

PROFESSIONAL DEVELOPMENT MISSION STATEMENT

Mission Statement

Professional development is a teacher's continuous process of refining skill development from the time of recruitment until retirement. It is expanding one's academic knowledge and experiences to help students grow. It is setting personal and professional goals and establishing a means to achieve these goals. It is growth of individuals within each group resulting in interdependence among the team. It is the continuous process of learning throughout one's career. The Professional Development Committee strives to provide opportunities for professional growth experiences that relate to these needs of the teaching staff (Appendix D).

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

Educators derive from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacities. Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong well-organized, successful professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic freeform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

STRATEGIES, GOALS AND OPPORTUNITIES

Professional Development Goals

The Pettis County R-XII School District Professional Development Committee has set forth goals for the 2009-2010 school year. Professional growth will focus on needs in alignment with the school's Comprehensive School Improvement Plan.

Goal 1: To improve student performance in Communication Arts and Math as demonstrated by improved MAP scores (Appendix C).

Strategy 1: Teachers will align lesson plans with Grade Level Expectations. The principal will view these plans weekly.

Strategy 2: Writing samples from the weakest and strongest writers in class will be collected by each teacher monthly. The principal will note growth in writing as the year progresses.

Goal 2: To increase student pride and improve self-esteem in order to gain the confidence which promotes improved academics.

Strategy 1: Pettis County R-XII School will participate in the Positive Behavior Program as set forth by the Regional Professional Development Center. A team of teachers will be trained in the 2009-2010 school year.

Strategy 2: A reward system will be adopted during the 2009-2010 school year which will acknowledge the efforts of students in the areas of academics, reading skills, and work habits. Each classroom will carry out the plan in a way commensurate with the students' age. The principal will hold an important role in this process as students strive for positive recognition.

Strategy 3: Quarterly awards will be held school-wide to award honors for attendance, honor roll, and citizenship at all grade levels.

Professional Development Budget
Pettis County R-XII School
2009-2010

Amount Allocated: _____

Expenditure	Date	Explanation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

PROFESSIONAL DEVELOPMENT OBJECTIVES

Definition

District Professional Development is a process of providing planned activities to assist staff in the acquisition and use of skills, knowledge, and attitudes to reinforce and refine the individual abilities of certificated personnel within the district, and achieve identified school district goals. The primary thrust of the district’s Professional Development program in the Pettis County R-XII School District is to maximize the learning of every student in the district.

Mandate/Rationale

The Excellence in Education Act of 1985 recognizes the need for teachers to grow professionally. The act provides for the district professional development committee to stimulate and encourage professional growth. It entrusts professional development committees to:

- (1) assist new teachers, (2) assess faculty professional development needs, (3) identify instructional concerns and remedies, (4) present ideas about classroom instruction to the administration, and (5) serve as a confidential consultant if requested by teachers in the district.

In Missouri, with the passage of Goals 2000 by Congress and the Outstanding Schools Act (SB 380), emphasis has been given to teacher development and its direct influence on student academic excellence. Senate Bill 380 mandates that all public school districts in Missouri shall allocate one percent of the state monies received for the establishment of professional committees and programs these committees provide. The goal is to provide training for teachers so that students will become better achievers. All professional development must be tied to the district’s Comprehensive School Improvement Plan and MSIP Professional Development Standards.

POLICIES AND PROCEDURES

Committee Structure

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

- 1. The PDC will consist of three teachers and one administrator.

2. Committee members shall be certified staff members with at least 2 years of teaching experience and have completed at least one year of teaching experience in the Pettis County RXII School District.
3. Professional development committee members will be elected for 3-year terms. New members are to be elected annually in May. Committee members are to be elected by certified staff.
4. A special election will be held under PDC supervision in the event that a member must be replaced.
5. The chairperson will be elected each year by the members of the committee. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create agendas, and conduct the meetings.
7. Principal, grants approval for staff development opportunities, maintains an account balance, and keeps a running balance of available PDC funds.
8. The committee secretary will keep and record the minutes of the meetings.
9. The committee records-keeper will be in charge of sorting and posting all mailings and information on seminars, etc., for staff and will handle and maintain all necessary PDC forms.
10. The PDC committee will update the PDC Handbook and Mentor Handbook annually in August.
11. PDC will meet monthly, August – May, at an agreed upon location by the committee.
12. Special meetings may be called by the chairperson if an approval for a professional development activity is needed before the next regular meeting.
13. The entire PDC committee will plan professional development opportunities for staff to meet professional development goals or fulfill state requirements.
14. The PDC will review teacher requests for professional development opportunities and provide approval based on criteria outlined by the Comprehensive School Improvement Plan and the PDC guidelines.
15. The PDC will promote communications among and between teachers, and all staff throughout the district. The committee members will bring ideas, recommendations, concerns or needs of the district to the meetings for further discussion, development, and assessment.
16. The entire PDC committee will receive PDC membership training as provided by the local professional teacher's organization or the RPDC.

