# Crystal City School District

# Professional Development

# Handbook

# 2021-22

## Committee Members

### Elementary/Jr. High
Laura Bopp, Chairperson, Term expires Spring 2024
Brittany Farmer, Term expires Spring 2023
Amy McGraw, Term expires Spring 2022
Ashlynn Williams, Term expires Spring 2022

### High School
Brad Smelser, Term expires Spring 2023
Amy Kimbrell, Term expires Spring 2024

Meetings are held on the 1st and 3rd Tuesday of each month.
The 1st Tuesday meeting is at the high school.
The 3rd Tuesday meeting is in the elementary school library.
Meetings begin at 3:45 P.M

**\*\*Initial Certification requires total of 30 contact hours. Career Certification requires 15 contact hours yearly.**

# I.  Philosophy of Education

The Crystal City 47 School District believes that all children have the right to expect a quality education.  Children will have the opportunity to participate in advanced classes of academia commensurate with their ability and aptitude.  Additionally, extracurricular activities should be available as an extension of the regular classroom to permit experience in sports, music, student government, and departmental related student organizations. We also believe that the instructional program should be housed in buildings which are safe, well maintained, and conducive to learning.

The Crystal City 47 School District aims for student success in academic work, moral guidance, group participation, and self-awareness.  The end result should be training that permits the Crystal City School graduate to take his/her place in society and to participate successfully.

The Crystal City 47 School District believes its professional staff should be dedicated to the youth of our school district and be prepared to teach academics, provide effective discipline, and promote ethical behavior. The staff is encouraged to stay abreast of curriculum development in their area of expertise, and of ever-changing developments in education as a whole.

## II. Vision

*Learning Today, Leading Tomorrow*

## III.  Mission

The mission of the Crystal City School District is to recognize the potential within students and prepare them intellectually, physically and socially to be productive and contributing members of society.

## IV.  Goals

The Crystal City 47 School District Professional Development Committee has set forth their goals for the 2021-2022 school year for professional growth focusing on needs in alignment with the school's Comprehensive School Improvement Plan.  They are as follows:

*Elementary Building Goals:*
1. We will strive toward our students gaining one year's growth in reading fluency and comprehension, as measured by formative, progress, benchmark, and summative assessments.
2. We as a faculty and administration will work to meet or exceed all state mandated requirements for certification by providing professional development to improve classroom instruction, and by placing a priority on hiring and training current and future staff, so that all faculty are highly qualified in their content area.

3. We will implement a plan and schedule to improve the educational support, instructional resources, safety, and aesthetics of our facilities to meet or exceed the needs of our district.
4. We will strive towards parent and community involvement by offering a wide array of school based activities, while utilizing a variety of communication tools.

*High School Building Goals:*
1. We will develop and enhance quality education with instructional programs to meet state standards and prepare students for college and career readiness.
2. We will employ teachers who are certified to teach in their content area and provide professional development to improve classroom instruction.
3. We will provide and maintain appropriate instructional resources and clean, safe facilities.
4. We will promote, facilitate and enhance parent, student and community involvement.

*Common District Goals:*
1. Student Performance (CSIP #1)

   Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

2. High Qualified Staff (CSIP #2)
   Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

3. Facilities, Support, and Instructional Resources (CSIP #3)

   Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

4. Parent and Community Involvement (CSIP #4)
   Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

# V. The District Professional Development Committee

The Professional Development Committee should be a standing district-wide committee developed according to the following guidelines and having the following purposes and responsibilities:

A. The Professional Development Committee will consist of six certified instructional staff members as follows:
1. Best practice: three elementary (one K-3, one 4-6, and one additional), one Jr. High, and two high school. Principals and the superintendent will serve as ex-officio members.

2. Committee members shall be certified staff members with at least 3 years of teaching experience and at least one year in the Crystal City School District.
3. PDC members will be elected for 3-year terms. New members are to be elected no later than February, annually. Committee members are to be elected by certified staff members. A special election will be held under PDC supervision in the event that a member must be replaced. Newly elected member will complete term of vacated position.
4. Newly elected PDC members will receive training during the school year following their election.
5. Officer eligibility requires at least 1 year of PDC membership prior to election.

B. In odd numbered years, vice chairperson and secretary will be elected in March and transition to their positions in April. The current vice chairperson will transition to the role of chairperson. Best practice is to have chairperson and vice chairperson from alternating buildings.

