (G 1 Obj. 7)</p> <p><b>GOAL 2: Highly Qualified Staff</b></p> <p>___ Instructional model training for successful learning (i.e. questioning techniques, inquiry-based, etc.) (G2, Obj. 1)</p> <p><b>GOAL 4: Parent and Community Involvement</b></p> <p>___ MAP testing &amp; graduation prep. strategies (G4, Obj. 1)</p> <p>___ Health education programs (G4, Obj. 3)</p> <p><b>DATA References:</b></p> <p>This activity is selected based on:</p> <p>___ MAP scores</p> <p>___ Reading Assessments</p> <p>___ Discipline Data</p> <p>___ Attendance Reports</p> <p>___ Dropout Data</p> <p>___ Teacher Grade Reports</p> <p>___ Mastery Tracking</p> <p>___ Various Team Support Data</p> <p>___ Follow-up Studies</p> <p>___ IEP Assessments</p> <p>___ Other _____</p>	<p>___ Assessments Based on (6.2)</p> <p>___ High Order Thinking / Problem-Solving Skills</p> <p>___ Effective Classroom Assessment Practices</p> <p>___ <b>MAP</b></p> <p>___ Strategies for Displaying Student Work (6.2)</p> <p>___ Depths of Knowledge Based Considerations (6.3)</p> <p>___ Effective Instructional Delivery Methods (6.3)</p> <p>___ Cooperative Learning</p> <p>___ Guided Practice</p> <p>___ Hands-On Work</p> <p>___ Learning Centers</p> <p>___ Presentations, etc.</p> <p>___ Effective Instructional Strategies (6.3)</p> <p>___ Graphic and Advance Organizers</p> <p>___ Nonlinguistic Representations</p> <p>___ Project-Based Learning</p> <p>___ Increasing Student Engagement (6.3)</p> <p>___ Differentiated Instruction (6.3)</p> <p>___ Addressing Needs of Low Achieving Students (6.3)</p> <p>___ Use of Technology to Support Instruction (6.4)</p> <p>___ Strategies for Improving Classroom Learning Environment (6.5)</p> <p>___ Teacher Evaluation (6.5)</p> <p>___ Strategies for Preventing School Violence and Bullying (6.6)</p> <p>___ Classroom Management Strategies (6.6)</p> <p>___ PD Committee Training (National Stds, CSIP, MSIP) (6.7)</p> <p>___ Teaching Information Literacy Strat. (Lib/Research) (6.8)</p> <p>___ Career Paths and Clusters (6.9)</p> <p>___ Meeting Needs of Students with Disabilities (7.1)</p> <p>___ Planning Transition Services for Students with Disabilities (7.1)</p> <p>___ Meeting Needs of Gifted Students (7.2)</p> <p>___ Higher Level Think'g: Prob Solv, Analysis,Synthesis,Eval (7.3)</p> <p>___ Transition to Postsecondary. Ed /Workplace through (7.3)</p> <p>___ Career Fairs</p> <p>___ Dual Credit</p> <p>___ Internships, Job Shadowing</p> <p>___ Other _____</p> <p>___ Preschool Ed activities and Programs (7.4)</p> <p>___ Parental Ed &amp; Involvement (7.5)</p> <p>___ Community Outreach—Adult Education, Partnerships,etc (7.6)</p> <p>___ Strategies for Working with (7.7)</p> <p>___ At-Risk Students</p> <p>___ Educationally Disadvantaged Students</p> <p>___ Migrant Students/English Language Learners</p> <p>___ Differentiated Instruction for All Learners (7.7)</p> <p>___ Strategies for Developing/Implementing CSIP (8.2)</p>

\_\_\_\_\_ There are follow-up sessions for this training session.

Approved by PDC: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Building Principal: \_\_\_\_\_ Date: \_\_\_\_\_

