



Independence  
SCHOOL DISTRICT  
*Inspiring Greatness*

***District  
Professional  
Development  
Handbook***

***Independence School District  
218 N. Pleasant  
Independence, MO 64050  
816-521-2700***

# Table of Contents

	<u>Page</u>
I. District Information	
A. Independence School District Vision Statement	1
B. Independence School District Mission Statement	1
C. Independence School District CSIP Goals	1
D. Professional Development Goal	1
E. Professional Development Vision	1
II. District Professional Development	
A. Guidelines	2
B. Funding	3
C. District Initiatives	4
D. New Teacher Support	4
E. On-Site Teacher Support	5
F. School Improvement Plans	5
G. Allocation of Time	5
H. Evaluation	5
III. District Professional Development Committee (PDC)	
A. Guidelines	6
B. Responsibilities	6
C. Boundaries	6
D. Membership	7
E. Meetings	7
F. Officers and Responsibilities	8
G. Decision-Making	8
H. Review of Guidelines	8
I. Review of District Professional Development Plan	8
IV. Building Professional Development Committee	
A. Building Committee Guidelines	9
B. School Improvement Plan	9
V. New Teacher Induction	
A. Introduction	10
B. Program Goals	10
C. Continuum of New Employee Hiring Process	10
D. Overview of New Teacher Induction: Years, 1, 2, 3, 4	11
E. Continuum of Support for New Teachers	12
F. Building Advisors	12
G. District Mentors	13
H. Program Evaluation	13

VI.	Professional Development Resources	
A.	Professional Development Information	
1.	District Initiatives	14
2.	National Staff Development Council Standards	15
B.	Budget Information	
1.	Budget	16
2.	Budget Guidelines	
a.	Food and Travel Reimbursement	17
b.	Tuition Reimbursement	17
c.	Professional Development Stipends	18
d.	Special Project Activity	18
3.	Guidelines for Spending Building Funds	19
C.	Funding Request Forms	
1.	Activity Request	20-21
2.	Special Project Request	22-24
3.	Travel Request and Reimbursement	25
4.	Time Sheet for Certificated Staff	26
5.	Request for Materials and Supplies	27
6.	Consultant Form	28
7.	Tuition Reimbursement Request	29
D.	Support Teachers	30
E.	Calendar Information	31-32
F.	Evaluation	
1.	High Quality Professional Development Survey	33
2.	Participant Reflection	34
3.	Building Year-End Reflection	35
G.	PDC Information	
1.	Membership	36
2.	Meeting Reflection	37
3.	School Improvement Planning Guide	38
H.	New Teacher Information	
1.	Certification Requirements	39
2.	Professional Development Plan Information	40-45
3.	Collaborative Log	46
4.	Lesson Design Template	47-48

## **Independence School District VISION STATEMENT**

A community united to improve the quality of life through education.

## **Independence School District MISSION STATEMENT**

By providing a quality education, the Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

## **Independence School District CSIP GOALS**

Goal #1: Increase student achievement and performance

Goal #2: Align district programs for continuity and cohesiveness

Goal #3: Maximize resources to facilitate learning

## **Professional Development GOAL**

All teachers in all Independence schools will engage in high quality professional development (PD). High quality PD is collaborative in nature, is focused on continuous improvement of student learning, and is on-going and job-embedded.

## **Professional Development VISION**

Teachers across grade levels, content areas, and schools will:

- Develop an understanding of academic rigor.
- Collaborate about best practices.
- Develop a model of good instructional practice.
- Engage in a common practice of continuous improvement which includes backward design and common assessments.

# **PROFESSIONAL DEVELOPMENT**

Professional development in the Independence School District is designed to increase student achievement through improved teacher practice. Professional development addresses the implementation of curriculum and instructional practices related to assessed student needs identified in the Comprehensive School Improvement Plan (CSIP). Continuous improvement is an integral part of every certificated teacher's job responsibilities and expectations.

## **Professional Development GUIDELINES**

All professional development in the Independence School District is aligned with the District's Comprehensive School Improvement Plan (CSIP).

All professional development in the Independence School District is aligned with District Initiatives.

All professional development in the Independence School District is aligned with the Missouri School Improvement Plan (MSIP) Standards and Guidelines for Professional Development.

All professional development in the Independence School District follows Missouri's criteria for high quality professional development (HQPDP):

- HQPD actively engages teachers over time.
- HQPD is directly linked to improve student learning so all children may meet the Show-Me Standards at the proficient level.
- HQPD is directly linked to district and building school improvement plans.
- HQPD is developed with extensive participation of teachers, parents, principals, and other administrators.
- HQPD provides time and other resources for learning, practice, and follow-up.
- HQPD is supported by district and building leadership.
- HQPD provides teachers with the opportunity to give the district feedback on the effectiveness of participation in professional development activities.

All professional development in the Independence School District is aligned with the Standards set by the National Staff Development Council.

- Context Standards
- Process Standards
- Content Standards

## **Professional Development FUNDING**

The Independence School District allocates a minimum of 1% of its revenue from the foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for professional development for certificated staff. Professional development expenditures are spent for the purpose of meeting the objectives of CSIP. Of the monies allocated to PDC, a minimum of 75% is spent in the same fiscal year for purposes determined by the PDC after consultation with district administrators and approved by the Board of Education as meeting the objectives of the district's Comprehensive School Improvement Plan (CSIP). The remaining monies (25% or less of the allocated funds) are spent for professional development, but are carried forward for use in the succeeding year.

The PDC establishes an annual budget for the expenditure of professional development funds. Funds are allocated in the following areas:

- District Initiatives
- Buildings
- Departments
- Special Projects
- PDC
- Tuition Reimbursement

The PDC utilizes the following resources for professional development expenditures:

- Budget Guidelines
  - Food and Travel Reimbursement
  - Tuition Reimbursement
  - Professional Development Stipends
  - Special Projects
- Guidelines for Spending Building Funds
- Professional Development Activity Request Form
- Professional Development Special Project Request Form
- Travel Request and Reimbursement Form
- Professional Development Time Sheet for Certificated Employee Form
- Professional Development Request for Materials and Supplies Form
- Professional Development Consultant Form
- Professional Development Tuition Reimbursement Request Form

## **Professional Development DISTRICT INITIATIVES**

To support high quality professional development and CSIP goals, to focus the district's efforts in the areas of teacher quality and student achievement, and to align district programs, the PDC has organized and outlined District Initiatives in the following six strands:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

All District Initiatives in these areas are outlined in the "Plug Into Best Practices" District Initiatives Notebook which is provided for each certificated staff member. Each initiative is described with the following components:

- Goal, aligned to CSIP goal(s)
- Objectives
- Rationale
- Program Description
- Staff Development Components
- District Support
- Program Assessment
- Implementation Rubric

The identified District Initiatives guide all professional development throughout the school year and during the summer.

## **Professional Development NEW TEACHER SUPPORT**

The four-year New Teacher Induction Program provides a structure of support for any certificated teacher who does NOT have prior teaching experience. The four-year program includes on-site support and professional learning. Program goals include:

- To ease the new teacher's transition from pre-service education to classroom teacher
- To introduce the new teacher to district norms
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

The New Teacher Induction Program also includes support for *experienced* teachers *new* to the district.