C. PDC Job Descriptions
   1. PDC Chairperson
      a. Will call and organize regular meetings on the 1$^{st}$ and 3$^{rd}$ Tuesday of the month
      b. Prepare agenda and review items pertinent to the PDC plan
      c. Maintain account balance of PDC Funds and specific fund disbursement
      d. May call special meetings as needed
      e. Obtain and keep record of mentors and new teachers from administration
      f. Notify administration and PDC members of election results for District positions

   2. Vice Chairperson
      a. Will assist with the responsibilities of the chairperson

   3. Secretary
      a. Keep, record and distribute the minutes of the meetings as well as handle and maintain all necessary PDC forms

D. Objectives of the Professional Development Committee
   1. Identify instructional goals
   2. Develop procedures to achieve these goals
   3. Assess faculty needs and develop in-service opportunities for faculty
   4. Present faculty suggestions, ideas, and recommendations pertaining to classroom instruction to appropriate administration
   5. Assist in the planning and development of professional growth activities for the beginning teacher
   6. Serve as a confidential consultant upon a teacher's request pertaining to classroom instruction within the school district to the proper authority

E. Evaluation

Every activity will be evaluated as to how it relates to the district's overall goals through formal and informal tools. All levels of the educational community will assess effectiveness: individual, building and district. Evaluation criteria will include:

1. activity evaluations and follow up
2. year-end needs assessments
3. increased utilizations of techniques in the classroom
4. increased participation on the part of individual teachers and buildings in the activities
5. improvements in student achievement
6. verbal and written requests by teachers to provide staff development opportunities within the district
7. recognition by outside organizations of individual teachers and programs which merit their utilization in other districts
8. improved school climate among all school populations

# VI.  Needs Assessment

A needs assessment will be conducted annually. The district will use the included needs assessment to secure information to determine in-service needs of teachers; comprehend the conceived areas of weakness; analyze data; and identify the nature of the problem(s) and prioritize needs in alignment with PDC goals. (See Appendix A)

# VII.  Guidelines for Conference Requests

Professional development funds are to be used to achieve the academic goals of the building and district's professional development plans in support of the district's Comprehensive School Improvement Plan.

1. All requests must be in writing and turned in to a Professional Development Committee member. (See Appendix I)
2. All requests shall be considered by the Professional Development Committee and forwarded to the principal.
3. Approval to attend a conference must be obtained before attending the event in order to receive funding from the Professional Development Committee.
4. After a teacher has taken part in an out-of-district, professional development activity, or conference they will share information with their colleagues through written communication and/or faculty presentation.
5. Maximum allowable amount cannot exceed $300 per year at PDC discretion, which would include registration fees, transportation, lodging, and meals. This amount does not include substitute pay.
6. If approved, then it is the responsibility of the teacher to fill out a requisition form located in the SISFin Portal and submit it to your building secretary for a purchase order to be typed.  Teachers are responsible for registering for the conference and making lodging reservations.

7. Professional Development Committee will consider funding for the following requests:

   a. **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. All certified staff is required to maintain a Professional Learning Activity Log (Appendix B).

   b. **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.

   c. **Stipends for**:
      i. 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).
      ii. 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).
      iii. Mentor teachers for time spent planning for and working with first and second year teachers outside regular contracted school hours.
      iv. Teachers' participation in professional development/learning/in-service activities scheduled and held by the district outside contracted school hours.

   d. **Reimbursement for:** Travel, food, lodging and registration fees to participate in professional learning/training activities.

   e. **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.

   f. **Tuition and fees for selected colleges or university courses to:** Eliminate temporary certificates when requested by the district to teach in a shortage area.

   g. **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.

   h. **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.

   i. **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 plan of the district.

8. Professional Development Committee will not consider funding for the following requests:
    a. Individual membership dues to associations or organizations.
    b. Extracurricular coaching workshops outside of your curriculum area.
    c. 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.
    d. Instructional equipment or materials or administrative equipment or materials
    e. Salaries
    f. Travel as a form of professional development.
    g. Any expenditure of funds for any state or federal program for which monies are already available for professional development.
    h. School board member training.
    i. 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.
    j. Professional development activities for non-certified staff.
    k. As a supplement for teacher health insurance premiums.
    l. Certified staff CPR training.
    m. Firearms safety training.

# VII.     Guidelines for Tuition Assistance

Employees requesting tuition assistance must complete and submit the Approval For Graduate Credit Payment Form to the Superintendent prior to course registration. Appropriations for tuition reimbursement cannot exceed 25% of PDC funds in any one year. The remaining 75% of PDC funds will be allocated to areas of improvement as indicated by the District's APR/CSIP plan. For more information, reference board policy 4506.

# VIII.     Mentor Program

The Crystal City 47 School District has adopted the DESE's mentoring program standards as defined in Appendix J and K titled Mentor Program Standards. Forms to be filled out by mentor/mentee can be found in Appendix C, D, E, F, G and H.

