

**ST. CHARLES R-VI SCHOOLS
PROGRAM EVALUATION SUMMARY**

PART ONE

Date: November 9, 2017

Program Name(s): Professional Development

Person(s) responsible for program evaluation:

Dr. Danielle Tormala, Associate Superintendent
District Professional Development Committee Chairpersons

General Program Description:

High quality professional development is the foundation for successful school districts. The District Professional Development Committee (DPDC) is a teacher elected committee representing certified staff members from each building in the district and also Student Services and Instructional Services. The mission of the DPDC is to provide teachers with the appropriate instructional skills necessary to ensure effective learning occurs for each student. The mission has implications for on-going sustained training in effective classroom practices, authentic instruction, instructional leadership, technology, and assessment. Effective professional development is on-going, collaborative, job embedded, data driven and results in increased student achievement. To meet those goals the program allows teachers to meet in collaborative teams to focus on improved student achievement. In accordance with the Excellence of Education Act, the District Professional Development Committee:

- Assists new teachers through a mentoring program
- Assesses faculty in-service needs, identifying instructional concerns and remedies
- Presents ideas about classroom instruction to the administration
- Serves as a confidential consultant if requested by a teacher

All professional development is tied to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) Professional Development standards.

Program goals and/or objectives for the current school year:

Goal 1 Professional Learning Communities: We will guide and support each building's efforts to build a collaborative professional learning community focused on increasing student achievement.

Goal 2 Increased Student Learning: We will provide high quality professional development that focuses on effective research based practices to ensure effective learning occurs for each student, every day.

Goal 3 Data Driven: We will make instructional and program decisions based on the analysis of multiple data sources.

Goal 4 New Teacher Induction: We will provide an effective new teacher induction program to ensure a quality staff committed to our district's mission.

Description of the process to be used to evaluate the program's effectiveness:

Evaluation of the effectiveness of each professional development activity and the professional development plan as a whole will be made through an analysis of student achievement data. Monitoring and review will provide data to determine both district-wide and building-level improvement in student achievement. This data will then be used to focus additional activities on areas of concern. The criteria utilized in determining the effectiveness of the professional development program will include:

- Standardized test scores
- Student performance goals as outlined in the district CSIP
- Staff surveys

In addition, the professional development program will be evaluated by analyzing its impact on the individual growth of staff members. Criteria will include:

- Number of Continuing Education units earned
- Number of teachers attending workshops and implementing new strategies as a result of the workshops
- Increased number of teachers leading in-district workshops

**ST. CHARLES R-VI SCHOOLS
PROGRAM EVALUATION SUMMARY**

PART TWO

Date: November 9, 2017

Program Name(s): Professional Development

Person(s) responsible for program evaluation:

Dr. Danielle Tormala, Associate Superintendent
District Professional Development Committee Chairpersons

General Program Description:

This program evaluation covers the 2015-2016 and 2016-2017 school year. Ongoing program evaluations are conducted district-wide by the district professional development committee (DPDC). The results of these assessments are utilized as one tool to aid the DPDC in focusing activities for the following school year. This data is used to realign activities and target areas of need for staff. Results of these evaluations indicate utilizing data to refocus instruction to meet the unique needs of the at-risk learner which includes continuing the professional learning community's model of continuous school improvement, focusing on classroom intervention strategies that work, standards based grading, trauma informed education, and technology as the most critical professional development priorities for teachers.

Ultimately, the impact of professional development is seen through student achievement data. At the beginning of each year, principals at each building shared MAP data with staff. As a result of needs identified through the analysis of MAP data, the building Professional Learning Teams (PLTs) worked with principals to develop targeted goals to increase student learning and to address areas of concern at each building. By utilizing the building-level early release days for professional development, teachers were able to come together in PLTs and share strategies that worked for students, develop common assessments, review assessment data, provide specific interventions, and adjust their instruction to meet the unique needs of the students. The collaborative work of the PLTs focused on data-driven instruction, interventions for students, and team action research. The PLTs designed their work around the goals that they collaboratively developed with the building principal and the document titled *18 Critical Issues for Team Consideration* by Rick DuFour, Becky DuFour, and Bob Eaker. The PLTs also focused on the research from the Marzano Research Lab in the areas of classroom instruction and PBIS, teaching for special populations, unobtrusive assessment and assessment writing with a focus on involving technology in the classroom, teaching for complex thinking, student goal setting and data tracking, and enhancing components of PLCs. The district also provided two additional early release days designed for teachers in the same course/subject area to meet collaboratively across the district to align their practices and share best teaching techniques, as well as, focus on standards based grading and the Marzano research. Weekly early outs were also added at the high school level to promote collaboration and assist the work of the PLTs.

Data analysis of standardized tests and benchmark assessments revealed a district-wide need for professional development in the areas of researched based teaching strategies in the areas of communication arts and mathematics, as well as additional instructional strategies for meeting

the needs of our at-risk students, English language learner students, and special education students. The use of common formative assessments to guide instruction has been supported and implemented within several programs and grade levels.

Professional development activities in these areas included:

- Continued implementation of the PLC model to study data and its relationship to changes in classroom instruction
- Continued implementation of the PLC model through the development of school intervention plans (pyramids of intervention/multi-tiered systems of support) to provide systematic, timely response for students who have not mastered the expected learning outcomes
- Ongoing training for school teams on effective instructional practices, standards based grading and assessment practices, developing academic vocabulary and background knowledge, and instructional rounds
- Training for teams and other professional development support for all K-8 schools funded through DESE's Collaborative Work Grant.
- Continued implementation of the Instructional Coach program at elementary level and expansion to the 5-6 grade level which provides an Instructional Coach to work side by side with teachers implementing research based instructional strategies
- Developing curriculum focused on national and state standards and grade level expectations
- Provided professional development for administrators in the areas of Professional Learning Communities including discussions in the areas of using data to drive instruction, assessment for learning, developing multi-tiered systems of support (RTI), effective teaching strategies, staff engagement, instructional rounds, standards based grading, and effective district and building leadership practices through the Marzano High Reliability Schools Model.
- Professional collaboration regarding student achievement and interventions during common plan time, intervention time. etc.
- Professional collaboration around student data. Mentoring programs for new teachers and administrators.
- Continuation of the Aspiring Administrator Program on a bi-annual basis.
- Implementation of additional professional development opportunities including podcasting, online tutorials, mini-grants, book studies, and action research projects.
- Provided professional development for the district's support staff through in-district workshops on early release days as well as out-of district support staff professional development workshops.
- Provided ongoing professional development and support for classroom, content, and ESL teachers in SIOP Model and other appropriate ELL strategies.
- Provided ongoing professional development and support on the special education co-teaching model.
- Provided ongoing professional development and support for character education through CHARACTERplus.
- Schools/Building PDC provided professional development during ERD's aligned to specific SIP goals.

