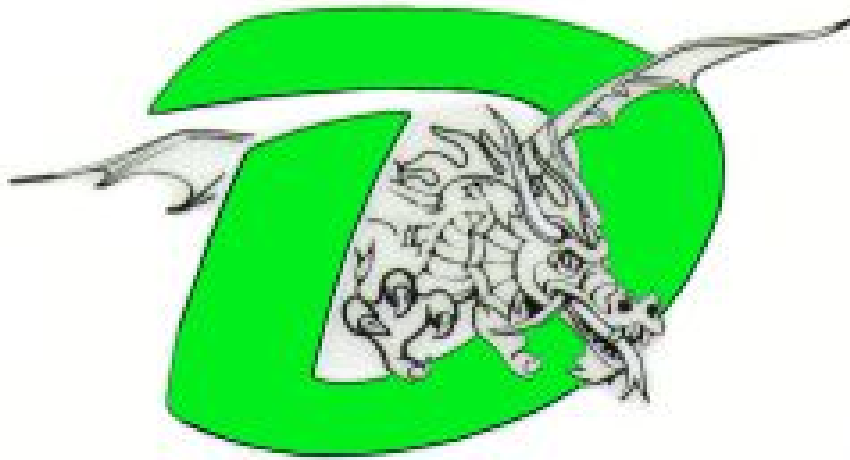


# **PDC MANUAL**



**De Soto School District #73**

**Revised 2016-2017**

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## **Mission**

### Professional Development

The mission of professional development in the De Soto School District #73 is to support teachers in their continual efforts to improve instruction so that each student may achieve at a higher level. While professional development takes on a wide variety of activities, approaches and strategies, the result of professional development should strive to be an improved staff, which can help students become more competent in the strategies of how to learn as well as the content of specific subjects. To that end, the goals of the Professional Development Plan are intertwined with and are a part of the district Comprehensive School Improvement Plan (CSIP).

### De Soto School District

The mission of the De Soto School District is to ensure learning, growth, and success for all students in a safe environment.

## **Belief Statements**

The District Professional Development Committee (PDC) strongly believes that professional development for certified staff is a vital part of realizing the mission and goals of the school district. We believe the purpose of professional development is to:

1. Improve student learning by enhancing the skills and knowledge of teachers.
2. Motivate teachers toward a standard of excellence in their personal and professional growth.
3. Assist teachers to keep current with educational research, new skills and knowledge and to translate research and learning theory into practice.
4. Provide new teachers with mentors for the goal of developing and retaining the best teachers in our classrooms.
5. Encourage every teacher toward ongoing, continuous improvement throughout his or her career.
6. Promote district unity toward the common goal of improving student learning and achievement.

# SECTION 1: DE SOTO PROFESSIONAL DEVELOPMENT PROCESSES, PROCEDURES, AND FORMS

## **Structure of the Professional Development Committee**

### **Definition**

Professional development is a continuous, comprehensive, coherent, long term process composed of a variety of activities and events which promote individual professional competence and renewal and contribute to the fulfillment of the mission of the De Soto School District.

### **The Law**

Section 168.400 RSMO Statutes, states that professional development programs are cooperatively developed by the school staff, administrators, and school board members with the assistance of a Professional Development Committee (PDC). The law also states that the PDC. Elected by staff, shall (1) coordinate and direct professional development activities that stimulate and encourage professional growth, (2) provide activities that stimulate and encourage professional growth of both new and experienced staff based on a needs assessment, and (3) provide a plan that includes clear provisions for providing special assistance and mentoring arrangements for beginning staff members for a two-year period.

### **Committee Structure**

The committee shall be known as Professional Development Committee (PDC). It shall be a standing committee, district-wide committee developed to the following guidelines:

1. The Professional Development Committee will consist of 19 individuals, and they shall be as follows:
  - a. An administrator advisor
  - b. Four administrators to be appointed by Superintendent
  - c. Sixteen teachers-Three teachers from each elementary and senior high campus, and two teachers from the junior high, one teacher from Early Childhood Center with each teacher being elected by the certified personnel in his/her respective division from a list of people expressing an interest and/or nominees submitted by all certified personnel in that building. Each campus should have a PDC campus committee composed of at least three members (two teachers and one administrator).
  - d. This selection process will be reviewed annually.

2. The committee chairperson and secretary shall be elected for a two year term by the committee as a whole in April of every even year. The chairperson will be a tenured teacher who will also serve as the RPDC representative.
3. The Superintendent, or a designee, shall serve in the capacity of advisor to the committee.
4. All teachers shall serve two-year terms. Teachers will be elected at the end of the school year with their terms beginning at the start of the following year.
5. Administrators shall serve the length of the time appointed by the Superintendent.
6. The committee shall meet the 1<sup>st</sup> Wednesday of each school month or as deemed necessary by the chairperson.
7. Building committees shall communicate any new programs, workshops, or in-service, that they may be pursuing, to the PDC committee.
8. The chairperson shall annually address the De Soto School District #73 Board of Education to provide an update on committee goals and activities.