# IX. Appendix

     A. Professional Learning Needs Assessment
     B. Professional Learning Activity Log
     C. Mentor/Mentee Classroom Observation Form
     D. Individual Professional Growth Plan
     E. Professional Growth Plan
     F. Individual Professional Growth Log
     G. Individual Professional Learning Plan Documentation Log
     H. Mentor/Mentee Log
     I. Request for Professional Development Conference
     J. Mentoring Program Standards
     K. Mentoring Program Standards: Appendix
     L. PD Evaluation/Reflection Form

**Professional Learning Needs Assessment**

Read each statement or question below.  Select A for Always (or Most of the Time), S for Sometimes, or N for Never (or Very Seldom)

If you walked through the classrooms in your building, what would you see?

| A | S | N | Instructional Strategies and Classroom Management |
|---|---|---|---|
| 3 | 2 | 1 | Students are seated in rows facing the front of the classroom. |
| 3 | 2 | 1 | Students are working in small groups, in pairs, and individually on a variety of projects. |
| 1 | 2 | 3 | Students must raise their hands to speak, ask permission to get up and move around. |
| 3 | 2 | 1 | Students have freedom of movement, are self-directed and engaged in their projects or research. |
| 3 | 2 | 1 | There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork. |
| 1 | 2 | 3 | Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook. |
| 3 | 2 | 1 | Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator. |
| 1 | 2 | 3 | The walls of the classroom are either bare or covered with materials purchased at a teacher supply store. |
| 3 | 2 | 1 | The walls are covered with examples of student work. |
| 3 | 2 | 1 | Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is "cheating". |
| 3 | 2 | 1 | Students spend much of the day working collaboratively. |
| 3 | 2 | 1 | Jigsaw groups and expert groups are the basis for classroom organization. |
| 3 | 2 | 1 | Students are self-directed, independent and interdependent learners. |
| 3 | 2 | 1 | A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs. |
| 3 | 2 | 1 | Utilize multiple learning centers-within the classroom, around the campus, or throughout the community. |
| 3 | 2 | 1 | Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others and assessments. |
| 3 | 2 | 1 | Teachers are familiar with brain-based research, and use it in planning their instructional strategies. |
| 3 | 2 | 1 | Teachers are familiar with differentiated instructional strategies and they are a regular part of the classroom design. |
| 3 | 2 | 1 | Teachers understand multiple intelligences and plan instructional |

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| | | | |
|---|---|---|---|
| | | | strategies accordingly. |
| 3 | 2 | 1 | Teachers use literature circles for reading. This means they use literature rather than the basal reader. |
| 1 | 2 | 3 | Teacher use the basal reader and teacher's guide to teach reading. |
| 3 | 2 | 1 | Teachers utilize writers' workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned. |
| 1 | 2 | 3 | Teachers teach language arts by following the language arts textbook from one skill to the next. |
| | | | **Total Score Instructional Strategies and Classroom Management** |
| | | | |
| **A** | **S** | **N** | **Classroom Climate** |
| 3 | 2 | 1 | Students are excited about school. High levels of motivation. |
| 1 | 2 | 3 | Students are bored, finding the curriculum and school meaningless and irrelevant. |
| 3 | 2 | 1 | There are little to no "discipline problems". |
| 1 | 2 | 3 | Student discipline is a problem. |
| 1 | 2 | 3 | There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior. |
| 3 | 2 | 1 | The classroom is a happy place. |
| 3 | 2 | 1 | There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year. |
| 3 | 2 | 1 | Teachers know about emotional intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies. |
| 3 | 2 | 1 | Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories. |
| | | | **Total Score Classroom Climate** |
| | | | |
| **A** | **S** | **N** | **Assessment** |
| 3 | 2 | 1 | Assessments are authentic. |
| 3 | 2 | 1 | Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon |
| 3 | 2 | 1 | Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media. |
| 3 | 2 | 1 | Rubrics are used. Teachers know how to design and use rubrics. |
| 3 | 2 | 1 | Teacher knows how to evaluate student portfolios. |
| 3 | 2 | 1 | Student portfolios are used – paper and multimedia. |
| 1 | 2 | 3 | Teacher is the sole judge of a student's learning. |

| 3 | 2 | 1 | Self-assessment, peer assessment and other assessments are part of the evaluation of a student's learning. Other means other audiences, from other teachers, to members of the community. |
|---|---|---|---|
|   |   |   | **Total Score Assessment** |
|   |   |   |   |