MAP/EOC and ACT have been analyzed to determine the impact of these professional development activities. In 2017, DESE reported that Algebra I and English II EOC data would not be used for any accountability measures. In 2016, DESE implemented a new version of the MAP test and stated that it is not comparable to previous years.

The 2017 Annual Performance Report (APR) noted increases in the College and Career Readiness (CCR) standard. The district received the highest score for numbers of students scoring at or above the state average in the last 3 years for ACT/ASVAB and Advanced Placement tests.

In ELA and Math on the MAP, the district performs above the state but had a slight decrease in performance in 2017 over 2016. In Science for the MAP, the district performs above the state and had increases in performance for 2017 over 2016. In Social Studies for the MAP, the district had a dramatic increase in scores for 2017 over 2016.

Most schools also had 2017 MAP scores above the state and also saw improvements for ELA. Most schools performed better than the state on the Math MAP assessment. Most schools either saw improvement or were above the state for the Science MAP tests. Both high schools saw a dramatic improvement for Social Studies in 2017.

Increases were also seen in many subgroups across all content areas. Increases for the ELL population were noted.

ACT scores include the mandatory 11th grade administration, 2017 ACT scores increased by 0.3 on the composite compared to 2016.

Research shows the most effective professional development as ongoing and job embedded. The learning team/study group format implemented by PDC meets both criteria.

Evidence of Positive Impact:

Student achievement data is listed below for the MSIP 5 Annual Performance Report (APR), Missouri Assessment Program (MAP) and the ACT. Over the last three years, the District's APR has met percentage criteria for Distinction in Performance. The District still needs to meet all indicators with the On Track of 2020 standard in order to receive this prestigious award. The ACT results increased for 2016 and 2017. The MAP scores for total students showed improvement in most areas over the last 5 years. In the review of 2016 and 2017 data, most subgroups have increased achievement at a faster rate than their state-wide peers over a 5 year period, indicating that the District is beginning to close the achievement gap. While improvement has been noted, a focus will continue to be placed on research-based instructional strategies in order to better meet the unique learning needs of each student.

In the spring of 2015, the District received the Missouri Learning Forward Award for Excellence in Professional Development. St. Charles was the only district in the state to earn this esteemed recognition. Several strengths were noted, including the research-base used for professional development initiatives; vision, goals and purpose of professional development initiatives are clearly communicated throughout the District and can be articulated by the staff; and student

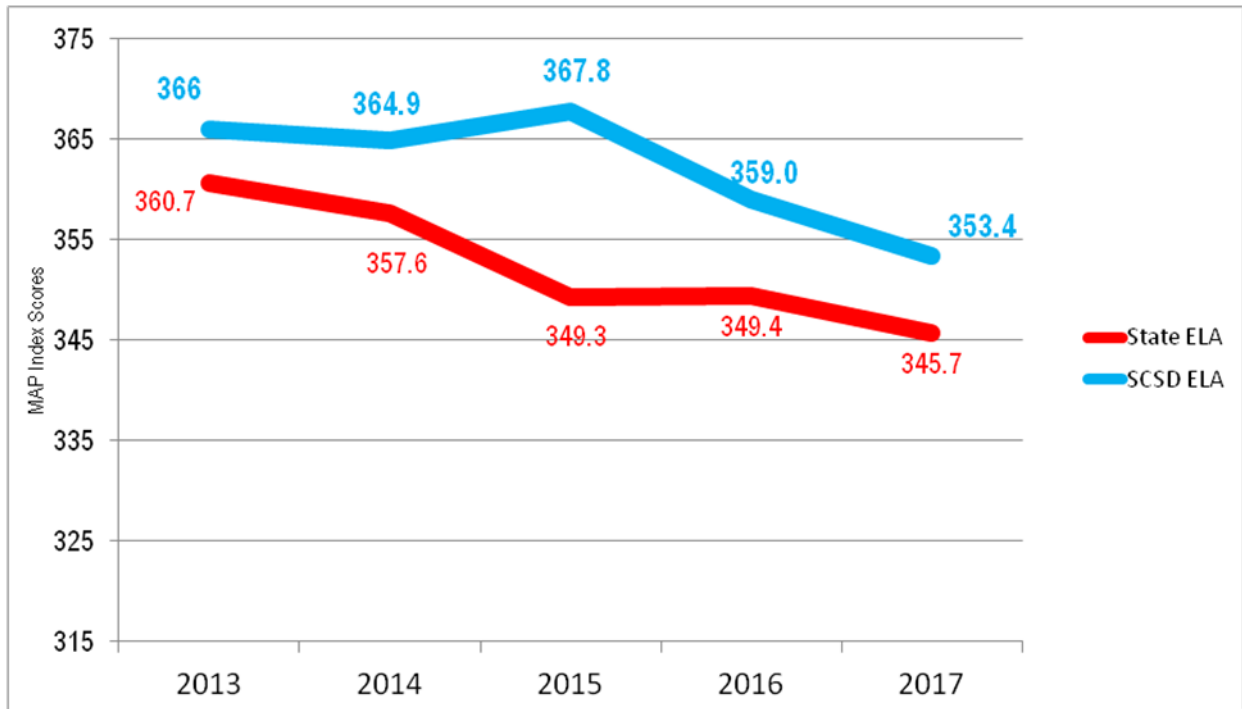
achievement results are increasing with accelerated performance by students in sub-groups. The District was also asked to present at the 2016 Missouri Staff Development Council's Annual Conference.