## **Professional Development ON-SITE TEACHER SUPPORT**

The Independence School District employs site-based professional developers to facilitate teacher effectiveness.

- Teaching and Learning Coaches – specializing in curriculum, instruction, and assessment
- Mentor Teachers – specializing in new teacher support

## **Professional Development SCHOOL IMPROVEMENT PLANS**

Each building in the Independence School District creates a School Improvement Plan (SIP) which aligns to the CSIP to improve student achievement. The SIP is based upon identified needs and includes the professional development necessary to support goals. It guides the expenditure of professional development funds.

## **Professional Development ALLOCATION OF TIME**

The school calendar for certificated staff includes the following time allotments for professional development activities:

- Five contracted days for professional development at either the district or building level (2 days during the summer and 3 days throughout the school year)
- One hour weekly (30 weeks) for building and/or cross-district collaboration

During the summer months, a variety of development activities are offered for certificated staff members. These professional learning opportunities support District Initiatives and fulfill state professional certification requirements.

## **Professional Development EVALUATION**

Professional development is evaluated regularly for its impact on teacher effectiveness and improved student learning through:

- Board of Education's Professional Development Program Review (annual)
- Missouri High Quality Professional Development Survey (annual)
- Participant Reflection
- MAP Data
- Building Year-End Reflection

## **District Professional Development Committee (PDC) GUIDELINES**

The District Professional Development Committee (PDC) is a standing district-wide committee. It supports the professional growth of both new and experienced teachers in order to improve student learning.

### **PDC Responsibilities**

Responsibilities of the District PDC include:

- Design and implement professional development to improve teacher practice and increase student achievement.
- Annually review and revise the District Professional Development Plan.
- Get Board approval for the District Professional Development Plan.
- Assess teacher needs and bring teacher/building instructional concerns to the committee.
- Establish the guidelines for district and building professional development.
- Communicate to district educators the qualities of high quality professional development.
- Approve the annual Professional Development Budget.
- Establish guidelines for spending professional development funds.
- Approve expenditures through the Special Projects Fund.
- Determine guidelines for building level Professional Development Committees.
- Provide training for new PDC members.
- Support the development and implementation of a standards-based curriculum.
- Assist with the New Teacher Induction Program.
- Assist all teachers in completing their Professional Development Plans and upgrading their professional certification.
- Promote positive school cultures that are conducive to student learning and staff professional growth.
- Serve as a confidential consultant upon a teacher's request.
- Post or publish a professional development newsletter.

### **PDC Boundaries**

All actions taken by the PDC are aligned to CSIP and the Board of Education's Policies and Procedures.

All actions taken by the PDC are aligned to the MSIP Standards and Guidelines for Professional Development.

All actions taken by the PDC are aligned to National Staff Development Standards.

All actions taken by the PDC are aligned to SB380.

All expenditures of professional development funds are in compliance with SB380.

## **PDC Membership**

PDC Membership Guidelines include:

- PDC membership consists of:
  - Two teacher representatives from each high school
  - One teacher representative from Independence Academy
  - One teacher representative from each middle school
  - One teacher representative from each elementary school
  - One teacher representative from Day Treatment
  - Building administrator(s) from each level (ex-officio)  
(high school – 2; middle school – 1; elementary – 1)
  - One central office administrator (ex-officio)
- Teacher representatives are chosen in May by their respective school staffs. Their terms begins on July 1.
- The role of teacher representatives is to provide two-way communication between their buildings and the PDC.
- If a teacher building representative is unable to fulfill his/her duties, another representative is chosen by the respective school staff.
- The central office administrator is appointed annually by the Superintendent as a PDC Consultant.
- Building administrators are appointed annually by the central office administrator as PDC Consultants.
- If a PDC member is unable to attend a meeting, an alternate must be in attendance.
- All District PDC members must be members of their building PD committee.

## **PDC Meetings**

The following are guidelines for PDC Meetings:

- Regular monthly meetings are held throughout the school year at a location agreed upon by the committee. Special meetings are called, as needed, by the Chairperson.
- An annual summer retreat is held.
- Meeting norms:
  - Use active listening
  - Be open-minded
  - Meeting must have outcomes
  - Use time management
- PDC members complete a *Meeting Reflection* after each regular meeting.

## **PDC Officers and Responsibilities**

PDC Officer Guidelines include:

- PDC members elect a ***Chairperson*** for a 3-year term. The Chairperson may serve as many terms as elected.
- The following are responsibilities of the PDC Chairperson:
  - Facilitate the regular monthly meetings
  - Call additional meetings as needed
  - Create the agenda for all meetings
  - Direct and monitor the activities of the PDC
  - Appoint sub-committees as needed
  - Appoint an Assistant to the Chair to assist with the Chairperson's responsibilities
- PDC members elect a ***Secretary*** for a 3-year term to record and maintain the minutes of each meeting. The Secretary may serve as many terms as elected.
- PDC members elect a ***Director of Special Projects*** for a 3-year term. The Director may serve as many terms as elected. The Director's building may choose a second person to assist in fulfilling PDC responsibilities.
- PDC members elect a ***Director of Communication*** for a 3-year term. The Director may serve as many terms as elected.
- Officer elections are held at the May meeting. Officer terms begin July 1.

## **PDC Decision-Making**

All decisions made by the PDC are through a consensus process, utilizing a 5-0 show of support. If any member gives a 0, further discussion is required. If the 0 remains after a second show of support, the issue is not approved.

## **PDC Review of Guidelines**

A review of PDC Guidelines is conducted annually at the summer retreat. However, revisions to the guidelines may be made through the consensus process at any scheduled PDC meeting.

## **PDC Review of District Professional Development Plan**

A review and/or revision of the District Professional Development Plan are conducted annually by the PDC at the summer retreat. However, revisions to the plan may be made through the consensus process at any scheduled PDC meeting.

## **Building Professional Development Committee GUIDELINES**

The Building Professional Development Committee is developed according to the following guidelines:

- Membership: Members are chosen by the certificated staff members in the building.
  - One administrator (ex-officio)
  - Equal representation from members of the school community (all disciplines and/or grade levels represented, as well as support areas)
  - Mentor Teacher or Teaching and Learning Coach (if housed in the building)
  - A member of the building committee will serve as the building representative on the District PDC
- Roles of committee members:
  - Conduct an annual Needs Assessment based on student achievement data, teacher feedback, and data from the High Quality Professional Development Survey
  - Plan high quality professional development aligned to the SIP and CSIP using the following process:
    - Identify areas of need, based upon data
    - Develop professional development opportunities for certificated staff
    - Provide follow-up
    - Evaluate the effectiveness of professional development opportunities
  - Align the spending of professional development monies with the SIP and CSIP
  - Submit a Building Year-End Reflection to the District PDC, outlining how building activities and expenditures align to high quality professional development
- Officers:
  - A chairperson and recorder are elected annually.
- Meetings:
  - The building committee meets as often as needed, ideally at least once a month.

## **Building Professional Development Committee School Improvement Plan**

Professional development is an integral part of the school improvement process. Therefore, professional development plans must be embedded in each building's or department's improvement plan. The Building Professional Development Committee should be involved in developing this plan, based upon information from the needs assessment. The specific directions for completing the improvement plan can be found in the Comprehensive School Improvement Planning Guide. Plans are due November 1.