| A | S | N | **Curriculum Design** |
|---|---|---|---|
| 1 | 2 | 3 | Knowledge is memorization of a set of discrete facts. |
| 3 | 2 | 1 | Knowledge is what students know and can do after the details are forgotten. |
| 1 | 2 | 3 | Curriculum is textbook driven. |
| 3 | 2 | 1 | Curriculum is research-driven, using the textbooks as one resource among many, if at all. |
| 3 | 2 | 1 | The curriculum is connected to real life. |
| 3 | 2 | 1 | The curriculum is project-based. |
| 3 | 2 | 1 | The curriculum includes real life problem solving. |
| 3 | 2 | 1 | The curriculum is thematic. Thematic units are planned. |
| 3 | 2 | 1 | Units are interdisciplinary. More than one discipline is taught through a theme. |
| 3 | 2 | 1 | Curriculum is integrated. Disciplines are not taught separately but are necessarily combined. |
| 1 | 2 | 3 | Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines. |
| 3 | 2 | 1 | When a unit is planned, the teacher ensures that it is connected to students' experiences and interests. |
| 1 | 2 | 3 | The curriculum is irrelevant and meaningless to the students. |
| 3 | 2 | 1 | Teachers work in interdisciplinary teams to plan units. |
| 3 | 2 | 1 | Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.) |
| 3 | 2 | 1 | Units are designed by selecting a theme, then determining the Big questions that will guide the research, activities, projects, materials and resources for the unit. |
| 3 | 2 | 1 | Unit outcomes are stated. |
|   | 2 | 1 | All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit. |
| 3 | 2 | 1 | Weekly, then daily, activities and lessons are designed down from the ultimate unit outcomes. |
| 1 | 2 | 3 | Most lessons are on the lower levels of Bloom's Taxonomy—knowledge, comprehension and application. |
| 3 | 2 | 1 | Most lessons are built on the higher order thinking levels—synthesis, evaluation and analysis. |
| 3 | 2 | 1 | Assessments are a direct reflection of the unit outcomes. |
| 3 | 2 | 1 | Curriculum is aligned—national standards, state standards, district curriculum guides, unit outcomes, materials, activities, resources, lesson plans, projects and assessments are all aligned. |

| | | | |
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| 3 | 2 | 1 | Multiple intelligences—lessons and activities are planned to include all the intelligences. |
| 1 | 2 | 3 | Print is the primary vehicle for learning. |
| 3 | 2 | 1 | Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments. |
| | | | **Total Score Curriculum Design** |
| | | | |
| **A** | **S** | **N** | **21<sup>st</sup> Century Education.** Do you see evidence of these aspects of 21<sup>st</sup> Century education in your classrooms? |
| | | | **Curriculum and Instruction:** |
| 3 | 2 | 1 | Addresses real-world issues important to humanity. |
| 3 | 2 | 1 | Addresses questions that matter. |
| 3 | 2 | 1 | Curriculum and instruction are connected to community. |
| 3 | 2 | 1 | Curriculum is project-based, problem-based and research-driven (even for the youngest students, kindergarten and first grade and up!) |
| 1 | 2 | 3 | Literacy is defined as reading, writing and math. |
| | | | Multiple literacies are incorporated into the curriculum, including but not limited to: |
| 3 | 2 | 1 | Cyber literacy |
| 3 | 2 | 1 | Information literacy |
| 3 | 2 | 1 | Visual literacy |
| 3 | 2 | 1 | Aural literacy |
| 3 | 2 | 1 | Media literacy |
| 3 | 2 | 1 | Eco literacy |
| 3 | 2 | 1 | Financial literacy |
| 3 | 2 | 1 | Emotional literacy |
| 3 | 2 | 1 | Civic literacy |
| 3 | 2 | 1 | Multicultural literacy |
| | | | Technology and Multimedia—students utilize technologies and multimedia, including but not limited to: |
| 3 | 2 | 1 | Photography |
| 3 | 2 | 1 | Videography and filmmaking |
| 3 | 2 | 1 | Graphics |
| 3 | 2 | 1 | Animation |
| 3 | 2 | 1 | PowerPoint |
| 3 | 2 | 1 | Painting—from drawings to murals on buildings |
| 3 | 2 | 1 | Radio production |
| 3 | 2 | 1 | Television production |
| 3 | 2 | 1 | Public service announcements |
| 3 | 2 | 1 | Websites |
| 3 | 2 | 1 | DVD's |
| | | | **Total Score 21<sup>st</sup> Century Education** |