## Responsibilities of the District Professional Development Committee

1. Assess professional development needs of teachers and administrators by:
  - a. Conducting a need's assessment every two years.
  - b. Publishing results of the need's assessment.
  - c. Seeking input from building administrators, central office administrators and the board of education.
2. Develop a budget, taken from 1% of district foundation program revenue exclusive of categorical add-ons, for professional development activities related to MSIP standards and the CSIP. The PDC will:
  - a. Allocate a sum of money to be reserved for district-wide initiatives to be identified each year by the PDC.
  - b. Allocate a sum of money to be reserved for partial or full tuition reimbursement for approved college/university credit classes.
  - c. Allocate a sum of money to each school site based on number of certified staff members. The building level budgets may be used for professional development activities and expenses that may include:
    - i. Registration, travel, meals, lodging for approved out-of-district professional development activities related to building goals.
    - ii. Salaries for substitute teachers for teachers participating in approved development activities during the school day.
    - iii. Consultant/presenter fees and travel expenses for individuals conducting professional development activities related to building goals.
    - iv. Expenses related to in-district workshops and other types of professional development activities related to building goals.
3. Provide opportunities for the professional development of experienced teachers and administrators by:
  - a. Planning, scheduling, promoting and implementing a variety of professional development events and opportunities focused on improving teacher practice in the classroom and improving student achievement thus meeting goals of the district CSIP.
  - b. Acting as a clearinghouse for information about professional development events out of the district.
  - c. Overseeing proper expenditure of professional development funds for approved activities.
4. Provide for the professional development of beginning teachers by:
  - a. Overseeing the assignment of mentors to beginning teachers.
  - b. Training mentors.
  - c. Providing workshops for mentors and mentees each school year.
  - d. Providing information to beginning teachers regarding the professional development plan, certification, university assistance programs as requested.
  - e. Coordinating committee efforts with those administrators to ensure the success of beginning teachers.
  - f. Providing opportunities for observing other staff members.
  - g. Encouraging the mentor to act as a coach.
5. Evaluate professional development activities by:
  - a. Providing a means for individuals and groups to evaluate the success and value of in-district and out-of-district professional development events.
  - b. Implementing changes in activities to be sponsored by the PDC.

## **2016-2017 Professional Development Committee Members**

### Athena

MaryAnn Vaughn (2016)

Jeremy Gagnon (2016)

Julie Kingsland (2016)

### Vineland

Adrienne Myers, Chairperson (2015)

Kamara Johnson (2016)

Melissa Dunnegan (2016)

### Junior High

Katie Duggins (2015)

Kerri Reeves (2016)

### Senior High

Terry Frank (2016)

Mary Beth Sapper (2015)

Rebecca Schnaare (2015)

### Early Childhood Center

Laurie Micka (2016)

### Administration

Doréan Dow (Central)

Amanda Britain (Athena)

Adam Grindstaff (Vineland)

Alex Mahn (Junior High)

Michael Rickermann (Senior High)

Nancy Schmitz (ECC)

## **Building Responsibilities Related to Professional Development**

1. Plan and organize for district Professional Development early out days.
2. Use budget to support in-house and out-of-district professional development activities.
3. Form building-level professional development committee. Identify professional development goals aimed at improving teacher practice and impacting student achievement.
4. Share all in-building workshop activities with rest of the district via PDC representative.
5. Professional development funds may only be used for activities related to improving teacher skills and practice. Professional development funds will **not** be used for activities such as coaching clinics, financial planning for teachers or other workshops that do not have a direct link to classroom practice or the district CSIP or non-certified employee training.
6. Report names of building committee members and building professional development to Central Office.
7. Coordination of mentoring activities for beginning teachers with mentors, building PDC and principal (new teacher workshop, Professional Development Plan).



## Professional Development Committee Budget 2016-2017

The Outstanding School Act of 1993 is very specific in regard to the monies to be allocated by each school district for professional development. One percent of the district's Foundation Program funds, exclusive of categorical add-ons, are to be designated each fiscal year for professional development activities focused on improving teacher practice in the classroom and improving student achievement. To meet statutory requirements, one hundred percent of the professional development funds must be:

1. Used for professional development.
2. Spent on activities consistent with the professional development plan (developed by the district's professional development committee in consultation with administrators and approved by the local board) and approved by the professional development committee.
3. Clearly related to the objectives of the district comprehensive school improvement plan.

The De Soto School District #73 Professional Development Committee has allocated the following amounts for the budget for the 2016-2017 school year.

Projected Revenue:

**2016-2017 District Allocation from Formula \$123,611**

District Initiatives	\$ 108,611
Building Initiatives	<u>\$ 15,000</u>
<b>TOTAL EXPENDITURES</b>	<b>\$ 123,611</b>

District Initiatives(estimate)

Tuition Reimbursement	\$10,000
Mentor Stipend 20 @ \$_____ (varies on level)	\$11,500
District Activities	
Improving Instruction all Content	\$15,000
Curriculum/Assessment/Technology	\$44,111
Other (PD committee, PBS Character Ed. THVP)	\$23,000
Membership in Professional Development Groups	
Southeast RPDC, EdPlus, and ASCD	<u>\$ 5,000</u>
<b>TOTAL District Initiatives</b>	<b>\$108,611</b>

**Building Initiatives(estimate)** budget to provide for individuals to attend out-of-district PD.

High School (62 certified staff)	\$4268
Junior High (33)	\$2269
Athena (50)	\$3442
Vineland (61)	\$4201
ECC (12)	\$ 820
Out of District Workshops	<u>\$15,000</u>
<b>TOTAL Building Initiatives</b>	<b>\$15,000</b>

**\*\*These budget numbers are based on the % of certified staff in each building. Total number of certified staff is 218 people.**

## **Other Funding Sources of Professional Development**

1. Title II (Professional Development/Tech)-Funding from Title II is used for core areas, follow-up to previous professional development activities, assistive technology professional development, support for new teachers, supporting teaching that is consistent with the Show-Me standards and training of teachers/staff in the core academic subjects.
2. Title IV (Safe and Drug Free Schools)-Limited amount budgeted for staff training related to drugs and violence prevention.

## Professional Development and Professional Leave Procedures

**You would like to attend a Professional Development activity that you found/ your principal asked you to attend:**

*Might include activities like -*

- Observing another school/ classroom
- Attending a workshop/ conference to support professional goals/ post-observation goals
- Attending IEP/ Data Team meetings

*Guidelines for out of district professional development activities -*

- The workshop must meet building and district goals.
- Each member of the staff may attend only one workshop per year using professional development funds, however additional requests may be considered, funds permitting. (Requests may be denied when the funds run out.)
- Workshop request must be submitted no later than two weeks prior to registration deadlines.
- All registrations and hotel reservations must be made through Central Office (or Carol Bourgeois for SPED).
- Out of state conferences are not allowed.
- Carpooling is recommended. If attendees do not want to carpool, then they agree to divide the reimbursement equally among the drivers.
- Staff must share information gained at the workshop with their grade level or other staff members at either a faculty meeting or on a professional development day.

