



**HANDBOOK
FOR
PROFESSIONAL DEVELOPMENT,
PROFESSIONAL DEVELOPMENT PLAN,
&
CERTIFICATION INFORMATION**

Revised: July 2022

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SECTION I

PROFESSIONAL DEVELOPMENT

I. PROFESSIONAL DEVELOPMENT

Mandate

The Excellence in Education Act of 1985 recognizes the need for teachers to grow professionally. The act provides for district professional development committee to stimulate and encourage professional growth. It charges 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 the teacher. 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 the 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 the MSIP Professional Development Standards.

Mission of Professional Development

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 facilitate student learning. 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. The District Professional Development Committee (DPDC) strives to provide opportunities for professional growth experiences that relate to these needs of the teaching staff.

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 benefits 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 reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

Professional Staff Development Opportunities

The Lincoln County R-III Board of Education supports professional development for district personnel. Staff development opportunities will support the Comprehensive and Building School Improvement Plan goals and relate to the MSIP standards and indicators. Additionally, staff development will correlate with the standards outlined by the National Staff Development Council. The standards are as follows: Equity practices, Curriculum/Instruction/Assessment, Professional expertise, Equity drivers, Evidence, Learning designs, Implementation, Equity foundations, Culture of collaborative inquiry, Leadership, and Resources.

Professional Development Objectives

The District Professional Development Plan is designed to support the Comprehensive School Improvement Plan (CSIP) Key Pillars and Priority Areas:

1. Exemplary Experiences (Real-world Learning, Safe and Supportive Environments, Quality Staff)
2. Trusting Relationships (Students & Family, School & Classroom, Business & Community, Higher Education, Communication)
3. Superior Instruction (Student Achievement, Best Practices in Teaching, Social Emotional Learning, Leadership & Support, Professional Learning)

Action steps have been developed to ensure the successful attainment of goals for each Key Pillar. Realizing that professional development of the staff is the core to increasing student achievement, the PDC will be constantly reviewing and revising the program to meet the ever-changing needs of the staff and students.

Establishing the Professional Development Committees

In compliance with state law, the Lincoln County R-III District has established building and district professional development committees which work to identify instructional concerns and remedies; *serve as a confidential consultant for staff development upon teacher request; assess faculty needs and develop related professional development opportunities; and be available to present to faculty suggestions, ideas, and recommendations relating to classroom instruction.

*(*Matters discussed by a teacher and the professional development committee will be held in confidence, but would not be considered “privileged information.” Only doctors, attorneys, and clergy have legal right to privileged information.)*

District Level Professional Development Committee

The district level PDC will consist of representatives from each building. District PDC members will come from the elected building level professional development committee (BPDC).

Electing Members of the District Level Professional Development Committee

Each BPDC will elect one of its members to be their building’s district representative. To be eligible to seek election to the DPDC prospective candidates must have at least 1 year of experience on the BPDC. Only members of the BPDC and the building principal who sits on the committee are eligible to vote in this election. The election for the following year’s seat on the DPDC needs to take place prior to the May DPDC meeting which the newly elected DPDC member is expected to attend. The Assistant Superintendent of Academics will serve as a facilitator for the committee.

The building PDC representatives serving on the district committee will be elected on a rotational basis. An example of the newly elected PDC member rotation will be as follows (Appendix A):

2023 Boone Elem., Early Childhood Center, Ninth Grade Center, Troy Buchanan HS.
2024 Cuivre Park Elem., Lincoln Elem., New Horizon HS, Troy South Middle.
2025 Claude Brown Elem., Hawk Point Elem., Main Street Elem, William Cappel Elem,
Troy Middle School.

Explanation of terms for the District Level Professional Development Committee (DPDC)

A seat on the DPDC carries a three-year term with a maximum of two terms. Members seeking a second term will need to go through the election process. The terms of the DPDC override the terms of the BPDC.