Scoring Guide:

| Section | Possible Points | Total Score | Critical Need | Developing | Proficient | Distinguished |
|---|---|---|---|---|---|---|
| Instructional Strategies & Classroom Management | 69 | | 1-23 | 24-46 | 47-65 | 66-69 |
| Classroom Climate | 27 | | 1-9 | 10-18 | 19-24 | 25-27 |
| Assessment | 24 | | 1-8 | 9-16 | 17-21 | 22-24 |
| Curriculum Design | 78 | | 1-26 | 27-52 | 53-74 | 75-78 |
| 21$^{st}$ Century Education | 78 | | 1-26 | 27-52 | 53-74 | 75-78 |

# Professional Learning Activity Log

## Crystal City School District

**Teacher Name:** _____ **School Year 20____-____**

| Date | Title of Workshop/Activity/Strategy | Contact Hours | Total Hours |
|------|-------------------------------------|---------------|-------------|
|      |                                     |               |             |
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**Mentor/Mentee**
**Classroom Observation Form**

**Crystal City School District**

**Teacher Observed** _____

1.      Here is what I observed (descriptive, specific, and relevant teacher and student
        location/behavior/actions/indicators):

2.      Here is how what I observed connects to teacher's learning goal(s):

3.      Here are some things to think about for future practice (for teacher or for me):

**THE CRYSTAL CITY SCHOOL DISTRICT**

**Individual Professional Growth Plan**

**Teacher Name** _____

**STUDENT LEARNING NEEDS**
What does the analysis of your current students' achievement data indicate? (Identify specific data used in the analysis—classroom assessments, samples of student work, standardized tests, observations, etc.) What specific student learning needs, based on the disaggregated data, have you identified?

| |
|---|

**EDUCATOR LEARNING NEEDS**
Based on your identified student learning needs, what skills, knowledge, and/or strategies do you need to gain to support student learning needs?

| |
|---|

**OBJECTIVE STATEMENT(S)**
What specific measurable improvements in student performance do you anticipate as a result of professional development? (Must be related to specific performance data for students to whom you are assigned with particular attention to subgroups). Who will increase/decrease what, by what date, as measured by what assessment tools? (SMART Goals)

| |
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**EDUCATOR LEARNING GOAL(S)**
What are your specific educator learning goals tied to specific educator performance indicators?

| |
|---|

**DISTRICT/BUILDING GOALS**
How do my identified learning goals align with building and/or district learning goals?

| |
|---|

**PROFESSIONAL LEARNING**
What professional development activities will assist you in meeting your objectives? Identify the success-based research behind the identified learning needs (proven successful in raising student achievement) tied to effective professional development activities you have chosen to meet the objectives. What resources and support will you need to meet your objectives? (Yoon, K. S., Duncan, T., Lee, S. W.-Y, Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement reports that teachers typically need 49+ hours of professional development in a given area to improve their skills and student learning.)

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**EVALUATION OF RESULTS**

1.      How did students improve as a result of the professional development you received?

2.      How did your teaching practice change as a result of the professional learning? (Provide convincing measurable evidence of student and educator changes.)

3.      Did you receive the support and resources needed to effectively implement the professional learning in your classroom? (Did you receive the professional learning as outlined in your plan peer observation and feedback; modeling; observing teachers utilizing the strategy; learning opportunities; collaboration with colleagues; etc.) If you did not receive these opportunities, why or why not? (explain) How did this effect the successful implementation?

4.      How will you use the results from the evaluation of your IPGP to modify or eliminate ineffective strategies or expand effective ones?

5.      How will you use this year's results to plan for next year's IPGP?

**Plan approval:**

_____          _____

Signature of teacher                                                                          Date


_____          _____

Signature of professional development chair                                      Date


_____          _____

Signature of administrator                                                                   Date

**Professional Growth Plan**
(Based on the Data Team Model)

Check one

[ ]     Professional Growth Plan for _____
                                                                                  Name

[ ]     Improvement Plan for         _____
                                                                              Name

Identify Indicator: _____       _____
                              Standard number and name                    Quality indicator number and name

Briefly describe why this indicator was selected (Include whether this indicator aligns to CSIP goals)

|  |
|--|

| 1. FOCUS | 2. GOAL |
|----------|---------|
| Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority—the FOCUS-for your growth plan. | Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators? |
|  |  |
| 3. STRATEGY | 4.  RESULTS |
| Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline. | What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS. |
|  |  |

_____
         Signature of teacher


_____
         Signature of evaluator

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**Individual Professional Growth Log**

**Crystal City School District**

Name: _____ School Year: _____

| Learning Activity | In Support of Learning Goal (state goal) | Date(s) | Hours | Description |
|---|---|---|---|---|
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**Individual Professional Learning Plan Documentation Log**

Teacher: _____

| Teacher (Learner) Outcome

Based on the objectives, indicate what you need to know and be able to do. | Professional Learning Activities

List activities which will enable you to acquire the desired (learner) outcomes. | Completion Date | Follow-up Feedback

Describe the support that allowed you to implement what you learned. (Adequate time, activities, coaching, peer observation and feedback, etc.) | Student Outcomes

As a result of newly acquired knowledge and/or skills, student were able to… |
|---|---|---|---|---|
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**Mentor/Mentee Log**

This is to be completed by all new faculty of the Crystal City School District during their first year of employment in the district. The mentor is responsible for facilitating, and the mentee is responsible for documentation. Please check all activities accomplished, and list the approximate date it occurred on the form below.

