

West Plains R-7

Professional Development Plan

Revised 2020-2021



Excellence in Education, Service, Life

Dr. Lori Wilson, Superintendent

Natalie Brazeal, PDC Chair



WEST PLAINS R-7 PROFESSIONAL DEVELOPMENT PLAN

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**MISSION:**

Excellence in Education, Service, Life

VISION:

The West Plains School District Board of Education is committed to ensuring that the West Plains School system considers the best interest of our students as the guiding principle in the decision making process for the Board of Education and all administrators, faculty, and staff. Our district will exhibit superior performance in all facets of educational programming including faculty development, student achievement, and community participation when compared to state and national benchmarks. We will employ both world-class strategies and local values to provide a safe, enriching environment for faculty, staff, and students of all ages. We will provide students with opportunities for a variety of experiences that will assist them in the discovery and development of their strengths for a lifetime of success and service to the community.

Current PDC Members	Building	Term Expiration Date
Camisha Hunter	South Fork	April 2021
Martha Williams	Elementary 1	April 2024
Adrienne Wooderson	Elementary 2	April 2023
Michelle Henderson	Middle School 1	April 2022
Melissa Cormier	Middle School 2	April 2021
Dianna Locke	High School 1	April 2024
Natalie Brazeal	High School 2	April 2022
Traci Joiner	High School 3	April 2023
Mary Howell	Special Education	April 2023
Tonya Jedlicka	SCCC	April 2021



Chairperson: Natalie Brazeal

Vice Chairperson: Michelle Henderson



WEST PLAINS R-7 DISTRICT GOALS



1. **ACADEMIC PERFORMANCE:**
Improve academic achievement in at least one core area for each student on an annual basis.
2. **COMMUNITY SERVICE:**
Provide opportunities and incentives for each student to participate in community service.
3. **SCHOOL SAFETY:**
Ensure a safe environment that promotes excellence for students, faculty and staff.
4. **COMMUNICATION:**
Communicate effectively on all levels.
5. **QUALITY EMPLOYMENT:**
Attract, retain and continually develop a highly qualified and professional administration, faculty and staff.
6. **FISCAL RESPONSIBILITY:**
Operate in a fiscally responsible manner by being good stewards of patron resources.



WEST PLAINS R-7 PROFESSIONAL DEVELOPMENT PROGRAM STATEMENT OF PURPOSE

While the Excellence in Education Act of 1985 established the concept of professional development opportunities for teachers as individuals, the passage of SB 380 in 1993 called for a shift in practice. Instead of emphasizing individual professional development, the emphasis was placed on focused professional development for the entire school system.

The purpose of the Professional Development Committee (PDC) is to:

- Provide support to PLC teams as they read, study, and discuss research on instructional practices and quality professional development.
- Gather and use CSIP data, i.e. surveys, student achievement data, MSIP data, absentee rates, socio-economic data, and other needs assessment data to evaluate and plan staff professional development activities.
- Provide professional development opportunities that are consistent to the district CSIP plan and state requirements for high quality professional development.
- Provide a mentoring program for beginning teachers and faculty new to the district.
- Present the Professional Development Plan to the board of education and obtain approval.
- Communicate the plan and opportunities to the staff.
- Complete the annual program evaluation.

High quality professional development must:

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

The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are provided will be well organized, systemic and a cooperative effort involving teachers and administrators.

The committee will communicate its plans to the faculty and staff in a way to foster acceptance of professional development activities as a continuation of the process of refining personal skills and keeping abreast of new developments in the field of education.