## **NEW TEACHER INDUCTION**

Induction is a structured training program that outlines the district's commitment to provide ongoing training and support to all newly hired teachers. Induction begins before the first day of school and continues for 4 years.

*Mentoring benefits the individual. Induction benefits the group.*

### **Program Goals**

- To ease the new teacher's transition from pre-service education to classroom teaching
- To enculturate new teachers to district norms
- To promote teacher quality and effectiveness
- To increase teacher retention rates of highly qualified teachers
- To improve student achievement

### **Continuum of New Employee Hiring Process**

- The employee is hired through the Human Resources Office.
- The Professional Development Office receives notification of New Teacher hiring.
- Each new employee:
  - Receives a copy of The First Days of School by Harry Wong.
  - Enrolls in summer professional development.
  - Receives a calendar and outline of New Teacher events.
- Each New Teacher is assigned a Building Advisor and a District Mentor.



## **Continuum of Support for New Teachers**

For teachers in their first year of teaching:

- Years 1-2: 3 days of New Teacher Academy with 6 after school sessions  
Building Advisor – daily contact  
Principal – regular classroom contact  
District Mentor – twice monthly contact  
Teaching and Learning Coaches –systematic professional development and intensive classroom support as needed
- Years 3-4: 30 additional hours total of professional development  
Building Advisor – maintains regular contact  
District Mentor – maintains contact via e-mail

For experienced teachers new to the district:

- Year 1: 3 days of New Teacher Academy  
Building Advisor – daily contact  
Principal – regular classroom contact  
Teaching and Learning Coaches –systematic professional development and intensive classroom support as needed

## **Building Advisors**

A building advisor is assigned by the building principal. It is recommended that the advisor be someone who has the same teaching assignment as the new teacher (i.e. same grade level or department). Advisors provide support in the following areas:

- Emotional support/encouragement
- Information about the daily workings of the school
- Building procedures and expectations
- Cultural norms of the school community (“hidden rules”)
- Plans for the first day of school
- Information about special events
- Information from the Weekly Bulletin
- Content area support, if applicable

At the beginning of the year, advisors check in with the new teacher on a daily basis. As the year progresses, the advisor may adjust visits according to the new teacher’s needs. However, once a week should be a minimum.

## **District Mentors**

District Mentors are University of Missouri and Graceland Mentor Teachers, Teaching and Learning Coaches, and SPED Process Coordinators. They are assigned to visit teachers new to the teaching profession on a twice-monthly basis. (They may also be assigned to visit teachers in their 2<sup>nd</sup> year of teaching who are new to the district.) Mentors work individually with teachers to enhance management skills, instructional strategies, content knowledge, etc. Mentor responsibilities include:

- Attend Mentor Training
- Attend all New Teacher Academy sessions
- Visit each assigned new teacher a minimum of once every 2 weeks
- Coach new teachers through the evaluation process
- Help new teachers develop a Professional Development Plan based upon the District's Performance Criteria
- Maintain a contact log
- Maintain confidentiality

Possible mentor activities:

- Observing/providing feedback
- Modeling instructional strategies
- Problem solving
- Reflection/goal setting
- Covering classes so that new teachers can observe master teachers

Available mentor tools:

- Certification Requirements
- Professional Development Plan/District Performance Criteria
- Observation Form
- Collaborative Log
- Lesson Design Template

\*Training for District Mentors is provided by:

- In-district trainers
- Out-of-district trainers
- College of Education, University of Missouri-Columbia and Graceland University

## **Program Evaluation**

The New Teacher Induction Program is evaluated through:

- End-of-Year Survey
- Participant Reflections after every professional development session

# Table of Contents

## District Initiatives

### **I Literacy**

#### *Reading*

- A. Pathways Grades K-5
- B. McGraw-Hill Reading Grades K-5
- C. Success For All Grades 6-8
- D. Renaissance Place-Accelerated Reader Grades 2-11
- E. Reciprocal Teaching Grades 6-8

#### *Writing*

- F. Four Square Organization Grades K-5
- G. 6+1 Traits of Writing Grades K-12
- H. Better Answers-Constructed Response Grades K-12

### **II. Math**

- A. Investigations/Connected Math Grades K-8
- B. Math Institute Grades K-5
- C. Core Plus Grades 9-12

### **III. Curriculum/Assessment**

- A. Benchmark Common Assessments Grades K-8
- B. Backward Design Grades K-12
- C. Curriculum Guides Grades K-12
- D. Pearson SuccessNet Grades K-5

### **IV. At-Risk**

- A. BIST Grades Pre K-12
- B. Understanding Children of Poverty Grades Pre K-12
- C. Response to Intervention Grades K-12

### **V. Instructional Strategies**

- A. Reading Across the Disciplines Grades 6-12
- B. Marzano's Instructional Strategies Grades K-12
- C. Options Grades 2-8

### **VI. Technology**

- A. Power School Grades K-12
- B. Microsoft Word and Outlook Grades K-12
- C. My Learning Plan Grades K-12

### **Building Professional Development**

### **Personal Professional Development**

## **Professional Development BUDGET GUIDELINES**

### **Food and Travel Reimbursement**

Professional development funds are not designed to provide significant food purchases. The District PDC generally reimburses for meals at the rate that a reasonable and prudent person might spend when traveling on personal business. Food for in-district meetings should be limited to light snacks. Meal charges cannot exceed **\$30.00 per day**.

**No reimbursement will be made for the following:**

- Alcoholic beverages at any time
- Personal telephone calls or telephone room connection charges
- Entertainment
- Travel within the greater Kansas City area

**Itemized receipts for meals are required for all reimbursements.**

**Submit the *Travel Request and Reimbursement Form* prior to the event.**

### **Tuition Reimbursement**

The district will reimburse staff enrolled in graduate classes in the following District Initiative areas based on available funds:

- Literacy
- Math
- Curriculum/Assessment
- At-Risk
- Instructional Strategies
- Technology

The maximum reimbursement rate will be \$61.00 per credit hour for a maximum of 2 credits per person per year. A grade of “A” or “B” must be earned for the completed course. The classes must be at the graduate level. The class must also be taken and reimbursed within the same fiscal year.

Complete and submit the *Tuition Reimbursement Form*.

## **Professional Development BUDGET GUIDELINES**

### **Professional Development Stipends**

- \$20.00 per hour      Attending workshops/developing curriculum
- \$24.00 per hour      Presenting a workshop

Submit the *Time Sheet for Certificated Staff*.

### **Special Project Activity**

There is a special category for professional development funds – Special Project Activity. This category is designed to fund additional professional development to further support building and/or department improvement plans.

These requests are submitted to the District PDC for consideration. They must be submitted prior to the activity. Each request is considered using the following high quality professional development criteria:

- Actively engages students and teachers over time.
- Is directly linked to improved student learning so that all children may meet the Show-Me Standards.
- Is directly linked to building, department, and/or district school improvement plans.
- Considers the extensive level of involvement/participation by students, parents, teachers, and administrators.
- Provides time and other resources for learning, practice, and follow-up. This includes the dissemination of information.
- Is supported by or connected to other building or district initiatives.