**FIRST QUARTER**                                                                                    **DATE**

- ✓  Met, got acquainted, district/building procedures                        _____
- ✓  Discuss Teacher Professional Development Plan (TPDP)/learning goals/PD hours

     _____

- ✓  Set up weekly/biweekly meeting times                                       _____
- ✓  Shared resources                                                           _____
- ✓  Analyzed student data                                                      _____
- ✓  Discussed quarter curriculum                                              _____
- ✓  Set date to observe mentee                                                _____
- ✓  Set date to observe in mentor's class                                     _____
- ✓  Discussed teacher evaluation and value of specific/ relevant feedback     _____
- ✓  Discussed mid-term, first quarter grades, and parent conferences          _____
- ✓  Scheduled professional learning for this year                             _____
- ✓  Scheduled time to share relevant feedback on classroom observations       _____
- ✓  Other_____

**SECOND QUARTER**                                                                                  **DATE**

- ✓  Finalized TPDP and made copies for us & principal                         _____
- ✓  Met for informal discussion                                              _____
- ✓  Celebrated together by/recognized accomplishments                        _____
- ✓  Talked about first quarter grades and parent-teacher conferences          _____
- ✓  Discussed classroom management issues and solutions                       _____
- ✓  Analyzed student data                                                     _____
- ✓  Discussed quarterly learning standards

     _____

- ✓  Watched each other teach                                                  _____
- ✓  Shared relevant feedback on classroom observations                        _____
- ✓  Met with Principal to discuss how things are going                        _____
- ✓  Discussed professional learning opportunities' tie to identified learning needs     _____
- ✓  Scheduled a time to see another teacher in their classroom                _____
- ✓  Other_____

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**THIRD QUARTER**                                                                                    **DATE**

    ✓ Continued informal contact (hallway/lunch)                           _____

    ✓ Reviewed Professional Development Plan (TPDP)/professional learning hrs

                                                                             _____

    ✓ Revisit classroom management issues                                    _____

    ✓ Scheduled third mentor observation                                      _____

    ✓ Scheduled time to provide feedback on classroom observation            _____

    ✓ Discussed/implemented/planned/analyzed _____       _____

    ✓ Analyzed student data (growth tied to teacher learning)                _____

    ✓ Discussed quarter learning standards                                    _____

    ✓ Evaluated how we are doing so far                                       _____

    ✓ Celebrated/recognized accomplishments                                   _____

    ✓ Scheduled a time to see another teacher in their classroom and

       discuss what is relevant feedback we would offer them                   _____

    ✓ Other_____

    ✓ Other_____

**FOURTH QUARTER**                                                                                   **DATE**

    ✓ Completed TPDP                                                          _____

    ✓ Copy of TPDP sent to _____ at _____       _____

    ✓ Discuss end of year classroom management strategies                     _____

    ✓ Analyzed student data                                                   _____

    ✓ Discussed quarterly curriculum                                          _____

    ✓ Discussed/implemented/planned/analyzed _____       _____

    ✓ Set Professional Growth Plan (TPDP) goals for next year                 _____

    ✓ Evaluated mentoring program                                             _____

    ✓ Celebrated/recognized accomplishments                                   _____

    ✓ Other_____

**Signatures verify that we have accomplished the activities checked off above.**

Mentor signature _____ Date _____

Mentee signature _____ Date _____

Crystal City School District
Request for Professional Development Conference

Teacher: _____ Grade/Subject: _____ Today's Date: _____

**Guidelines for Request:**
Any information obtained from the conference will be shared upon request

Conference evaluation form (see handbook) will be submitted to PDC afterwards

Any reimbursements for expenditures will be submitted one week prior to a School Board meeting

Conference approval is based on Professional Development goals and attendance/expenses of previous conferences

**Conference Information:**
Did you attend a conference last year? Yes _____ No _____
Have you attended any other conference this school year? Yes _____ No _____

Name of conference you plan to attend:
_____

Location of Conference:
_____

Date(s) _____

Standards and/or Professional Development Goal(s) that will be met (pg.: 2-3 of handbook)
_____