PROFESSIONAL DEVELOPMENT PROGRAM

STRUCTURE AND RESPONSIBILITIES

1. The PDC will consist of two ex-officio member from administration and eleven teachers who are elected representatives from elementary schools, middle school, high school, and career center according to this schedule:
 - 2 from West Plains Elementary
 - 1 from South Fork School
 - 2 from Middle School
 - 3 from High School
 - 2 from Career Center
 - 1 from Special Education
 - 2 Assistant Superintendent/Director of Curriculum & Professional Development (ex-officio)
2. Members shall be certified staff members with at least three years of teaching experience and at least two years in the West Plains R-7 School District. Terms will be of three years in length and are staggered so that approximately one-third of the committee will be new each year. New members shall be elected at the February meeting and will begin attending meetings in March. Training will begin in March and service begins in April.
3. Each school will hold an election in the event that a member must be replaced.
4. The committee will elect a Chairperson, Assistant Chairperson, and Secretary each year.
 - The Chairperson will call meetings as needed, create agendas and conduct meetings.
 - The Assistant Superintendent/Director of Curriculum & Professional Development will share the PDC plan with the school board at the beginning of each year.
 - The Assistant Chairperson will assist the Chairperson in establishing agendas and Chair meetings in the absence of the Chairperson.
 - The Secretary will keep minutes of the meetings.
5. The PDC meeting will be held monthly. The date will be determined by the committee.
6. All members will be responsible for communication of PDC information to administration and staff members, including:
 - Collaborating plans with the building administrator
 - Posting professional development opportunities
 - PDC awareness at staff meetings
 - Evaluation results
7. All members will assist with the Mentor/Protégé program.
8. The PDC committee will plan professional development opportunities for the certified staff to help accomplish the PDC goals.



9. The PDC committee will develop a district focus to be addressed through professional development for each year.
10. Each member will stay abreast and incorporate best practices into teaching by attending conferences to promote staff development. Whenever possible, members will attend the MSDC spring conference.
11. The PDC committee will approve the applications regarding professional development activities for salary advancement turned in by individual staff members.

WEST PLAINS PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PROGRAM BELIEFS:

1. Effective professional learning is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Improving student learning and professional practice requires ongoing systemic and organizational change.

PROFESSIONAL DEVELOPMENT PROGRAM GOALS:

In alignment with the National Staff Development Council's Standards for Professional Development we will focus our provisions toward the following goals:

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (CSIP GOALS #1 & #2)
 - a. Engage in continuous improvement
 - b. Develop collective responsibility
 - c. Create alignment and accountability
2. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (CSIP GOAL #5)
 - a. Develop capacity for learning and leading
 - b. Advocate for professional learning
 - c. Create support systems and structures
3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. (CSIP GOAL #3)
 - a. Prioritize human, fiscal, material, technology, and time resources
 - b. Monitor resources (i.e., time educators are engaged in job-embedded professional learning and technology used for professional learning)



- c. Coordinate Resources
- 4. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (CSIP GOALS #1 & #2)
 - a. Analyze student, educator, and system data
 - b. Assess progress
 - c. Evaluate professional learning
- 5. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. (CSIP GOALS #1 & #2)
 - a. Apply learning theories, research, and models
 - b. Select learning designs
 - c. Promote active engagement
- 6. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. (CSIP GOALS #1 & #2)
 - a. Apply change research (sustain focus on goals and strategies to promote systems change)
 - b. Sustain implementation
 - c. Provide constructive feedback
- 7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (CSIP GOALS #1 & #2)
 - a. Meet performance standards
 - b. Address learning outcomes
 - c. Build coherence

The Professional Development Committee will assess the professional development needs of all practicing teachers. In addition, the PDC will consider the building level team data in order to determine professional development needs. A need assessment will be conducted annually, and professional development will be developed around the need assessment and data based on the school improvement plan.



**WEST PLAINS R-VII PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT GUIDELINES
FOR
SALARY ADVANCEMENT
February 20, 2001
Board Approved
Revised
September 4, 2002
August, 2003
September 15, 2009**

A. Criteria

1. Sixteen professional development hours will be the equivalent of one graduate credit hour. A total of 48 professional development hours equaling 3 graduate credit hours can be submitted at one time for salary advancement. This advancement can only be used a total of 4 times on the salary schedule.
2. To advance horizontally on the salary schedule professional development hours are limited to a one time use in each of the following:
 - a. 48 professional development hours (3 graduate credit hours) for columns a through d.
 - b. 48 professional development hours (3 graduate credit hours) for the Master's plus 8 column.
 - c. 48 professional development hours (3 graduate credit hours) for the Master's plus 16.
 - d. 48 professional development hours (3 graduate credit hours) for Master's plus 24.
3. Professional development hours must be accumulated during employment with R-7 Schools.
4. Professional development hours must be accumulated within a 5 year time frame upon request for movement on the salary schedule.
5. For steps beyond a Master's Degree, only hours earned after achieving the Master's Degree can be used for advancement.
6. Qualifying Activities include:
 - a. Professional development activities performed **outside the regular school day** with the exception of Professional Learning Community Team Collaboration which may be counted if conducted during school hours.
 - b. Professional development activities directed toward student achievement and school improvement shall include:
 1. Focus Groups – groups established either by each building or school wide addressing specific instructional or school improvement needs and approved by the administrator. (i.e.-meetings that pertain to specific focus group with established focus group committee members or meetings addressing focus group activity that pertains to the entire faculty)



