



Professional Development Handbook 2023-2024

The most effective educators are those who constantly work to get better for their students and embody growth mindsets towards improvement. - Lupoli (2018)

School District of Washington
220 Locust Street
Washington, MO 63090

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Mission

The mission of the School District of Washington Professional Development Committee (PDC) is to provide educational opportunities for teachers to improve instruction so that each student achieves higher levels of success. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. The PDC will draw upon the resources of higher education, the Department of Elementary and Secondary Education, professional organizations, and the community.

This assessment plan is designed in alignment with MSIP 6 (L3, L4, L7, TL5, TL8, TL9, CC1, DB4, AS1, and EA4) and with the School District of Washington CSIP focus areas of: increase student achievement, engagement, and support; develop, recruit, and retain staff with meaningful professional development and support.

Definition of Professional Development

*Adapted from Missouri Professional Learning Guidelines for Student Success
(August 2013)*

The term “professional development” means a comprehensive, substantiated, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.

NSDC Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act, 2015.

1. Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:
 - a. is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
 - b. is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
 - c. primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that:
 - i. evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
 - ii. defines a clear set of educator learning goals based on the rigorous analysis of the data;
 - iii. achieves the educator learning goals identified (above) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
 - iv. provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

- v. regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
 - vi. informs ongoing improvements in teaching and student learning; and
 - vii. that may be supported by external assistance.
2. The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:
- a. must address the learning goals and objectives established for professional development by educators at the school level;
 - b. advance the ongoing school-based professional development; and
 - c. are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

National Staff Development Council Staff Development Standards

(Revised 2011)

Context Standards

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

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

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

Process Standards

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

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

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

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

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

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

Content Standards

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

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

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

Statutory Authority for Professional Development

Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways.

School districts will:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
 - Work with beginning and experienced teachers to address instructional concerns
 - Serve as a confidential consultant upon a teacher's request
 - Assess faculty needs and develop learning opportunities for staff
 - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. Mentoring guidelines and teacher evaluation should guide the development of this plan.
- Ensure that the PDC is elected by the teachers currently employed by the district.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received, no later than June 30 of the current fiscal year.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval.
- Determines expenditures for professional development funds
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.
- Submit plan for board approved on an annual basis. The annual budget should accompany the PD Plan.

Summary of Professional Development Goals

These goals are in alignment with the District's Strategic Plan
SDOW Strategic Plan Website [Link](#)

Professional Development Topics

- Project Based Learning Training
- Career Awareness
- Customized Formative Assessments
- Student Goal Setting
- Student Led Conferences and Portfolios
- Alternative Educational Options to Increase Graduation Rate
- Grading Practices
- Homework Practices
- Restorative Practices
- Poverty Awareness
- Trauma Informed
- Safety
- Higher Level Questioning
- Growth Mindset
- Co-Teaching
- Innovation
- Competency Based Learning
- Differentiation of Instruction and Classroom Management
- Personalizing Techniques
- Advisory Structures with Effective Relationship Development
- Strategies of Engagement
- Professional Learning Communities
- Multi-Tiered Systems of Support
- Mental Health Support
- Culture of Belonging

District Professional Development Goals

1. Educate staff on the professional development goals.
2. Identify needs of teachers in the district regarding types of in-service needed for their professional development to meet district/building goals.
3. Provide support for implementation of research based strategies.
4. Provide appropriate and ongoing training for mentors of beginning teachers and those teachers new to the district.
5. Initiate the distribution of funds that support professional learning.
6. Provide opportunities for teachers to collaborate in vertical teams to develop, revise, and align curriculum.
7. Potentially serve on their Building Leadership Team as determined by the building administrator. The Building Leadership Teams (BLT) will assist instructional coaches by serving as trainers where applicable.
8. Analyze and reflect on data in order to determine changes needed throughout the instructional process.

9. Classroom teachers will work to incorporate instructional technology (with support from IT) as a means of differentiating instruction to meet the needs of all students.
10. Construct and revise the Professional Development Plan as needed based on district data.
11. Plan appropriate workshops/seminars for the district's staff based on the Needs Assessment Survey, building goals, and CSIP. Current educational trends, curriculum changes, and state and federal mandates will be considered when defining staff development needs.
12. Review expenditures of professional development budget.
13. Receive suggestions, ideas and recommendations from the faculty.