Complete and submit the *Special Project Request Form*. A *Special Project Check Sheet* will be returned from the PDC to those making application explaining why the request was either approved or denied.

## **Professional Development GUIDELINES FOR SPENDING BUILDING FUNDS**

**All professional development (PD) activities funded with building funds must align with the School Improvement Plan and be allocated for certificated staff.**

### **Acceptable use of funds:**

- Consultant/presenter fees and expenses.
- Stipends for in-district presenters (\$24 per hour).
- Stipends for teacher participation outside of contracted time (a max. of \$20 per hour).
- Substitute teachers when PD activities are held during the contracted school day.
- PD teacher resources (i.e. books, journals, videos).
- Light snacks for PD activities (must include itemized receipts for reimbursement).
- Reimbursement for travel, food, lodging, and registration fees to PD events.
- Limit \$30 a day for food.
- Itemized receipts are required for all reimbursements.

### **Funds may not be used for:**

- Individual membership dues to associations and organizations.
- Expenses related to extracurricular activities or interest groups (i.e. coaches' clinics).
- Equipment and materials for administrative use.
- Equipment and materials for instruction of students.
- PD activities for only non-certificated staff.
- Mileage and meals in the Kansas City area.

### **Suggestions for good use of PD funds:**

- Books for study groups.
- Workshops with follow-up.
- Collaboration time during school day for special projects.  
(If you need more than 3 subs, call Substitute Services in advance.)
- Peer observation and coaching.

### **Free PD Resources available to every building:**

BIST Consultants  
TLC's & Mentors  
Technology Integration Specialists

Textbook Company Consultants  
District PD Library (books and videos)  
SPED Process Coordinators

# Professional Development Activity Request

## Building/Department

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

Activity Request Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (School)

Activity Focus Area(s):

- |                                   |                                      |   |
|-----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Curriculum  | <input type="checkbox"/> Technology                           |
| <input type="checkbox"/> At-Risk  | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Instructional Strategies/Improvement |

**Fund Source(s)**

Building  
 Department----Dept. Name: \_\_\_\_\_  
 PD-District

**Approved By: (Provide Initial)**

Bldg. PD Rep. \_\_\_\_\_  
 Bldg. Principal \_\_\_\_\_

### Professional Development Activity Description

List name of activity and briefly describe: \_\_\_\_\_

**\*Both sides of this form must be completed to be considered for approval**

**Location** \_\_\_\_\_

**Date of Activity** \_\_\_\_\_

Participant Names: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Salary**

**Required Forms**

*(must be attached to this request)*

Substitute Costs (\$95 per day) \_\_\_\_\_  
*(includes benefits)*  
 Stipend (\$20 per hour) \_\_\_\_\_  
*(approx. \$22 with benefits)*

Authorized Leave Form\*  
 (separate form for each participant)  
 Time Sheet  
 (separate form for each participant)

**Purchased Services**

Mileage (.485 per mile) \_\_\_\_\_  
 Airfare/Transportation \_\_\_\_\_  
 Registration \_\_\_\_\_  
 Meals \_\_\_\_\_  
 Lodging\*\* \_\_\_\_\_  
 Consultant Fee \_\_\_\_\_

Travel Request and Reimbursement Form  
 Travel Request and Reimbursement Form  
 Travel Request and Reimbursement Form  
 Travel Request and Reimbursement Form  
 Travel Request and Reimbursement Form  
 Consultant Form

**Materials/Supplies**

\_\_\_\_\_

Request for Materials and Supplies Form

**Total Activity Cost:** \_\_\_\_\_

\* Must be completed for each absence regardless of need for a substitute.

\*\*Note: You need to make your own hotel reservations.

Activity:  
 Approved  
 Not Approved

\_\_\_\_\_  
 Dr. Joanie Hartnett

**Please make a copy of this completed form for your records.**

Building Name: \_\_\_\_\_ Activity Date: \_\_\_\_\_

Please provide a brief description of your building activity *including your plan for sharing*.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Criteria for High-Quality Professional Development**

*\*Mark all that apply to the activity described above.*

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

- actively engages teachers, over time.
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- is directly linked to district and building school improvement plans.
- is developed with extensive participation of teachers, parents, principals, and other administrators.  
    [\*Parent participation may be at the CSIP level]
- provides time and other resources for learning, practice, and follow-up.
- is supported by district and building leadership.
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

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

- study groups.
- grade-level collaboration and work.
- content-area collaboration and work.
- specialization-area collaboration and work.
- action research and sharing of findings.
- modeling.
- peer coaching.
- vertical teaming.
- other \_\_\_\_\_

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

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

**Please make a copy of this completed form for your records.**

# Professional Development Special Project Request

Building/Department \_\_\_\_\_

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

Activity Request Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (School)

Activity Focus Area(s):

Literacy                       Curriculum                       Technology  
 At-Risk                         Mathematics                       Instructional Strategies/Improvement

\*\*\*\*\*

## **Professional Development Activity Description** **\*Both sides of this form must be completed to be considered for approval**

Location \_\_\_\_\_

Date of Activity \_\_\_\_\_

Participant Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Salary**

Substitute Costs (\$95 per day) \_\_\_\_\_  
*(includes benefits)*  
Stipend (\$20 per hour) \_\_\_\_\_  
*(approx. \$22 with benefits)*

### **Required Forms**

*(must be attached to this request)*

Authorized Leave Form \*  
(separate form for each participant)  
Time Sheet  
(separate form for each participant)

### **Purchased Services**

Mileage (.485 per mile) \_\_\_\_\_  
Airfare/Transportation \_\_\_\_\_  
Registration \_\_\_\_\_  
Meals \_\_\_\_\_  
Lodging\*\* \_\_\_\_\_  
Consultant Fee \_\_\_\_\_

Travel Request and Reimbursement Form  
Travel Request and Reimbursement Form  
Travel Request and Reimbursement Form  
Travel Request and Reimbursement Form  
Travel Request and Reimbursement Form  
Consultant Form

### **Materials/Supplies**

\_\_\_\_\_

Request for Materials and Supplies Form

### **Other**

\_\_\_\_\_

**Total Activity Cost:** \_\_\_\_\_

\* Must be completed for each absence regardless of need for a substitute.

\*\*Note: You need to make your own hotel reservations.