### Step 1: Gather information

- Registration cost, deadline, form
- Travel cost (meals, lodging, mileage)

### Step 2: Request approval from principal (or Director N. Schmitz for Special Education)

At least two weeks prior to registration deadline, request approval from principal/ director by providing this information and Professional Development Activity Form (page 15).

*Principal/ Director will -*

1. Check for available building PD funds
2. Check substitute numbers for that date
3. Ensure the activity is in line with building/ district goals
4. Sign Professional Development Activity Form and confirm approval with requesting educator

5. Forward all forms and information to Doréan Dow at CO for final approval and registration

*Doréan Dow will -*

1. Sign Professional Development Activity Form
2. Forward to Andrea Yates to create PO and register for activity (and hotel, if necessary) (or to Carol Bourgeois for SPED)
3. Approve PO and send copies of all paperwork back to building admin and attendees.

Step 3: Enter absence into Aesop and prepare sub plans

- ESSENTIAL--please select **PROFESSIONAL DEVELOPMENT** as the absence type

Step 4: Attend the event

- Save all receipts (see reimbursement guidelines on page 17)
- Complete Request for Professional Development Expenses form (page 18) and submit to Doréan Dow.
- Note: Forms must be received at Central Office the MONDAY before Board meetings. Payment of reimbursements will be paid the Friday after the Board meeting.

**You would like to attend a Professional Development activity that supports a district initiative:**

*Might include activities like -*

- Curriculum writing
- Beginning teacher assistance observations/ workshops
- K-12 Special Area Conferences (Music, Counseling, Library)
- PBS Training
- Content Area Workshops
- Special Education Training

*Guidelines for out of district professional development activities -*

- The workshop must meet building and district goals.
- Each member of the staff may attend only one workshop per year using professional development funds, however additional requests may be considered for approval, funds permitting. (Requests may be denied when the funds run out.)
- Workshop request must submitted no later than a two weeks prior to registration deadlines.
- All registrations and hotel reservations must be made through Central Office (or Carol Bourgeois for SPED).
- Out of state conferences are not allowed.
- Carpooling is recommended. If attendees do not want to carpool, then they agree to divide the reimbursement equally among the drivers.
- Staff must share information gained at the workshop with their grade level or other staff members at either a faculty meeting or on a professional development day.

**Step 1: Gather information**

- Registration cost, deadline, form
- Travel cost (meals, lodging, mileage)

**Step 2: Request approval from principal (or Director N. Schmitz for Special Education)**

At least two weeks prior to registration deadline, request approval from principal/ director by providing this information and Professional Development Activity Approval Form (page 15, Yellow Sheet).

*Principal/ Director will -*

1. Check substitute numbers for that date
2. Sign Professional Development Activity Form and confirm building-level approval with requesting educator
3. Forward all forms and information to Doréan Dow at CO for final approval and registration

*Doréan Dow will -*

1. Sign Professional Development Activity Approval Form

2. Forward to Andrea Yates to create PO and register for activity (and hotel, if necessary) (or to Carol Bourgeois for SPED)
3. Approve PO and send copies of all paperwork back to building admin and attendees.

**Step 3:** Enter absence into Aesop and prepare sub plans

- ESSENTIAL--please select **PROFESSIONAL DEVELOPMENT** as the absence type

**Step 4:** Attend the event

- Save all receipts (see reimbursement guidelines on page 16)
- Complete Request for Professional Development Expenses form (page 17) and submit to Doréan Dow.
- Note: Forms must be received at Central Office the MONDAY before Board meetings. Payment of reimbursements will be paid the Friday after the Board meeting.

# Professional Development Activity Approval Form

Name: \_\_\_\_\_ Bldg: \_\_\_\_\_ Request Date: \_\_\_\_\_

Workshop Title: \_\_\_\_\_

Workshop Date(s): \_\_\_\_\_ Registration Deadline: \_\_\_\_\_

Why are you requesting to attend? What benefits for you and for the district will be gained from participation? (Include specific topics/ activities addressed through event)

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## Anticipated Expenses

Registration Fee: \$ \_\_\_\_\_

Mileage: \_\_\_\_\_ miles @ \$0.485 per mile (max. \$100) \$ \_\_\_\_\_

Meal Allowance: (not to exceed \$40 per day)

\$10 breakfast, \$10 lunch, \$20 dinner

Gratuities will not exceed 15% \$ \_\_\_\_\_

Lodging: \_\_\_\_\_ nights @ \$100 per night \$ \_\_\_\_\_

**\*not to exceed 3 nights**

Substitute Teacher: \_\_\_\_\_ days @ \$90 per day \$ \_\_\_\_\_

**\*not to exceed 3 days**

**Include the following with this form:** \_\_\_\_\_ Workshop Registration Form

Personal/ Building level Initiative

District Initiative

Building Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Assistant Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Workshop has been: Approved

Not Approved

Reason for not approving : \_\_\_\_\_

---

*Please attach all pertinent registration information.*

## **Reimbursement for Expenses Related to Out-of-District Professional Development Activities**

Registration Fees: Fees for an out-of-district professional development activity are to be paid by the participant. Reimbursement will be made after the participant completes the activity and processes a reimbursement request. Participant must complete a check request form with all original receipts attached.

Mileage: Mileage is reimbursed at \$0.485 per mile with mileage per district policy. Employees are expected to ride together when traveling to the same conference. Reimbursement not to exceed \$100.

If a member travels by plane, there may be partial reimbursement considered for the flight based on mileage cost the district has paid. Central Office will determine partial reimbursement for plane travel.

Meal Allowance: Meal reimbursement will not exceed \$10 for breakfast, \$10 for lunch and \$20 for dinner not to exceed \$40 per day. The district will not pay for alcohol, and gratuities will not exceed 15% of the meal cost. Original receipts must be attached for reimbursement of expenses.

Lodging: Nightly hotel expense will be determined at a rate not to exceed \$100 per night and no more than a total of \$300. It is expected that employees will share a room when attending the same conference when possible. Employees attending the same conference will only be reimbursed for the cost of one double room, which could be shared (gender permitting). Staff members who desire a private room when multiple employees are attending the same conference will not be reimbursed any lodging expenses.