# CONFERENCE/TRAVEL REIMBURSEMENT VOUCHER TRIPLICATE FORM

<b>INSTRUCTIONS:</b> 1. A conference request must have been submitted and approved in advance. 2. This form must be submitted an approved prior to reimbursement. 3. Receipts for registration fees, lodging, transportation tickets and other large expenses must be submitted with this form.		<b>CONFERENCE/TRAVEL REIMBURSEMENT VOUCHER</b>  EAST CARTER COUNTY R-2 SCHOOL DISTRICT Ellsinore, MO 63937		DATE _____ REQUEST NO. _____ PREVIOUSLY APPROVED <input type="checkbox"/> YES <input type="checkbox"/> NO ESTIMATED EXPENSE SUBMITTED IN REQUEST _____	
PAYEE'S NAME _____		POSITION _____		SCHOOL _____	
TITLE OF CONFERENCE _____		LOCATION _____		DATES OF CONFERENCE TO _____	
TRAVEL FROM _____ TO _____		NAME OF HOTEL _____		DATES OF ATTENDANCE TO _____	
		EXPENSES			
MEETING - CONFERENCE		REGISTRATION FEE _____ + _____ (SPECIFY) _____		\$ _____	
ACCOMMODATIONS (INCL. TIPS)		COST PER NIGHT _____ X NO. OF NIGHTS _____		\$ _____	
MEALS (INCL. TIPS)		NO. OF BREAKFASTS _____ TOTAL EXPENSE _____			
		NO. OF LUNCHES _____ TOTAL EXPENSE _____			
		NO. OF DINNERS _____ TOTAL EXPENSE _____		\$ _____	
TRANSPORTATION (INCL. TIPS)		CAR MILEAGE _____ X ALLOWANCE PER MILE + TOLLS _____		\$ _____	
		\$ _____ + \$ _____ + \$ _____		\$ _____	
		AIR _____ + BUS _____ + TAXI _____ + TRAIN _____		\$ _____	
OTHER _____		SPECIFY _____		\$ _____	
I certify under penalty of perjury that the aforementioned expenses ARE TRUE AND ACCURATE.				<b>TOTAL EXPENSES</b> \$ _____	
SIGNATURE OF APPLICANT FOR REIMBURSEMENT					
AUTHORIZATION					
SIGNATURE OF PRINCIPAL/SUPERIOR _____		DATE _____		SIGNATURE OF BUSINESS OFFICE _____	
				DATE _____	
				APPROPRIATION CHARGE _____	

Form 1070-Request Form, 10/19/2013 1580

White - Person to Conference    Yellow - Central Office    Pink - Building or Dept.

**APPENDIX D**  
**2011-12 CONFERENCE TRAVEL EVALUATION / REIMBURSEMENT FORM**

**NAME** \_\_\_\_\_ **Activity Date (s)** \_\_\_\_\_

**ACTIVITY TITLE** \_\_\_\_\_ **Location** \_\_\_\_\_

**CSIP Goals & Objectives:**

**GOAL 1: Student Performance**

- ☐ Improve MAP scores (Goal 1 Obj. 1)
- ☐ GLE appropriate instructional activities for CA, Math, Science or Social Studies (G1, Obj. 1,9)
- ☐ Training for curriculum alignment based on analyzed data (G1, Obj. 3)
- ☐ Alternative teaching strategies (G 1, Obj. 3)
- ☐ Gender/multicultural issues (G 1, Obj. 6)
- ☐ At-risk issues (G 1, Obj. 4,7,10)
- ☐ Career Education (G1, Obj. 6)

**Technology Objectives:**

- ☐ Student use of technology (G1 Obj. 8,9)
- ☐ Teachers/paras use of technology (G 1 Obj. 7)

**GOAL 2: Highly Qualified Staff**

- ☐ Instructional model training for successful learning  
(i.e. questioning techniques, inquiry-based, etc.) (G2, Obj. 1)

**GOAL 4: Parent and Community Involvement**

- ☐ MAP testing & graduation prep. strategies (G4, Obj. 1)
- ☐ Health education programs (G4, Obj. 3)

**1. Please describe how this activity met the CSIP goal & objective:**

**2. Describe how you have shared this information with others. Give dates and names of participants.**

**3. Describe how this activity will help improve student performance.**

**4. How will this activity will be followed-up?**

**Workshop/Conference Evaluation**  
**Must be filled out to receive reimbursement**

**Circle your choice for the following questions:**

- |   |      |      |           |
|---|------|------|-----------|
| 1. This workshop was beneficial to my job assignment  | Poor | Good | Excellent |
| 2. The workshop involved active learning opportunities.   | Poor | Good | Excellent |
| 3. The presenter was well prepared.   | Poor | Good | Excellent |
| 4. Overall, this workshop's rating would be   | Poor | Good | Excellent |
| 5. Describe one or two issues or strategies you will use in your job assignment as a result of this workshop. |      |      |           |

---

---

---

---

**Participant signature:** \_\_\_\_\_

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **IN-DISTRICT WORKSHOPS—(2011-12)**

**Smart Notebook Introduction G1, Obj. 7**

**Lumens Training G1, Obj. 7**

**MSTA Mentor/Mentee Workshop G 2, Obj. 1**

**Special Services Orientation G2, Obj. 1**

**First Days of School G 2, Obj. 1**

**Discipline & Procedures G2, Obj. 1**

**Procedures and Routines G2, Obj. 1**

**The Effective Teacher G2, Obj. 1**

**Cooperative Learning G 2, Obj. 1**

**Lesson Mastery G2, Obj. 1**

**Sexual Harassment**

**Web Page Design G2, Obj. 1**

**Clicker G2, Obj. 1**

**Study Island G 1, Obj. 1, 9**

**Discovery Network/United Streaming G 1, Obj. 1, 9**

**Smart Notebook Follow Up and Advanced Training G1, Obj. 7**

**Basic Computer Maintenance G1, Obj. 7**

**Web Page Design—Problem Solving & Ideas G2, Obj. 1**

**PBS data meetings G1, Obj. 4**

**Curriculum Meetings G1, Obj. 3**

**Instructional Delivery trainings in CA & Math G 1, Obj. 3**

**PLC planning Meetings G1, Obj. 1**



## **IN-DISTRICT WORKSHOPS**

**2011-12**

### **Smart Notebook Introduction: G1, Obj. 7**

This workshop introduces the main functions included in the Smart Notebook program, and gives enough information to start developing lessons on your own.