**Please make a copy of this completed form for your records.**

Activity:
<input type="checkbox"/> Approved \$ _____
<input type="checkbox"/> Not Approved
_____
Dr. Joanie Hartnett

Building Name: \_\_\_\_\_ Activity Date: \_\_\_\_\_

Please provide a brief description of your building activity *including your plan for sharing*.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Criteria for High-Quality Professional Development**

*\*Mark all that apply to the activity described above.*

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

- actively engages teachers, over time.
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- is directly linked to district and building school improvement plans.
- is developed with extensive participation of teachers, parents, principals, and other administrators.  
    [\*Parent participation may be at the CSIP level]
- provides time and other resources for learning, practice, and follow-up.
- is supported by district and building leadership.
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

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

- study groups.
- grade-level collaboration and work.
- content-area collaboration and work.
- specialization-area collaboration and work.
- action research and sharing of findings.
- modeling.
- peer coaching.
- vertical teaming.
- other \_\_\_\_\_

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

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

**Please make a copy of this completed form for your records.**

# Travel Request and Reimbursement

## Professional Development Activity

Date of Request: \_\_\_\_\_  
 Name \_\_\_\_\_ School \_\_\_\_\_  
 Type of Meeting \_\_\_\_\_  
 Location \_\_\_\_\_  
 Departure Date \_\_\_\_\_ Return Date \_\_\_\_\_  
 Transportation: \_\_\_ Air \_\_\_ Car \_\_\_ Other \_\_\_\_\_

Reimbursement Source:

Building _____	_____ %
District _____	_____ %
State/Grant _____	_____ %
Other _____	_____ %

Activity #  
 \_\_\_\_\_

Request is: \_\_\_ Approved  
 \_\_\_ Not Approved

\_\_\_\_\_  
 Dr. Joanie Hartnett

### Application for Reimbursement

	*Submit <b>prior</b> to activity.	*Resubmit with receipts <b>after</b> activity.
Estimate of Expenses	Amount Paid By District P.O./Card	Actual Expense for Reimbursement
Transportation (.485 per mile) _____	_____	_____
Registration _____	_____	_____
Meals _____	_____	_____
Lodging _____	_____	_____
Other Expenses _____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Subtotal</b>	_____	_____

**Total Reimbursement Requested:** \_\_\_\_\_

The above is a true and correct statement of my expenses in transacting authorized school business in the period specified above. I have attached receipts for all expenditures in which I am seeking reimbursement.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Expenditures charged to account: # \_\_\_\_\_

Approval: These expenses are approved for payment in the amount of \$ \_\_\_\_\_  
 Superintendent: \_\_\_\_\_

**Please make a copy of this completed form for your records.**

# Independence School District Professional Development Time Sheet



Name: \_\_\_\_\_ Building \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Nature of Service: \_\_\_\_\_

Charge to Account: Certificated Employee – Account # \_\_\_\_\_

Day/Date	From	To	Hours Worked	Purpose and Nature of Work

Total Hours Worked \_\_\_\_\_

Signature \_\_\_\_\_

Time sheet must be received by Joanie Hartnett at CO by 4:00 p.m. on or before the last day of the month in order to be paid on the 20<sup>th</sup> of the following month.

**Please make a copy of this completed form for your records.**

<b>Professional Development Request for Materials and Supplies</b>
--

Building/Department: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Ship to: \_\_\_\_\_

Method of Purchase (check one)

- Proceed with normal purchase through Purchasing Department  
 Purchase Card: I will order by purchase card after authorization.  
 Date Purchase Card needed: \_\_\_\_\_  
 Reimbursement: Receipts are attached for reimbursement to  
 \_\_\_\_\_

*Name*

\*\*\*\*\*

(One Vendor/Company per page)

Company Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Fax Number: \_\_\_\_\_  
 Internet Address: \_\_\_\_\_

Catalog Page #	Catalog #	Unit	Description	Quantity	Price Each	Total
				<i>Shipping</i>		
				<i>Page Total</i>		

**Please make a copy of this completed form for your records.**

## Professional Development Consultant Form

Activity # \_\_\_\_\_

Activity Title \_\_\_\_\_

Date of Activity \_\_\_\_\_

Building \_\_\_\_\_

Nature of Service \_\_\_\_\_

-----

Consultant Name \_\_\_\_\_

Company Name \_\_\_\_\_

Social Security Number  
or Tax I.D. \_\_\_\_\_

Street \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone \_\_\_\_\_

-----

Consultant Fee \_\_\_\_\_

Transportation Expense \_\_\_\_\_

Hotel Expense \_\_\_\_\_

Meals \_\_\_\_\_

Other (Specify) \_\_\_\_\_

**Total Expenses** \_\_\_\_\_

Consultant Signature \_\_\_\_\_

Date \_\_\_\_\_

---

Attach Consultant Invoice and Receipt (consultant's letterhead preferred)

**Please make a copy of this completed form for your records.**

**Independence, Missouri School District  
Professional Development Tuition Reimbursement Request**

Employee Name \_\_\_\_\_  
Building \_\_\_\_\_  
Name of Graduate Level Class \_\_\_\_\_  
College or University \_\_\_\_\_  
Number of Hours \_\_\_\_\_  
Grade Earned \_\_\_\_\_  
Amount Paid \_\_\_\_\_

The Independence School District will reimburse staff enrolled in graduate classes in the following areas: (Please check applicable category)

Literacy                       Technology                       Curriculum  
 At-Risk                       Mathematics                       Instructional Strategies/Improvements

***\*\*The maximum reimbursement rate will be \$61.00 per credit hour for up to 2 hours of credit per year per person.***

***A grade of "A" or "B" must be earned for the completed course.***

**Instructions:**

To receive reimbursement, return the following items to Dr. Joanie Hartnett, Assistant Superintendent.

1. This form, with the above information completed
2. A copy of your grade card
3. A copy of your paid receipt for the class

**Date Received at CO**  
\_\_\_\_\_

***\*\*Note:*** There is a limited amount of district funds available for this program each year. If your request would exceed that amount, it will not be approved. The class must be taken and reimbursed within the same fiscal year.

**Please make a copy of this completed form for your records.**

# Professional Development Evaluation Participant Reflection

Building/Department/Grade Level: \_\_\_\_\_

Date of Activity: \_\_\_\_\_

	Low .....	High			
Did this activity impact the area you teach?	1	2	3	4	5
Did this increase your understanding of the concept or strategy?	1	2	3	4	5
Did the instructor/presenter adequately convey his/her knowledge of the subject matter?	1	2	3	4	5
Did the instructor provide adequate resources for follow-up & practice?	1	2	3	4	5
Would you recommend this activity to a colleague?	1	2	3	4	5

*Comments / Ideas / Suggestions for future workshops:*

---

---

---

---

---

---

---

---

**Guidelines for Requesting Funds from District PDC**

**Special Projects Check Sheet**

Before submitting your Professional Development Activity Request forms, please check for completion of the following items. Please submit this Special Projects Check Sheet when requesting Special Projects Professional Development funds.

- \_\_\_ Complete Professional Development Activity Request forms
- \_\_\_ Attach Authorized Leave form(s) if applicable
- \_\_\_ Attach explanation or flyer of the conference or workshop explaining the purpose
- \_\_\_ Check funding sources from building/department before sending to the District PDC
  - \_\_\_ building funds
  - \_\_\_ department funds

Were you able to acquire any funds? Please list the amount you received

\$\_\_\_\_\_ building funds

\$\_\_\_\_\_ department funds

- \_\_\_ Please send Professional Development Activity Request forms to the Director of Special Projects, prior to the last day of the month
- \_\_\_ Have you accessed these Special Project funds before? This school year? Please explain
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- \_\_\_ Completed Special Projects Check Sheet

# Independence School District 2007-2008 School Calendar

## I. Opening Activities

New Teacher Academy-Wednesday, Thursday, Friday, August 8, 9, 10, 2007

Regular Staff

1. \*First teacher contract day .....Monday, August 13, 2007

2. Staff Work Days .....Thursday, Friday, August 16, 17, 2007

Student Attendance

1. Kindergarten, Orientation .....Monday, August 20, 2007

Kindergarten, Regular Session Begins .....Tuesday, August 21, 2007

2. Grades 1-12, Regular Session Begins.....Monday, August 20, 2007

**Opening and Closing dates are Early Dismissal days for students.**

## II. Regularly Scheduled Activities

Professional Days

1. Elementary & Secondary (student non-attendance)..... \*Monday, \*Tuesday, August \*13, \*14, 2007

*(\*August 13 and 14, 2007 represent two Professional Development contract days to be attended through the summer of 2007)*

