

# Southern Boone County R-1 School District

## PROFESSIONAL DEVELOPMENT PLAN



--Revised by the District

Southern Boone County R-1 School District

**Professional Development Plan**

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**Committee Members:**  
2009-2010

Chairperson—Sue Adams

Primary School Representatives—

Ashley Angle –Recording Secretary  
Liz Austin

Elementary School Representatives--

Cheryl DeVore  
Stephanie Stokes

Middle School Representatives—

Cathy Collins  
Heather Noe

High School Representative—

Doug Roderick

Administrator (ex-officio member)--Carolyn Deffenbaugh

Southern Boone County R-1 School District  
2009-2010

**District Level Professional Development Goals:**

1. Teachers will be provided high quality professional development that addresses curriculum, instruction, and assessment practices that provide positive learning activities to increase student achievement.
2. Newcomers (beginning teachers and teachers new to the district) will be assisted with an effective mentoring program.
3. Teachers will be provided technology training through the Southern Boone IMPACT (Implementing Methods and Practices Across the Curriculum with Technology) program.

**Building Level Professional Development Goals:**

**Southern Boone Primary and Elementary School  
Building Professional Development Plan 2009-2010**

**In order to meet the following Board of Education and CSIP goals, we have developed a Professional Development Plan for the building that will guide Southern Boone Primary toward meeting each of the following goals:**

- *The District will maintain the highest accreditation by meeting the student performance requirements of the Missouri School Improvement Program. We will achieve Distinction in Performance for High Achievement.*
- *The District will achieve 80% of the students scoring proficient and advanced on the MAP Assessment in the areas of Communication Arts, Mathematics, and Science. End of Course Exams in the High School will exceed state average by 10%. In addition, the district ACT Average will exceed State and National Averages. Targets of high expectations will be established.*
- *The District will recruit and retain high quality employees, with particular emphasis on outstanding classroom instruction and skilled leadership. As part of this goal we will strive to reduce the turnover rate for the certified staff. Reward and recognition of excellence will be implemented.*
- *School Safety and Security will be reviewed and evaluated. Strategies for continuous improvement and evaluation will be implemented.*

**Our Plan:**

1. Teachers and staff members will continue to establish and build a Professional Learning Community focusing on continuous school improvement with an emphasis on School-wide Positive Behavior Support and Response to Intervention. Teachers will receive training on team collaboration within PLC and PBS before school begins. Teams will meet weekly to work on assessing the curriculum, student learning data, and the four essential questions of a Professional Learning Community: What do we want students to know and be able to do? How will we know if they know it? What do we do if they don't? What do we do if they already know it? Teachers will complete revisions of power standards and develop common formative assessments to use to monitor student progress toward meeting the grade level power standards. Weekly Positive Behavior focus lessons will be developed and implemented to support students in being safe, respectful, and responsible learners. Student behavior data will be profiled and analyzed through the School-Wide Information System (SWIS).

2. Teachers will attend faculty meetings and book discussions that will continue a focus on learning strategies for meeting the needs of all learners. In previous years, much of the training has focused on developing small groups and work stations during the literacy block. We will continue this focus by looking deeper into Differentiated Instruction and the role of assessment. We will also expand previous knowledge gained to encompass the area of mathematics. Teachers will reflect on current instructional practices in reading, writing, and math to advance student learning. Through our study, we will work to meet the goal that 95% of students in each grade level will achieve mastery of the grade level power standards. 80% of all second graders will score on or above grade level on the TERRANOVA Assessment in the area of communication arts and math. 85% of students will meet or exceed the expected DRA2 independent level each trimester. 85% of students will meet or exceed the expected writing grade level expectations based on the common assessment rubrics.

**Southern Boone Middle School**  
**Building Professional Development Plan 2009-2010**

We will continue to support our district CSIP Goal #1, BOE Goals #1 & #2, and our BSIP Goals #1 & #2, which are directed at student achievement improvements as measured by moving 80% of our students into the top two levels on the MAP assessment in the areas of both math and communication arts.