2. Workshops – events that pertain to student achievement and pre-approved by PDC and administrator with proof of attendance. (i.e. – workshops provided by colleges, universities, educational organizations, educational conferences or in-service) Workshops held during the school day may be used toward 1 hour of professional planning time.
3. Peer coaching – teachers who have participated in specific professional development activities and offer information to the faculty to implement instructional/curricular or school improvement through in-service, on-site workshops, grade level meeting, or subject area meetings approved by the administrator. (i.e.-shared strategies from workshops, college courses, educational organizations, or educational conferences)
4. Teacher collaboration- on site meetings pertaining to student achievement and approved by the administrator. (i.e-teacher’s meetings that address student achievement, guest speakers addressing student achievement, or curriculum development)
5. Action Research Groups- on site activities where data is obtained from student achievement and approved by the administrator. (i.e., collection and analysis of data for a particular instructional issue presented to either the faculty or the board through meetings or distribution of results to groups of interest)
6. Observations of Teaching Strategies – on-site or off-site observations of master teachers approved by PDC and/or administrator. (i.e., observations that concern issues such as teacher improvement, student behavior, classroom management, student achievement, or evaluation)
7. Non-Qualifying Activities shall include:
 - a. Faculty meetings of a general nature called by the administrator to conduct school business.
 - b. In-services and events on contracted days (**including Building Level Leadership Teams** [may use 1 hour toward professional planning time]).
 - c. Professional conferences that do not address student achievement or school improvement such as professional organizations that address only teacher needs and not student achievement.
 - d. Activities that lack documentation.
 - e. Activities that are already compensated for such as: PPP, tutoring, coaching of team sports, mentor/protégé collaboration hours, etc.



- f. Coaching workshops that pertain only to team sports and extracurricular activities.
- g. Stated activities that do not have approval of administrator.
- h. Travel as a form of professional development.

B. Record keeping

1. All reimbursable activities must be approved by the building level principal and Assistant Superintendent/Director of Curriculum & Professional Development PRIOR to attending a professional development activity. The appropriate forms along with documentation (certificates of attendance, letters of attendance, or other verification) will be provided to the building level principal for approval before being submitted to the Assistant Superintendent/Director of Curriculum & Professional Development and then the payroll clerk.
2. Forms for salary advancement, along with documentation must be submitted to the PDC and will be forwarded to the superintendent of schools by the first day of September each school year.
3. **Only submit accumulated hours for one move.** Do not submit partial accumulation of hours. If there are carry over hours please keep those with your records until the next move.
4. The Professional Development Committee, Building Administrator, Central Office, and Employee will keep copies of approved forms. Individual teachers are responsible for retaining documentation and are solely responsible for hours eligible for one move per year.
5. Approved forms will be signed with PDC approval and returned to the teacher.
6. Unapproved forms will be returned to the teacher and can be resubmitted to PDC within 3 school days with necessary information requested.



