

**DENT-PHELPS R-III
SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT
HANDBOOK**

(PDC)

**DENT-PHELPS R-III SCHOOL DISTRICT
27870 Highway C
Salem, MO 65560**

**DENT-PHELPS R-III SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN**

TABLE OF CONTENTS

Dent-Phelps R-III School District Mission and Vision Statements	3
Professional Development Committee Members	4
Professional Development Committee Mission Statement	5
District CSIP Goals	6
Definition of Key Personnel	9
Professional Development Committee	10
Professional Development Committee Budget	11
Professional Development Committee Focus Statement	15
Professional Development Committee Goals	16
The Mentor/Mentee Teacher Program	19
Professional Development Guidelines	21
Professional Development Committee Timeline	22
Appendix A -- Professional Development Forms	23

Dent-Phelps R-III School District

Mission Statement

The mission of Dent-Phelps R-III is to provide educational opportunities which develop the fullest potential of students toward their total growth.

Vision Statement

Dent-Phelps is a cooperative partnership of students, parents, staff, and community working together to create an environment in which:

- All the basic skills are mastered, including reading, writing, and mathematics
- All students reside in a healthy, safe and nurturing atmosphere
- All students will focus on problem-solving, creative, and critical thinking skills
- All students will be prepared, both academically and emotionally, for high school, college, and beyond; they will know their choices and will be able to achieve their dreams
- All teachers will use challenging, innovative teaching techniques
- All students will be encouraged to express their talents in an environment in which risk taking is encouraged through a variety of artistic, musical, technological, athletic, social and intellectual outlets
- All staff, teachers, and students will appreciate and celebrate everyone's personal success
- All staff, teachers, and students will show respect for each other, practice good citizenship, and build good character within themselves
- All students will value the earth and its natural resources
- All students will be exposed to and develop an appreciation for the cultures of the world
- All students will be proud to say, "This is my school!"

**DENT-PHELPS R-III SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT COMMITTEE
SCHOOL YEAR 2009-2010**

GRADES K-3

**Bonnie Hausner
Mandy Lucas
Melanie Smith**

GRADES 4-5

Samantha Romine

GRADES 6-8

**Joe Simpson
Jeaney Mullican**

SPECIAL TEACHERS

Rachel Hohn

MENTOR COORDINATOR

Kathy Burns

PDC CHAIRMAN

Sharon Groves

ADMINISTRATION

Victoria Brooker

**DENT-PHELPS R-III SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT COMMITTEE
MISSION STATEMENT**

The purpose of the professional development program is to support teachers in their continual efforts to improve instruction so that each student may achieve at higher levels at Dent-Phelps R-III.

The Dent-Phelps R-III Professional Development Program is designed to foster professional growth of both new and experienced teachers. Professional growth of each teacher is recognized as a continuous process of refining skills and keeping abreast of new developments in the field of education. This requires both time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Dent-Phelps R-III believes that sustained training needed to develop and hone teaching skills is a worthy goal for teachers and will be supported with professional development monies.

Dent Phelps R-III has designed a program based on cooperative efforts among teachers, administrators, and school board members. Those involved will be drawing upon resources of the school district, higher education, and the community.

**Dent-Phelps R-III School District
Comprehensive School
Improvement Plan Goals
2009-2014**

Goal #1 Dent Phelps will develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective #1 Promote coordination between special education teachers and regular education teachers

Objective #2 90% of all students will score within one year of reading level

Objective #3 Teachers will align all classroom activities to measurable learning outcomes, improving classroom instruction and assessment.

Objective #4 The district total points earned on the Annual Performance Report will be adequate to be considered “met”, and status points will be in the “high 1 or 2” range for all MAP areas including voluntary subject areas

Objective #5 Achieve 3% movement into Proficient and Advanced level on MAP

Objective #6 All students will engage in rigorous instruction driven by technology enriched curriculum that meets students’ assessed needs, results in high levels of academic achievement and performance, and fosters life-long learning

Objective #7 District’s Communication Arts and Mathematics Missouri Assessment Program (MAP) scores will meet requirements of the Missouri School Improvement Program (MSIP) Annual Performance Report (APR) and of Adequate Yearly Progress (AYP) at or above the level of proficiency, including all subgroups

Objective #8 District will provide “Career Education” as required by DESE

Goal #2 The District will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency) District mission, goals, and objectives.