Electing Chair and Co-Chair of the DPDC

The DPDC will elect a chair and co-chair. To be eligible for these positions the person must have at least one year of experience on the DPDC. Only members of the DPDC are eligible to vote in this election and in the event of a tie the Assistant Superintendent of Academics will vote to break the tie. The election for the following year's chair and co-chair on the DPDC needs to take place prior to the May DPDC meeting.

Explanation of terms for the Chair and Co-Chair of the DPDC

The chair and co-chair carry a three-year term with a maximum of two terms. Members seeking a second term will need to go through the election process. The terms of the Chair or Co-Chair override the terms of the DPDC

District Professional Development Committee Responsibilities

The PDC is charged with the following responsibilities:

1. Identify instructional concerns and remedies for beginning and experienced teachers.
2. Provide assistance in creating and documenting professional development plans for beginning teachers.
3. Provide a mentor program for beginning teachers.
 - a. Beginning teachers will participate in a two-year mentor program sponsored by the Academics team.
 - b. The mentor teacher should have five (5) years of teaching experience whenever possible and agree to the mentor contract. When selecting a mentor teacher, consideration should be given to grade level and/or content area. The building administrator and/or Director of Teaching and Learning will assign mentors. Mentors will be compensated for this duty from the professional development budget.
 - c. The mentor/new teacher per quarter will be given release time up to four hours to observe, review, and assist the beginning teacher.
 - d. The mentor shall certify the completion of the mentor program to the Academics office.
4. Serve as a confidential consultant upon a teacher's request.
 - a. The PDC or individual PDC members can serve as a confidential consultant to aide teacher(s) with instructional concerns related to staff development and to facilitate professional growth.
 - b. Identification of any teacher who requests the assistance of a confidential consultant for staff development will not be included in any records maintained by the PDC.
5. Assess faculty need and develop professional development opportunities for school staff.
 - a. Instructional needs will be assessed annually by using multiple techniques, which could include surveys, self-assessment inventories, student data, parent feedback, MAP results, and NEE data.
 - b. Once identified, needs will be categorized as individual needs, building-level needs, or district-level needs. These needs will be presented to the district PDC. Building level needs will be shared with building level PDCs. Yearly building level professional development activities will follow identified needs.

6. Provide high quality professional development opportunities for certified staff that meet the following standards:
 - a. Actively engages teachers over time
 - b. Is directly linked to improved student learning
 - c. Is directly linked to the district CSIP, building level improvement plans (BLIP), and NEE data.
 - d. Is developed with extensive participation of teachers, parents, principals, and other administrators. (Parent participation may be at the CSIP level.)
 - e. Provides time and other resources for learning, practice, and follow up
 - f. Is supported by district and building leadership
 - g. Provides teachers with the opportunity to give the district feedback on the effectiveness of professional development activities.
7. Responsibilities of elected officers:
 - a. Chairman
 - i. Oversight of the PDC in creating and implementing professional development programs for the district.
 - ii. Organizing committee meetings.
 - iii. Ensuring building level PDC keep appropriate records documenting professional development programs of each building.
 - b. Secretary – Maintaining minutes of district committee
 - c. Assistant Superintendent of Academics
 - i. Maintaining the PDC fiscal records
 - ii. Maintain file containing beginning teachers’ Professional Development Plan
 - d. Building DPDC – Maintains Collaboration Logs

Building Level Professional Development Committee

Building level PDC support district professional development programs. Each building level committee will determine the respective needs of the building and design and implement professional development programs to meet those needs.

The purpose of the building level PDC is to incorporate specific needs of a building with the Comprehensive School Improvement Plan (CSIP) and Building Level Improvement Plan (BLIP) goals to deliver meaningful professional development activities. The committee will identify professional development needs, align the needs with the CSIP and BLIP goals, then design, implement and evaluate ongoing building level professional development opportunities.