**Expenses:**
Registration Fee $_____

Substitute # of days _____ x $81.00 a day $_____

Lodging (name of hotel and amount): _____ $_____

Mileage (driver only) # of miles _____ x $ 0.48/miles $ _____

**Total Amount Requested** $_____

Date Request Approved: _____ Amount Approved: _____

Date Request Denied: _____ P.O. #: _____

---------------------------------------------School Use Only---------------------------------------------

PDC $_____ CSPD $_____ Title I $_____

Title II $_____ Drug Free $_____ Other $_____

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**CRYSTAL CITY SCHOOL DISTRICT**

Mentoring Program Standards

PURPOSE:  A successful mentoring program will include, but may not be limited to the standards listed below:

| (A) An introduction to the cultural environment of the community, school district, school building and classroom that: | (B) A systematic and ongoing program review/evaluation by all stakeholders: | (C) An individualized plan for beginning educators that aligns with the district's goals and needs that: | (D) Appropriate criteria for selecting mentors that: | (E) Comprehensive mentor training that: | (F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed in Appendix K. | (G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by: |
|---|---|---|---|---|---|---|
| 1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.) | 1. Identifies all stakeholders; | 1. Is aligned with the department's Model Teacher/Educator Evaluation Standards; | 1. Have a minimum of three (3) years of experience; | 1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment); | | 1. Aligning class schedules and planning periods to complement mentoring duties; |
| 2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.); | 2. Identified mentoring outcomes, how they will be measured, and timelines; | 2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator; | 2. Have traits such as enthusiasm and job commitment; | 2. Includes cognitive coaching skills along with collaborative training; | | 2. Utilizing state and local professional development funds, Career Ladder or stipends to support mentors' additional duties; |

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| | | | | | |
|---|---|---|---|---|---|
| 3. Complements professional organizations at district and state/national levels; | 3.Gathers regular and systematic feedback from mentor, protégé and administrators to determine if mentoring is working (might include pre/post surveys for mentors and protégés and may include information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover); | 3. Aligns with district's CSIP and certification requirements; | 3. Are committed to self-growth as well as mentoring; | 3. Includes observation and feedback training/skills; | 3. Providing release time for observation and meeting (minimum of three (3) each year); and |
| 4. Discusses classroom equality-gender/race/abilities; | 4. Is based on a foundation of best practice; | 4. Establishes outcomes for new educator; | 4. Hold a same or similar position/job or grade/subject area (in or out of building/district); | 4. Provides an awareness of phases of first-year educators (stress, depression, etc.); | 4. Encouraging college support of resources, on-line classes, personal visits and/or beginning educators' assistance programs. |
| 5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one-day workshop) | 5. Requires independent/anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined; | 5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college; | 5. May use a mechanism to end pairing if either mentor or protégé is not satisfied; | 5. Provides training on mentoring standards, teacher evaluation requirements, certification requirements, and local expectations; | |
| 6. Includes district initiatives and parental concerns; and | 6. Is supported by central office and school board-trend data; and | 6. Establishes classroom or on-the-job observations that are guided by and contain a checklist of best practices observed by the mentor (positive feedback); and | 6. Understand broad educational issues as well as specific teaching/education issues; | 6. Includes a catalogue of resources available for beginning educators; | |

| | | | | |
|---|---|---|---|---|
| 7. Defines professional and district acronyms (Missouri School Improvement Program (MSIP), etc. | 7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews) | 7. Encourages structured experiences and expectations for all new educators. | 7. Have a strong understanding of pedagogy, instructional expertise and relevant administrative issues; | 7. Recognizes the need for knowledge and strategies on classroom management; |
| | | | 8. Are available to mentor (release time, fewer additional assignments); | 8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools)); |
| | | | 9. Are assigned by building principals and/or local professional development committee with input from grade-level or department chair; and | 9. Focuses on exemplary teaching and assessment practices; |
| | | | 10. Are supported in time/effort by administration and school board. | 10. Builds working strategies that encourage problem solving and independent thinking; |
| | | | | 11. Provides understanding of student assessments and how educators can utilize them to guide instruction; and |
| | | | | 12. Includes self-assessment that identifies whether mentoring is meeting both the mentor's and protégé's expectations. |