To accomplish this we will engage in a faculty wide book study of, *Max Teaching with Reading and Writing* (2004) by Mark A. Forget, Ph.D. This study will be facilitated during monthly faculty meetings by Dawn Brown, Literacy Consultant.

We will support these goals additionally as the district moves toward implementation of Professional Learning Communities (PLC) structures, and we as a building begin greater implementation of tier two interventions through an

additional book study of, *Pyramid Response to Intervention: RTI, Professional Learning Communities, & How to Respond When Kids Don't Learn* (2009) by Austin Buffum, Mike Mattos, and Chris Weber. This study will be conducted during common plan times and will be facilitated through required products due to the building administrator.

We will move toward improved student achievement through the development of an Assessment for Learning Team, which will lead our staff in selected readings and AfL learning.

We will continue to support CSIP, BOE, and BSIP Goals which call for greater integration of instructional technology by participating in the district's Technology Leadership Academy.

***Southern Boone High School***  
***Building Professional Development Plan 2009-2010***

1. To support our effort to build a professional learning community at Southern Boone County High School, we'll participate in a book study, reading and discussing as a faculty the book Whatever It Takes, by Rick DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek.
2. Each department will use the late start Wednesdays to refine power standards, develop assessment tools, write SMART goals for improvement of student learning, and examine student performance data. Each department will also develop common assessments, or some alternate way to produce data. This will allow us to drive student learning to a higher level of comprehension and understanding.
3. The high school will join the middle school in a study of Max Teaching with Reading and Writing (2004) by Mark A. Forget, Ph.D. This study will be facilitated during monthly faculty meetings by Dawn Brown, Literacy Consultant,
4. For End of Course-specific professional development, high school teachers of classes in which the mandatory EOC test is given (English 2, Algebra 1, Biology, and Government), will participate in subject area conferences that will provide curriculum and instructional practices related to higher student achievement. Teachers will share this information with the other members of their departmental team.

# *Southern Boone County R-1 School District Professional Development Program*

## Purpose

### **Statement of Purpose:**

Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. From both a district and individual teacher perspective, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education. Effective professional development programs are well organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw upon the resources of higher education and the community. The most important benefit of professional development programs is better education for the students.

The Southern Boone County R-I Professional Development Plan strives to fulfill the standards for staff development that were developed by the National Staff Development Council (2001).

## National Staff Development Standards

### Context Standards

**Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school district.

**Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### Process Standards

**Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based: Staff development that improves the learning of all students prepares educators to apply research to decision-making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

### Content Standards

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **Policies and Procedures**

### **The Professional Development Committee**

#### Structure

In accordance with the Excellence in Education Act, a Professional Development Committee was established at Southern Boone County on May 11, 1988. This committee will serve the needs of the entire district and will appropriately represent the primary, elementary, middle and high school levels. If volunteers are available, nine members will serve on the committee, one of which will be elected as chairperson each year. A recording secretary will also be elected.

## Membership

Professional Development Committee members are to be selected by the teachers of the school district. “*Teachers*” is interpreted to mean classroom teachers, librarians and counselors.

Candidates for the Committee shall be certificated staff members with at least two years of teaching experience, including classroom teachers, librarians, counselors and administrators.

One representative of building level administrators will serve as an ex-officio member. He/she will be expected to promote communication and facilitate the work of the Committee.

The School District will make training available for newly selected Professional Development Committee members and will require all members to complete the training before serving on the Committee.

Professional Development Committee members will serve three-year, staggered terms. New members shall be selected in January, trained in February or March, and begin service in April. This schedule will give the Committee time to plan for the next school year.

## Member Training

Southern Boone County Schools may provide their own training for Professional Development Committee members, or they may choose to send their Committee members to programs offered by colleges, universities or associations and organizations such as Missouri State Teachers Association (MSTA). Any training programs for Professional Development Committee members should address such topics as the following:

1. The role and responsibilities of Committee members in assisting both beginning and practicing teacher.
2. Guidelines for effective group interaction, and improving communication among teachers, administrators, and higher education representatives.
3. The need for confidentiality and the ethical responsibilities of members.
4. Effective methods for assessing the inservice needs of practicing teachers and how to use the information in setting inservice priorities.
5. Resources (people and publications) that can provide information and services related to professional development.
6. How to evaluate the school district’s professional development activities and use the results to improve programming.
7. The criteria used in the performance based teacher evaluation system.
8. An overview of current theory and models of instructional and classroom management. Such information would help Committee members select inservice programs for the school district.