Objective #1 Administration will contribute to the development of teachers with observations and summative evaluations.

Objective #2 District will attract and retain highly qualified teachers by increasing teacher pay as funds allow.

Objective #3 Increase opportunities for professional development in Reading

Objective #4 All teachers are afforded support of, access to, and appropriate training for using, technology to implement, deliver, monitor, and assess curricula and instruction.

Goal #3 The Dent-Phelps R-III School District will provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Objective #1 The district will utilize textbooks and instructional resources which are up-to-date and contain current, relevant information that align to state and district content standards.

Objective #2 Long term facility planning reflects identified student needs for increased achievement

Objective #3 District personnel and students will use appropriate and safe technology tools and resources that address personal, academic, and career needs, in a safe and responsible manner.

Objective #4 The Library/Media Center will house current copyright for nonfiction, reference, and audio visual materials, with particular attention given to the time-sensitive Dewey Decimal categories.

Objective #5 The Library/Media Center will have the ability to take inventory electronically, generate timely reports about the collection at will in order to be able to maintain the integrity of the collection and accurately measure library activity.

Objective #6 The Library/Media Center will provide a comfortable working environment and reading areas for students and other persons who use the library.

Goal #4 The Dent-Phelps R-III School District will promote, facilitate, and enhance parent, student, and community involvement in LEA/District education programs.

Objective #1 The district will increase parent involvement.

Objective #2 District will provide opportunities for parents and community to observe and use instructional technology; will involve a broad, diverse section of the community on the CSIP (and/or technology) planning committee; and will use technology to facilitate interactive communications among district staff, parents, and community members.

Goal #5 The District will govern Dent-Phelps R-III School District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective #1 Administration will stay informed of the latest developments in education effecting board policy, employment practices, and fiscal management.

Objective #2 Administration will be responsible for the oversight of each program or plan in the district.

Objective #3 Eliminate the risk of having only one person knowledgeable of procedures to complete payroll and accounting functions.

Objective #4 To establish better segregation of duties in the area of fiscal responsibility

Objective #5 The district will implement effective and efficient administration, data management, and communication process through the use of technology that further supports teaching and learning

DEFINITION OF KEY PERSONNEL

Certified Staff

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

Teachers

Includes 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 designated for professional development

PDT

Professional Development Team that consists 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 two 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 staff so desires.

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

Reference: Board of Education Policy GCL (Adopted February 28, 2008)

PDC BUDGET

A. Funding for Professional Development

The Outstanding Schools Act of 1993 (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the 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 STATUTORY REQUIREMENTS, ONE-HUNDRED PERCENT OF THE PROFESSIONAL DEVELOPMENT FUNDS MUST BE:

- a. used for professional development**
- b. spent on activities consistent with the District’s Professional Development Plan (DPDP) developed by the District’s Professional Development (PDC) in consultation with administrators**
- c. clearly related to the objectives of the district’s Comprehensive School Improvement Plan (CSIP)**
- d. used for activities approved by the 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 of funds 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 identified allowable 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 other wise 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:

- Teachers' 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 contracted school time such as evenings, weekends or during the summer apart from district summer school commitments
- Mentor 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 scheduled and held by the district during the evenings, weekends, 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, sponsorships, 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. (Example: Professional development funds cannot be used to pay the expenses for a Title I activity; however professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)
8. Training of school board members
9. Training of Parents as First Teachers
10. Stipends for teachers to work on MSIP prep
11. Professional development activities for non-certified staff

ACCOUNTING FOR EXPENDITURES

The **Outstanding Schools 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.

SAMPLE PDC BUDGET

ACTIVITY	AMOUNT
BEGINNING BALANCE	\$14,200.00
RETREAT	5,000.00
TRAINING AND MATERIALS FOR IMPLEMENTING 4-BLOCK	500.00
MENTORING PROGRAM	1,000.00
SUMMER CURRICULUM WRITING	1,000.00
SCHOOLWIDE PROFESSIONAL DEVELOPMENT DAY	500.00
WORKSHOPS/INSERVICES AND RELATED EXPENSES	4,100.00
PROFESSIONAL DEVELOPMENT LIBRARY	100.00
TOTAL EXPENDITURES	<u>12,200.00</u>
ALLOWABLE CARRY OVER BALANCE FOR FOLLOWING YEAR	2,000.00

**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 support 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.

MSIP Standard 6.7 requires the District Professional Development Committee (PDC) to develop a focused, long-term plan that supports our Comprehensive School Improvement Plan (CSIP). Based on a review of data, the Dent-Phelps R-III Professional Development Plan will focus on literacy (reading and writing), math, assessment, mentoring, cooperative learning and teacher support. Professional Development opportunities for Dent-Phelps R-III teachers must be aligned with all district plans as well as to the teachers' own improvement plans.