MSIP 5 APR

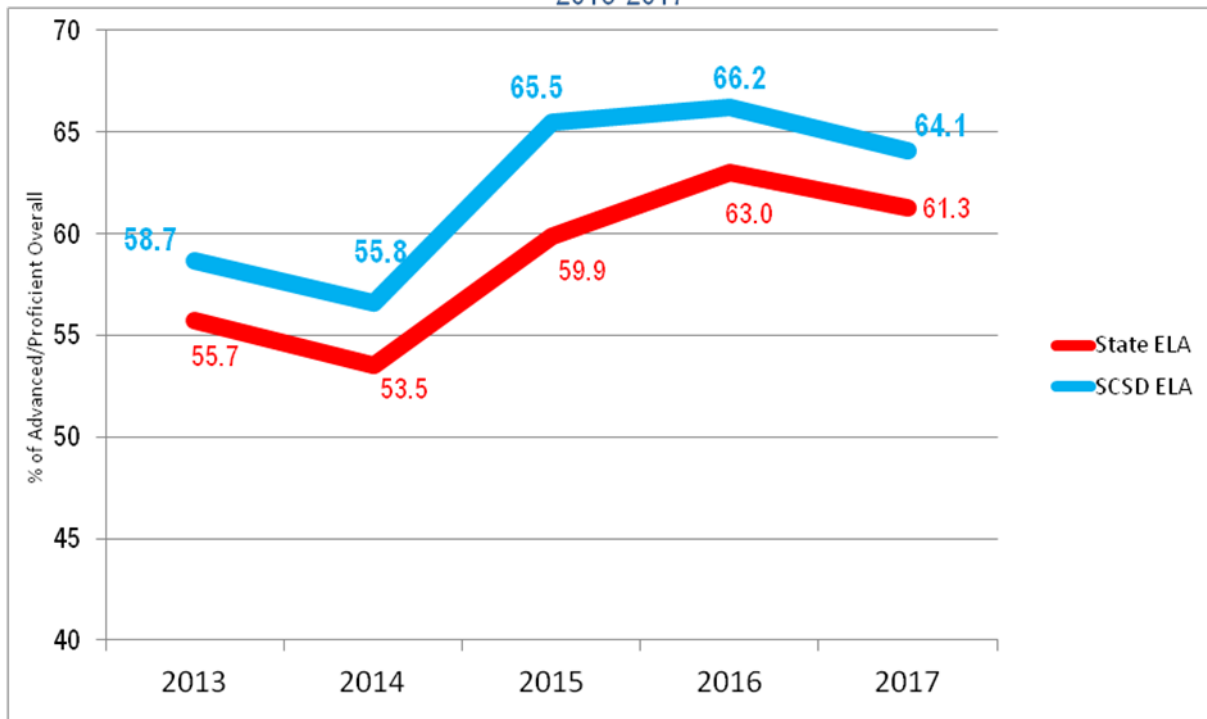
**2014-2017 ST. CHARLES R-VI
MSIP V
ANNUAL PERFORMANCE REPORT PRELIMINARY**

MSIP V Standards	Points Possible	Points Earned				Percent Earned			
		2017	2016	2015	2014	2017	2016	2015	2014
1. Academic Achievement	56.0	51.0	52.0	52.0	52.0	91.1%	92.9%	92.9%	92.9%
2. Subgroup Achievement	14.0	11.0	11.0	11.0	10.0	78.6%	78.6%	78.6%	71.4%
3. College and Career Ready (CCR)	30.0	27.0	25.0	27.0	25.0	90.0%	83.3%	90.0%	83.3%
4. Attendance	10.0	10.0	10.0	9.5	9.5	100%	100%	95.0%	95.0%
5. Graduation Rate	30.0	28.5	30.0	30.0	30.0	95.0%	100%	100%	100%
Total	140.0	127.5	128.0	129.5	126.5	91.1%	91.4%	92.5%	90.4%

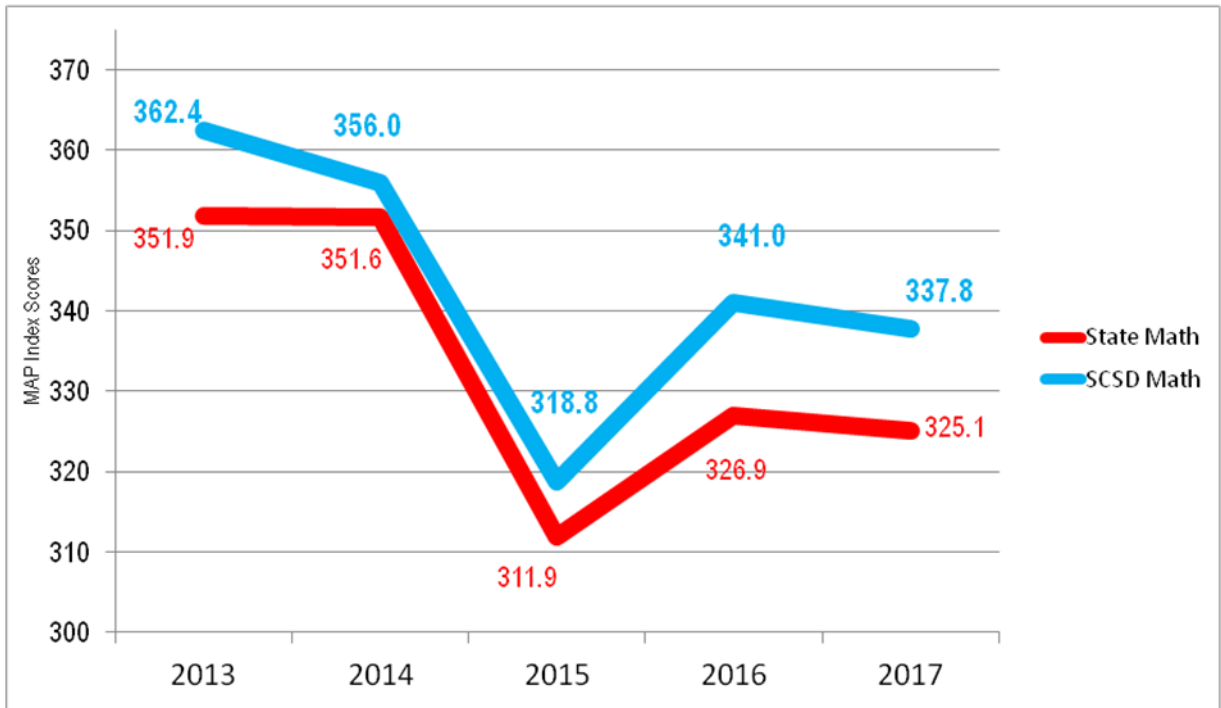
MAP Performance Index Scores
English Language Arts 5yr Comparison District-State
2013-2017