The 2006 edition of the Missouri Professional Development Guidelines for Student Success (Missouri Department of Elementary and Secondary Education)

states that those who serve as Professional Development Committee (PDC) members should know or come to know:

1. How to identify the roles and responsibilities of the Professional Development Committee (PDC) and how members interface with other “key” people in the district as they related to the professional development process and plan.
2. How to develop and use effective communication skills, conflict resolution skills, and collaboration strategies with teacher colleagues and administrators.
3. How to consistently treat individuals and teams fairly while employing sound ethics and maintaining confidentiality.
4. How to assess, prioritize, and align the professional development needs and mandates of the teachers, school sites, district, and state.
5. How to access high quality resources to provide services and information to the district.
6. How to incorporate research-based “best practices” into curriculum, instruction, and staff training.
7. How to design and use evaluation strategies to review and refine professional development plans and activities.

### Responsibilities

The Excellence in Education Act of 1985 (Sections 168.400.4[1] [2] & 5, RSMo.) mandated four major responsibilities of district professional development committees. These are:

- Identify instructional concerns and remedies for teachers
- Assess faculty needs and develop inservice opportunities for certified school staff
- Present to the proper authority faculty recommendations pertaining to classroom instruction within the school district
- Serve as a confidential consultant upon a teacher’s request..

The Committee, in cooperation with the School District, will determine how those duties can be fulfilled most effectively.

While most of the Committee’s duties are outlined clearly in the law, the concept of “*confidential consultant*” deserves some discussion. Since the Committee is charged with helping teachers grow professionally, the Committee-teacher relationship should be characterized by trust, not secrecy. Thus, matters discussed by a teacher and the Committee will be held in confidence but will not be considered “*privileged information*,” if, for example, someone is called upon to testify in court. The courts have ruled that only doctors, lawyers, and clergy have a legal right to privileged information.

The “*proper authority*” to approach with suggestions, ideas, and recommendations about instruction is interpreted to be the building principal, who coordinates professional development activities.

It should be emphasized that the Committee is not intended to relieve principals or district administrators of their responsibilities as instructional leaders. The Committee can, however, provide principals with valuable information about teachers' needs and help move the school closer to its instructional goals.

### Building Level Professional Development Committee

The role of the building level Professional Development Committee is to plan and provide activities, which support the District's current Comprehensive School Improvement Plan.

The Committee shall consist of that building's members on the district-level Professional Development Committee.

The responsibilities of building level Professional Development Committees are the same as those of the district Professional Development Committee and may also include:

- Developing building professional development goals.
- Aligning the professional development budget with the goals.
- Reviewing staff requests and determine expenditures of professional development funds.
- Providing assistance to mentors, beginning teachers, buddies, and teachers new to the district and experienced teachers, as requested.
- Planning and advertising staff development programs for the building.
- Providing assistance to the mentor program.
- Serving as a confidential consultant upon a teacher's request.
- Evaluating the effectiveness of programs and implement appropriate suggestions.
- Assessing professional development needs unique to the instructional programs and goals of the building.
- Sharing information with the district professional development program.

### New Teacher Assistance

The Excellence in Education Act requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, the program will help beginning teachers polish their skills, improve their chances for success and encourage them to stay in the profession.

According to law, the school district must provide a "professional development plan" for each faculty member who has no teaching experience. The District wishes to delegate to its Professional Development Committee responsibility for ensuring that each beginning teacher has a plan.

New teacher responsibilities: In performing their teaching duties, new teachers will be assigned a mentor. They will be observed at least four times during the year by their mentor. Additionally, new teachers will be required to

observe another teacher at least four times during the year. New teachers will be required to complete a professional development plan.