Committee Responsibilities

The Professional Development Committee shall:

1. Mentors are assigned by the principal
2. Work with beginning and experienced teachers in identifying instructional concerns and remedies.
3. Assist beginning teachers with implementation of their professional development plan.
4. Arrange training programs for mentors.
5. Present the administration with faculty suggestions, ideas, and recommendations on professional development activities pertaining to classroom instruction or other goals of PDC.

6. Serve as confidential consultants to administration regarding professional development concerns.
7. Act as a consulting group for policies regarding the district's curriculum development and Comprehensive School Improvement Plan.
8. Assess faculty needs and develop in-service opportunities for school staff.
9. Disburse funds to those areas of professional development that are directly in accordance with the District's Professional Development Goals and with Senate Bill 380.
10. Set the direction for Professional Development activities of the school district.
11. PDC policies will be submitted to the program evaluator for review in April and then to the Pettis County R-XII School Board for final approval in May.

Non-Discriminatory Policy

The Pettis County R-XII School District's non-discriminatory policy, adopted by the PDC, includes that no person shall on the basis of race, color, national origin, creed, religion, sex, marital status, age, or disability, be subjected to discrimination under any educational or professional development program.

Board Policies: Indicator for Professional Development Guidelines

The Pettis County R-XII School Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the professional development committee, will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

There are two board policies in place to monitor and provide guidance for professional development in the school district. The two policies are GCL and GCLA. A brief description follows:

GCL: provides guidelines on how the district will provide professional growth.

GCLA: defines the responsibilities, structure, and assistance for new and practicing teachers in the professional development program.

Workshops and In-service Activities

The Professional Development Committee encourages participation in all workshop activities that address the following topics:

- Using Grade Level Content Expectations to align curriculum to the standards.
- First Year Teacher Workshops
- First Aide Workshops
- Drug and Alcohol Abuse Workshops
- Crisis Planning Workshops
- Study Groups

- Improving Teaching Strategies for—MAP tested subjects (Communication Arts, Math, Science)
- Interpreting MAP results and scores (Crystal Reports and Disaggregated Information)
- Out-of District Workshops
- Health and Safety Workshops
- In-service Workshops presented by the staff to share information from out-of-district workshops
- RPDC guest speakers
- Curriculum Development
- ELL related topics

PD Committee Members

Member	District Position	Role
Susan McNeal	Principal	Financial Advisor
Elaine Detherage	Middle School English Teacher	Chairperson
Mary Meehan	4 th Grade Teacher	Secretary
Jami Kahle	5 th Grade Teacher	Records-Keeper

EVALUATION PROCESS

PDC Program Evaluation

During the school year, all staff will evaluate each Professional Development event attended by completing the Pettis County R-XII School District Professional Development Evaluation Form. These forms will be passed out during each in-service training, as well as located in Appendix B. In early May of each year, the staff will fill out a **Teacher Self-Assessment Inventory of Skills and Interest** as well as a **Professional Development Quality Rating Scale** form. These two forms, along with the MAP scores and other assessment results will be analyzed to plan Professional Development activities for the upcoming school year. This information will be submitted to the committee members, evaluated, interpreted, and presented to the school board for approval. This data will be included in board policies under file: GCL and GCL-AP.

FUNDING AND REIMBURSEMENT

Funding

According to Senate Bill 380 funding is determined by taking 1% of the current apportionment. **Apportionment for 2009-2010 is -- \$10,192**
 (This total exceeds the 1% minimum requirement.)

Proportion of spending according to Senate Bill 380 shall be 75% of the 1% Apportionment. (Note: this 75% must be spent in order to secure PDC Funds for the following year.)

The 1% Apportionment shall be a changing amount from year to year.