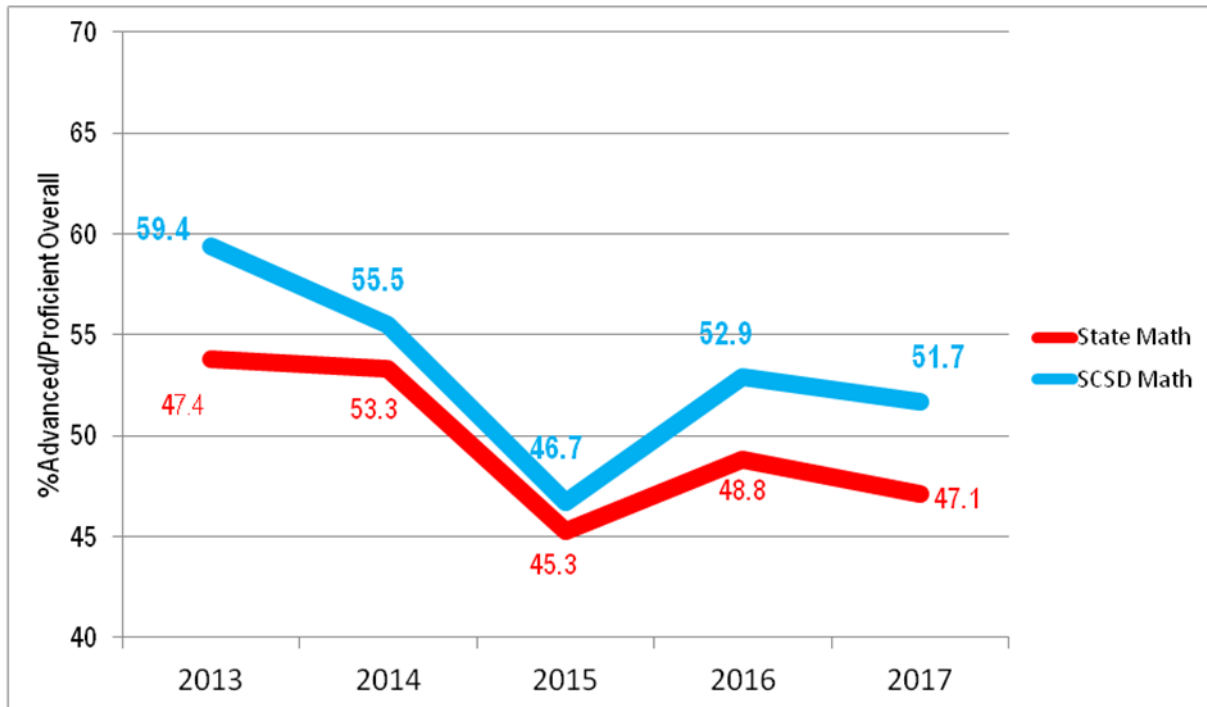
MAP
% of Advanced-Proficient Overall
English Language Arts 5yr Comparison District-State
2013-2017



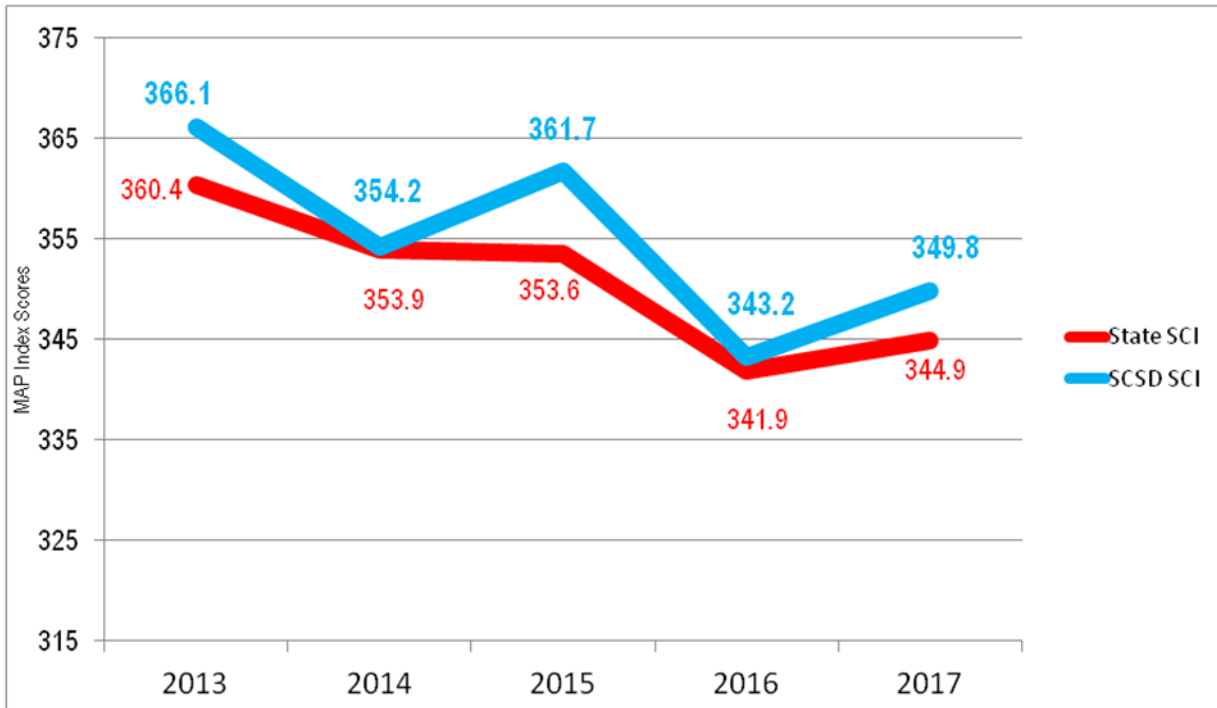
MAP Performance Index Scores
 Mathematics 5yr Comparison District-State
 2013-2017