Requirements for new teachers' professional development plans: The plan must address at least the teacher's first two years in the classroom. The goals identified in this plan will relate, in part, to the evaluation criteria suggested in Guidelines for Performance Based Teacher Evaluation in Missouri. This plan also may reflect the findings of other education research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. This plan will respond to individual needs and shall take into account results of the fourth year college assessment, if provided.

The beginning teacher's mentor should initiate preparation of the professional development plan. Ideally, this process should begin as soon as the District hires the new teacher. Subsequent planning between the mentor and newcomer should occur prior to or during the first month of the school year.

These initial professional development plans will probably appear very similar, since most new teachers have comparable training and the mentors have had limited opportunities to assess individual needs. An outline of an initial plan can be found in Appendix A. At this stage, the plan should include goals that deal with areas such as discipline, understanding of District policies, and use of curriculum guides, equipment and materials.

As soon as appropriate, or at least by the beginning of the second semester, newcomers should elaborate upon the original professional development plan, tailoring the goals to his or her needs. The newcomer's mentor, supervisor (typically the building principal) and higher education representative may wish to form a professional development team to help the teacher with this process. The newcomer should continue to adjust the plan as he or she gains experience during the first two years of teaching.

A copy of the professional development plan needs to be kept by the newcomer for certificate verification. A copy of the initial plan and all subsequent revisions should be filed with the principal and with the building level Professional Development Committee, where they will be readily available for review and updating.

### Mentor Program

The Excellence in Education Act suggests and the recently amended rule for teacher certification requires that the beginning teacher support systems include a mentor program. The role of the mentor teacher is "*helper*," not "*evaluator*".

Procedures for mentor selection: Any teacher who has five years of teaching experience and is willing to be trained is eligible to serve as a mentor. A mentor may be one of the following, in order of preference:

1. A teacher at the same grade level and in the same area of certification as the newcomer,
2. A faculty member with certification and experience in the same area as the newcomer,
3. A teacher at the same grade level as the newcomer, or
4. An administrator certificated in the same grade level as the newcomer.

Administrators' responsibilities: Principals are responsible for identifying potential mentor teachers. There will be input from the principal, potential mentors and beginning teachers to form an appropriate mentor/teacher match. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help newcomers prepare their initial professional development plans.

Provisions for mentor training: Thorough and consistent training of mentor teachers is important. A district's Professional Development Committee should arrange training programs for mentors, which may include but need not be limited to, the following areas:

1. The role and responsibilities of the new teacher's professional development team (new teacher, the mentor teacher, the supervisor, and the higher education representative);
2. The role and responsibilities of the professional development committee,
3. Techniques of coaching and counseling,
4. The format and content of the professional development plan,
5. How to use teacher evaluation (including the fourth-year college assessment) to help the beginning teacher draw on areas of strength,
6. Resources (people and publications) available to newcomers at the district, higher education, regional and state levels,
7. Techniques of classroom observation,
8. Current theory and models of instruction and classroom management,
9. Skills most important during the first two years of teaching.

Mentor rules and responsibilities: The mentor will initiate preparation of the newcomer's professional development plan, help the teacher elaborate upon the original plan as soon as appropriate, assist the beginning teacher in accomplishing the goals identified in the professional development plan, and help the newcomer acquire needed professional skills during the first two years. The district should be sure the mentor has opportunities to meet with and counsel the newcomer.

In some cases it may be advisable to re-assign mentor teachers, in case of personality differences, etc. In addition, a new teacher may want to strengthen skills in a second area of certification, in which case a mentor in that area could be assigned to the teacher for the second year.

Upon completion and submission of the mentor requirements checklist, mentor teachers will receive \$200 for mentoring beginning teachers new to the district. Teachers mentoring a second-year teacher or a teacher during their first year in the district will receive \$150.

### Assistance for Practicing Teachers

Needs assessment: The law requires a district's Professional Development Committee to assess the inservice needs of practicing teachers. The assessment instrument should be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation system. The needs assessment will be conducted annually in the spring of each year. Instructions and forms (paper or internet format) will be provided at that time and all teachers will be encouraged to respond.