Electing Members of the Building Level Professional Development Committee (BPDC)

Candidates seeking a seat on the BPDC will notify the building’s district level professional development representative of their desire to be placed on the ballot. The BPDC must have representation from all departments within the school. In the event of a shortage of volunteers the district professional development representative and principal may appoint faculty to a seat on the BPDC. The entire faculty within the school building votes to elect the members of their BPDC. This election for the following year’s seats on the BPDC needs to take place prior to the April BPDC meeting.

Explanation of terms for the Building Level Professional Development Committee (BPDC)

A seat on the BPDC carries a three-year term with a maximum of two terms. Members seeking a second term will need to go through the re-election process.

Building Level Committee Responsibilities

Responsibilities of the committee are to:

- Identify building professional development needs.
- Set building professional development goals based on the CSIP and BLIP goals.
- Design, implement, and evaluate professional development activities in collaboration with the district PDC.
- Building PDC and building principal will determine needs for the allocation of money.
- Track staff expense to out-of-district professional development.
- Encourage teachers who attend out-of-district workshops in sharing learning within the district.
- Attend regular building level meetings and district level training sessions as arranged.

A building principal will serve on the building level professional development committee as a member. It will be the administrator's responsibility to ensure appropriate building records documenting professional development activities and building professional development are kept.

Professional development funds for building level activities will be distributed based on student enrollment.

Professional Development Course Requests

Certified staff is encouraged to continue professional growth in whatever manner is best suited for them including maintaining membership in and participating in professional organizations. In order to participate in out-of-district professional development opportunities, certified staff must fulfill the following responsibilities:

- Complete and submit a Professional Development Course Request via the Portal. (Appendix B:1)
- Send additional paperwork (registration, MapQuest, etc.) as in the past to your building secretary.
- ADD NOTES - include CSIP code, breakdown of funding request (*this must match Professional Leave Reimbursement Form – list ALL items included on Purchase Orders as well as items that you are requesting reimbursement for.*)
- Create Professional Development Request
- Enter Leave Request via the Employee Portal. (Appendix B:2)
- Enter approved Professional Development into WillSub.
- Submit Professional Leave Reimbursement Form with receipts to Finance Department. (Appendix B:3)

Staff members are expected to share information gained from the professional development activities **with the buildings professional development committee upon return.**

The building PDC will determine distribution of the building PD budget. The PDC must make every certified staff member aware each person has a total of two days. These activities must relate to at least one of the CSIP goals and be accommodated in the district calendar for leave.

Special Professional Leave (SPL) by District Policy is defined as “leave (that) may include such things as state or national officer positions in educational organizations; presentations at state or national conventions, meetings, or workshops; or attendance at regional, state or national conventions.”

- Submit Special Professional Leave (SPL) request to the Assistant Superintendent of Academics (**Do not proceed until request is approved by the Assistant Superintendent**)
- Complete Professional Development Request via the Portal
- Send additional paperwork (registration, MapQuest, etc.) as in the past to your building secretary – **BE SURE TO INCLUDE THE APPROVED SPECIAL PROFESSIONAL LEAVE REQUEST WITH THESE DOCUMENTS**
- ADD NOTES - include CSIP code, breakdown of funding request (*this must match Professional Leave Reimbursement Form – list ALL items included on Purchase Orders as well as items that you are requesting reimbursement for*)
- Create Professional Development Request
- Enter Leave Request via the Employee Portal
- Enter approved Professional Development in to WillSub.
- Submit Professional Leave Reimbursement Form with receipts to Finance Department (Appendix C)

To view videos on how to fill these forms out through the Employee portal, follow the link below.

<http://www.troy.k12.mo.us/domain/999>

Annual Evaluation of Professional Development Activities

Evaluation of professional development may include both formal and informal tools (Appendices D/E). All levels of the educational community will assess the effectiveness of the program. Evaluation criteria will include:

- Continual monitoring and evaluating of planned activities and services provided by the PDC.
- Annually reviewing and developing the professional development plan based upon district goals and identified needs.
- All staff completing the evaluation form at the end of district professional development activities.
- All staff completing the needs assessment survey provided each spring.
- All staff completing the High Quality Professional Development Survey each spring.