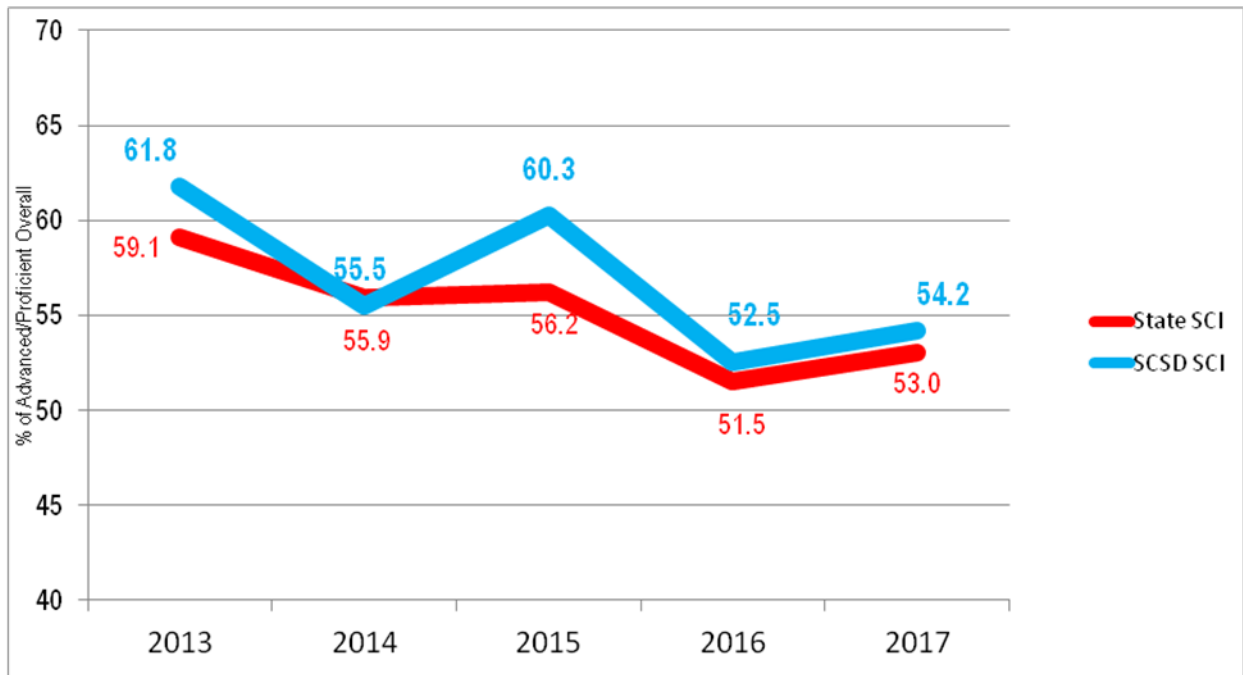
MAP % of Advanced-Proficient Overall
 Mathematics 5yr Comparison District-State
 2013-2017



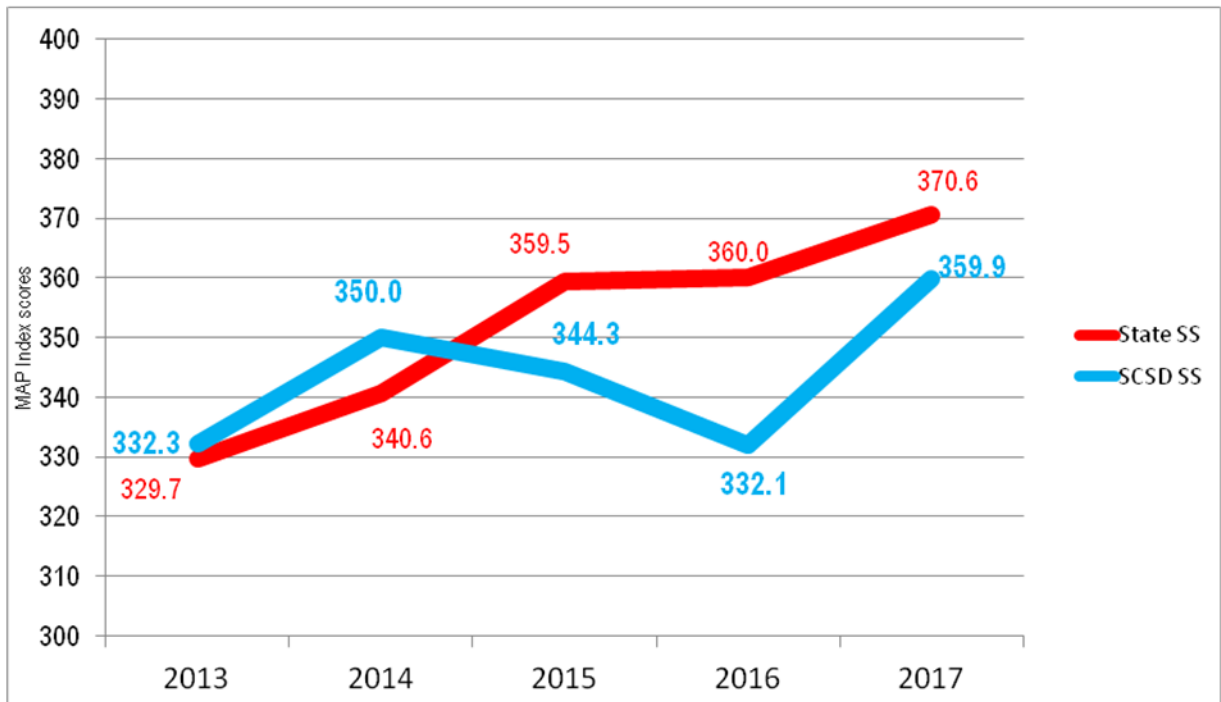
MAP Performance Index Scores
 Science 5yr Comparison District-State
 2013-2017