Meeting the needs: Once identified, faculty concerns and needs should be categorized, for example, by building, grade level, or subject area. The Professional Development Committee should set priorities and prepare a plan for addressing the identified needs and improving classroom instruction in order to improve student achievement in the district.

### **University/College New Teacher Assistance**

According to law, the Southern Boone County Teacher Assistance Program "shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university."

Higher education assistance may include any of the following means that are appropriate and applicable to the employee involved:

1. On-site visits by a representative of the education institution that provided the original training,
2. Attendance by the employee at designated seminars for beginning teachers being sponsored by higher education institutions,
3. Telephone networking sponsored by higher education institutions to benefit and support beginning teachers, including toll-free assistance by telephone if available,
4. Newsletters provided by higher education institutions to beginning teachers that discuss solutions for first and second year teaching situations.

The methods of assistance employed should be determined cooperatively between the newcomer, the mentor, the higher education assistance representative, and the principal.

## **Professional Development Opportunities**

The Southern Boone County School District recognizes that the skill of teachers is crucial to the success of students. Professional development is essential for teachers to remain current with best practices and, in many cases, to maintain their professional certificates of license to teach. A table showing the number of hours of professional development required to maintain certification is included in the Appendices.

Accordingly, the Southern Boone County School District promotes professional development in a number of ways. Teachers who earn advanced degrees and specific numbers of college credits toward advanced degrees are placed at a higher level on the salary schedule.

In lieu of college credits, the district also recognizes continuing education units (CEUs) for advancement on the salary schedule (see information in the Appendices).

The state of Missouri provides funds for professional development to every public school district, based upon the amount of other state funding the school district receives. These funds are reserved for professional development for teachers, and their use is governed by the Professional Development Committee with input from the district administrators. Funds may be used to provide onsite professional development or to send teachers to conferences, workshops, etc. at other locations. Instructions for how to apply for these funds are included in the Appendices.

When the district provides professional development opportunities “in house,” focusing on important district initiatives, the PDC assists not only in identifying these needs, as described previously, but also in helping teachers to log their professional development time and to assess its value. School districts are required to report to the state the number of hours of professional development that each teacher has accumulated during the school year. Districts also report the opinions of teachers as to the quality of their professional development.

## Professional Development Committee Information District Intranet

*(Look for eagle icon on computer desktop)*

**2009-2010**

Professional Development Dates	Application for Professional Development Funds-Directions	Professional Development Plan (individual form)
Professional Development Hours Required for Certification	PDC Funds Application Form <i>(Excel)</i>	Continuing Education Units (CEUs)
Professional Development Plan (district plan)		CEU Log
PDC (Professional Development Committee) Budget		Business Card Template

**PDC Budget 2009-2010**

<i>Account Description</i>	<i>Account Code</i>	<i>Working Budget 2009-10</i>	<i>Comments</i>
<b>Available funds: \$6,781 left from 2008-09, plus \$47,076 in new funds:</b>		<b>53,857</b>	PDC is required to spend at least 75% of state PD funds in the year in which they are received.
Staff Services, PDC	001-2214-6314-000-000	3750	Annual dues for MPER (Missouri Partnership for Educational. Renewal)
Other Professional Services	001-2214-6319-000-000	7,600	Includes RPDC follow-up on PLC collaboration for HS* & MS* & Mike Mattos on Jan. 4, 2009; consultant Dawn Brown is paid for with ARRA funds this year
Dist PDC Expense Reimbursement	001-2214-6343-000-000	3700	Includes expenses for conference PD day, district's newcomer workshop, RPDC workshop for new teachers, etc.(based on last year's expenditures of \$3638.61)
PDC Travel Expenses, HS	001-2214-6343-105-000	4800	Based on serving 30% of district enrollment as of May 2009**
PDC Travel Expense, MS	001-2214-6343-300-000	3840	Based on serving 24% of district enrollment as of May 2009**
PDC Travel Expenses, PS	001-2214-6343-401-000	3520	Based on serving 22% of district enrollment as of May 2009**
PDC Travel Expenses, ES	001-2214-6343-402-000	3840	Based on serving 24% of district enrollment as of May 2009**
District PDC Supplies	001-2214-6410-000-000	4000	Includes speaker fees for conference PD day, RPDC fee for new teacher workshop, books for MS and HS PLC book studies*
Salaries, (Subs), PDC	002-2214-6121-000-000	3000	Based on last year's expenditures of \$2700)
PDC Salaries (e.g. Mentor)	002-2214-6131-000-000	13,300	Includes stipends for mentor pay & stipends of \$9500 for Aug. 12 PD workshop
Teacher Retirement	002-2214-6211-000-000	1800	District-paid portion of PSRS contribution, based on stipends to teachers for mentoring and Aug. 12 PD day
OASDI	002-2214-6231-000-000	200	Social Security for subs, based on amount budgeted for subs
Medicare	002-2214-6232-000-000	250	Medicare for teacher stipends and substitute teacher pay
		<b>53,600</b>	