## Request for Professional Development Expenses

Name: \_\_\_\_\_ Request Date: \_\_\_\_\_

Workshop Title: \_\_\_\_\_ Workshop Date(s): \_\_\_\_\_

**Mileage: (this applies only to the driver)**

From \_\_\_\_\_ To: \_\_\_\_\_ = \_\_\_\_\_ miles  
(round trip)

\_\_\_\_\_ miles @ \$0.485 per mile \_\_\_\_\_ (mileage cost not to exceed \$100)

Please list your passengers attending the workshop with you. If NONE, please mark NONE.

- NONE
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please list expenses incurred while attending this workshop. There are limits and restrictions in the PDC manual located at [www.desoto.k12.mo.us](http://www.desoto.k12.mo.us) regarding expense reimbursement.

Workshop Cost \_\_\_\_\_  
Meal Cost \_\_\_\_\_  
Lodging Cost \_\_\_\_\_  
Mileage Cost \_\_\_\_\_  
  
Total \_\_\_\_\_

Please be sure to attach ALL receipts to this expense report to expedite your reimbursement.  
Thank you!

Assistant Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Amount of reimbursement approved \_\_\_\_\_

Explanation (if necessary) : \_\_\_\_\_

**CODE: (Circle the Correct Code)**

D – 001-2214-6343-000-000	JH – 001-2214-6343-003-000
V – 001-2214-6343-001-000	SH – 001-2214-6343-005-000
A – 001-2214-6343-002-000	ECC-001-2214-6343-004-000



**You would like to attend a Professional Leave activity that involves completing responsibilities involving general school operations:**

*Might include activities like -*

- Field trips
- Meetings
- Coaching responsibilities

**Step 1: Gather information**

- Date of event
- Mileage allotment required (if necessary)

**Step 2: Request approval from principal**

At least two weeks prior to event, request approval from principal by emailing the information above.

*Principal will -*

1. Check substitute numbers for that date
2. Ensure the activity is in line with building/ district goals
3. Confirm approval with requesting educator

**Step 3: Enter absence into Aesop and prepare sub plans**

- ESSENTIAL--please select **PROFESSIONAL LEAVE** as the absence type

**Step 4: Attend the event**

- Save any receipts (see reimbursement guidelines on page 16)
- Note: Forms must be received at Central Office the MONDAY before Board meetings. Payment of reimbursements will be paid the Friday after the Board meeting.

## Inservice PDC Workshop Presentations Payment Request Form

If you present an approved PDC Workshop to the De Soto staff, you will be paid by PDC. Please copy the bottom half of this page and fill it in. Then give it to the PDC representative in your building to be signed and sent to central office for processing. Payment will be made at the following rate:

1 hour workshop .....	\$100.00
1 ½ hour workshop.....	\$150.00
2 hour workshop .....	\$175.00

Payment for PDC Workshop Presentation:

Check to be issued to: (please print name) \_\_\_\_\_

Date of Workshop \_\_\_\_\_

Name of Workshop \_\_\_\_\_

Length of Workshop (# of hours) \_\_\_\_\_

Total cost of Presentation: \$ \_\_\_\_\_

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_ ASST. SUP. --

\_\_\_\_\_  
SIGNED BY ASST. SUP.

\_\_\_\_\_  
DATE

# DE SOTO SCHOOL DISTRICT CERTIFICATE OF ATTENDANCE

This is to certify that

---

Name

attended the

---

Workshop

on

---

Date

---

Authorized Representative

## SECTION 2: DE SOTO BEGINNING TEACHER ASSISTANCE AND MENTORING

### **Beginning Teacher Assistance Program**

- A. New Teacher Training –New teachers report two days before returning teachers report for duty. Mentors will be expected to be on duty the first day of the new teacher orientation. This time will primarily be used for attending meetings or workshops, getting materials, reviewing rules and grading procedures, and introducing new teachers to others on the staff.
  
- B. Mentor/Mentee Visitation Program
  - 1. Release Time Limits and Compensation
    - a. Mentee—6 periods plus a full day (max)
    - b. Mentors—6 periods (max)
    - c. Other visitations during prep time (unlimited)
    - d. Staff members will receive \$10 per period for covering classes under the mentor program. This compensation should not exceed the substitution rate.
  
  - 2. New Teachers' Observation Schedule
    - a. Initial Certification staff shall be allowed at least 4 periods per year (one per quarter) to observe experienced teachers. Building principals and the mentor will coordinate these visits based upon needs and competencies of the teacher.
    - b. It is suggested that all non-tenured teachers also be allowed at least 2 observations per year (one per semester).
    - c. All teachers will be encouraged to observe other teachers within their building from time to time in order to learn from one another, enhance their professional skills and build collegial respect and trust. Prep time may be used for this purpose. Principals may recommend at various times.
  
- C. New Teacher Workshops

A minimum of two release days will be required to address district specific curriculum and instruction.

Additional after school workshops will be provided monthly for new teachers.  
**New Teachers will attend at least six meetings.**

These meetings will include:

- Writing your plan
- Organizing your classroom
- Discipline/Classroom Management
- Mastery Teaching and Other Subjects pertinent to Instruction

#### D. Beginning Teacher Assistance Training

New teachers must participate in a beginning teacher assistance training program. PDC staff members and mentors will inform new teachers of the different opportunities to complete this training

### **Mentors/New Teacher Assistance Program**

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five years of teaching experience and have received or be willing to complete mentor training. Ideally, a mentor should be teaching the same grade level and in the same area of certification as the beginning teacher. A mentor could also be a staff member with certification and experience in the same area. Mentors will work closely with their assigned new teachers during the teachers' first year upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare a professional development plan. The Plans will be consistent with the evaluation criteria and will establish a plan of development for the teachers' first two years of teaching.