Request for PDC Funds Procedure

1. Obtain a Professional Staff Development Request Form. These request forms should be completed 1 month prior to registration.
2. Complete Section 1 and 2 prior to registration – attach a copy of the program IF this is a new activity.
3. Submit the application to the PDC records-keeper for PDC approval.
(Note: the PDC committee meets monthly. Be sure to allow time for registration)
4. PDC will approve or disapprove the application.
5. THEN the application is submitted to the Principal for approval. The Principal will make the decision concerning release time and how many faculty members may be gone at one time. If the Principal approves the request, then the request will be returned to the PDC records-keeper. The Principal will follow his/her procedures for hiring the substitute to cover classes.
6. The records-keeper will need to make a photocopy of the application to return to the applicant.
7. WHEN the applicant receives a copy of the PDC Request Form back with the signature of the building principal, complete requisitions for registration, lodging, etc.
8. AFTER completing the activity, complete Section IV and attach a copy of the program in order to receive local professional growth hours. (5 hours must be completed in 5 years to continue to move on the salary schedule.) Resubmit the PDC form to the principal and the hours approved will be documented on your permanent record.
9. AFTER completing the activity, submit a travel expense report with receipts to be reimbursed for any additional expenses.
10. Complete the PDC EVALUATION FORM and submit it to your PDC representative.
(This is required for continued use of PDC funds.)
11. Share information from your activity at a designated time.
12. All the above data in regards to procedures/approvals are subject to change at the discretion of the Professional Development Committee.
13. The Superintendent has final approval of the use of PDC Funds.

Tuition Reimbursement Guidelines

PDC will discuss the option of Tuition Reimbursement as a need for the district. If agreed on by the committee a formal proposal will be developed and then presented to the Pettis County R-XII Board of Education.

Request Forms and Applications

All request forms and applications are located in Appendix A

- Mileage/Expense Reimbursement Request
- Staff Development Application

APPENDIX A

Staff Development Application
For In-Service, Workshops, or Conventions

Please fill out this application and submit to PDC for approval of funds to attend in-service. Meetings occur only once a month, so prepare ahead of time, please. Meetings are the Monday before board meetings. Please attach the agenda for the meeting you wish to attend and applicable paperwork.

Section 1

Name _____ Faculty Position _____

Name of In-Service _____

Sponsoring Institution _____ Date _____

Location _____ Registration Deadline _____

How will this enhance student performance? _____

How does this tie into CSIP? _____

How will the staff and school benefit from this? _____

Section 2

I would like PDC to pay for this activity _____

Registration Fee _____ Amount _____

Lodging Cost _____ Amount _____

Total Amount Requested _____

Days Substitute is needed _____

Section 3

Approved by principal _____ Signature _____ Date _____

Comments: _____

Section 4

Signature of Applicant _____ Date _____

Section 5

Approved by PDC _____ Signature _____ Date _____

Unapproved by PDC _____ Comments _____

MILEAGE/EXPENSE REIMBURSEMENT REQUEST

(Name) _____ (Date) _____

(Name of Conference) _____ (Date of Conference) _____ (Location) _____

Odometer Reading: _____

Total miles _____ @ .58 per mile =

Mileage _____

Food Receipts + _____

Other + _____ for:

Total reimbursements = _____

Reimbursed: _____

Date: _____

Check: _____

APPENDIX B

**Pettis County R-XII School District
Professional Development Inservice Evaluation**

Meets State Requirement

As a result of this professional development activity:

_____ (Name of Activity)
on _____ 20____ students of Pettis County R-XII will benefit.
(Date)

The professional development opportunity *provided information and/or techniques that I will use:*

(Circle One)

Immediately	4	3	2	1	Rarely
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Would you recommend we revisit the topic?

Yes

No

In your own words, reflect on how this in-service will benefit the students or the district as a whole:

Teacher Self-Assessment Inventory of Skills and Interest

Name _____

Position _____

Directions: Please complete the following to assist the Professional Development Committee (PDC) in planning professional development opportunities.

Please respond to each area for ALL items (1=Low 4=High)

	Importance To you					Level of Understanding				
CURRICULUM										
1.	Aligning my curriculum to the Show-Me Standards, GLE	1	2	3	4	1	2	3	4	
2.	Articulating my classroom's instructional curriculum across the disciplines/content areas	1	2	3	4	1	2	3	4	
3.	Using integrated reading/writing across the curriculum	1	2	3	4	1	2	3	4	
4.	Articulating curriculum across Grade levels (vertical alignment)	1	2	3	4	1	2	3	4	
INSTRUCTION										
5.	Adjusting my instruction to Different learning styles	1	2	3	4	1	2	3	4	
6.	Using multiple intelligences in my instructional delivery	1	2	3	4	1	2	3	4	
7.	Adapting my instruction for Inclusion and academic interventions (at risk)	1	2	3	4	1	2	3	4	
8.	Using differentiated instruction to Address student learning issues/challenges	1	2	3	4	1	2	3	4	
9.	Using guided and/or independent Student reading	1	2	3	4	1	2	3	4	
10.	Inquiry teaching (experiments, Problem based learning (PBL), Research based)	1	2	3	4	1	2	3	4	
INSTRUCTION										
11.	Familiarity with alternative Teaching techniques	1	2	3	4	1	2	3	4	
12.	Using effective cooperative Learning or other group learning Techniques	1	2	3	4	1	2	3	4	
13.	Team teaching across the	1	2	3	4					