\*Elementary and Primary Schools have funds from a Special Education School Improvement grant to pay for follow-up from RPDC (approx. \$300 per building).

\*\*The same amount as last year (\$16,000) is reserved for building-based professional development through PDC; proportions have changed due to shifts in student enrollment.

Note: REAP membership (program which advertises vacant positions and recruits new teachers) is being paid with other district funds this year.

**Southern Boone County R-1 Schools**  
**Professional Development Dates**  
**2009-2010**

All teachers are expected to participate in the following inservice activities and late start dates as stated on their teaching contracts. Other staff members are invited to attend and may be required by the building principal or supervisor.

Additional details about each professional development activity will be provided prior to the dates listed below.

<b><u>September 4, 2009</u></b>	<b><u>K-12</u></b>	<b><u>Mid-MO Conference Workshop</u></b> <b><u>(all day at Southern Boone)</u></b>
Every Wednesday Including August 26 through May 12	K-12	Late Start Days (7:45 – 8:40 a.m.) Building Level
January 4, 2010 (Monday—full day)	K-12	District Level (half day) and Building Level (half day)

### Application for Professional Development Funds-Directions

- \_\_\_\_\_ 1. Read the page about the Professional Development budget.
- \_\_\_\_\_ 2. Discuss your plans with your building principal.
- \_\_\_\_\_ 3. Complete the "PDC Funds Application" form. It's available on the *district intranet*. Apply in the building where you arrange for a substitute teacher. Submit 2 copies to a PDC member in your building.
- \_\_\_\_\_ 4. Upon approval, one copy of the application will be returned for your use.
- \_\_\_\_\_ 5. Receive final approval from your building principal and arrange for a substitute teacher.
- \_\_\_\_\_ 6. Make your own arrangements for conference registration and hotel reservations as needed. Purchase orders will be handled as usual for your building.
- \_\_\_\_\_ 7. After attending the conference, enter the actual expenses and complete the remainder of the application and return it to a PDC member.
- \_\_\_\_\_ 8. Submit the "Order for Payment" to Phyllis Weter in the central office according to normal district procedures, which should include all original receipts. Requests for reimbursement should be made in a timely manner, 7-10 days prior to a meeting of the Board of Education. Reimbursements are made after approval of bills during a board meeting, but board members receive information to review in advance of their meeting. If your information is not received by the central office by the time the board packets are sent out, reimbursement will be delayed until the following month's board meeting.
- \_\_\_\_\_ 9. Make a note on your CEU log, including dates, times, workshop titles/ presenters, and gather documentation for your CEU file.\*
- \_\_\_\_\_ 10. Keep a copy of the forms completed for your files, so that you may refer to them, if needed.

\*Good documentation is important for district procedures, but you may also have to have documentation of professional development if you hold a type of certificate that requires renewal. Several types of certificate require verification by a district administrator that the teacher has participated in a specific number of hours of professional development.

## CONTINUING EDUCATION UNITS

CEU credit is in place to encourage professional growth. Inservice opportunities should be opportunities of training, perfecting skills through guided workshops, or exploring new ideas for professional growth and must have an academic/student performance focus. The CEU credit, in effect, is replacing college credit for advancement on the Southern Boone County R-I District's salary schedule, and therefore should be used on activities, workshops, and training that could be considered equivalent to part of a college course. All full-time and part-time staff, including those on temporary leave of absence, are eligible. The following regulations will guide the administration in making decisions.