#### **What is a Mentor?**

##### 1. Definition- a mentor is a role model

- who provides guidance and support
- extends his or her own professional development
- willing to develop a close relationship with a beginning teacher in order to improve professional competency
- models effective instructional and interpersonal skills

##### 2. Qualifications

- Five years teaching experience
- Academic record that indicates an interest in furthering his or her education and improving instruction

- Acceptable performance based teacher evaluations

### **What does a mentor do?**

1. Mentor assistance varies from situation to situation, but usually includes the following areas:

- Classroom Management
- Emotional Assistance
- Instructional Needs and Curricular Assistance'
- Interpersonal Assistance
- Professional Development Requirements

2. Mentors should:

- Be available to guide and assist all teachers who request assistance. Hold in confidence communications between mentor/mentee. Specifically no teacher performance information should be communicated by the mentor to the administrative staff.
- Work with beginning teachers during pre-workshop orientation.
- Provide assistance in the essential elements of classroom instruction.
- Assist beginning teachers in their efforts to meet state and district requirements for their professional development plan.
- Be available for training and classroom visitations as required by the district (likely to include summer workshops).
- Report to PDC on the training ideas they share during the year
- Make Recommendations to PDC for in-service/workshops that could be beneficial to the staff.

### **Mentor Training**

- There will be a mentor training session for new mentors prior to the assignment of new teachers. Other workshops may be scheduled during the school year. Mentors will be expected to attend all scheduled training and/or workshop sessions.
- The Board of Education will support efforts for mentors to attend training sessions as they are made available. Mentors (and beginning teachers or teachers requesting assistance) will be granted flexibility and sufficient time for classroom visitations.



## **Compensation for Mentors**

- Each mentor will be paid a stipend of \$500 for each First Year Initial Certification teacher that is assigned to them.
- Each Mentor will be paid an additional \$250 for each Second Year Initial Certification teacher that is assigned to them.
- Payment of the mentor stipends will be made at the June payroll.
- Mentors may be reimbursed for conferences, workshops, and other activities that occur outside of regular contract time as related to mentor improvement. These activities will not be counted towards career ladder.
- In order to receive the \$500 stipend the mentor must attend all workshop & meetings during the school year, and complete quarterly mentor/mentee log that should be sent to the PDC chairperson within 5 days of the end of the quarter. The \$500 will be divided by the entire number of hours required and pro-rated for mentors who miss meetings, workshops, or fail to complete quarterly logs.

# De Soto School District Mentor Teacher Application Form

## A. Information

1. Name: \_\_\_\_\_ Date \_\_\_\_\_
2. Building: \_\_\_\_\_
3. Dept./Grade: \_\_\_\_\_
4. Total Years Experience: \_\_\_\_\_
5. Degree (include field): \_\_\_\_\_
6. Total Graduate Hours: \_\_\_\_\_
7. List any workshops attended in the past two years:
8. List school committees you have served on in the last two years:
9. List extracurricular activities you have been involved with in the last two years:

## B. Availability

At various times during the year would you be willing to:

1. \_\_\_\_\_ Stay ½ hour to an hour after school, 1-2 times per week?
2. \_\_\_\_\_ Use your Prep Period 1-2 times per week to observe other classes?
3. \_\_\_\_\_ Attend a spring workshop on the mentor program?
4. \_\_\_\_\_ Attend a workshop on mentoring during the school year?
5. \_\_\_\_\_ Make a two year commitment to serving as a mentor?

Commitment, good interpersonal skills, and evidence of successful teaching will weigh heavily in the final mentor selection. Applicants will be notified of the appointments on or before May 30<sup>th</sup>.

Office Use Only:

Approved by Principal \_\_\_\_\_

## Mentor Assignments

2016-2017

Teacher	Building	Mentor	Year
Aleen Davis	ECC-PAT	**	2nd
Erin Tourville	Vineland	Brenda Nickelson	2nd
Joanna Fischer	Vineland	Jackie Kruse	2nd
Kyle Huey	Jr. High	Jon Roop	2nd
Steven Skawski	Sr. High	Julia Rodriguez	2nd
Cheryl Hunt	Sr. High	Fawn Ponzar	2nd
Christina Thebeau	Sr. High	Mary Sapper	2nd
Jessica Ecker	Sr. High	Beth Yancey	2nd
Katye Bowen	Vineland	Shirley Abel	2nd
Melissa Cope	Athena	Julie Kingsland	1st
James Akins	Athena	Bonnie Sampson	1st
Blair Starwalt	Athena/ Vineland	Denise Wallach	1st
Kay Allen	Vineland	Jackie Kruse	1st
Jillian Lutz	Vineland	Christina Trent	1st
Corey Pounds	Sr. High	Mike Pope	1st
Robert DeMoulin	Sr. High	Annette Tharp	1st

**REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS**

Complete this form and return to building principal by **the last teacher work day in May** of each school year. See EXEMPT (\*\*) requirements below. Hours are required to be submitted to DESE in June by Central Office. For any areas not applicable, indicate with N/A.

<b>DE SOTO SCHOOL DISTRICT</b>					
Educator Name:		Highest Degree:			
Beginning Year: apply)		Certifications: Initial or Career or Life (circle as many as apply)			
Total Years Teaching:		Subject/Grade Certification: (List all)			
Date of PBTE			Name of Evaluator		
Year	Mentor	Subject Area	Observation Date(s)	Meetings/Discussions (Circle Yes or No)	Year
Year 1				Log Sheets Completed: Yes or No	
Year 2			(if anv)	Informal Meetings: Yes or No	
Beginning Teacher Assistance at: From/to:					
<b>Professional Development Class/Courses (one credit = 15 contact hours)</b>					
Date	Name of Class/Course/ PD Workshop	Characteristics (i.e. instructional, assessment, core study, adm, elective, tech, sp. ed, etc.)	Contact Hours	Current Year	Year Total

Initial Certification requires total of 30-contact hours over 4 years.

Career Certification requires 15-contact hours yearly.

Reactivation requires 24 hours yearly.

Career Educator Certification requires 30 hours yearly.

**\*\*PD Exempt status (2 of 3 required):** 10 years exp. and degree (MA or EdS) or National Board Certification

Approval: Educator \_\_\_\_\_ met the yearly requirements to continue his/her current certificate of license to teach. The number of PD hrs.completed: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Building Administrator please submit to Dr. Freeman no later than June 1.**

## SECTION 3: DE SOTO TUITION REIMBURSEMENT PROGRAM

The De Soto School District #73 Tuition Reimbursement Program has been developed by the Professional Development Committee to encourage teachers and administrators to improve their professional skills and knowledge. District funds used for this program are part of the 1% of the district's foundation funds designated for professional development as required by the 1993 Outstanding Schools Act (SB 380). These funds assist De Soto teachers and administrators by reimbursing the cost of up to three (3) credit hours of course work in the field of education.