	1	2	3	4		1	2	3	4
14.	Participating in study groups Or doing action research	1	2	3	4				
ASSESSMENT									
15.	Aligning my classroom Assessment to performance Standards and Missouri Assessment Program (MAP) response items	1	2	3	4				
16.	Using authentic assessment Strategies	1	2	3	4				
17.	Designing constructed response Assessments	1	2	3	4				
18.	Developing scoring guides for Classroom assessments	1	2	3	4				
19.	Involving students in the Assessment process (Assessment For Learning)	1	2	3	4				
TECHNOLOGY									
20.	Integrating technology into the Curriculum	1	2	3	4				4
21.	Acquiring technology skills (how To do word processing, making a PowerPoint, saving work, United Streaming)	1	2	3	4				4
22.	Using technology as a Communication tool (email, Bulletin, classroom web pages)	1	2	3	4				4
23.	Acquiring information from the Internet	1	2	3	4				4
24.	Acquiring technology skills with Hardware, multimedia, lap tops, Palms, smart boards	1	2	3	4				4
PROFESSIONAL PRACTICE STRATEGIES									
25.	Study group	1	2	3	4				4
26.	Action research	1	2	3	4				4

27. Are there any other professional development needs that should be addressed?

Professional Development Rating Scale

How good is our professional development program? Answer the questions below, total your score, and find out how we stack up. Please hand ratings to Susan McNeal

Yes	No	Question
		1. We have a line item in our district's budget for staff development.
		2. We have a teacher orientation program designed to prepare new teachers for the first month of classes
		3. Our mentor program is a two-year commitment for new teachers and allows for periodic observations/interactions with a veteran teacher.
		4. We provide a video taping service for teachers who wish to tape a lesson
		5. We have a professional library with professional books, magazines, DVDs, and audio tapes
		6. Our staff development committee publishes an annual report to the school board in the program evaluation.
		7. Our PDC makes major decisions regarding professional development activities.
		8. Teachers and administrators set yearly professional development goals.
		9. Teachers can submit proposals for individual professional growth to the PDC. The teacher receives release time if approved.
		10. Our faculty has ongoing discussion groups on professional development issues.
		11. Teachers have regular and equal access to professional development programs, forms, publications, etc.
		12. Our professional development approach has both long-range and short-range goals tied to our school improvement plan.
		13. Our PDC plan is based on teacher survey, district data, and community input.
		14. One bulletin board is used exclusively to announce professional development opportunities.
		15. Our district PDC establishes regular meetings and annual training for new members.
		16. I model continuous upgrading of my own professional development and leadership skills.

Give one point for each "Yes" answer and read below for your rating.

0-5 Our professional development program is "At-Risk". It needs major review and overhaul
 6-10 Our program "Needs Improvement". Pick one of the areas that seemed most prominent to you and set a goal to achieve it. Write an implementation plan and put it into action.

11-13 Our professional development program is "Respectable". Continue to strengthen what you have going.

14-16 Professional Development Hall of Fame!!! Would you like to serve on the committee next year (if eligible)?

Total Score _____

MENTORING

Scope and Sequence

First Quarter

Met and developed collegial relationship
Discussed PDP/In-service hours
Set up monthly meeting time
Shared resources
Set date to observe in mentor's class
Set date to observe mentee
Discussed teacher evaluation
Discussed 1st quarter grades & parent/teacher conferences
Scheduled meeting/in-service for this year
Meet with administrator to discuss PDP

Second Quarter

Finalized specific PDP and made copies
Talked about 1st quarter grades and conferences
Discussed any classroom problems
Scheduled 2nd classroom observation
Met with administrator to discuss PDP
Discussed professional development opportunities
Scheduled time to observe another teacher
Time allowed for informal discussion

Third Quarter

Reviewed PDP/In-service hours
Scheduled 3rd classroom observation
Discussed 3rd quarter grades & parent/teacher conferences
Discussed upcoming special events (contests, etc)
Reviewed retention policies and procedures
Scheduled time to observe another teacher

Fourth Quarter

Met with administrator to discuss PDP

Finalized PDP, copy filed with administrator

Finalized in-service hours – copy to administrator

Set PDP goals to next year

Informally evaluated program

Discussed inventory of texts/materials

Allocation of Resources

Order materials/supplies for next year

Funding

Mentor pay is based on teacher’s FTE. Full time FTE pays a mentor \$250; 4/5 FTE pays a mentor \$200; 3/5 FTE pays a mentor \$150; and 2/5 FTE pays a mentor \$100. Mentors receive pay for mentoring first and second year teachers or a teacher who has been assigned a new position.