**DENT-PHELPS R-III
PROFESSIONAL DEVELOPMENT PLAN
GOALS AND OBJECTIVES
FOR SCHOOL IMPROVEMENT**

Goal #1

To improve student performance in reading and writing across the curriculum by increasing student opportunities to use literacy skills as tools for learning and demonstrating their learning by achieving a 3% annual movement upward in Communication Arts on MAP.

Objective:

The Professional Development Committee will identify, through use of local and state assessment data and teacher survey results, professional development needs that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for student success.

Activities:

- Grade Level Testing – Classroom Manager
- Research-based intervention strategies
- Communication Arts Coach – Grades 1-8
- Workshops, conferences, seminars directly related to identifies needs

Evaluation:

Goals will be considered met if students achieve a 3% gain on Communication Arts on MAP.

Goal #2

To increase parental and community involvement in the education of their children by 2% annually

Objective:

To provide opportunities to involve parents and community in the education of their children

Activities:

- To communicate Accelerated Schools philosophy in the form of presentations, parent letters, and cadre meetings that involve the school community
- School activities that increase parent/student/staff participation, i.e. open house, parent letters, parent conferences, Grandparent's Day, Veteran's Day, teacher appreciation day, teacher achievement recognition, student achievement recognition, parent and teacher volunteer programs, cadres, sports events, PTO functions, etc.

Evaluation:

Goal will be considered met if a majority of the parents attend parent teacher conferences.

Goal #3

To increase training in new teaching strategies to help improve student achievement in literacy and math

Objectives:

To provide opportunities for teachers to receive training in new reading strategies
To ensure continued use of Saxon Math

Activities:

- Workshops, conferences, seminars dealing with reading strategies
- Math coach for grades 6-8
- Math in-service presentations during on-site professional development opportunities

Evaluation:

Goal will be considered met if students make measurable gains in Reading and Math on the MAP assessments.

Goal # 4

To oversee and assist in a mentoring program

Objective:

Work in conjunction with the Mentor Coordinator and the Mentor Program by providing the following activities

Activities:

- Professional Development for Beginning Teachers
- Opportunities for mentor/mentee training, mentor/mentee in-services and workshops

- Opportunities for observations between mentors, mentees, and other classroom teachers
- Provide funds necessary for stipends, special training, workshops, and in-services for the mentor program
- Professional guidance for staff members and program development school wide

Evaluation:

Goal will be evaluated by the Mentor Coordinator and administration

Goal #5

Increase student writing, reading, and researching skills through the use of technology

Activities:

- Access to computer training in hardware and software information as provided by the school district
- To provide training in creating a basic webpage, Power Point, strategies to utilize technology in content, research and workplace readiness, strategies to deliver, monitor, and assess student learning to meet student needs, etc.
- Attendance at technology training workshops, seminars, etc.
- Smart Board Training

Evaluation:

Goal will be considered met if 10% of the teachers attend training to integrate technology in the classroom.

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 two 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 two 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 (5) years of teaching experience with a minimum of two (2) years in the district may be a mentor.
 - c. The mentee/mentor relationship should last a minimum of two (2) 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 least 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.

3. Description of the Mentoring Coordinator's Role
 - a. The coordinator will implement all aspects of the mentor program.
 - b. The coordinator will establish mentor/mentee teams with the assistance of the superintendent/principal.
 - c. The coordinator will develop and implement the new teacher orientation program for mentors and mentees.
 - d. The coordinator will distribute the Mentoring Handbook to each mentor and mentee.