Annual Evaluation of the District Professional Development Plan

The PDC will annually evaluate the professional development program. The annual report will be submitted to the staff.

Summary of Key Provisions of Professional Development

- One percent of a school district's operating budget must be allocated for the professional development of certified staff.
- Seventy-five percent of the one percent must be spent in the fiscal year of allocation.
- Expenditures of the PDC must be for the purposes of meeting the objectives of the district's Comprehensive School Improvement Plan.
- Non-compliance with any of the above requirements will result in the loss of the state aid during the next school year.

SECTION II

EDUCATOR'S PORTFOLIO

and

PROFESSIONAL DEVELOPMENT PLAN (PDP)

II.
PORTFO
LIO AND
PROFESSIONAL DEVELOPMENT PLAN
(PDP)

Collaborative Team SMART Goal

The purpose of the collaborative teams is to enable teachers to become members of the Professional Learning Community.

All teachers will participate in collaborative teams. After analyzing the appropriate student achievement data, each team will articulate a Wildly Important Goal(s) to guide the direction of their work. (Appendix F) Individual teachers may align the team's Wildly Important Goal(s) to his/her goals on the Professional Development Plan (PDP).

Purpose of the Professional Development Plan (PDP) and a log of Professional Development Activities

The purpose of a Professional Development Plan (Appendix F:1) is to give an educator the tools necessary to design a plan based upon the individual educator's needs, and the needs of the district.

Beginning teachers will complete a PDP with assistance from a mentor. Experienced teachers may complete the form alone, or with assistance from administrators or other teachers. All teachers should use the district and building improvement plans to guide development of the plan. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

Throughout the year, teachers will document the progress of student achievement and reflect upon the results. (Appendix F:2 & F:3)

SECTION III

CERTIFICATION RENEWAL INFORMATION

III. CERTIFICATION INFORMATION

Professional Classifications

A two-tier plan of professional classification is described below:

Initial Professional Certificate (IPC)

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 (over 4 years) of professional development which may include college credits (1 semester hour = 15 contact hours of PD);
- Participation in a Beginning Teacher Assistance program.
- Successfully participate in your employing school's annual Teacher Evaluation process.
- Complete four years of DESE approved teaching experience;
- **Develop and implement a professional development plan that is on file with the District**

Career Continuous Professional Certificate (CCPC or Career CPC)

The CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC or Career CPC) is valid Continuously (for 99 years) depending on an individual meeting the following:

- The requirements at the [IPC](#) level (four years of experience);
- Successful, **yearly completion** of 15 contact hours of professional development which may include college credits (1 semester hour = 15 contact hours of PD);
- **Local requirement - Development of Professional Development Plan (PDP).**
 - **Successful Performance Evaluation**
(per schedule)

Requirements for Renewal

The MO DESE has made minor changes to the certification process. Specific information, frequently asked questions, and forms may be accessed at www.dese.mo.gov. Certification renewal occurs every year for Temporary Certification. Provisional Certification, a two-year certificate, is nonrenewable. The Initial Professional Certificate (IPC), a four-year certificate, may be upgraded to a Career Continuous Professional Certificate (Career CPC).

All educators will enter their Professional Development hours in the Employee Portal by the end of each academic year.

The fees for renewal are as follows:

- Upgrading a certificate from IPC to CCPC is \$35
- Transitioning a teaching certificate from another state to a Missouri certificate - \$100
- Additional certificate (adding a new content area to an existing certificate) - \$35
- Transcript analysis and verification prior to issuance of a provisional, substitute or temporary teaching certificate - \$50

How to Renew Your Certificate

It is the teacher's responsibility to make sure the certificate does not expire. Human Resources office will contact you 30-45 days prior to the date of your certification expiration. This notification will instruct you to access necessary certification information at www.dese.mo.gov. The certification application is on-line.