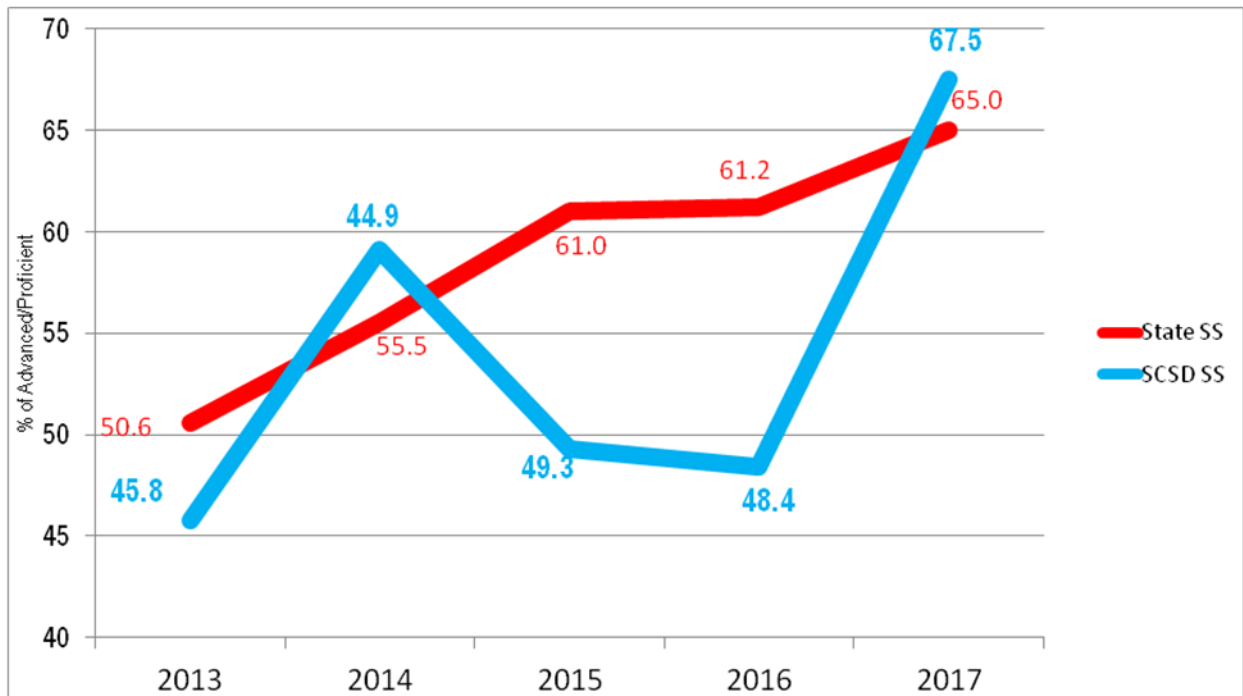
MAP % of Advanced-Proficient Overall
 Science 5yr Comparison District-State
 2013-2017



MAP Performance Index Scores
 Social Studies 5yr Comparison District-State
 2013-2017



MAP % of Advanced-Proficient Overall
 Social Studies 5yr Comparison District-State
 2013-2017



MAP Index Scores
State/District/Building Comparison
2017

	STATE	DIST	SCW	SCHS	HMS	JS	BLK	COV	HAR	LIN	MON	NULL
ENG LANG	345.7	353.4	*	*	337.5	340.6	373.4	368.5	378.9	420.3	372.2	382.7
MATH	325.1	337.8	*	*	**290.3	320.0	346.9	400.9	384.7	393.9	368.4	390.8
SCIENCE	344.9	349.8	392.0	387.5	327.1	341.5						
SOC STUD	370.6	359.9	396.8	340.9								