COURSE APPROVAL FORM

NAME:		
COURSE START DATE: ____/____/____		COURSE END DATE: ____/____/____
College/University from which you are receiving credit:		
Graduate level course: <input type="checkbox"/> YES <input type="checkbox"/> NO		Online: <input type="checkbox"/> YES <input type="checkbox"/> NO
COURSE ID:	COURSE NAME:	CREDITS:
COURSE ID:	COURSE NAME:	CREDITS:
COURSE ID:	COURSE NAME:	CREDITS:
COURSE ID:	COURSE NAME:	CREDITS:
APPROVED AS INDICATED BY DR. WILLIAMS'S SIGNATURE:		DATE:

Board Policy:

- a. No one can advance more than (1) step vertically and (2) columns horizontally per year (GCBA-R5; Oct. 16, 2001).
- b. In order to advance on the salary schedule for completion of additional college graduate hours, one must receive approval by Administration prior to enrolling in the course (GCBA-R6; Oct. 16, 2001).
- c. It is your responsibility to have an official transcript in the personnel office by the 1st of September.
- d. Administration criteria for course approval:
 - a. Must apply toward a Master's or Post-Master's Degree. If the hours are beyond Master's Degree, it should be in the area of teacher's assignment and certification.
 - b. Must be from an accredited institution with a graduate program in that field.
 - c. Degrees and graduate hours in education will be approved such as M.S. in Education, M.S. in Education Administration, and M.S. in Curriculum (or ED.S.).
 - d. Staff members may send in a written request for exceptions to the above. Each case will be evaluated on how it pertains to your teaching area.

Use a separate form for each semester

Return this form to Dr. Wesley Davis Director of Human Resources for Approval



PD SALARY ADVANCEMENT



Submitting College Hours Only

Send official college transcripts to Dr. Wes Davis. Transcripts must be received no later than August 31.



Submitting College & PD Hours

Send official college transcripts to Dr. Wes Davis AND complete the salary advancement form. Please turn in all documentation to your PD building representatives no later than 3:00 pm on August 31.

PD Eligibility

Requirements:

PD must take place outside of contracted time AND focus on student academic achievement in order to be used for salary advancement.

Qualifying PD opportunities may include out of district PD with prior approval, district /building level trainings, focus groups, workshops, action research groups, and after/before school PLC meetings.

All PD opportunities submitted for salary advancement must have documentation to support attendance.

Using PD Hours for Salary Advancement

16 hours of PD =  1 college credit

32 hours of PD =  2 college credits

48 hours of PD =  3 college credits

You may only use PD hours for salary advancement 4 times during your career:

- Column A - D on salary scale (48 PD hours max)
- Masters +8 (48 PD hours max)
- Masters +16 (48 PD hours max)
- Masters +24 (48 PD hours max)

Possible college/PD combinations:

- You may use 48 hours of PD + 5 college credits OR
- You may use 32 hours of PD + 6 college credits OR
- You may use 16 hours of PD + 7 college credits OR
- You may use 8 college credits

Questions or assistance may be directed to your building rep(s):

- South Fork: Amy Marshall
- Elementary: Adriane Wooderson & Martha Williams
- Middle School: Melissa Cormier, Michelle Henderson
- High School: Tracie Joiner, Dianna Locke, Natalie Brazeal
- SCCC: Tonya Jedlicka
- Special Education: Mary Howell



Professional Development Request Form for Salary Advancement

Please complete this form and turn in to your PD building representative, along with any necessary documentation and PD activity log, before the due date. If you are submitting college credit only, **DO NOT complete this form.** Instead, you will submit all transcripts to Dr. Wesley Davis, Human Resources.

To be filled out by person requesting salary advancement & submitted to your building representative prior to the due date.

Name: _____

First contracted year with West Plains R-7: _____ - _____

Date Submitted: No later than August 31st.

Building (please circle): WP Elem. SF WPHS WPHS SCCC

Requesting movement to (please circle):

Bachelor +8* Bachelor +16* Bachelor +24*

Master +8 Master+16 Master +16 Master +24

*PD hours (max of 48 hours) may only be used once before obtaining a master's degree.

For salary advancement, I will be submitting (please check):

_____ 16 hours of PD + 7 college credits

_____ 32 hours of PD + 6 college credits

_____ 48 hours of PD + 5 college credits

Date of Master's Degree or N/A if not completed: _____

Please staple all attendance documentation to this form prior to submission.

For PD Use Only

Hours submitted: _____ 16 hours _____ 32 hours _____ 48 hours

PD Activity Log submitted: _____ Yes _____ No

Documentation submitted for all PD opportunities: _____ Yes _____ No

PDC Approval: _____ Yes _____ No

If not approved, the following are the reasons:

Signature of Mrs. Natalie Brazeal (PD Chair) indicates recommendation for salary advancement:

Date: _____



Professional development activities performed **outside the regular school day** with the exception of Professional Learning Community Team Collaboration which may be counted if conducted during school hours.