Failure to Renew/and or Maintain Educator Certificate

Failure to renew and/or maintain the educator certificate may result in non-renewal of the educator's district contract or pay will be reduced to substitute pay until such time as the certification is renewed. DESE will require an FBI fingerprint background check at the educator expense.

Update Educator Profile Information

If you need to update or make corrections to any of the following records on your educator profile, please follow the directions listed for each type of information:

- **Name, Social Security Number, or Date of Birth:**

You will be required to complete an **Update Personal/Education Information Request** to make a change. Please print, complete, and sign a copy of this cover sheet and mail it with supporting documentation (copy of driver's license, Social Security card, marriage certificate, divorce decree, birth certificate, etc.) to:

Educator Certification
PO Box 480
Jefferson City, MO 65102

- **Mailing Address, Work/Personal Phone Number, or Email Address:**

You have access to make changes to your personal contact information by logging into your educator profile. Scroll down to the Contact Information section and click on the "Edit Contact Information" button at the bottom of the section. Enter the new information and hit the "Save"

- **Add an Advanced Degree or Update Education Records:**

You will be required to complete an **Update Personal/Education Information Request** to update the records of your college/university degrees or attendance dates. Please print, complete, and sign a copy of this form and mail it with an original copy of the transcript verifying the conferral of an advanced degree or updated attendance dates to:

Educator Certification
PO Box 480
Jefferson City, MO 65102

Faxed, scanned, emailed, or photocopied transcripts will not be accepted. Transcripts become the property of the department and cannot be returned. The acceptance of coursework and/or degrees is subject to DESE's approval of the college/university attended and the major area of study.

SECTION IV

APPENDICES

**2022-2023
Professional Development Committee Members**

DISTRICT		
Tina Berra, Chairperson Dr. Kelly Briscoe, Interim Assistant Superintendent of Academics		
Member	Building	Term Expires
Brittany Weber	BES	2023
Robert Sanderson	NGC	2023
Sami Hutchison	ECEC	2023
Tina Berra	TBHS	2023
Alesha Rumple	CPE	2024
Lisa Hoffmann	NHHS	2024
Sarah Tappmeyer	TSMS	2024
Monica Roettger	LES	2024
Sara Galati	WCE	2025
Maddie Weinrich	CBE	2025
Cassie Johnson	HPE	2025
Kathy Barry	MSE	2025
Dr. Amy Spears	TMS	2025



SISFin Portal

Troy R-III School District

Finished

Welcome,

Add Professional Development Course Request

Course Start Date (mm/dd/yyyy) / /

Course Number

Course Name

Course Type --Select a Course Type--

Institution

Instructor

Hours

Credits Attempted

Cost of Course

SIP Code --Select a SIP Code--

Notes

Approval Route --Select a Route--

Submit ✓

Submit & enter Leave Request >>

Cancel ✗



SISFin Portal

Troy R-III School District



Welcome,

Submit Leave Request * = required entry	
Name	<input type="text"/>
From Date (mm/dd/yyyy)*	<input type="text"/> / <input type="text"/> / <input type="text"/>
To Date (mm/dd/yyyy)*	<input type="text"/> / <input type="text"/> / <input type="text"/>
Duration*	<input type="text"/> AM/PM? <input type="text"/>
Type of Leave*	-Select a Leave Type-
Leave Request Routing*	-Select a Route-
Substitute Required	<input type="checkbox"/>
Comments	<div style="border: 1px solid gray; height: 80px;"></div>
Location*	-Select a Location-
Leave Reason	-Select a Leave Reason-
<input type="button" value="Submit"/>	