Higher than State

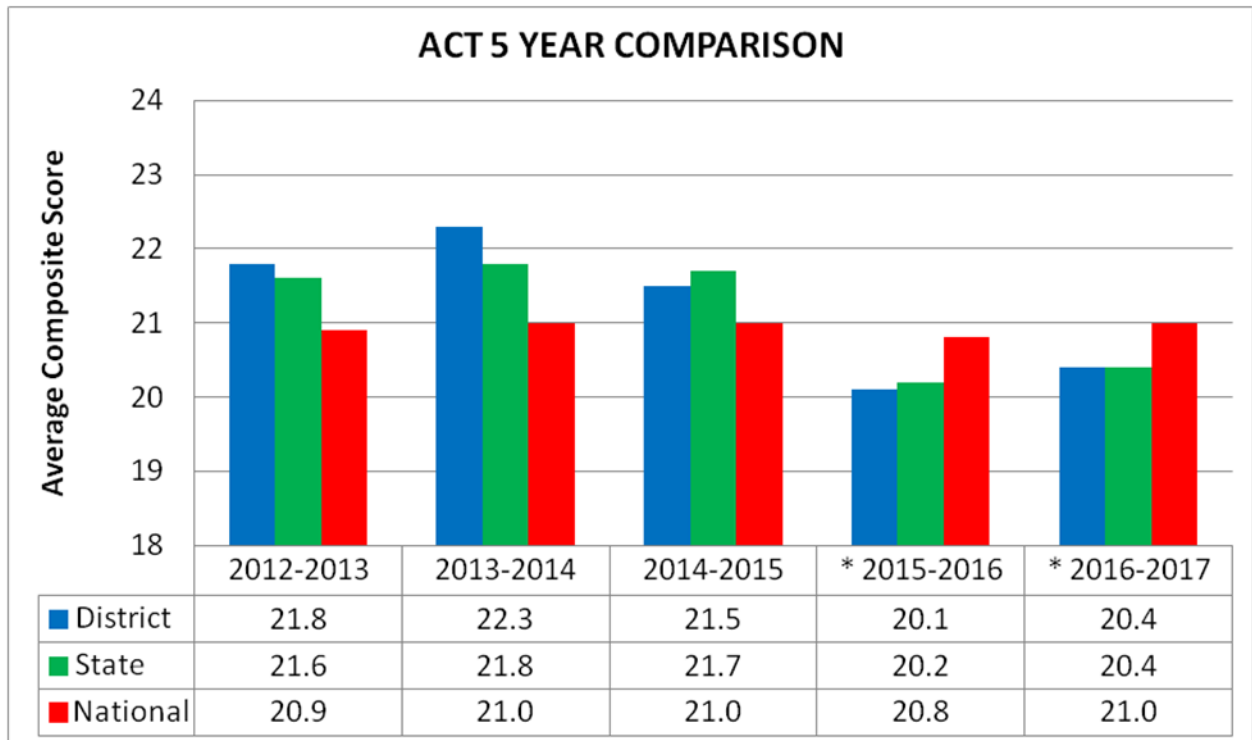
Improvement over 2016

Both

- Due to state level testing issues, Algebra I and English II EOC scores are not being used for accountability purposes.
- HMS 8th grade students taking Algebra I are not calculated in HMS's math MAP Index Score.

2017 National ACT

	English	Math	Reading	Science	Composite
Nation	20.3	20.7	21.4	21.0	21.0
State *	19.8	19.9	20.8	20.5	20.4
SCSD *	19.4	19.9	21.1	20.5	20.4
SCHS *	19.2	19.8	20.9	20.3	20.2
SCW*	19.7	20.1	21.3	20.8	20.6



* Graduating cohort with the state-wide administration to all juniors.

The Professional Learning Communities have been active in the District for 14 years. By 2009 all District schools were formally trained in the state Professional Learning Communities Model

through the Missouri Department of Elementary and Secondary Education and have refined the PLC processes at their schools to promote a collaboration culture that is focused on increasing student achievement through effective curriculum instruction and assessment practices, and Marzano workshops on Enhancing Components of PLCs. Schools in the district continue to develop a professional learning community through information obtained at monthly administrator's meetings, PDC meetings, and by data teams format to develop learning communities focused on raising achievement for all students by adjusting instruction and providing interventions to meet the needs of all PreK-8 grade schools. Also, K-8 schools participated in the Collaborative Work Grant from DESE. Additional training was provided for these schools based upon their needs.

Over the 2015-2016 and 2016.-2017 school years, the District provided strategic and focused professional development on Marzano's research in the areas of Classroom Management and PBIS, Teaching for Special Populations, Unobtrusive Assessment and Assessment Writing – focusing on involving technology in the classroom, Teaching for Complex Thinking, Student Goal Setting & Data Tracking, Enhancing Components of PLCs, and High Reliability Schools Leadership Training.

The DPDC in 2015-2016 completed a book study, *Teach Like a Pirate* and in 2016-2017 completed a book study, *Learn Like a Pirate* by Paul Solarz. The DPDC is helping to lead the district in implementing research based practices for school improvement and increased student achievement.

The administrators' meetings are focused to allow time for professional development on professional learning communities, data analysis, teacher evaluation, staff engagement, standards based grading, and ongoing study for school improvement, best instructional practices, and increased student achievement. The administrators' meetings devoted time for collaboration around important building and district issues. Administrators focused their work on student interventions, standards based grading, formative assessment, research based teaching strategies, and effective district/building leadership practices. In addition, building administrators focus faculty meetings on professional development, including ongoing study in using effective instruction and assessment practices, using data to inform instruction and developing professional learning communities.

The Aspiring Administrator Program is designed to provide guidance and opportunities for individuals interested in taking on more leadership within the District. This program is offered every other year, and reconvened for 2015-2016 with 11 staff members. Monthly meetings are held on various leadership and supervision topics. Starting in 2015-2016, the Aspiring Administrator Program will be offered every other year. A new cohort is starting in 2017-2018.

CEU credit was awarded to 27 Teachers who participated in 6 spring academies in 2016.

CEU credit was awarded to 83 teachers who participated in 8 professional development workshops during the 2015-2016 summer in-services and 88 teachers participated in 8 professional development workshops during the 2016-2017 summer in-services for a two year total of 169 teachers participating.

415 teachers and other certified staff attended 163 state and local conferences and workshops during the 2015-2016 school year. 534 teachers and other certified staff attended 198 state and local conferences during the 2016-2017 school year for a two year total of 361 state and local conferences and workshops with 949 teachers and other certified staff participating.

20 building and district administrators attended 23 workshops throughout the course of the 2015-2016 year and 25 building and district administrators attended 48 workshops throughout the course of 2016-2017 for a two year total of 68 workshops. These workshops were focused on building and district goals and were a part of ongoing support for implementation of strategies and leadership development to increase student achievement.

5 Teachers participated in 2 Spring/Summer 2016 Mini Grant Projects

- EdCamp SCSD
- World Languages and Cultures

40 teachers attended the following professional development 2016 spring academies:

- Google Drive Organization
- Chrome Extensions
- Discovery Ed Builder Tools
- Twitter for Teachers
- Book Study – *Help for Billy*

107 teachers attended the following professional development workshops during the 2016 summer in-service:

- Youth Mental Health First Aid
- Assessment Literacy with Technology
- Google Boot Camp
- Google Boot Camp 2.0
- Spanish for Teachers
- Beating the Odds for All Students
- Specialized Classroom Management
- All About Autism & Classroom Strategies

200 Teachers attended the following professional development workshops during the 2017 summer in-service:

- EdCamp
- Framework for Understanding Poverty
- Beyond Consequences – The Trauma Informed Classroom
- Google Geo Tools & Google Expeditions
- QR Codes
- Are You a Digital Citizen?
- Google Apps and Extensions

- Book Study – Ditch That
- Book Study – *Launch*
- Book Study – *Kids Deserve It!*
- Social Media – Twitter for Teachers – Online
- Google Educator Certification – Online

Over this two year period, a total of 25 Spring Academies and Summer In-Services were offered.