Needs Assessment

A needs assessment, based on the Strategic Plan or survey, will be completed by certified staff members to ensure the PD plan is meeting the needs of staff members. The PDC will be involved in the following parts of the needs assessment:

1. Establish domains or areas of professional development to be surveyed.
2. Determine the population from which to collect data.
3. Determine data collection procedures.
4. Collect, compile, and analyze data.
5. Identify nature and magnitude of needs.
6. Prioritize needs.

PDC Member Criteria

The PDC will be composed of elected members, 3-5 elementary teachers, 1-2 middle school teachers, 1-2 high school teachers, one special area teacher, one Four Rivers Career Center staff, and one Early Learning Center teacher. The committee also has non-elected members including an administrative representative, instructional coordinator, and assistant superintendent. Elected members serve three year terms. New members are elected in April/May. Schools will design an election process that best meets the needs of the schools demographics. Stipends of \$100 will be paid to elected members in May, if obligations are fulfilled. (Duties include: preparing for and helping with PD days throughout the year, attending PDC meetings, promoting professional development, providing building PD support, and reminding staff of PD log requirements. PD logs need to be uploaded into TalentEd by all staff at the end of the year.) The PDC will elect a chairperson and secretary. The committee chairperson, the secretary, and Approval Committee members will earn an additional \$100. Approval Committee members will serve for a three-year term. The PD committee meets monthly/or on an as needed basis. Regular attendance is vital to

the success of the committee. If members cannot attend a scheduled meeting, they can request someone from their building to attend and bring notes back to the representative.

Should a member resign from the PD committee mid-term, an election will be held to fill the vacant position. The term for the newly elected member will begin a three year term.

Duties for PDC Executive Team

Must be willing to serve as leaders of the professional development committee by working as a team with the assistant superintendent and instructional coordinator to plan for professional development based on the School District of Washington's professional development goals.

Chair

Term: One year

Elected: By professional development committee members.

Plan meetings and agendas

Provide input and support for planning district PD days including summer and after school

Research and make suggestions (without contact) for outside presenters

Serve on the approval committee for out-travel approvals

Keep staff informed of PD opportunities

Provide input for and monitor the budget

Assist with annually prepared Board Program Evaluation and presentation of data to the School Board

Optional - Attend spring conference (expenses covered)

Optional – Serve on District Leadership Team (check with your building administrator)

Secretary

Term: One year

Elected: By professional development committee members.

Type and send meeting minutes, attendance, and evaluations within seven days

Assist with creating flyers for workshops

Assist with the creation of reports for district PD workshops

Send evaluations to staff after each PD day to gather feedback (coordinators may help with this duty)

Budget

The PDC shall be allocated a budget to provide for the following items as described in Excellence in Education Act, Sections 168.400.4(1)(2) & 5 RSMO

- A. Funds to pay presenters for the district-wide component of professional development
- B. Funds to pay for building and individual professional development programs.

The PDC allocates funds district-wide for school based staff development. Each area receives approximately:

- Pre-School and Elementary 58% (based on SISFIN DATA)
- Middle School 11% (based on SISFIN DATA)
- High School and Four Rivers Career Center 31% (based on SISFIN DATA)
- When implementing PD Cohorts, teachers in the district will receive a stipend in the amount decided by the committee.
 - For the 2023-2024 school year, the committee will pay a \$25 stipend for prep work for each different session provided to staff during PD days.

PD Cohort/Series Process

The needs assessment reflected that staff want choice sessions relevant to their needs. Staff members will be able to apply for facilitator positions and will be paid a stipend for planning sessions. The remainder of the PDC funds will be utilized for PDC compensation, mentor/protege compensation, and out-of-district PD and/or supplies. Some teacher learning will occur with a model of "train the trainer" for helping staff master the skills they need to support 21st century learning with their students. Some workshops will target a specific audience and may be facilitated with trainers from outside the district. PD sessions should correspond to the District's Strategic Plan. This plan should acknowledge that all teachers will understand the content and process changes necessary for implementing the District Curriculum, further their understanding of current teaching strategies, and further technology skills. Delivery model (cohorts, building wide, or district wide) of Professional Development will be determined based on the need of achieving the Strategic Plan.