See: Funding and Reimbursement

PROFESSIONAL DEVELOPMENT					2214
Function	Object		Total	Operations	Teacher
6121.15	Sub Tea		2500		2500
6131.15	Supplemental	Cert.	3500		3500
6161	Supplemental	Non-Cert.	150	150	
6211.15	Teach	Retirement	473		473
6231.15	FICA		9	9	
6232.15	Medicare		61	10	51
6312.15	Workshop		0	0	
6343.15	Travel		2500	2500	
6371	Membership		1000	1000	
6410.15	Supplies		0	0	
STATE STAFF DEV		0.15%	10192	3669	6523
Required Expenses			1996		
Check of 1% of Minimum			Compliance		

Responsibilities

PROGRAM RATIONALE:

The Mentoring program is implemented to give supervision and role modeling to teachers new to the district as they assume responsibilities on par with the experienced teacher. This program is based on the following three assumptions:

1. Induction into the teaching profession is a unique period, quite possibly the most difficult phase of teaching.
2. Beginning teachers come into the profession with many advantages that, if tutored and channeled properly, can add positively to the school system.
3. Those that are new to the profession can benefit from the support and expertise of skilled, experienced practitioners.

PURPOSE STATEMENT:

We, the faculty of the Pettis County R-XII School, establish this Mentoring Program to involve experienced teachers of the Pettis County R-XII District in the indoctrination and guidance of teachers new to the system. This will assist in providing a safe and more secure environment in which new teachers can become established and further develop teaching and management skills; therefore, educational opportunities of each student are maximized,

DISTRICT PLAN:

The Mentor Program will consist of mentor, mentee, PDC members, and administration. The PDC will be responsible for general administration guidelines, general recommendations, and annual district-wide evaluation of the effectiveness of the program. The representative will be responsible for specific recommendations to fit the special needs of the Pettis County R-XII CSIP.

ROLES AND RESPONSIBILITIES

MENTOR TEACHER QUALIFICATIONS:

- Mentors are assigned by the principal to Mentees and approved by the superintendent or designee and the school board.
- Mentors have completed a minimum of three (3) years of classroom teaching experience, including a minimum of two (2) years in Pettis County R-XII School District is preferred. Exceptions to this will be up to the administration.
- Mentors have an understanding of the instructional process and the ability to transmit effective teaching strategies to other professional educators.
- Mentors are good listeners.
- Mentors exemplify teaching professionalism and serve as examples of ethical and attitudinal behavior.
- Mentors show sensitivity to the needs of the beginning teacher.
- Mentors are not overly judgmental.
- Mentors have effective interpersonal skills.

GUIDELINES:

- Each beginning teacher in the Pettis County R-XII School District will have a Mentor during the first year of teaching experience.
- It is strongly suggested that the Mentor and Mentee work in the same subject area and grade if at all possible.
- Principals should try to schedule some planning time or lunch time for the Mentor and Mentee to occur at the same time during the school day if possible. • If at all possible, the classrooms of the Mentor and Mentee should be in close proximity for ease of the conferencing and observations.
- It is recommended that all Mentors receive training prior to working with the Mentee. Training should include ADULT RELATIONSHIP SKILLS, COMMUNICATION SKILLS, CONFERENCING SKILLS, SUPERVISION STRATEGIES AND TECHNIQUES, SCRIPTING INFORMATION, AND FORMATIVE EVALUATION STANDARDS.
- The position of Mentor is considered extra duty and amount of compensation will be established under the extra duty pay schedule. A contract will be issued to each Mentor.
- It is important to allow the Mentee up to two (2) full days of substitutes (funding to be taken from the PDC budget) to visit other teachers on his/her grade level in the district. These visits should be arranged by Mentor and principal.
- It is up to the discretion of the building principal to provide additional substitutes to allow Mentees to visit other teachers in other subjects, grade levels, or districts at district expense.