Professional development activities directed toward student achievement and school improvement shall include:

1. Focus Groups – groups established either by each building or school wide addressing specific instructional or school improvement needs and approved by the administrator. (i.e.-meetings that pertain to specific focus group with established focus group committee members or meetings addressing focus group activity that pertains to the entire faculty)
2. Workshops – events that pertain to student achievement and pre-approved by PDC and administrator with proof of attendance. (i.e. – workshops provided by colleges, universities, educational organizations, educational conferences or in-service) Workshops held during the school day may be used toward 1 hour of professional planning time.
3. Peer coaching – teachers who have participated in specific professional development activities and offer information to the faculty to implement instructional/curricular or school improvement through in-service, on-site workshops, grade level meeting, or subject area meetings approved by administrator. (i.e.-shared strategies from workshops, college courses, educational organizations, or educational conferences)
4. Teacher collaboration- on site meetings pertaining to student achievement and approved by the administrator. (i.e-teacher’s meetings that address student achievement, guest speakers addressing student achievement, or curriculum development)
5. Action Research Groups- on site activities where data is obtained from student achievement and approved by the administrator. (i.e., collection and analysis of data for a particular instructional issue presented to either the faculty or the board through meetings or distribution of results to groups of interest)
6. Observations of Teaching Strategies – on-site or off-site observations of master teachers approved by PDC and/or administrator. (i.e., observations that concern issues such as teacher improvement, student behavior, classroom management, student achievement, or evaluation)
7. Non-Qualifying Activities shall include:
 - a. Faculty meetings of a general nature called by the administrator to conduct school business.
 - b. In-services and events on contracted days (**including Building Level Leadership Teams**), during school hours. Anything BEFORE or AFTER school may be used.
 - c. Professional conferences that do not address student achievement or school improvement such as professional organizations that address only teacher needs and not student achievement.
 - d. Activities that lack documentation.
 - e. Activities that are already compensated for such as: PPP, tutoring, coaching of team sports, mentor/protégé collaboration hours, etc.
 - f. Coaching workshops that pertain only to team sports and extra-curricular activities.
 - g. Stated activities that do not have approval of administrator.
 - h. Travel as a form of professional development.



WEST PLAINS R-7 SCHOOLS PROFESSIONAL DEVELOPMENT REQUEST FOR REIMBURSEMENT

Name: _____ Building: _____
 Date Submitted: _____ Date of Activity: _____
 Activity: _____ Location: _____

Expenses	Amount	PO #
Registration	_____	_____
Lodging	_____	_____
Mileage* (.40 per mile)	_____	
Substitute	_____	
Meals**	_____	
Other expenses	_____	
Total	_____	

This form must be submitted to Building Level Administrator within **30 days** of the incurred expenses.

Receipts must be attached to this form before reimbursement can be made.

*Mileage will be paid from West Plains according to the following table:

Location	Miles	Location	Miles
Springfield	110	Columbia	190
Tan-Tar-A	150	Kansas City	275
Lodge of the Four Seasons	150	Jefferson City	160
Rolla	100	St. Louis	200

(These mileage amounts reflect mileage one way.)

** Meals will only be paid for out-of-town professional development activities. Only meals not provided through conference registration fees will be reimbursed from PDC funds. No alcoholic beverage bills may be submitted for reimbursement.

APPROVED BY BUILDING LEVEL ADMINISTRATOR: _____

Funds taken from

CODE: _____ CODE DESCRIPTION: _____

Include a brief description of the conference/workshop attended, how you will implement information gained and how it will impact student achievement.



PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Encouragement shall be given to professional personnel to attend meetings, take courses, belong to organizations, travel and read literature describing innovative practices and instructional problem solving. Incentives for such improvement are built into the salary schedule and the district in-service program.

The Board will provide for professional growth through such means as the following:

1. Planned in-service programs and workshops will be offered within the school district from time to time.
2. Time will be provided for attendance at conferences, workshops and educational meetings.
3. Advancement on the salary schedule will be provided for with additional education or training in accordance with Board policy.