District Professional Development Procedures

	<p>Conference: Multiple topics to choose from. Teachers choose which sessions to attend and are usually bigger in scale and length of time.</p>	<p>Workshop: one specific topic that may last one or two days. The schedule is set for and is usually smaller in scale.</p>
<p>A certified staff member can ask for up to \$750 to attend a conference or workshop.</p>	<p>X</p>	<p>X</p>
<p>A department (Science, Social Studies, Music, Math...etc.) can ask for four staff members (\$750 each) or \$3000 to attend a conference - <i>\$3000 for the district, not just one level.</i></p>	<p>X</p>	
<p>Staff members are only allowed ONE workshop or conference and this is FIRST COME FIRST SERVED.</p>	<p>X</p>	<p>X</p>

Priorities for Determining Funding Approval

An approval committee consisting of four to five members of the PDC will review and give approval for all out-going professional development requests. This team should include the chairperson, instructional coordinator, and one elementary and one middle school/high school representative. This committee is voluntary and serves for one year. The terms are May to May to coincide with new budget requests.

District Goals as aligned with the CSIP/Strategic Plan

- Student Achievement – workshops which focus on raising the academic performance of all students and the achievement of student sub-groups, teaching strategies, new programs adopted district-wide, or strengthening existing programs.
- Curriculum Development – workshops which focus on grade level/subject level area expectations, assessments, and learning activities.

Professional Development Plan Goals

- Teachers must have a Professional Development Plan on file which has been discussed with their building principal. The workshop must address a specific goal which is addressed within the PDP, a building goal, or a district goal. The principal's signature indicates approval of the workshop request.

Topics may include, but are not limited to:

- Knowledge Levels
- Essential Learner Outcomes (OUTS)
- Formative Assessments
- Summative Assessments
- Data Analysis
- Common Scoring Practices
- Feedback to students
- Student Progress Monitoring
- Research Based Instructional Strategies
- Developing Curriculum Units/Lesson Design
- Differentiating Instruction
- Behavior Management

**Out of state travel must be pre-approved in writing by the superintendent before submitting to the approval committee.

State Expenditure Guidelines

According to the Department of Elementary and Secondary Education guidelines for implementation of Senate Bill 380, costs for the following WOULD BE allowable:

Allowable expenditures are as follows:

1. Activities for staff with teaching certificates: Professional development activities can be provided for all staff with teaching certification. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers.

2. Consultant/presenter fees and expenses: Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.
3. Stipends for:
 - a. Teachers' participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - b. Teachers' work as a member of the professional development committee. This includes any training received for being a PDC member if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - c. Mentor teachers for time spent planning for and working with first and second year teachers outside regular contracted school hours.
 - d. Teachers' participation in professional development/learning/ in-service activities scheduled and held by the district outside contracted school hours.
4. Reimbursement for: Travel, food, lodging and registration fees to participate in professional learning/ training activities.
5. Pay for substitute teachers: Pay for substitute teachers when professional development activities are held during the regular school day or to allow for teachers to observe, coach, mentor or work with other teachers in collaborative situations.
6. Tuition and fees for selected colleges or university courses to **(NOT allowable at SDOW)**:
 - a. Eliminate temporary certificates when requested by the district to teach in a shortage area.
 - b. Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by the PDC regulations, professional development money could be used to pay for the tuition of this course.
 - c. Keep teaching certificates current if identified in the district professional development plan as a district priority.
 - d. Help progress toward a master's degree or above if identified in the District Professional Development Plan, in the educator's Individual Professional Growth Plan and the advanced degree sought is in the educator's content area of teaching. (This should be used with caution by the PDC as this would result in using too large of a percentage of the budget in support of a few candidates.)
 - e. Help enrich subject/grade level teaching.
7. National Board Certification: Payment of all or a portion of the fee is allowable if consistent with the goals and activities of the PDC plan, the teacher's Individual Professional Growth Plan and has been adopted and approved by the board of education. Again, caution should be exercised by the PDC in using too large a percentage of its budget in support of a few candidates.
8. Library resources: Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.