PROFESSIONAL LEAVE REIMBURSEMENT FORM

EMPLOYEE NAME: _____
 BUILDING NAME: _____
 TODAY'S DATE: _____

DATES OF REQUESTED LEAVE: _____ FROM _____ TO _____

CONFERENCE/ACTIVITY NAME AND LOCATION: _____

LEAVE TYPE: (SELECT ONE)
 PROFESSIONAL DEVELOPMENT
 IN-SERVICE PROFESSIONAL DEVELOPMENT
 SPECIAL PROFESSIONAL LEAVE PROFESSIONAL DEVELOPMENT
 EXCUSED OTHER EVENT (NON-PD EVENT)

PD COMMITTEE APPROVED EXPENSES (BACK-UP MUST BE SCANNED INTO SISFIN BY BUILDING SECRETARY):

<p>INCLUDED ON PURCHASE ORDERS:</p> <p>REGISTRATION: _____ LODGING: _____ OTHER: _____</p> <p style="text-align: right;">P.O. TOTAL <input style="width: 50px; text-align: center;" type="text" value="0"/></p>	<p>REQUESTING REIMBURSEMENT ON:</p> <p>REGISTRATION: _____ LODGING: _____ OTHER: _____</p> <p>*MILEAGE: MILES @ <input style="width: 40px; text-align: center;" type="text" value="40"/> @ <input style="width: 40px; text-align: center;" type="text" value="0.00"/></p> <p style="text-align: center; font-size: small;">* FROM YOUR POINT OF ORIGIN TO EVENT LOCATION</p> <p style="text-align: right;">REIMB. TOTAL <input style="width: 50px; text-align: center;" type="text" value="0.00"/></p>
---	--

BUDGET CODING (CENTRAL OFFICE USE ONLY):

	AMOUNT	BUDGET CODE
BUILDING PD FUNDED	_____	_____
DISTRICT PD FUNDED	_____	_____
SPED REQUEST (SPED FUNDED)	_____	_____
ADMINISTRATOR (SY FUNDED)	_____	_____
OTHER	_____	_____
TOTAL PAID (MUST MATCH PORTAL)	<input style="width: 50px; text-align: center;" type="text" value="0"/>	

PROFESSIONAL DEVELOPMENT/PURCHASE ORDER/REIMBURSEMENT PROCESS

In-District / Outside District – BUILDING PD FUNDS REQUESTED:

1. **EMPLOYEE WILL:** Submit Professional Development Request, Leave Request, and WillSub Request
 - Complete Professional Development Request via the Employee Portal
 - Forward back-up documents (registration, MapQuest, etc.) to your building secretary or PD rep (depending on building preference).
 - **ADD THE FOLLOWING INFORMATION/NOTES TO YOUR PD REQUEST** - CSIP code, hours, breakdown of funding request (mileage amount, registration amount, etc.) along with the budget to be used.
 - Enter Leave Request via the Employee Portal
 - Enter approved Professional Development in to WillSub
 - **Once approved – enter purchase requisition**

In-District / Outside District – DISTRICT FUNDS REQUESTED:

1. **EMPLOYEE WILL:** Submit Professional Development Request, Leave Request, and WillSub Request
 - Complete Professional Development Request via the Employee Portal
 - Forward back-up documents (registration, MapQuest, etc.) to your building secretary or PD rep (depending on building preference).
 - **ADD THE FOLLOWING INFORMATION/NOTES TO YOUR PD REQUEST** - CSIP code, hours, breakdown of funding request (mileage amount, registration amount, etc.) along with the budget to be used.
 - Enter Leave Request via the Employee Portal
 - Enter approved Professional Development in to WillSub
 - **Once approved – enter purchase requisition**

In-District – NO FUNDS REQUESTED:

ALL STAFF (INCLUDING PARAS WITH REQUIRED PD HOURS) SHOULD FOLLOW THIS PROCESS FOR ALL IN-DISTRICT TRAINING!