MENTOR'S RESPONSIBILITIES:

The essence of mentoring is the individual relationship between an experienced professional and beginning teacher. The specific activities and strategies that the Mentor uses to help the protege grow and develop are important, but the qualitative nature of the relationship determines the success and effectiveness of the Mentor. The primary task of the Mentor is to establish a relationship with the protege based on mutual trust, respect, support, and collegiality. Specific responsibilities of the Mentor include:

- Meeting regularly with Mentee, both formally (at least once a month and informally with great frequency at first.)
- Guiding the Mentee through the daily operations of the school.
- Demonstrating lessons for the Mentee with not only the Mentor's class but with the Mentee's class, if possible. PDC funds will pay for up to one (1) substitute per semester for observations between Mentor and Mentee. Observations at other times can be accomplished during planning periods.
- Observing the Mentee's teaching and providing feedback. Observation log, scripting notes, and/or journals may be kept by the Mentor for documentation purposes.
- Prepare Mentee for principal's evaluation.
- Developing skills as a Mentor as well as a teacher.
- Supporting and counseling the Mentee.

- Maintaining a quarterly summary of meetings and/or contacts (see Mentor/Mentee Log, and keeping a record of any scripting done during observations. You may want to refer to these notes in case a problem arises. Problems or concerns need to be discussed immediately with the principal.
- Submit checklist of District and Classroom Procedures to administrator prior to student's first day of school.
- Assisting Mentee in writing the professional development plan and actioning the plan for the first two years.
- Being a role model in all aspects of professionalism.
- Submit the Mentor/Mentee Log to the principal 1st, 2nd, and 3rd quarters for placement in teacher's permanent file.

PROFESSIONAL PARTNER:

Teachers with more than one year experience who are new to the district will be assigned a Professional Partner. The Professional Partner will help the new teacher become acquainted with building and/or district policies and procedures, rules, and expectations. The Professional Partner will help the new teacher by answering questions, offering assistance, and by being a friend. Professional Partner receives compensation for their services through PDC funds.

MENTEES RESPONSIBILITIES:

- Engages in personalized two-way professional dialogue. Shares mutual respect with mentor and engages in both formal and informal communication.
- Seeks support and assistance on a regular basis and reflects with mentor and colleagues.
- Writes down questions to ask mentor and engages in an in-depth conversation while seeking answers to questions.
- Seeks ideas from colleagues and accepts advice. Uses a team-based approach to solving problems.
- Attends and documents in-service. Documents reflections, as well as activities, keeps logs and uses a checklist of certification requirements, mentoring program, PDP, in-service, performance-based teacher evaluations and other related topics.
- Observes veteran teacher(s) and completes observation form.

ADMINISTRATOR'S RESPONSIBILITIES:

A district administrator serves as a member of the beginning teacher's professional development team. More than one district administrator may serve as part of the team. District administrators that will work with the mentoring program include the Principal and the Superintendent.

The responsibilities of the administrator include:

- Providing time and establishing resources to allow observations to take place.
- Defining the mentor's role, providing coaching techniques and coaching mentors.
- Involvement in the evaluation of the mentor process.
- Creating a supportive, encouraging environment.
- Selection of mentors based on specific criteria.
- Supporting teachers, both beginning and mentor, by setting aside time for learning and providing resources.

PROFESSIONAL DEVELOPMENT COMMITTEE RESPONSIBILITIES:

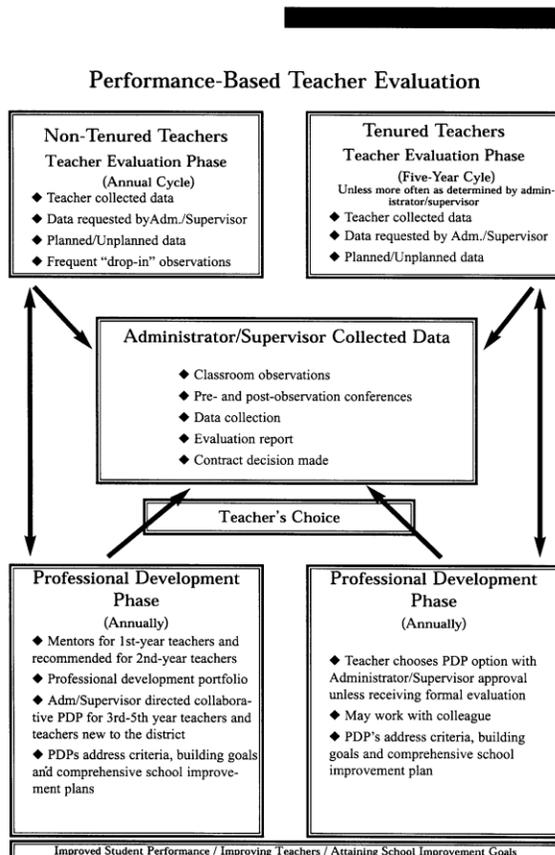
As a result of the Excellence in Education Act passed by the legislature and enacted in 1985, every school district in Missouri must have a professional development committee.