2. Elementary & Secondary (student non-attendance).....Wednesday, Thursday, Friday, August 15, 16, 17, 2007

3. Elementary & Secondary (student non-attendance).....Thursday, October 25, 2007

4. Elementary & Secondary (student non-attendance).....Friday, October 26, 2007

5. Elementary & Secondary (student non-attendance).....Wednesday, January 2, 2008

6. Elementary & Secondary (student non-attendance).....Thursday, Friday, February 14, 15, 2008

7. Elementary & Secondary (student non-attendance).....Friday, May 2, 2008

8. \*\*Elementary & Secondary (student non-attendance).....Thursday, May 22, 2008

Parent Conferences/Early Dismissal

1. Early Dismissal - Elementary and Secondary .....Monday, August 20, 2007

2. Early Dismissal - Elementary and Secondary .....Wednesday, October 24, 2007

3. Parent Conferences - Elementary and Secondary.....TBA by buildings, the week of October 22-25, 2007

4. Early Dismissal - Elementary and Secondary .....Friday, December 21, 2007

5. Early Dismissal - Elementary and Secondary .....Wednesday, February 13, 2008

6. Parent Conferences – Elementary and Secondary.....TBA by buildings, the week of February 11-14, 2008

7. \*\*Early Dismissal - Elementary and Secondary .....Wednesday, May 21, 2008

Student and Teacher Holiday Schedule

(student non-attendance, teacher non-contract)

1. Labor Day .....Monday, September 3, 2007

2. Thanksgiving.....Wednesday, Thursday, Friday, November 21, 22, 23, 2007

3. Winter Recess.....Friday, December 21, 2007 through Tuesday, January 1, 2008

4. Martin Luther King, Jr. Day .....Monday, January 21, 2008

5. Presidents Day.....Monday, February 18, 2008

6. Spring Recess.....Wednesday, March 19 through Monday, March 24, 2008

8. Memorial Day (\*\*in the event of additional attendance/contract days due to inclement weather)Monday, May 26, 2008

## III. Closing Activities

Graduation Exercises

1. Truman High School .....Sunday, May 18, 2008

2. William Chrisman High School.....Sunday, May 18, 2008

\*\*Scheduled Closing

1. \*\*Students (Early Dismissal) .....Wednesday, May 21, 2008

2. \*\*Teachers (Full Contract Day) .....Thursday, May 22, 2008

3. \*\*Students and Teachers (Protected Inclement Weather Days).....Friday, May 23 through Friday May, 30, 2008

**All Attendance and contract days that are postponed due to inclement weather will be added to the end of the calendar.**

# INDEPENDENCE PUBLIC SCHOOLS 2007-2008 SCHOOL CALENDAR

JULY 2007					AUGUST 2007					SEPTEMBER 2007					OCTOBER 2007				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3						1	2	3	4	5
9	10	11	12	13	6	7	8	9	10		4	5	6	7	8	9	10	11	12
16	17	18	19	20						10	11	12	13	14	15	16	17	18	19
23	24	25	26	27	<b>20</b>	21	22	23	24	17	18	19	20	21	22	23	<b>24</b>		
30	31	27	28	29	30	31	24	25	26	27	28	29	30	31					
Pupil Attendance - 10 Teacher Contract - 15					Pupil Attendance - 19 Teacher Contract - 19					Pupil Attendance - 21 Teacher Contract - 23									
NOVEMBER 2007					DECEMBER 2007					JANUARY 2008					FEBRUARY 2008				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	3	4	5	6	7				3	4					1
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	17	18	19	20	<b>21</b>	14	15	16	17	18	11	12	<b>13</b>		
19	20										22	23	24	25		19	20	21	22
26	27	28	29	30						28	29	30	31	25	26	27	28	29	
Pupil Attendance - 19 Teacher Contract - 19					Pupil Attendance - 15 Teacher Contract - 15 End of First Semester, December 21st					Pupil Attendance - 20 Teacher Contract - 21					Pupil Attendance - 18 Teacher Contract - 20				
MARCH 2008					APRIL 2008					MAY 2008					JUNE 2008				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4				1		2	3	4	5	6	
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
17	18				14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
	25	26	27	28	21	22	23	24	25	19	20	<b>21</b>			23	24	25	26	27
31	28	29	30	26	<b>**27</b>	<b>**28</b>	<b>**29</b>	<b>**30</b>	30										
Pupil Attendance - 17 Teacher Contract - 17					Pupil Attendance - 22 Teacher Contract - 22					Pupil Attendance - 14 Teacher Contract - 16 <small>**Anticipated Final Student Attendance Day, May 21, 2008</small>					Summer School June 2, through July 3, 2008; Grades K-12				

Non-Student Attendance/Non-Contract     
 Non-Student Attendance/Contract Day  
 Non-Student Attendance/Professional Development     
 Early Release Grades K-12

**ELEMENTARY/SECONDARY**

First Quarter	42
Second Quarter	42
Third Quarter	45
Fourth Quarter	46
	175

**TEACHER CONTRACT DAYS**

First Quarter	47
Second Quarter	44
Third Quarter	46
Fourth Quarter	50
	187

**\*\*All Attendance and contract days that are postponed due to inclement weather will be added to the end of the calendar.**  
 (\*\* Friday, May 23 through Friday, May 30, 2008 are protected as potential attendance and contract days; excluding Memorial Day on Monday, May 26, 2008.)

**Student Evaluation Schedule**

First Quarter (Grades K-5)	August 20, 2007 through October 17, 2007
First Trister (Grades 6-12)	August 20, 2007 through September 28, 2007
Second Trister (Grades 6-12)	October 1, 2007 through November 9, 2007
End of First Semester	(End of Third Trister, Grades 6-12) and (End of Second Quarter, Grades K-5), December 21, 2007
Third Quarter (Grades K-5)	January 3, 2008 through March 7, 2008
Fourth Trister (Grades 6-12)	January 3, 2008 through February 13, 2008
Fifth Trister (Grades 6-12)	February 19, 2008 through April 4, 2008
End of Second Semester	(End of Sixth Trister, Grades 6-12) and (End of Fourth Quarter, Grades K-5), May 21, 2008