Reimbursements for expenses related to conferences and visitations will be approved by the superintendent in accordance with Board policy and provided that the expenses are within budget allocations.

Adopted: December 21, 1993

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short-Term Leaves and Absences
BCLA, Professional Development Programs

Legal Refs: §§168.400, RSMo.

MSBA – 9/93

West Plains R-VII School District, West Plains, Missouri



SAMPLE PROFESSIONAL DEVELOPMENT LOG

A fillable Adobe Acrobat Document will be provided to staff in spring 2015 to aid documentation of 2014-2015 activities

West Plains R-VII Public Schools
REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS
 2013-2014 SCHOOL YEAR



Educator Name:					
Beginning Year:					
Date of PBTE		Administrative Evaluator			
Date of PBTE		Administrative Evaluator			
Date of PBTE		Administrative Evaluator			
2013-2014					
Mentor	Subject Area	Observation Date(s)	Meeting/Discussions	Year	
2013-2014					
Beginning Teacher Assistance at:	Survivor Series 2013-2014	From:	Regional Professional Development Center Rolla, MO		Salary Advance
Professional Development Activity Description					
Date	Name of Activity/Course	Characteristics	Contact HRS	Year Total	
06/25/2013	Capturing Kid's Hearts	The EXCEL Leadership/Relationship/Teaching Model™	7.0		SA
06/26/2013	Capturing Kid's Hearts	The EXCEL Leadership/Relationship/Teaching Model™	7.0		SA
06/27/2013	Capturing Kid's Hearts	The EXCEL Leadership/Relationship/Teaching Model™	7.0		SA
07/14/2013	Lausanne Learning Inst	The Lausanne Learning Institute international think tank	7.0		SA
07/15/2013	Lausanne Learning Inst	The Lausanne Learning Institute international think tank	7.0		SA
07/16/2013	Lausanne Learning Inst	The Lausanne Learning Institute international think tank	7.0		SA
07/17/2013	Lausanne Learning Inst	The Lausanne Learning Institute international think tank	7.0		SA
07/18/2013	NGSS Meeting SGF	Next Generation Science Standards Meeting	3.0		SA
07/31/2013	WPMS 6 th Gr PL Mtg	Goal Setting and Curriculum Mapping 6 th Gr. MS ELA	2.0		SA
08/05/2013	New Teacher Training	All new teachers to the district training	7.0		SA
08/06/2013	New Teacher Training	All new teachers to the district training	7.0		SA
08/07/2013	SF Leadership PL Mtg	South Fork Leadership PL Team Meeting	3.0		SA
08/07/2013	District Windows 8 Trg	Windows 8 Training specific to new Lenovo Users	1.0		SA
08/12/2013	Teacher In-Service	Contracted Training all staff	7.0		NA
08/13/2013	Teacher In-Service	Contracted Training all staff	7.0		NA
08/13/2013	Open House	Open House	3.0		SA
08/14/2013	Teacher In-Service	Contracted Training all staff	7.0		NA
09/04/2013	DRA2 Trg Elem Lib	Kindergarten, First, Second Grade DRA2 Training	1.5		
09/05/2013	K-8 ELA Curr. Revision	K-8 ELA Curr. Revision	5.5		NA
09/11/2013	4 th Gr. Com. Assessment	4 th Gr. Com. Assessment	3.0		NA
09/12/2013	New Teacher Survivor	New Teacher Survivor	6.0		NA
09/13/2013	SF Collaborative Mtg	SF Collaborative Meeting	3.0		NA
09/14/2013	Teacher In-Service	Contracted Training all staff	7.0		NA
09/23/2013	MA Curr. Revision HS	HS MA Build Your Own Curriculum Upload & Revision	5.5		NA
09/24/2013	MA Curr. Revision HS	HS MA Build Your Own Curriculum Upload & Revision	5.5		NA
09/25/2013	3 rd Gr. Com. Assessment	Common Assessment MTG 3 rd Grade at SCCC Lab	5.5		NA
09/27/2013	English II PL Collabor.	HS ENGH BYOC Upload & Revision	5.5		NA
09/30/2013	Acuity MO Users Conf	The 5 th Annual Acuity Missouri Users Group (MUG) Meeting	3.0		SA
10/01/2013	Acuity MO Users Conf	The 5 th Annual Acuity Missouri Users Group (MUG) Meeting	3.0		SA
10/02/2013	New Teacher Walks	New Teachers to District Elementary Learning Walk	5.5		NA
10/10/2013	ELA Curr. Revision HS	HS ELA Build Your Own Curriculum Upload & Revision	5.5		NA
10/16/2013	New Teach Learn Walk	New Teachers to District MS/HS Learning Walk	5.5		NA
10/31/2013	Dynamic L MAP-A Mtg	Springfield Dynamic Learning MAP SPED meeting	2.0		SA
11/01/2013	Teacher In-Service	Contracted Training all staff	7.0		NA
11/04/2013	MA Focus Acad. Gr. 3-5	RPDC Implementing Missouri Learning Standards for Mathematics	3.0		SA
11/07/2013	K-8 CA & SS Curr. Rev	K-8 ELA BYOC Upload & Revision	5.5		NA
11/08/2013	K-8 CA & SS Curr. Rev	K-8 ELA BYOC Upload & Revision	5.5		NA