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 teacher new to the district. The duty of the Buddy Teacher will be to provide the new teacher with information and support needed to teach effectively at 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 first 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 the PDC request form (found in the forms notebook in the teacher's workroom) and a planned absence form (found in the forms notebook in the teacher's workroom).
2. Obtain the principal's signature on both forms.
3. Submit the forms to the PDC.
4. The committee will vote on approval at their regularly scheduled monthly meetings
5. The approved form will be submitted to the bookkeeper by the PDC. (***PLEASE STATE ON THE REQUEST FORM IF ANY FURTHER ACTION NEEDS TO BE TAKEN TO REGISTER YOU FOR THE EVENT SUCH AS FAXING A PURCHASE ORDER OR REGISTRATION FORM, etc.***)
6. **After** you have attended, fill out a voucher for mileage or motel expense reimbursement (a copy of your receipt for your motel expense must be included) and submit that voucher to the bookkeeper.
7. Payment for any voucher expenses will be made to you after the next regularly scheduled board meeting.
8. Within the month following your attendance, return your evaluation and documentation form to the PDC.

PROFESSIONAL DEVELOPMENT PLANNING TIMELINE

TIME	TASK	PERSON RESPONSIBLE
AUGUST	In-service on long term focus for the Professional Development program (2-3 years) Explain how focus for the Professional Development program addresses issues related to student performance. (At retreat) 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	Supt., Principal, provide information to PDC
OCTOBER-APRIL	Provide guidelines, support, and coaching activities to staff as identified instructional strategies	PDC CHAIR
AUGUST-MAY	Professional Development Committee 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 assessments Present faculty suggestions, ideas and recommendations to the proper authorities	PDC
MAY-JUNE	Meet with administration to plan and evaluate specific Professional Development activities, goals, and activities	Supt., 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**

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 _____

Date 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 event. Indicate number of standard miles that will be traveled to your location.

Round trip from Salem to St. Louis is 250 mi x .42	_____
Round trip from Salem to Springfield is 268 mi. x .42	_____
Round trip from Rolla to St. Louis is 214 mi. x .42	_____
Round trip from Rolla to Springfield is 222 mi. x .42	_____
Round trip from Salem to <i>Tan-Tar-A</i> is 196 mi. x .42	_____
Round trip from Rolla to <i>Tan-Tar-A</i> 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: _____



**DENT-PHELPS R-III SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PROGRAM SURVEY**

Is the Professional Development Program Design Effective?

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

Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5
1. There is research to suggest that the content of the staff development programs will increase student learning.				
				1 2 3 4 5
2. Participants 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 demonstrate changes in teachers' classroom practices.				
				1 2 3 4 5
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.				
				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 innovations' effect on students.				
				1 2 3 4 5

10. Teacher 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 workshops.” 1 2 3 4 5

PROGRAM CONTENT

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

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- ___ 1. Have proof that it increases student learning?
- ___ 2. Have a research base similar to your situation, community, context?
- ___ 3. Have relevance to the site and did participants see the need?
- ___ 4. Prove to be compatible with other practices that are in use?
- ___ 5. Align with other site-based needs and instructional programs?
- ___ 6. Analyze student needs through a process of the collection and analysis of student/school performance data (action research process)?

ORGANIZATIONAL CONTEXT

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

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

- ___1. A norm of experimentation exists which permits educators to try on new instructional practices.
- ___2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.
- ___3. Leadership advocates, encourages, and supports staff development through incentives and resources.
- ___4. Staff development programs are in concert with the school and district's strategic plan including mission, goals, and purpose.
- ___5. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

Source: Guskey and Roy

**DENT-PHELPS R-III PROFESSIONAL DEVELOPMENT COMMITTEE
ANNUAL NEEDS ASSESSMENT
2010-2011**

Directions: Please complete the following to assist your Professional Development Committee (PDC) in planning professional development opportunities for the 2010-2011 school year. When complete please return to your PDC chair by _____.
Thank you.

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 that item. If you check a “high” level of comfort, that would indicate that you use or have applied the strategy and could teach others how to use it. Remember that this is a survey and there are no right/wrong answers!)*

	Low	High	NA
1. Aligning my curriculum to the Show-Me 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. Participating in study groups or doing action research.			
9. Using authentic assessment strategies.			
10. Using differentiated instruction to address student learning issues/challenges.			
11. Using cooperative 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 any educational, computer-assisted/learning software that you would like to acquire or learn how to use: _____