9. District fee to belong to a professional development co-op and professional organizations:
This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board adopted professional development plan of the district. Example: If the district wishes to join a professional development consortium through their local RPDC, this is allowable since the RPDC will then work with the district to provide professional development in support of the district/building needs.

The following are just three examples of unwise use of professional development funds:

1. onetime workshops with no follow-up either through district/school or other supporting workshops;
2. the expenditure of funds with no clear objective; and
3. the over expenditure of funds for tuition reimbursement.

Unallowable uses of funds:

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.
5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.)
6. Travel as a form of professional development. (Traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; However, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)
8. School board member training.
9. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review.
10. Professional development activities for non-certificated staff. (School districts are encouraged to provide opportunities for non-certified staff to learn and grow professionally.)
11. As a supplement for teacher health insurance premiums.
12. Certified staff CPR training.
13. Firearms safety training.

Timeline

- July 1 – new budget is available.
- Monthly or Quarterly meetings.
- January – determine if extra monies are available and decide whether to reopen funds for teachers who have already been approved for workshops/conferences.
- March – Plan for summer professional development. Allocate funds if necessary. **All requests for funds during April, May, and June must be completed by March 31.**
- March - Survey staff, analyze data from workshops, and plan district professional development days for the following year.
- April –Prepare Board Program Evaluation. Submit P.A. for committee stipends.
- May – If needed, schedule a ½ day workshop to train members, elect an executive team, review budget, develop in-service opportunities, adjust activities if necessary. Certified Staff Professional Development Plans.

Each staff member will complete a professional development plan including personal goals that tie to the District CSIP/Strategic Plan or Building Improvement Plan. Mentors and building administrators will assist the staff member with achieving said goals.

New Teacher Mentoring and Induction Activities

New teacher mentoring is a process that introduces new teachers to the culture, mission, philosophy and procedures of the School District of Washington and of the specific schools within the district.

The induction process begins with orientation consisting of structured activities lead by the Assistant Superintendents, Instructional Coaches, Technology Coordinator, and principals. It is designed with the purpose of ensuring a successful beginning for the new teachers during the first months of school.

A major component of the induction process is the mentoring program. Building principals will secure mentors with input from the Assistant Superintendent of Curriculum. New teachers will participate in the mentor program for two years. Teachers not new to teaching but new to the district will participate for one year. Whenever possible, mentors should work in the same building as the new teacher.

Mentors will be trained in August. The training lasts 1-2 hours and covers expectations for mentors and protégés including the development of a professional development plan. Mentors will meet with new teachers during new teacher orientation. The responsibilities include:

Mentor/Advisor

1. Attend training meetings.
2. Serve as a role model in all aspects of the profession including developing professional goals and a plan for implementing those goals.
3. Weekly/monthly contact with new teachers to answer questions, share advice and help with issues.
4. Keep a log of professional development hours.
5. Support, guide, encourage, and assist the beginning teacher in professional development.
6. Maintain documentation of meetings and topics discussed with the protégé.
7. Model solid instructional strategies during semester or quarterly observations by the protégé.

Protégé

1. Attend New Teacher orientation meetings.
2. Develop professional goals and a plan for implementing those goals.
3. Keep a log of professional development hours.
4. Seek support and assistance from mentor and/or instructional coach as needed.
5. Observe mentor or other experienced teachers on a semester or quarterly basis.
6. Collaborate and reflect with instructional coordinators.

Principal

1. Respect the confidentiality of the mentor/protégé and the instructional coach/protégé relationships.
2. Support the mentor/instructional coaching process.
3. Advise on mentor/protégé pairings and assignments.
4. Support substitutes when mentors/protégés or instructional coaches are observing if needed.
5. Meet with mentor/protégé monthly to support the team and provide guidance for upcoming expectations specific to the building and answer questions, etc.

All documentation is due to the Office of Curriculum, Instruction and Assessment by the second Friday in May each year. At this time, mentors are paid stipends for their participation.

Evaluation of the Program

Evaluation of the program will be both formative and summative. Formative data will be collected throughout each school year in order to improve delivery while summative data will be analyzed on an annual basis to determine evidence of the impact of the program.