1. Submit Professional Development Request, Leave Request, and WillSub Request
 - **Choose “DISTRICT PD IN-DISTRICT TRAINING & PARA HOURS” as the approval route**
 - Complete Professional Development Request via the Employee Portal
 - **ADD THE FOLLOWING INFORMATION/NOTES TO YOUR PD REQUEST** - CSIP code and hours
 - Enter Leave Request via the Employee Portal – select “TRAINING” as leave type, select ‘MEETING IN-DISTRICT’ as leave reason, and enter name of training in comments
 - Enter approved Professional Development in to WillSub

Reimbursement requests should be submitted to the finance Office

IF YOU ARE UNABLE TO ATTEND THE EVENT OR IF THE DATES OF THE EVENT CHANGE, INFORM YOUR BUILDING PAYROLL SECRETARY AS SOON AS POSSIBLE

LINCOLN CO. R-III SCHOOL DISTRICT
SPECIAL PROFESSIONAL LEAVE (SPL) REQUEST

For purposes of applying for the SPL the following apply:

1. List all professional leave days (regular and special) targeted for use during the current school year.
2. A school year is July 1 of a calendar year through and including June 30 of the subsequent calendar year.
3. An individual teacher is allowed only one SPL leave request per school year.
4. By policy SPL is defined as:
“ leave (that) may include such things as state or national officer positions in educational organizations; presentations at state or national conventions, meetings, or workshops; or attendance at regional, state or national conventions.”



Name: _____ Instructional Area: _____

Regular Professional Leave Dates: (1) _____ (2) _____

SPL Date: _____

Purpose of SPL Request (reasonable detail): _____

(Teacher Signature) (Date)

(Building Principal Signature) (Date)

(Assistant Superintendent) (Date)

Please note:

After approval complete the Professional Development Request via the Portal and give a copy of your Special Leave Request to your building secretary. Thank you. Revised 8/2012

LINCOLN COUNTY R-III SCHOOL
DISTRICT

**WORKSHOP
EVALUATION (IN
DISTRICT)**

Teachers will complete the workshop evaluation electronically immediately following each session. The software will provide a tally of responses for analysis by the PDC.

The following questions will be answered on a six point Likert Scale

- | | | |
|-----------------------|--------------------|--------------------|
| 1 – strongly disagree | 3 – somewhat agree | 5 – strongly agree |
| 2 – disagree | 4 – agree | 6 – N/A |

1. The _____ was of high quality.
(specific date and PD activity)
2. _____ (breakout session)
 - The content was accurately and adequately delivered.
 - The presenter(s) was well prepared
3. Which professional development activity did you benefit most from? Explain.
4. Which professional development activity did you least benefit from? Explain.
5. What could be done to improve professional development days?
6. What topics would you like presented at future professional development?

**OUT-OF-DISTRICT
PROFESSIONAL DAY EVALUATION**

Please complete and forward to a Building PDC member the day after you return from your Professional Day Leave Activity.

Your name _____ Date of workshop _____

The name of the conference/workshop attended:

If you observed in another school district please describe the grade level(s) and subject(s) you observed.

1. Would you recommend this activity to other teachers?

Circle one: YES NO

2. Describe one concept or idea you learned at the conference or workshop you attended.

3. How will you relate the knowledge/skills obtained from this workshop to improve achievement in your classroom?

4. Did you learn something(s) that should be shared with the whole district?

Circle one: YES NO

5. How did you share professional development information?



Professional Development Plan

School Year: _____ Years of Experience: _____

Professional Status (Probationary, Tenured, Tenured Under Evaluation): P T TE

Name: _____ Position/Subject Area: _____ School: _____

Mentor: _____ Position/Subject Area: _____ School: _____

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
Goals	Individual Teacher PD Goal(s)		

This section aligns with Element 1 on the Professional Development Plan Scoring Guide.

B.	Sequence of PD Activities that are Aligned to PD Goals (include at least 3) <i>Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.</i>
Teacher's Strategies	
	Data Used to Determine Need <i>Provide examples, such as the previous year's Summative Report, observation data, student survey results, self-assessment, etc.</i>

Research Base for PD Activities

Explain the connection between cited research and PD activities that will affect student performance.