Certified educators who are employed full-time by the De Soto School District are eligible for tuition reimbursement. These educators include certified teachers, librarians, counselors, administrators and other certified educational staff members.

The Professional Development Committee oversees the tuition reimbursement program. It is administered through the district's central office. The Professional Development Committee has designated at least \$10,000 for tuition reimbursement. If this amount is insufficient to fully reimburse all applicants entitled to tuition reimbursement, reimbursement shall be prorated among the qualified applicants. In the event that there is a balance of professional development funds at the end of the school year, half of the balance of the professional development funds will be designated toward tuition reimbursement before applicants are reimbursed.

### **Application Procedures**

De Soto educators participating in this program must submit information about the courses for which they are seeking reimbursement to the Central Office by May 31. The district's designated official and the Professional Development Committee will evaluate the applications. Reimbursement will be made by June 30 to those educators who meet all eligibility requirements.

Application for tuition reimbursement may be obtained from building principals or at the Central Office.

### **Eligibility Requirements**

To be eligible for the district's tuition reimbursement program, you must meet the following conditions:

1. Enroll in a course related to your area of certification and/or employment.
2. Complete an eligible course between June 1 and May 31.
3. Earn a grade of A or B.
4. Provide the district with a transcript or grade report and paid receipt for the course.
5. All applications and required documentation must be submitted to the Central Office, attention, Doréan Dow, by May 31. Reimbursement will be made by June 30.

## **Eligible Courses**

You may be reimbursed for courses completed between June 1 and May 31. You may seek reimbursement for actual tuition costs up to this limit for three credit hours a year. Other fees and incidental costs are not eligible for reimbursement.

All reimbursed courses should be taken in an area related to education. A biology course would be reimbursed for a science teacher. A school finance course would be an eligible course for a building or district administrator. Courses intended to improve your skills or knowledge as an educator in the De Soto School District are eligible for reimbursement.

The Professional Development Committee especially encourages courses designed to improve teaching skills. These courses may focus on the following subjects:

Effective Teaching

Mastery Learning

Individualized Learning

Improvement of Teaching

Discipline

Parents as Teachers

Reading Courses

Writing Courses

Educational Psychology

Curriculum Courses

Classroom Management

Technology in the Classroom

Child/Adolescent Psychology

Classroom Tests and Measurement

## **Option to Prorate Tuition Reimbursement**

If the requests for tuition reimbursement exceed the amount budgeted, the district reserves the right to prorate the amount of tuition reimbursement. PDC will establish a priority of reimbursement so that the total reimbursement will not be less than \$300 per staff. The budgeted amount will be divided equally among all the eligible applicants in priority status of new teachers working towards master to staff exceeding masters.

**De Soto School District**  
**Tuition Reimbursement Form**  
**DUE DATE: MAY 30<sup>TH</sup>**

**Send completed form and documentation to Central Office attention to Doréan Dow.**

Name \_\_\_\_\_

I am requesting reimbursement upon completion of the course listed below:

Title of course or subject \_\_\_\_\_

Number of semester credit hours \_\_\_\_\_

Cost per hour (**Must attach payment receipt**) \_\_\_\_\_

Semester beginning and ending dates \_\_\_\_\_

This course is taken under the following provision(s). (Check appropriate spaces)

\_\_\_\_\_ a. Initial Certification, 1st, 2nd, 3rd year working toward Master's Degree (Priority 1)

\_\_\_\_\_ b. Applies to certification appropriate to school district needs (Priority 2)

**By signing below I am affirming that I have included a have filled out the tuition reimbursement form correctly, included a grade report card or transcript, and included a receipt of payment for tuition.**

\_\_\_\_\_  
(Signature)

Note: Reimbursement will be made based upon a copy of receipt of payment (**if payment receipt is not included, reimbursement will not be approved**) by the staff member and grade report or official transcript showing successful completion of the credits. Certified personnel are eligible for tuition reimbursement of up to \$300.00 per single course, per school year, as specified in the PDC procedures manual.

Office Use Only
_____ Completion of Tuition Reimbursement Form
_____ Grade Report Card or Transcript (A or B)
_____ Payment Receipt
Signatures for Approval _____ PDC _____ ADM
Amt. Approved _____

## **Appendix**

- A. Professional Development Goals
- B. Professional Development Activities
- C. Glossary
- D. Timeline
- E. Certification Information



## Appendix A - Professional Development Goals

Professional Development activities should be ongoing, job embedded, researched-based, and meet the high quality professional development criteria.

The Professional Development activities will support the MSIP 5 Instructional Goals:

- **Effective instruction to meet the needs of all learners**
- **Effective assessment practices including formative and summative assessment practices**
- **Effective differentiated learning and behavioral support systems**
- **Implementation of guaranteed and viable curriculum**
- **Provides a safe orderly environment for all students and staff**
- **Integration of technology, guidance, and library media services**

### Long Term Goals

1. Provide training in a variety of instructional strategies, assessments and technology to improve student performance. (TL-2, I-1, I-2, I-3)
2. Provide training to maintain and strengthen effective communication including use of technology among all members of the school and community. (I-9, I-11)
3. Provide teachers with the information to enhance their personal knowledge of health and fitness, emergency preparedness, drug education, harassment, bullying, violence prevention, multicultural awareness, and gender bias knowledge. (I-6, I-7, I-8)
4. Provide opportunities for beginning and experienced teachers to gain skills in the area of time management, time on task, and classroom management and encourage participation in professional organizations. (TL-1, TL-2, I-61, I-6, I-7)
5. Establish among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide support programs for the professional development of educators. (I-9, I-10, I-11)