The first level of formative evaluation will be participant's reactions in relation to specific workshops. This data will be gathered through the workshop evaluation (see appendix) immediately following the workshop. Information gathered will provide the PDC with feedback regarding the content, process, and context of the workshop as well as whether the intended goals were achieved. The PDC will use the formative data in planning future workshops.

Evaluation data regarding organizational support will be collected at the end of each school year. The data will include an examination of the professional development budget and time provided for professional development. Survey data will also be used to determine administrative and collegial support of the implementation of new strategies and the perceived use of the new knowledge and skills.

The ultimate goal of professional development is to maximize student learning. Therefore, assessment data, analyzed annually for this purpose, will be a major factor used to determine the overall effectiveness of the professional development program. In addition, the annual review of organizational support will be included in the overall annual evaluation.

Final Thoughts....

“The most effective educators are those who constantly work to get better for their students and embody growth mindsets toward improvement”. (Lupoli, 2018) Effective professional learning is embedded in a culture committed to continuous growth and improvement; informed by data and research on student and educator performance; promotes collective efficacy; and holds each member accountable for increased student achievement and educator learning.” (Donohoo, 2017)

PROFESSIONAL DEVELOPMENT DIRECTIONS

Complete the reason for attendance. Please use blue or black ink on all forms. (Example on page 19, please complete the form online using the Google Form.)

Fill out the *Request Form* including your principal's signature. (Example on page 20, please complete the form online using the Google Form.) **Requests must be pre-approved by the committee and teachers MUST NOT register until contacted by the Assistant to the Assistant Superintendent. Out of state travel must be pre-approved by the Superintendent before submitting to the approval committee.**

Instructor requesting funds will complete the forms online including the *Grant Request Form*, the *Reason for Attendance form*, *Professional Development Request Form*, the activity registration form, workshop advertisement/description and Map Quest documentation. Workshop paperwork should be completed prior to submitting for accuracy of registration by the CIA office.

Instructor requesting funds will email all the PDC chair to confirm application was submitted accurately via Google Form.

The approval committee will review the request for funds. Decisions are based on building goals.

Once approved, the CIA office will inform the applicant and will reserve the district van to reduce mileage reimbursement costs.

Complete the follow-up form within one week of the workshop date and send it to the CIA Office at BOE. (Page 21-22)

SDOW ALLOWABLE EXPENSES:

- Conference/workshop registration fees.
- Mileage will be reimbursed at \$.60 per mile. Carpooling is strongly recommended. Be sure to include total miles both to and from the conference. Documentation of miles is needed.
- Lodging when overnight stay is necessary.
- Substitute teacher costs (if required) at \$120/day.

SDOW NON-ALLOWABLE EXPENSES:

- Total per teacher per workshop not to exceed \$750/year.
- College tuition or Continuing Education fees and related expenses.
- Membership fees for professional organizations.
- Activities associated with extracurricular assignment.
- Food for overnight stays only.

Reason for Attendance

How will participation in this professional activity benefit student achievement and teacher effectiveness? This information must relate to the implementation of your building's goals. Include specifically which building goal this workshop or conference will address.

BUILDING or DISTRICT GOAL:

HOW WILL THIS ACTIVITY BENEFIT STUDENT ACHIEVEMENT RELATED TO THE GOAL?

PERSON REQUESTING: _____

SCHOOL REQUESTING: _____

CONFERENCE/WORKSHOP TITLE: _____

DATE REQUEST WAS SUBMITTED: _____

PROFESSIONAL DEVELOPMENT REQUEST FORM

(completed via Google Form)

SHOULD BE SUBMITTED AT LEAST TWO WEEKS PRIOR TO THE ACTIVITY. INCOMPLETE FORMS COULD RESULT IN MISSING THE REQUESTED WORKSHOP.