Prior Related PD

*Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. ****This is not required for a first-year teacher.*****

This section aligns with Elements 2-8 and 10 on the Professional Development Plan Scoring Guide.

REFERENCE NOTE FOR #6: Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might "help" in ways that cause confusion and/or tension. **Community involvement** can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

Pre-Implementation Approval:

Teacher's Signature: _____

Mentor's Signature: _____

Administrator's Signature: _____

Date: _____

Date: _____

Date: _____

Plan:

Individual

Monitored

Directed

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

C. Data-driven Evidence of Progress	Data-driven Evidence of Progress Toward Specific Goals	
	<i>Provide explicit evidence of how the PD activities impacted your teaching practice (observation data) or student performance (assessment data).</i>	
<i>This section aligns with Element 9 on the Professional Development Plan Scoring Guide.</i>		

D. Narrative	Teacher's Comments	Mentor's Comments	Administrator's Comments
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

School Year: _____
Professional Status: _____
Name: _____
Mentor: _____

A.	District
Goals	Individual

Professional Development Plan – End-of-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

E. Data-driven Evidence of Progress	Data-driven Evidence of Progress Toward Specific Goals to be Addressed/Enhanced <i>Provide explicit evidence of how the PD activities impacted your teaching practice (observation data) or student performance (assessment data).</i>	
<i>This section aligns with Element 9 on the Professional Development Plan Scoring Guide.</i>		

F.	Goal 1 was successfully completed	YES	NO	Goal 2 was successfully completed	YES	NO
	Goal 3 was successfully completed	YES	NO	Goal 4 was successfully completed	YES	NO

G. Narrative	Teacher's Comments	Mentor's Comments	Administrator's Comments
Teacher's Signature: _____	Mentor's Signature: _____	Administrator's Signature: _____	
Date: _____	Date: _____	Date: _____	

School Year: _____
 Professional Status: _____
 Name: _____
 Mentor: _____

A. Goals	Dist
	Ind

Additional Comments if Needed:



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End of Year Example



SISFin Portal

Troy R-III School District

Finished X

Welcome,

Add Professional Development Course Request

Course Start Date (mm/dd/yyyy) / /

Course Number

Course Name

Course Type

Institution

Instructor

Hours

Credits Attempted

Cost of Course

SIP Code

Notes

Approval Route

Submit ✓

Cancel ✗

Update Personal/Education Information Request		
SOCIAL SECURITY NUMBER - -	EDUCATOR ID NUMBER	
CURRENT NAME (LAST, FIRST, MIDDLE INITIAL)		
ALL MAIDEN/FORMER NAMES		
E-MAIL ADDRESS		
STREET ADDRESS		
CITY, STATE, ZIP CODE		
DATE OF BIRTH	MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>	PHONE NUMBERS H () W ()
<input type="checkbox"/> 1. I request a name change from _____ to _____ . Documentation that supports the name change is attached.		
<input type="checkbox"/> 2. I request a correction of my SSN (attach copy of Social Security card) from _____ - _____ - _____ to _____ - _____ - _____.		
<input type="checkbox"/> 3. I request a correction of my birthday (attach supporting documentation) from _____ / _____ / _____ to _____ / _____ / _____.		
<input type="checkbox"/> 4. I request an update to my education records.		
<input type="checkbox"/> Need to add a degree. (Must mail original transcript. No photocopies.)		
<input type="checkbox"/> Need to correct attendance dates, GPA, etc.		
LEGAL SIGNATURE OF APPLICANT	DATE	
PLEASE RETURN THIS COVER-SHEET TO EDUCATOR CERTIFICATION, POST OFFICE BOX 480, JEFFERSON CITY, MO 65102-0480 ORIGINAL SIGNATURE REQUIRED – NO FAXES OR PHOTOCOPIES! http://dese.mo.gov		