### Regulations:

1. Consideration for CEU credit must be approved in advance by building administration.
2. Credit will only be given for activities that fall outside the regular school day. School day is defined by contract and building administration.
3. No credit will be given if payment of any type is accepted. (Salary, stipend, career ladder, hourly wage, honorarium, etc.)
4. CEU credit shall not be given if regular college hours are received for the course.
5. Teachers who elect to take personal leave are eligible for CEU credit during school hours.
6. CEU credit will not be given for faculty or departmental meetings or for serving on committees.
7. The hours for CEU credit should reflect no smaller than half-hour increments.
8. Credit will be given only for the amount of time during professional workshop/conference schedules in which the activities are content presentation sessions. Credit will not be given for time spent in registrations, business meetings, breaks, exhibits, meals, social activities, travel, etc. (Total CEU time to be awarded will be determined by the administration.)
9. Each CEU must represent one full clock hour of participation. Sixteen CEUs equals one hour of credit towards advancement on the salary schedule.
10. Double CEU credit will be given to the staff member who leads a professional growth workshop for peer-to-peer training unless a stipend is accepted.

(Stipends may be paid for preparation time if the presentation occurs during the school day.)

11. Each individual shall be responsible for keeping their record of CEUs and supporting documentation. Documentation should include, at a minimum, copies of conference schedules or agendas, but other documentation may also be considered. Upon reaching the point when the CEUs will allow for movement on the salary schedule, the individual shall submit the list of events and hours totaled to the building administrator.
12. Any appeals must follow the grievance policies outlined in the Board Policy Manual.
13. A list of CEUs earned during the school year must be submitted in May to the building administration. To advance on the salary schedule, CEU verification must be submitted to the superintendent's office by the first day of teacher workshop in August.

Note: There is a CEU log on the next page that you may wish to use to record your CEUs. This log, however, is for tally purposes and does not comprise documentation as described above (schedules, agendas, etc.)



Submit to building principal by September 30 for the current school year. This plan can be developed for two years.

## **Professional Development Plan (individual)**

Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

**Criterion:** (See Performance-Based Teacher Evaluation Guidelines.)

**Objectives:**

**Procedures for Criterion Justification:**

**Assessment Method and Dates:**

Plan Developed: \_\_\_\_\_  
Teacher Signature/Date                      Principal Signature/Date

Plan Achieved: \_\_\_\_\_  
Teacher Signature/Date                      Principal Signature/Date

## Missouri Department of Elementary and Secondary Education Required Professional Development Hours

For purposes of required professional development, 1 college credit hour = 15 PD contact hours.

<i>Classification</i>	<i>Initial Certification Years 1-4</i>	<i>Reactivation</i>	<i>Career Certification Years 5-99</i>	<i>PD Exempt Status</i>
<b>Adult Education &amp; Literacy (AEL)</b>	60 total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: - 10 years, - next higher degree, or - national certification
<b>Professional Cert -- most core areas &amp; librarians</b>	30 total over 4 years	24 hours plus annual	15 annually until exempt	“
<b>Career Education -- (formerly vocational)</b>	90 total over 4 years	24 hours plus annual	30 annually until exempt	“
<b>Student Services</b>	40 total over 4 years	24 hours plus annual	20 annually until exempt	“
<b>Administration – superintendent</b>	120 total over 4 years	24 hours plus annual	30 annually until exempt	“
<b>Administration – principals, special ed. directors and career ed. directors</b>	120 total over 4 years	24 hours plus annual	<b>Years 5-10 must complete Ed.S., degree in ed adm, C&amp;I, or reading/literacy or 30 hours annually</b>	<b>Years 11-99 Exempt with Ed.S. degree or national certification</b>
<b>Provisional (2 years)</b>	must complete credits/ requirements to move to initial certification within two years	n/a	n/a	n/a
<b>Temporary (1 year)</b>	Must complete 9 college credits annually	n/a	n/a	n/a