**District PDC Membership**  
**2007-2008**

**Officers**

*Assistant Superintendent:* Dr. Joanie Hartnett

*Chairperson:* Mike Edson

*Assistant to the Chair:* Linda Fryatt

*Secretary:* Liesa Schroeder

*Director of Communication:* Liesa Schroeder

*Director of Special Projects:* Annette Martin

**Building Representatives**

*Benton:* Maria Olvera

*Blackburn:* Sarah Jones

*Bryant:* Natalie Honas

*Glendale:* Connie Durrell  
Linda Fryatt

*Luff:* Toni Kilgore  
Annette Martin

*Mill Creek:* Liesa Schroeder

*Ott:* Gayla Hattaway

*Procter:* Amanda Bradford

*Randall:* Cara Doumitt

*Santa Fe Trail:* Julie Magel

*Southern:* Sara Terrill

*Spring Branch:* Pamela Petree

*Sycamore Hills:* Tasha Barr

*SAFE Center:* Mike Edson

*Pioneer Ridge:* Faith Zimmerman

*Bingham:* Patty Cox  
Janice Gumerman

*Bridger:* Mildred Harder

*Independence Academy:* Teri Cook  
Pam Stafford

*Truman:* Pam Boatright  
Dayna Gosnell  
Bab Poston

*Wm. Chrisman:* Rich Boulton  
Chad Bruton  
Larry Ewald

## **SUPPORT TEACHERS 2007-2008**

<b><u>Teaching &amp; Learning Coach</u></b>	<b><u>Email</u></b>	<b><u>Focus Area</u></b>
Carol Thompson	<a href="mailto:cthompson@indep.k12.mo.us">cthompson@indep.k12.mo.us</a>	Elementary Communication Arts
Paula Jensen	<a href="mailto:pjensen@indep.k12.mo.us">pjensen@indep.k12.mo.us</a>	Elementary Math
Janet Gibbs	<a href="mailto:jgibbs@indep.k12.mo.us">jgibbs@indep.k12.mo.us</a>	Elementary Science
Jana Baker	<a href="mailto:jbaker@indep.k12.mo.us">jbaker@indep.k12.mo.us</a>	Middle School Communication Arts
Lorri Sapp	<a href="mailto:lsapp@indep.k12.mo.us">lsapp@indep.k12.mo.us</a>	Middle School Math
Felicia Williams	<a href="mailto:fwilliams@indep.k12.mo.us">fwilliams@indep.k12.mo.us</a>	Middle School Science
John Steele	<a href="mailto:jsteele@indep.k12.mo.us">jsteele@indep.k12.mo.us</a>	High School Communication Arts
Diane Maupin	<a href="mailto:dmaupin@indep.k12.mo.us">dmaupin@indep.k12.mo.us</a>	High School Communication Arts
Kathryn Nicolaus	<a href="mailto:knicolaus@indep.k12.mo.us">knicolaus@indep.k12.mo.us</a>	High School Math
Michele Ratcliff	<a href="mailto:mratcliff@indep.k12.mo.us">mratcliff@indep.k12.mo.us</a>	High School Math
Jeffrey Roudebush	<a href="mailto:jroudebush@indep.k12.mo.us">jroudebush@indep.k12.mo.us</a>	High School Science
Nedra Jeffress	<a href="mailto:njefress@indep.k12.mo.us">njefress@indep.k12.mo.us</a>	High School Science
Heather Mitchell	<a href="mailto:hmitchell2@indep.k12.mo.us">hmitchell2@indep.k12.mo.us</a>	Technology
Terri Dial	<a href="mailto:tdial1@indep.k12.mo.us">tdial1@indep.k12.mo.us</a>	Technology
 <b><u>Mentor Teacher</u></b>		
Karren Colbert	<a href="mailto:kcolbert@indep.k12.mo.us">kcolbert@indep.k12.mo.us</a>	Mentoring New Teachers
Linda Fryatt	<a href="mailto:lfryatt@indep.k12.mo.us">lfryatt@indep.k12.mo.us</a>	Mentoring New Teachers
Sandy Rice	<a href="mailto:srice@indep.k12.mo.us">srice@indep.k12.mo.us</a>	Mentoring New Teachers
Liesa Schroeder	<a href="mailto:lschroeder@indep.k12.mo.us">lschroeder@indep.k12.mo.us</a>	Mentoring New Teachers
Kathy Wilson	<a href="mailto:kwilson@indep.k12.mo.us">kwilson@indep.k12.mo.us</a>	Mentoring New Teachers
Mindi Woods	<a href="mailto:mwoods@indep.k12.mo.us">mwoods@indep.k12.mo.us</a>	Mentoring New Teachers

## District PDC

### MEETING REFLECTION

Meeting Date: \_\_\_\_\_

Using a scale of 1 to 5, with 1 being low and 5 being high, evaluate the success of our meeting norms.

<b>*Use Active Listing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>*Be Open-Minded</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>*Meeting Must Have Outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>*Use Time Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**REFLECTION:**



## Missouri Professional Certificate Requirements

In 2003, Missouri legislation created a two-tier plan of professional certification:

The INITIAL PROFESSIONAL CERTIFICATE (IPC) is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years;
- Successful completion of 30 contact hours of professional development which may include college credits;\*
- Participation in a Beginning Teacher Assistance program;
- Successful participation in a performance-based teacher evaluation;
- Complete four years of approved teaching experience; and
- Have a local professional development plan.

The CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC) is valid continuously depending on an individual meeting the following:

- The requirements at the IPC, PC I, PC II OR CPC level;
- Successful yearly completion of 15 contact hours of professional development which may include college credits;\*and
- Have a local professional development plan.

### OR

*Two of the three* following items:

- Ten (10) years of teaching experience;
- A master's degree; or
- National Board Certification.

\*Teachers can document their hours of professional development through their personal portfolio in My Learning Plan.

# Professional Development Plan

\_\_\_\_\_  
*Educator*

\_\_\_\_\_  
*School*

\_\_\_\_\_  
*Date*

**Professional Development Plans** promote long-term professional growth that benefits the individual educator, students, and the school community. The *Performance Criteria* are listed on the back of form.

## Type of Plan:

- Option A - Dept/Grade Level/Colleagues**
- Option B - Educator/Evaluator Collaborative Plan (New Teacher Option)**
- Option C - Independent**

**Performance Criteria** (List 1 criteria. See back of form for *Performance Criteria*.)

\_\_\_\_\_

\_\_\_\_\_

**Professional Growth Activities** (List 2-3 activities)

1

2

3

**Reflection of Progress**

\_\_\_\_\_  
**Date Plan Developed**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*Educator's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Principal's Signature*

\_\_\_\_\_  
*Date*

**Conversation Dates** (with principal)

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

**Copies to be kept by educator and principal**

## PERFORMANCE CRITERIA

The educator:

### Instructional Preparation

1. Selects materials considering students' prior knowledge, skills, learning styles, and readiness to learn to implement the district's curriculum based on performance standards.
2. Uses appropriate and effective techniques, strategies, and skills to engage students in meeting learning objectives.
3. Creates an environment that provides opportunities for appropriate social interaction as a part of student learning to maximize student engagements and relationships.

### Instructional Implementation

4. Ensures students acquire the knowledge and skills to gather, analyze and apply information and ideas. (Show-Me Standard 1)
5. Ensures students acquire knowledge and skills to communicate effectively within and beyond the classroom. (Show-Me Standard 2)
6. Ensures students acquire the knowledge and skills to recognize and solve problems. (Show-Me Standard 3)
7. Ensures students acquire the knowledge and skills to make decisions and act as responsible members of society. (Show-Me Standard 4)
8. Manages student behavior in an appropriate and constructive manner in order to promote a positive, purposeful and safe environment.