The responsibilities of this committee include:

- Serving as a confidential consultant upon a teacher's request, as well as assisting staff member in coping with internal and external crisis, job stress and burnout.
- Overseeing and assisting in the mentoring program.
- Providing information on available college credit courses seminars, an workshop to staff members.
- Identify instructional concerns and remedies.

The Excellence in Education Act requires the district to establish a professional development program specifically for beginning teachers who have no prior teaching experience. The district's program for beginning teachers with no prior teaching experience will help these beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the teaching profession.

Evaluation



MENTOR OBSERVATION FORM
(Mentor observes new teacher)

Mentor _____ Date _____
New Teacher _____

Skills Demonstrated (District or building goals such as):

- Authentic Instruction
- Authentic Assessment
- Multiple Intelligences
- Bloom's Taxonomy
- Knowledge of Content
- Knowledge of Learning Styles
- Demonstrates knowledge of classroom management
- Knowledge of development characteristics of age group
- Other _____

Strengths: _____

To Work On: _____

How/What I will implement in my classroom: _____

NEW TEACHER OBSERVATION FORM
(New Teacher observes veteran teacher)

New Teacher _____ Date _____
Teacher Observed _____

Why did you choose to observe this teacher and/or lesson?: _____

Skills Demonstrated (District or building goals such as):

- Authentic Instruction
- Authentic Assessment
- Multiple Intelligences
- Bloom's Taxonomy
- Classroom Management
- Other _____

Notes from Observation: _____

How/What I will implement in my classroom: _____

MENTOR PROGRAM EVALUATION

To be filled out by both Mentor and Mentee and turned into administrator upon completion of the program.

- 1. Mentor, how do you think the mentee has benefited from this program?*

- 2. Mentee, how have you benefited from this program?*

- 3. What are the strengths of our mentoring program?*

- 4. What changes would improve the program?*

- 5. Additional comments:*

MENTOR SELF EVALUATION

Did you feel confident as a mentor? Yes _____ No _____

*Did you feel properly trained for the responsibility of your mentoring job? Yes _____
No _____*

*Did you have enough time with your mentee to properly advise, observe and assist when
needed? Yes _____ No _____*

Did you have support from the administration when needed? Yes _____ No _____

Did you have support from the administration when needed? Yes _____ No _____

Did you have support from the PDC when needed? Yes _____ No _____

Was your mentee receptive, cooperative, and communicative? Yes _____ No _____

*Please make any comments or suggestions (especially if you answered not to any question)
about our mentor program that might help to make the program more successful in the
future.*

Mentor's Signature _____

Date _____

Please submit to PDC Rep

APPENDIX C

2008-2009 Pettis County R-XII MAP Scores

Communication Arts						
Content Area	Grade	Year	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	2008	11.8	52.9	29.4	5.9
Communication Arts	03	2009	0.0	62.5	25.0	12.5
Communication Arts	04	2008	5.6	55.6	22.2	16.7
Communication Arts	04	2009	6.3	68.8	25.0	0.0
Communication Arts	05	2008	8.3	41.7	41.7	8.3
Communication Arts	05	2009	11.8	35.3	41.2	11.8
Communication Arts	06	2008	0.0	16.7	72.2	11.1
Communication Arts	06	2009	8.3	50.0	25.0	16.7
Communication Arts	07	2008	6.7	53.3	26.7	13.3
Communication Arts	07	2009	5.9	29.4	58.8	5.9
Communication Arts	08	2008	0.0	29.4	47.1	23.5
Communication Arts	08	2009	18.2	45.5	18.2	18.2

Mathematics						
Content Area	Grade	Year	Below Basic	Basic	Proficient	Advanced
Mathematics	03	2008	11.8	52.9	29.4	5.9
Mathematics	03	2009	0.0	56.3	43.8	0.0
Mathematics	04	2008	5.6	55.6	33.3	5.6
Mathematics	04	2009	12.5	50.0	37.5	0.0
Mathematics	05	2008	8.3	41.7	41.7	8.3
Mathematics	05	2009	11.8	41.2	35.3	11.8
Mathematics	06	2008	0.0	26.3	63.2	10.5
Mathematics	06	2009	0.0	25.0	75.0	0.0
Mathematics	07	2008	6.7	26.7	53.3	13.3
Mathematics	07	2009	5.9	29.4	52.9	11.8
Mathematics	08	2008	23.5	23.5	29.4	23.5
Mathematics	08	2009	36.4	45.5	18.2	0.0
Mathematics	A1	2009	0.0	0.0	100.0	0.0