### Short Term Goals

1. Provide opportunities for teachers to incorporate integrated, participatory, performance-based activities which utilize student learning styles into their classes to improve student performance. An emphasis will be placed on reading, math, and writing skills. (TL-2, I-1, I-2, I-3)
2. Train teachers to use a variety of instructional methods, to use assessment strategies, and to model concepts of Professional Learning Communities. (TL-2, I-1, I-2, I-3)
3. Train teachers to interpret assessment data in order to determine the educational needs of students in their classes. (TL-2, I-1, I-3)
4. Train teachers to use appropriate technology in the delivery of curriculum, to enhance teaching and learning capabilities, and to aid in the assessment of student performance. (I-9, I-10, I-11)
5. Train beginning teachers and mentors as well as monitor professional development of all teachers. (TL-1, TL-2, I-61, I-6, I-7))
6. Encourage participation and involvement in professional organizations. (TL-1, TL-2, I-61, I-6, I-7))
7. Train staff in special education issues related to instructional strategies to improve student performance. (TL-2, I-1, I-2, I-3)

## **Appendix B - Professional Development Activities**

Responsibility for professional growth efforts lies both with the district and individual initiative. Professional growth opportunities should be both flexible and available to meet individual needs and interests. The Professional Development Committee supports a wide variety of activities to enhance the professional development of teachers in the De Soto School District. The twenty-eight items listed below reflect the variety of activities encouraged by the De Soto School District #73 Professional Development Committee.

Classroom Observation/Feedback	School Visitations
Informal Mentoring	Collegial Observations
Reflective Journal	Grant Writing
Action Research	Making Presentations
Coaching	Course work
Mentoring	Internship
Student Feedback	Professional Reading
Professional Conferences/Workshops	Resource Linking
Reflection	Informal Discussion/Debriefing
Curriculum Development	Videotape Analysis
In-service Training	Analysis of Student Performance Data
School-wide surveys	Team Building
Support Groups	Group Problem Solving
Networking	Portfolio Collection

## **Appendix C - Glossary**

Responsibility for an individual's professional growth effort lies both with the district and individual initiative. Professional growth opportunities should be focused on improving teacher practice in the classroom and improving student achievement. The Professional Development Committee supports a wide variety of activities to enhance the professional development of teachers in the De Soto School District.

### Action Research

Any process by which an individual formulates a hypothesis regarding the impact of specific teaching behaviors and systematically tests that hypothesis within the classroom setting. The results of the research can be used for validating or refining existing practices or for generating new hypotheses (to test).

### Analysis of Student Performance Data

Any process that utilizes the analysis of student performance data to identify areas of needed professional growth.

### Classroom Observation/Feedback

A process of formal classroom visitations incorporating data collection, analysis and feedback to the teacher for the purpose of improving instruction.

### Coaching

Any reciprocal process in which two or more individuals collaboratively engage in examination of selected aspects of professional practice with the intent of improving or refining that practice.

### Collegial Observations

Any process in which individuals observe colleagues with the express purpose of learning new approaches or refining existing practice.

### Coursework

Any process through which an individual takes formal coursework at colleges or universities in order to enhance professional knowledge or performance.

### Curriculum Development

Any process that serves as a vehicle to integrate research literature, new ideas or promising practices in order to design, develop or modify curriculum.

### Grant Writing

Any process that allows individuals to conduct research, clarify thinking or learn/formulate new ideas through the development of a written proposal for supplemental funding.

### Group Problem Solving

Any process by which a group of people identify, clarify and generate potential solution strategies to a "real life" problem they are facing.

### Informal Discussion/Debriefing

Any informal process, often social in nature, in which individuals come together and share perceptions regarding issues related to their professional practice.

### Informal Mentoring

Any informal process by which an administrator monitors the work of the staff. Such monitoring can include unannounced visits, periodic reviews of lesson plans, student work or examinations, and conversations with students and parents.

### In-service Training

Any process in which an individual or individuals engage in formal training activities conducted within their county, district or at their school site that is designed to enhance performance or add to an existing knowledge base about practice.

### Internship

Any process in which individuals assume well-defined roles for the purpose of learning behaviors required by that role.

### Making Presentations

Any process that allows individuals to review literature, clarify thinking or learn/formulate new ideas through the preparation and delivery of a formal presentation.

### Mentoring

Any process in which one or more individuals receive assistance or guidance from someone who is perceived as possessing expertise in a particular area of practice.

### Networking

Any informal process in which individuals systematically interact with others to solve problems, share resources, obtain psychological and professional support and/or generate new knowledge.

### Portfolio Collection

Any process by which a teacher or staff compiles a collection of work which reflects personal growth or points of revision/reflection.

### Professional Conferences/Workshops

A process in which individuals attend conferences or workshops conducted by professional organizations, county or state offices or private entrepreneurs in order to enhance, extend or refine existing knowledge and/or practice.

### Reflection

Any process in which an individual cognitively reflects on new ideas, problems, performance, reading, etc. for the purpose of improving professional effectiveness.

Professional Reading  
Any process in which individuals enhance, refine or expand their personal knowledge base or professional behavior as a result of reading relevant professional literature.

### Reflective Journalizing

A process in which an individual intentionally reflects on his or her practice and captures that reflection in writing in an easily retrievable record (designated document).

### Resource Linking

Any process through which a third party facilitates contacts between two or more individuals or organizations for the purpose of fulfilling a professional need identified by one of the parties.

### School Visitations

Any process in which individuals visit other school sites with the express purpose of learning about new programs or practices.

### School-wide Surveys

Any process through which data is collected regarding specific factors on a school-wide basis in order to assess current performance and help identify needed areas of growth.

### Student Feedback

Any process that involves systematic attempts to collect and analyze feedback generated by students regarding individuals' professional performance.

### Support Groups

Any process in which groups of individuals regularly join together usually within like or similar roles—in a planned way—for the purpose of collegial support, problem solving and sharing.

### Team Building

Any process by which a group of individuals who normally work together improves its collaborative operating capabilities.

### Videotape Analysis

Any process which uses videotape as a data collection method to facilitate an analysis of individuals' professional practice.

## Appendix D - Time Line

During the school year monthly meetings will be held on the first Wednesday of the month at 4:00 Central Office. Committees which require additional time will schedule meetings after the general meeting on the first Wednesday of the month.