PERSON REQUESTING: _____

SCHOOL REQUESTING: _____

CONFERENCE/WORKSHOP TITLE: _____

LOCATION: _____

DATES: _____

REGISTRATION FEE: _____

COMPLETED REGISTRATION FORM INCLUDED: _____

ROUNDTRIP MILES: _____

(Current rate 60 cents per mile): \$ _____

DOCUMENTATION OF MILEAGE INCLUDED: _____

LODGING: YES OR NO

ROOM FEE + taxes: \$ _____ (Per night)

TOTAL ROOM COSTS: \$ _____

Hotel Name: _____

Hotel Phone #: _____

Check-in Date: _____

Check-Out Date: _____

SUBSTITUTE (\$120/DAY): _____

SUBSTITUTE NEEDED YES OR NO
(please circle)

REQUESTED TOTAL COST: \$ _____ (NOT TO EXCEED \$750)

(Includes registration, mileage, lodging, substitute)

IF THE REQUESTED AMOUNT IS OVER THE ALLOWABLE \$750, HOW WILL OVERAGES BE PAID? _____

Note: Expenses not listed on this form will not guarantee payment with PD funds. All expenses must be pre-approved on this form. Principal signature does not indicate approval.

Completed by CIA Office:

Approval Committee:

Approved

Unapproved Reason: _____

(Signature of Approval Committee Member)

Registration PO#: _____

Mileage PO#: _____

Hotel PO#: _____

Hotel Confirmation: _____

Payroll Dept Notified –Substitute: _____

APPROVED TOTAL COST: \$ _____

Principal's Signature

PROFESSIONAL FOLLOW-UP FORM

(Complete Online)

(If you received Professional Development funds from your building level fund, you must complete a follow-up form and return it to the CIA Office at BOE.)

NAME: _____ BUILDING: _____

ACTIVITY ATTENDED: _____

DATE(S) ATTENDED: _____ LOCATION OF EVENT: _____

Final Expenditure Amount: _____

(Please include all registration fees, lodging, meals, transportation, and substitute funds (\$120/day) that you submitted to your building PDC committee.)

To which Professional Development Goal or Initiative per the Needs Assessment/Professional Development Enrichment Plan does this apply? Please check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> KNOWLEDGE LEVELS | <input type="checkbox"/> HOMEWORK PRACTICES |
| <input type="checkbox"/> ESSENTIAL LEARNER OUTCOMES (OUTS) | <input type="checkbox"/> MICROTEACHING |
| <input type="checkbox"/> SUMMATIVE ASSESSMENTS | <input type="checkbox"/> RESTORATIVE PRACTICES |
| <input type="checkbox"/> DATA ANALYSIS | <input type="checkbox"/> POVERTY AWARENESS |
| <input type="checkbox"/> COMMON SCORING PRACTICES | <input type="checkbox"/> TRAUMA INFORMED |
| <input type="checkbox"/> FEEDBACK | <input type="checkbox"/> SAFETY |
| <input type="checkbox"/> STUDENT PROGRESS MONITORING | <input type="checkbox"/> HIGHER LEVEL QUESTIONING |
| <input type="checkbox"/> RESEARCH BASED INSTRUCTIONAL STRATEGIES | <input type="checkbox"/> GROWTH MINDSET |
| <input type="checkbox"/> DEVELOPING CURRICULUM UNITS/LESSON DESIGN | <input type="checkbox"/> CO-TEACHING |
| <input type="checkbox"/> DIFFERENTIATING INSTRUCTION | <input type="checkbox"/> INNOVATION |
| <input type="checkbox"/> BEHAVIOR MANAGEMENT | <input type="checkbox"/> COMPETENCY BASED LEARNING |
| <input type="checkbox"/> PROJECT BASED LEARNING TRAINING | <input type="checkbox"/> DIFFERENTIATION OF INSTRUCTION AND CLASSROOM MANAGEMENT |
| <input type="checkbox"/> CAREER AWARENESS | <input type="checkbox"/> PERSONALIZING TECHNIQUES |
| <input type="checkbox"/> CUSTOMIZED FORMATIVE ASSESSMENTS | <input type="checkbox"/> ADVISORY STRUCTURES WITH EFFECTIVE RELATIONSHIP DEVELOPMENT |
| <input type="checkbox"/> STUDENT GOAL SETTING | <input type="checkbox"/> STRATEGIES OF ENGAGEMENT |
| <input type="checkbox"/> STUDENT LED CONFERENCES AND PORTFOLIOS | <input type="checkbox"/> PROFESSIONAL LEARNING COMMUNITIES |
| <input type="checkbox"/> DECREASING DROP-OUT | <input type="checkbox"/> MULTI TIERED SYSTEMS OF SUPPORT |
| <input type="checkbox"/> GRADING PRACTICES | <input type="checkbox"/> MENTAL HEALTH SUPPORT |
| | <input type="checkbox"/> CULTURE OF BELONGING |