ASSISTANCE FOR NEW TEACHERS

In order to help beginning teachers refine their skills, improve their chances for success, and encourage them to stay in the profession the West Plains R-VII school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two years in the classroom and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry year mentor program and will be assigned a mentor who will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

The superintendent or his/her designee will notify the appropriate college or universities when graduates of their universities are hired. A coordinated plan for seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

ASSISTANCE FOR PRACTICING TEACHERS

The district's professional development committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district. The success of the district's in-service programs shall be regularly evaluated by the professional development committee.

Adopted: JULY 26, 1988

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short Term Leaves and Absences
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.
5 CSR 80-800.010

West Plains R-VII School District, West Plains, Missouri



THE EXCELLENCE IN EDUCATION ACT OF 1985
Section 168.400.4(1) (2) & 5 RSMo.

Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:

1. Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations *pertaining* to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.
2. Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.
3. The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

Effective Date: September 1, 1988



THE EXCELLENCE IN EDUCATION ACT OF 1985
Section 168.400.4(1) (2) & 5 RSMo.

Key Provisions:

1. Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
2. The professional development committee is charged with four responsibilities:
 - (a) Identify instructional concerns and remedies
 - (b) Serve as a confidential consultant upon a teacher's request
 - (c) Assess faculty needs and develop in-service opportunities for school staff
 - (d) Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
3. Members of the professional development committee are to be selected by teachers currently employed by the district.
4. The professional development committee is to work with both beginning and experienced teachers.
5. Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.



MSIP 6 Process Standard 10 for Professional Development

Professional Learning

TL8 - Professional learning activities support effective instructional practices in the school system.

A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.

B. The school system provides time and resources for the professional learning of each staff member.

* - Measured for Continuous Improvement Report

** - Measured for Student Performance Report

Use of Technology to Improve Instruction

TL9 - The school system ensures that technology effectively supports teaching and learning.

A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.

B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.

C. The school system provides access to virtual learning experiences, programs, and courses.

D. The school system evaluates the impact of information and communication technology on teaching and learning

RE: Support Staff

School districts are encouraged to provide additional professional development for their teacher assistants and teacher aides to optimize the acquisition and application of skills. Professional development activities should be in addition to general orientation workshops provided by the district for support staff.



APPENDIX A

TITLE 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION 80 - OFFICE OF EDUCATOR QUALITY
CHAPTER 850 - PROFESSIONAL DEVELOPMENT
5 CSR 20-400.380 Mentoring Program Standards



APPENDIX B

MISSOURI REVISED STATUTES

Chapter 160

Schools—General Provisions

Section 160.530

August 2013



Missouri Revised Statutes

Chapter 160

Schools--General Provisions

Section 160.530

August 28, 2013

Eligibility for state aid, allocation of funds to professional development committee--statewide areas of critical need, funds--success leads to success grant program created, purpose--listing of expenditures.