### August:

Organizational meeting of PDC – new chairperson assumes leadership  
Add final materials to district manuals to be handed out on the first teacher workday  
Mentor training if necessary  
Meeting with new teachers – mentors and new teachers attend PDC presentation on the first day of new teacher workshop  
PDC Report - BOE

### September:

Review needs assessment from the previous spring  
Yearly revision of the committee professional development plan (long and short term for MSIP)  
PLC Report  
Make arrangements for all PC1-1's to attend University/College new teacher assistance workshops

### October:

Building and district level planning for professional development activities for this year  
Continue revision of professional development plan for year

### November:

PLC

### December:

Needs assessment committee begins to prepare this year's assessment (Every two years)  
PLC

### January:

PLC Mid-year Evaluation  
Begin working on goals for next year  
Complete needs assessment survey  
PLC Report

### February:

Continue working on goals for next school year  
Administer needs assessment survey on each campus the week after our monthly meeting  
PLC Report

**March:**

Present final draft of new goals to superintendent for board approval  
Begin preparation for election of new PDC members and mentors  
Begin work on the next year's budget

**April:**

PLC End of Year Evaluation  
Hold elections for new PDC members on each campus  
The building subcommittees will meet and select the mentors from their campus  
Plan annual evaluation  
Plan new teacher training for next August  
Plan mentor training program for next year  
Prepare board report for review

**May:**

Meeting of retiring members and newly elected members (Retiring members and chairperson remain active through July)  
Submit new mentor names to superintendent for board approval  
Annual evaluation of PDC's yearly program presented to entire committee by subcommittee  
Plan fall early out  
Present new teacher training plan for next year  
Present mentor training plan for next year

**June:**

Update manuals for distribution in August  
Meet with superintendent to discuss August new teacher orientation

**July:**

Notify mentors of meeting dates with new teachers in August

## Appendix E - Certification Information



Missouri Department of Elementary and Secondary Education

Home : [Division of Teacher Quality & Urban Education](#) : Educator Certification

### Active/Inactive Certificate of License to Teach

#### March 2004

Missouri law requires individuals with Initial Professional Certificates (IPC) to complete 30-contact hours of professional development during the first four years of teaching. Individuals with Career Continuous Professional Certificates (CCPC) must complete 15-contact hours each year. The professional development may include hours spent in class in an appropriate college curriculum (one college credit = 15 contact hours) or district-approved professional improvement activities.

If an individual fails, in any given year, to meet the professional development requirement, he/she may within two years, make up the missing hours. In order to make up for missing hours, the person must first complete the 15-hour requirement for the current year and then may count hours in excess of the current year requirement as make-up hours. If the person fails to make up the missing hours within two years, the certificate shall become inactive.

IF YOUR CERTIFICATE BECOMES INACTIVE, it can be reactivated by completing 24-contact hours of professional development, which may include college coursework, **within the six months prior to or after returning to work.**

*For example:* You stopped teaching for two years in order to pursue other interests and now want to return to teaching. You may take college credits to reactivate your certificate of license to teach and begin seeking a job. Or, you may wait until a school hires you and begin taking college credit or engaging in professional development activities approved by the employing school district. The local school district will monitor and verify that the professional development takes place during the six months prior or after returning to work. You also are required to meet the annual requirement of 15-contact hours of professional development for that school year.

When you reactivate your certificate, prior to or after returning to teaching, you must complete 24-contact hours. Then, you must complete the annual 15-contact hour requirement for that year. During the school year in which you return to work, you must complete  $24 + 15 = 39$ -contact hours of professional development (or approximately 3 college credits).

YOU MAY BE EXEMPT FROM REPORTING PROFESSIONAL DEVELOPMENT if you have a Career Continuous Professional Certificate and meet two of the following:

- Ten years of teaching experience as defined by the state board of education;
- Possess a master's degree; or
- Obtains a rigorous national certification as approved by the state board of education.

**For more information, please contact:  
Educator Certification  
P.O. Box 480, Jefferson City, MO 65102  
573/751-0051 or 573/751/3847**

Missouri Department of Elementary and Secondary Education  
Division of Teacher Quality & Urban Education - Educator Certification  
For questions about the educator certification process, please e-mail: [webreplyteachcert@dese.mo.gov](mailto:webreplyteachcert@dese.mo.gov)  
**Note: If you hold a Missouri certificate or have a file in process, please include your Social Security Number in your inquiry.**  
Phone: 573-751-0051 or 573-751-3847



## Required Professional Development Hours

1 semester credit = 15 PD contact hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
<b>AEL</b> – adult education	60 total contact hours	24 contact hours plus annual requirement	20 contact hours annually until exempt	<b>Two of three:</b> 10 years exp. or next higher degree or national board certification
<b>Administration</b> – principals, special ed. directors and career ed. directors	120 total contact hours	24 contact hours plus annual requirement	Years 5-10 must complete EdS degree (or 30 contact hours annually until the degree program is started)	<b>Two of three:</b> EdS or higher degree, 10 years experience or national board certification
<b>Administration</b> – superintendent	120 total contact hours	24 contact hours plus annual requirement	30 contact hours annually until exempt	<b>Two of three:</b> 10 years exp. or next higher degree or national board certification
<b>Career Education</b> – vocational, health sciences, trade & technical fields	90 total contact hours	24 contact hours plus annual requirement	30 contact hours annually until exempt	<b>Two of three:</b> 10 years exp. or next higher degree or national board certification
<b>Professional</b> – most core area teachers and librarians	30 total contact hours	24 contact hours plus annual requirement	15 contact hours annually until exempt	<b>Two of three:</b> 10 years exp. or next higher degree or national board certification
<b>Student Services</b> – counselors, psychologists, speech/language path.	40 total contact hours	24 contact hours plus annual requirement	20 contact hours annually	<b>Two of three:</b> 10 years exp. or next higher degree or national board certification
<b>Provisional (2 years)</b> nonrenewable	Must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
<b>Temporary (1 year)</b>	Must complete 9 college credits annually to renew	n/a	n/a	n/a
<b>Lifetime</b>	Exempt	n/a	Exempt	n/a

12/18/06