### Assessment

9. Uses ongoing assessment to monitor and reflect on the effectiveness of activities and learning experiences.

### Professional Responsibility

10. Demonstrates a commitment to professional growth that supports the district's vision, mission, and goals.
11. Promotes and demonstrates positive interpersonal relationships with students, parents and other school personnel.
12. Communicates effectively and provides feedback to students, parents, and staff as appropriate.
13. Follows the policies and procedures of the building and the district.

# *Performance Criteria for Teacher Professional Growth*

*Below are suggestions for documentation to include in your  
Performance Based Evaluation portfolio.  
Include a variety of activities and artifacts (see accompanying list).*

1. Demonstrates a commitment to professional growth that supports the district's vision, mission and goals.

*Activity:*

- Study group
- Collaboration (ex: grade level, content area, cadres, etc.)
- Action research
- Peer coaching
- Workshops
- Graduate coursework
- Reflection on practices (ex: journaling, videotaping)
- Grant implementation
- National Board Certification process

2. Selects materials considering student's prior knowledge, skills, learning styles and readiness to learn to implement the district's curriculum based on performance standards.

*Activity:*

- RAD strategies
- Better Answers format
- Graphic organizers
- Brain based research
- Cooperative learning
- Differentiated instruction
- Balanced literacy
- Assessment tools
- Standards based math
- Integration of technology
- Balance literacy

3. Ensures students acquire the knowledge and skills to gather, analyze and apply information and ideas.

*Activity*

- Inquiry based lesson
- Research projects

4. Ensures students acquire knowledge and skills to **communicate effectively** within and beyond the classroom. (Show-Me Standard 2)

***Activity***

- Oral/written/multimedia communications and presentations
- Cooperative learning
- Home/School communication (ex: journaling, logs, etc.)
- Performance presentations (ex: debate visual, and performing arts, etc.)

5. Ensures students acquire the knowledge and skill to **recognize and solve problems.** (Show-Me Standard 3)

***Activity***

- Standards based math
- RAD strategies
- Peer mediation
- Peer tutoring
- Support groups
- Student community service projects

6. Ensures students acquire the knowledge and skills to make decisions and act as **responsible members of society.** (Show –Me Standard 4)

***Activity***

- Teambuilding activities
- Cooperative learning
- Implementation of Integrated Thematic Instruction (ITI)
- At-risk interventions
- Facilitating student leadership (ex: student council, honors programs)

7. Uses appropriate and **effective techniques, strategies and skills** to engage student in learning activities.

***Activity***

- Marzano strategies
- RAD strategies
- Brain based strategies
- Cooperative learning
- Inquiry based learning
- Balanced literacy
- At-risk interventions
- Standards based math
- Effective lesson design

8. Creates an environment that provides opportunities for appropriate social interaction as a part of student learning to maximize *student engagements and relationships*.

*Activity*

- Cooperative learning
- Teambuilding activities
- Character education
- Implementation of Integrated Thematic Instruction (ITI)
- At-risk intervention
- Support groups

9. *Manages student behavior* in an appropriate and constructive manner in order to promote a positive, purposeful and safe environment.

*Activity*

- BIST
- Implementation of Integration Thematic Instruction (ITI)
- Care Team
- Character education
- Love and Logic
- Support groups

10. Uses ongoing *assessment* to monitor and reflect on the effectiveness of activities and learning experiences.

*Activity*

- Action research
- Student portfolio
- Authentic assessments
- Student conferencing

11. Promotes and demonstrates positive *interpersonal relationships* with students, parents and other school personnel.

*Activity*

- Home/School communication and support
- Student conferences
- Collaboration
- Home visits

12. *Communicates effectively* and provides feedback *to students, parents and staff* as appropriate.

*Activity*

- Student/parent communication
- Parent conferences
- Collaboration
- Formal presentations

13. Follows the *policies and procedures* of the building and the district.

*Activity*

- Professional development
- Growth in district initiatives
- Adherence to district policies

Listed below are examples of *artifacts* that may be used to document your work.

- Student work samples
- Photos of student work
- Collaboration forms
- Handouts/notes from trainings
- Journals
- Class syllabi
- Transcript
- Lesson plans
- Unit plans
- Assessments
- Scoring tools
- Assessment tracking forms
- Videotapes
- Anecdotal records
- Newsletters
- Student Success Plans
- Student/parent contact logs
- Conferencing logs
- Documentation from administrators
- Feedback from observations

## Collaborative Log

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

Support Teacher: \_\_\_\_\_

<b><u>What's Working</u></b>	<b><u>Current Focus/Concerns</u></b>
<b><u>Teacher's Next Steps</u></b>	<b><u>Support Teacher's Next Steps</u></b>

**Independence Performance Criteria. The educator:**

1. Selects materials to implement the district's curriculum based on performance standards.
2. Uses effective techniques, strategies, and skills to engage students in learning.
3. Creates an environment that provides opportunities for appropriate social interaction.
4. Ensures students acquire the knowledge and skills to gather, analyze, and apply information.
5. Ensures students acquire knowledge and skills to communicate effectively.
6. Ensures students acquire the knowledge/skills to recognize and solve problems.
7. Ensures students acquire the knowledge/skills to make decisions and act responsibly.
8. Manages student behavior in an appropriate and constructive manner.
9. Uses ongoing assessment to monitor and reflect on effectiveness of instruction.
10. Demonstrates a commitment to professional growth.
11. Promotes and demonstrates positive interpersonal relationships.
12. Communicates effectively and provides feedback as appropriate.
13. Follows the policies and procedures of the building and district.

# *Process of Designing an Effective Lesson*

Teacher \_\_\_\_\_ Grade/Content Area \_\_\_\_\_ Date \_\_\_\_\_

**Big Idea...**Where does your big idea come from?

**Objective and Purpose...**Tie to Grade Level Expectation. How will you share with students the objective of the lesson?

**Assessment...**What types of assessment will you implement? Formal? Informal? On-going? How will you know if you need to re-teach or move ahead in your instruction?

**Active Learning...**What type of active learning experience will be included in this lesson?

**Instructional Input...**Will you need to provide new information to students? In what ways will you do this?

**Model, Model, Model ...** What steps must you demonstrate for a clear understanding? Do you need to provide a model to facilitate learning?

**Guided Practice...**What kind of monitored practice/activity will help you determine that students are ready to practice correctly on their own?

**Checking for Understanding...**How will you determine if students have the essential knowledge?

**Independent Practice....**How will you ensure that students will be able to maintain correct performance without on-going teacher supervision?

**Closure/Conclusion...** What strategies will you use to provide students with a brief, meaningful wrap-up of the lesson taught?

**The Hook...**At the beginning of the lesson, how will you capture your students' attention?

***Implementation of Lesson***

- \*A. The Hook
  - \*B. Objective/Rationale
    - C. Instructional input
    - D. Modeling intended outcomes
  - \*E. Checking for understanding
  - \*F. Providing guided practice
  - \*G. Providing independent practice
  - \*H. Assessment
  - \*I. Closure
- \*These steps should be included in every lesson.*

**Interdisciplinary connection...**How will this lesson strengthen student understanding in other content areas?

---

---

---

List **additional resources** (supplies, books from Mid-Continent Public Library, artifacts, field trip information, permission slips, etc.) needed to provide students with a successful learning experience.

---

---

---

What questions, using the **Depth of Knowledge** levels of thinking, will you ask during your lesson?

---

---

---