| ROLE | BEGINNING TEACHER | MENTOR OR PREFESSIONAL DEVELOPMENT COMMITTEE | PRINCIPAL | DISTRICT, PDC AND SCHOOL BOARD | COLLEGE OR UNIVERSITY | DESE, ASSOCIATIONS AND OTHERS |
|---|---|---|---|---|---|---|
| **TOPIC**<br>**MENTOR SELECTION** | | PDC collaboratively assists in selection and pairing | Principal or Superintendent collaboratively assist in selection and pairing | PDC collaboratively assists in selection and pairing | | |
| **MENTOR TRAINING** | | Mentor attends training; PDC responsible for arranging on-going mentoring training | Attends mentor training and supports mentor and protégé | Provides policy and support for ongoing mentor training program | Provides awareness or expectation for graduates and may provide training for mentors | Provides regional training for mentors with cognitive coaching information |
| **INITIAL CONTACT** | Seeks contact prior to beginning of school year | Contacts protégé and welcomes his/her to community. Confirms first meeting (date/time) | Contacts protégé and welcomes him/her to community. Arranges first meeting | Provides curriculum guides, handbooks and pertinent grade/subject level information | Instructs student teachers on expectation of mentoring program | |
| **COMMUNICATION** | Seeks support and assistance with mentor and colleagues | Follows through on contacts and individualizes topics for protégé | Assures mentor and protégé communicate regularly. | May provide district-wide opportunities for mentors and protégés | Provides a minimum of annual contact for $1^{st}$ and $2^{nd}$ year teachers. | Supports communication between colleges and new teachers |
| **CONFIDENTIALITY** | Maintains confidentiality at all times and appreciates assistance. | Maintains confidentiality at all times and reinforces trust. | Appreciates mentor/protégé confidentiality and does not undermine effort. | Remains neutral party. | | |
| **DOCUMENTATION OF PROFESSIONAL DEVELOPMENT** | Maintains log/list of inservice, professional workshops, reading, collaborative development projects, and organizational activities. | Reviews documentation | Reviews formal professional development plan. | Keeps required documentation for beginning educators and mentors for verification purposes | May collect data on strength or weakness of first-year teachers | May assist in data collection and review |

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| | | | | | | |
|---|---|---|---|---|---|---|
| **PROFESSIONAL DEVELOPMENT PLAN (Tied to Model Teacher/Leader Standards)** | Maintains and regularly reflects on personal plan; shares with mentor. | Assists in development of the PD plan and encourages growth and career advancement | Supports new educators' professional development plans. | Protégé and support team complete end-of-year district checklist or assessment. | May provide ongoing or advanced coursework/development opportunities. | Provides models and workshop opportunities. |
| **MENTOR PROGRAM SUPPORT** | | | Supports time for observation, collaboration & compensation | Formalizes written guidelines, mentor time & resources. | Offer support to graduates from any Missouri college | Develops rules and standards. |
| **EVALUATION OF MENTORING PROGRAM** | Participate in formal evaluation of mentoring program. | Participate in formal evaluation of mentoring program. | Participate in formal evaluation of mentoring program. | Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions | May utilize information to improve preparation programs. | Provides models; evaluates for MSIP purposes. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *Professional Development Evaluation and Reflection* | | | | | | | | |

**Title/Topic of PD:**

**Date:**                          **Location:**

| | Level | Item | Low 1 | 2 | 3 | 4 | 5 | High 6 |
|---|---|---|---|---|---|---|---|---|
| *Levels for Evaluating Professional Development* (Guskey, 2000) | *Level 1: Reactions* | **1a. I am glad that you….**<br><br>**1b. I wish you had…..**<br><br>*DIRECTIONS: Please rate each objective according to your assessment of the activity.* | | | | | | |
| | | **1c. The topic and content were relevant for my situation.** | Low 1 | 2 | 3 | 4 | 5 | High 6 |
| | *Level 2: Participant Learning* | | | | | | | |
| | | **2a. I learned new content today.** | 1 | 2 | 3 | 4 | 5 | 6 |
| | | **2b. I learned new teaching strategies today.** | 1 | 2 | 3 | 4 | 5 | 6 |
| | *Level 3: Organizational Support* | **3a. I have the resources and support to use what I learned today.** | 1 | 2 | 3 | 4 | 5 | 6 |
| | | **3b. With what support or resources will you need help?** | | | | | | |
| | *Level 4: Use of skills, knowledge* | | | | | | | |
| | | **4a. I will integrate new content/strategies learned into my classroom.** | 1 | 2 | 3 | 4 | 5 | 6 |
| | | **4b. Please indicate any additional learning/training needed in order to successfully implement content/strategies learned today.** | | | | | | |
| | *Level 5: Student Learning Outcomes* | | | | | | | |
| | | **5. I envision today's learning having a positive impact on student learning.** | 1 | 2 | 3 | 4 | 5 | 6 |
| | | *Additional comments/suggestions:* | | | | | | |

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