PROFESSIONAL

DEVELOPMENT FOLLOW-UP FORM

Page 2

How did this professional development activity relate to the implementation of the district's goals, your building or program goals, or your own professional enrichment goals?

How and when do you plan to share the new ideas/information from this workshop with your colleagues?

How would you rank the overall effectiveness of this workshop?

Extremely ineffective 1 2 3 4 5 *Extremely effective*

Explain how attending this workshop benefits your students.

School District of Washington Professional Development Evaluation **(Complete Online)**

Title of workshop or activity: _____ Date: _____

Presenter: _____

Please complete the following statements regarding the recent professional development opportunity. Add comments, recommendations, or suggestions for the presenter next to any question for future presentations.

1. The presenter(s) was/were knowledgeable about this subject.

Strongly Disagree Disagree Agree Strongly Agree

2. The workshop materials were clear and well organized.

Strongly Disagree Disagree Agree Strongly Agree

3. Bullet some of the things you learned or can use in your situation.

- o
- o
- o

4. The instructional/presentation skills were effective and appropriate.

Strongly Disagree Disagree Agree Strongly Agree

5. Would you recommend this workshop/presenter to others?

Strongly Disagree Disagree Agree Strongly Agree

6. One question or concern you still have...

Required Professional Development Hours for the School District of Washington

1 college credit hour = 15 PD contact hours

Classification	Notes	PD Hours Required
Professional Certification - most core area teachers & librarians		15 hours each year
Career Education – (formerly vocational)		30 hours each year
Student Services		20 hours each year
Administration – superintendent		30 hours each year
Administration – principals, special ed. directors and career ed. directors		Years 5-10 Have completed EdS degree in ed adm, C&I, or reading/literacy Once degree is completed then 30 hours each year
Provisional (2 years)	must complete credits/requirements to move to Initial certification within two years	15 hours each year
Temporary (1 year)	must complete 9 college credits annually	15 hours each year
Paraprofessional		15 hours initially; 10 hours each year after

<https://dese.mo.gov/educator-quality/certification/required-professional-development-hours>

School District of Washington Professional Development Log

This certificate documents continuous professional development for School District of Washington certificated staff.

Professional Development Activities
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**Certified Staff are required to have 15 hours annually. Career Education Staff are required to have 30 hours annually.*

***Paraprofessionals are required to have 15 PD hours their first year of teaching and 10 PD Hours each year thereafter.*

1 College Credit Hours = 15 PD Clock Hours

Name: _____

Teacher _____ **Para** _____

Date (s) Attended	Professional Development Activity	Topic / Agenda	Clock Hours
<i>Include month, day, and year</i>	<i>Name of workshop and location</i>	<i>Be specific with content PLC time is NOT enough</i>	<i>Only the time on task</i>
<u>SAMPLE</u> July 4, 2010	<u>SAMPLE</u> The American Dream Conference Lake of the Inspired, MO	<u>SAMPLE</u> How to recruit and develop talented teachers	<u>SAMPLE</u> 6.0
<u>SAMPLE</u> Aug. 32, 2010	<u>SAMPLE</u> Elementary staff meeting	<u>SAMPLE</u> Cooperative Learning strategies	<u>SAMPLE</u> 1.0
<u>SAMPLE</u> Sept. 32, 2010	<u>SAMPLE</u> Math team PLC	<u>SAMPLE</u> Discussed article on Impact of Mathematical Achievement	<u>SAMPLE</u> 1.0
Please total and record Hours:			

**Please make and keep a copy of this form found on the website under
Professional Development Log
Upload into TalentEd by the first Friday in May.**

Employee Signature	Print Name	Date
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Building Administrator Signature	Print Name	Date
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