2008-2009 Pettis County R-XII School Dibels Scores

Grade	Initial Sound Fluency	Letter Naming Fluency		WUF
Kindergarten	11.3	16.4		11.9
	Phoneme Segmentation Fluency	Letter Naming Fluency	Nonsense Word Fluency	WUF
First	31.1	30.1	19.9	23
	Oral Reading Fluency		Nonsense Word Fluency	WUF
Second	53.3		51.5	37.9
Third	60.8			43.8
Fourth	82.6			
Fifth	94.3			

APPENDIX D

PROFESSIONAL DEVELOPMENT INSERVICE

<u>DATES</u>	<u>TOPICS</u>	<u>PRESENTER</u>
September, 4, 2009	Teacher Evaluation	Susan McNeal
October 2, 2009	Blood Born Pathogens Mentor/Mentee Meeting Small Group Meetings	Diane Durril
November 6, 2009	Curriculum Development STI Updates/Training	Donavan Pfremmer
December 4, 2009	ELL Development Plan Reading ELL GLEs	Deb Grinde
January 8, 2010	TBS	
February 5, 2010	TBS	
March 11, 2010	TBS	
April 16, 2010	Textbook Updates Curriculum Updates Year Wrap Up	PDC Committee Members
May 7, 2010		
May 20, 2010		

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0 Aug-2009 1					17 Sep-2009					22 Oct-2009 22					17 Nov-2009 19					17 Dec-2009 18					
M	T	W	T	F	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*	2	3	4	5	6*		1	M	2	3	4*
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	
17	18	19	20 🍎	21 🍎	14	15	16	17	18	12	13	14	15	16 🕒	16	17	18	19	20	14	15	16	17	18	
24	25	26	27	28	21	22	23	24	25	19	20	21	22 ☺	23	23	24	25	26	27	21	22	23 🕒	24	25	
31					28	29	30			26	27	28	29	30	30					28	29	30	31		
19 Jan-2010 19					19 Feb-2010 20					22 Mar-2010 23					21 Apr-2010 21					20 May-2010 20					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
				1	1	2	3	4	5*	1	2	3	4	5* 🕒				1	2	3	4	5	6	7*	
4	5	6	7	8*	8	9	10	11	12	8	9	10	11 ☺	12	5	6	7	8*	9*	10	11	12	13	14	
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19	12	13	14	15	16*	17	18	19	20* 🕒	21* 🍎	
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	26	27 🍎	28	
25	26	27	28	29						29	30	31			26	27	28	29	30	31	1	2	3	4	

New Staff Orientation Aug 20
 Teacher Work Day Aug 20-21
 First Day For Students Aug 24

Early Out! PDC Workshop Sep 4
 Labor Day, School Dismissed Sept 7
 Early Out! PDC Workshop Oct 2
 End of First Quarter Oct 16 🕒
 Parent/Teacher Conf, Early Out! Oct 22
 No School Oct 23
 Early Out! PDC Workshop Nov 6

Early Out! Nov. 25
 Thanksgiving Vacation Dismissed Nov 26 - 27
 Winter Music Program Dec 1
 Early Out! PDC Workshop Dec 4
 End of Second Quarter, Early Out! Dec 23 🕒
 Christmas Vacation, School Dismissed ... Dec 24-Jan 1

🍎 School Reopens Jan 4
 🍎 Early Out! PDC Workshop Jan 8
 M.L.K., Jr. Day, School Dismissed Jan 18
 Early Out! PDC Workshop Feb 5
 President's Day, School Dismissed Feb 15

End of Third Quarter Mar 5 🕒
 Early Out! PDC Workshop 5-Mar
 ☺ Parent Teacher Conf., Early Out! Mar 11
 No School Mar 12
 Easter Break, School Dismissed Apr 1-9
 Make Up Snow Days Apr 8 & 9
 Early Out! PDC Workshop Apr 16
 Early Out! PDC Workshop May 7
 4th Quarter Ends May 20 🕒
 Last Day For Students Early Out May 20

M Make up Snow Day May 21-26
 Teacher Work Day, Last Day May 27 🍎

NON STUDENT DAY - TEACHER WORK DAY

STUDENT DAY

EARLY OUT (*DESIGNATES STAFF DEVELOPMENT EARLY OUT)

NON STUDENT DAY - NON TEACHER DAY

PARENT/TEACHER CONFERENCES

174 Student Days
 3 Holidays
 9 PDC days

Note: parent/teacher conferences are on Oct 23 and Mar 11
MAP WINDOW: March 29 - April 23, 2010

Priority order for designated make-up days as follows: 🍎
 4/8, 4/9, 5/21, 5/24, 5/25, 5/26
 Note: Teacher's last workshop day will be May 27.