160.530. 1. Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, a school district shall allocate one percent of moneys received pursuant to section 163.031, exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.400. Of the moneys allocated to the professional development committee in any fiscal year as specified by this subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board. Moneys expended for staff training pursuant to any provisions of this act shall not be considered in determining the requirements for school districts imposed by this subsection.

2. Beginning with fiscal year 1994 and for all fiscal years thereafter, eighteen million dollars shall be distributed by the commissioner of education to address statewide areas of critical need for learning and development, provided that such disbursements are approved by the joint committee on education as provided in subsection 5 of this section, and as determined by rule and regulation of the state board of education with the advice of the commission established by section 160.510* and the advisory council provided by subsection 1 of section 168.015. The moneys described in this subsection may be distributed by the commissioner of education to colleges, universities, private associations, professional education associations, statewide associations organized for the benefit of members of boards of education, public elementary and secondary schools, and other associations and organizations that provide professional development opportunities for teachers, administrators, family literacy personnel and boards of education for the purpose of addressing statewide areas of critical need, provided that subdivisions (1), (2) and (3) of this subsection shall constitute priority uses for such moneys. "Statewide areas of critical need for learning and development" shall include:

- (1) Funding the operation of state management teams in districts with academically deficient schools and providing resources specified by the management team as needed in such districts;
- (2) Funding for grants to districts, upon application to the department of elementary and secondary education, for resources identified as necessary by the district, for those districts which are failing to achieve assessment standards;
- (3) Funding for family literacy programs;
- (4) Ensuring that all children, especially children at risk, children with special needs, and gifted students are successful in school;
- (5) Increasing parental involvement in the education of their children;
- (6) Providing information which will assist public school administrators and teachers in understanding the process of site-based decision making;
- (7) Implementing recommended curriculum frameworks as outlined in section 160.514;



- (8) Training in new assessment techniques for students;
- (9) Cooperating with law enforcement authorities to expand successful antidrug programs for students;
- (10) Strengthening existing curricula of local school districts to stress drug and alcohol prevention;
- (11) Implementing and promoting programs to combat gang activity in urban areas of the state;
- (12) Establishing family schools, whereby such schools adopt proven models of one-stop state services for children and families;
- (13) Expanding adult literacy services; and
- (14) Training of members of boards of education in the areas deemed important for the training of effective board members as determined by the state board of education.

3. Beginning with fiscal year 1994 and for all fiscal years thereafter, two million dollars of the moneys appropriated to the department of elementary and secondary education otherwise distributed to the public schools of the state pursuant to the provisions of section 163.031, exclusive of categorical add-ons, shall be distributed in grant awards by the state board of education, by rule and regulation, for the "Success Leads to Success" grant program, which is hereby created. The purpose of the success leads to success grant program shall be to recognize, disseminate and exchange information about the best professional teaching practices and programs in the state that address student needs, and to encourage the staffs of schools with these practices and programs to develop school-to-school networks to share these practices and programs.

4. The department shall include a listing of all expenditures under this section in the annual budget documentation presented to the governor and general assembly.

5. Prior to distributing any funds under subsection 2 of this section, the commissioner of education shall appear before the joint committee on education and present a proposed delineation of the programs to be funded under the provisions of subsection 2 of this section. The joint committee shall review all proposed spending under subsection 2 of this section and shall affirm, by a majority vote of all members serving on the committee, the spending proposal of the commissioner prior to any disbursement of funds under subsection 2 of this section.

6. If any provision of subdivision (11) of subsection 4 of section 160.254 or any provision of subsection 2 or 5 of this section regarding approval of disbursements by the joint committee on education is** held to be invalid for any reason, then such decision shall invalidate subsection 2 of this section in its entirety.

(L. 1993 S.B. 380 § 7, A.L. 2002 H.B. 1711, A.L. 2005 S.B. 287, A.L. 2008 S.B. 1066)

*Section 160.510 was repealed by S.B. 613, Revision, 2007.

**Word "are" appears in original rolls.



APPENDIX C

NETWORK FOR EDUCATOR EFFECTIVENESS (NEE)

PROFESSIONAL DEVELOPMENT PLAN



APPENDIX D

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)

HIGH QUALITY PROFESSIONAL DEVELOPMENT SURVEY