### **Smart Notebook Follow Up and Advanced Training: G1, Obj. 7**

This follow-up training allows for problem solving any difficulties that staff has encountered as they try to implement Smart Notebook lessons into their classroom. It is also designed to teach more advanced skills to incorporate into lessons.

### **Lumens Training: G1, Obj. 7**

This training is designed to introduce new users of the Lumens Program to its different aspects, such as grade entry, attendance, discipline, etc., that will be needed on the first day of school.

### **MSTA Mentor/Mentee Workshop: G2, Obj. 1**

Mentors will be trained on techniques in reflective coaching that will be used to assist new teachers to develop their skills. They will also be trained in the interstate School Leaders Licensure consortium Standards, so they know what is expected of them as mentors and mentees.

### **Special Services Orientation: G2, Obj. 1**

This workshop is designed to educate new teachers as to their responsibilities with special needs students.

### **First Days of School: G2, Obj. 1**

Every teacher needs to know certain things to succeed on the first days of school. This workshop will introduce ideas to help new teachers succeed on the first day and to have an effective classroom for the rest of the year.

### **Discipline and Procedures: G2, Obj. 1**

Harry Wong says, "The number one problem in the classroom is not discipline; it is the lack of procedures and routines". This workshop distinguishes between discipline and procedures. With procedures in place, discipline issues will diminish.

### **Procedures and Routines: G2, Obj. 1**

Teaching procedures and routines will make the classroom run smoothly. This workshop will teach how to teach procedures and routines.

**The Effective Teacher: G2, Obj. 1**

Effective teachers have positive expectations for their students' success, are good classroom managers and know how to design lessons for mastery. This workshop gives ideas to help a teacher become effective in the classroom.

**Cooperative Learning: G 2, Obj. 1**

This workshop discusses the four basic elements needed to make cooperative learning work: Positive interdependence, social skills, individual accountability and group evaluation. Cooperative learning prepares students for the real world where cooperative learning is used in many business using the team concept.

**Lesson Mastery: G2, Obj. 1**

How to design lessons to help students reach mastery is discussed in this workshop. If you can increase the amount of time a student is working, you will increase learning. Ineffective and effective assignments will also be examined.

**Sexual Harassment:**

The main point of this workshop is to educate staff as to what actions could be construed as sexual harassment. Even comments that are seemingly innocent could be taken as having inappropriate connotations.

**Study Island: G1, Obj. 1, 9**

Study Island is a leading provider of online, standards-based assessment, instruction, practice, and test preparation software programs for K-12 students. This workshop is designed to help classroom teachers set up the program and understand how to use it.

**Web Page Design: G12, Obj. 1**

This workshop is intended to show teachers how to set up their classroom web pages and all they need to know to keep it up to date.

**Clicker: G2, Obj. 1**

Clickers are response pads that capture instant data from your students. This technology is used to promote active learning which keeps students engaged in discussion. This workshop is geared to setting up the system for your classroom and teaches teachers how to use them.

**Discovery Network/United Streaming: G1, Obj. 1, 9**

Participants of this workshop will learn all the different aspects of the Discovery Educator Network. It brings together a global community of educators passionate about teaching with

digital media. This workshop will alert teachers to all the resources available such as on-line videos, puzzle makers, lesson plans, etc.

**Basic Computer Maintenance: G1, Obj. 7**

This workshop will instruct teachers how to perform basic maintenance on their classroom computers in order to keep them at top performance.

**PBS (Positive Behavior Support): G1, Obj. 4**

Positive Behavioral Support (PBS) is function-based approach to eliminate challenging behaviors and replace them with socially acceptable skills. Monthly team meetings will examine collected data to determine appropriate interventions to achieve the desired goals.

**Curriculum Writing Meetings: G1, Obj. 3**

These meetings are designed to aid teachers in writing a new Communication Arts curriculum to ensure that all Communication Arts GLEs are being taught.

**Instructional Delivery Trainings in Reading and Math: G1, Obj. 3**

These meetings are designed to help teachers use this research based reading program that has also been adapted to teaching math. They examine data and offer support as the program is being implemented.

**PLC (Professional Learning Communities): G1, Obj. 1**

This educational model is centered on making sure students learn what is being taught, using collaboration and focusing on results. Periodic PLC meeting will examine data and turn it into useful information for improving student performance.