Other workshops offered by the District throughout the 2015-2016 school year included:

- MAP-A Training
- SPED Tyler SIS Training
- CPI Training
- CPI Refresher
- Math Training – Middle School Teachers
- Youth Mental Health Training
- Using Reading Strategies in the Classroom
- Greg Tan Math Training- Elementary Teachers
- Discover Ed Techbook Training
- Marzano – Classroom Management that Works and PBIS
- Marzano – Art & Science of Teaching for Special Populations
- Marzano – Unobtrusive Assessment (focusing on involving technology in the classroom and Assessment Writing
- Marzano – Teaching for Complex Teaching
- Marzano – Student Goal Setting and Data Tracking
- Marzano – Enhancing Components of PLCs

Other workshops offered by the District throughout the 2016-2017 school year included:

- CPI Initial Training
- CPI Recertification
- Youth Mental Health First Aid Training
- ACT Prep Training
- Inquiry Based Learning
- ELLEVATION Training
- High School Standards Based Grading Training
- Reading and Writing Across the Curriculum Grades 7-12
- Marzano – Enhancing Components of PLCs
- Marzano – Instructional Rounds Webinar

Over the 2015-2016 and 2016-2017 school years, a total of 22 teachers and administrators presented at various conferences.

In 2016-2017 school year, one of our district teachers was awarded the EdPlus John Urkevich Professional Development Scholarship.

During the last two school years, New Teacher Networking sessions were held throughout the year for new teachers on the following topics: Standards Based Grading and SIS K-12, Special

Education Topics, Marzano Strategies and Foundation Presentation, Second Year Teacher Panel, and Technology. This type of support for new teachers helps them to transition successfully into their first year of teaching in the St. Charles School District.

45 new teachers participated in new teacher orientation held on August 2-4, 2016.

40 new teachers participated in new teacher orientation held on August 1-3, 2017

The DPDC and Curriculum and Instruction Department operate a fully functional district-wide professional development library. It is located at the Benton Administration Center. The PD Library has over 300 books/DVD Titles. All titles are catalogued and a tracking system has been implemented for the borrowing and returning of library items. It is anticipated that the library inventory will increase each year. The PD Library also offers resources in the way of books and instructional DVD's for district support staff. Additional resources purchased this year were books to narrow the achievement gap for under-resourced students, books on trauma informed classrooms and a beyond consequences approach to helping challenging children in the classroom.

Approximately 60 teachers have gone through the STEM Teacher Quality Institute through Washington University over the last few years which has greatly impacted the district's focus on STEM. Elementary buildings have planned numerous STEM nights, STEM exploration days, and more due to the leadership of the teachers who have been through the institute. The focus is for all students to see that they are STEM capable and to see all of the possibilities for them in STEM occupations in the future.

Project Lead the Way has been implemented at 6th grade, 7th grade, 8th grade, high school and K-8 Gifted. Teachers have been trained by PLTW staff on how to implement this STEM curriculum in the classroom. We also have several teachers who have been trained as LAUNCH (elementary PLTW) lead teachers who are now able to train other district staff on how to implement the LAUNCH PLTW curriculum. Again, the focus is for all students to feel as if they are STEM capable learners and grow in their learning science, technology, engineering, and mathematics.

In an effort to enable our teachers to make the most of the technology provided by the district in our classrooms, as well as introduce them to new ways to use technology. The Instructional Technology Specialist has worked with teachers to support technology integration in general; but specifically supported use of the Standards-Based Grading Gradebook, GSuite for Education (Google), Bring Your Own Device, Interactive Whiteboards, Discovery Education Techbook, Google Expeditions, BrainPOP, and the use of Web 2.0 tools for student engagement and increased student achievement. This training was provided in large group settings at school sites and in the technology training lab at Benton, in small groups, and for individuals. Customized training was assigned to fit the needs of the audience. Additional efforts were also made by the Director of Technology and other District and Building Level Technicians to provide training to both teachers and classified staff on Google Apps, Gradebook, and use of available technology. In addition, the Technology Department developed the Technology Leadership Academy which is a multi-year, in-depth training academy for teachers across the district.

During the last two school years 528 teachers/administrators participated in 9 Marzano Workshops. These workshops included: Classroom Management that Works and PBIS,

Art & Science of Teaching for Special Populations, Unobtrusive Assessment (focusing on involving technology in the classroom and Assessment Writing, Teaching for Complex Teaching, Student Goal Setting and Data Tracking, Enhancing Components of PLCs (2 times), Instructional Rounds Webinar, and High Reliability Schools/Collaborative Teams that Transform Schools.

515 certified staff members participated in the Teacher Evaluation Model in 2015-2016 and 526 participated in 2016-2017.

During the last two years 163 support staff employees participated in 13 workshops offered by The Support Staff Professional Development Committee (SSPDC). These Support Staff Professional Development Workshops were offered on Early Release Days in the following areas:

- CPR/AED Training
- First Aid Training
- Drug Abuse & Narcan Information
- Google 201
- Google Forms for Support Staff
- Getting the Most Out of Google Drive and Chrome
- Google Mail and Calendar Part 2
- Using Visual Strategies as Positive Behavior Interventions for Behavior & Instructional Challenges and How to Use Boardmaker – for Paraprofessionals
- Introduction to Autism
- Pulse Training

During the last two year 81 Support Staff Employees attended various workshops and conferences out-of-the district:

- Substitute Teacher Training
- KKIDS Homeless Liaison
- Lead Nurse Collaborative
- Dealing with Difficult People
- ELL 101 for Para Educators
- CPR Training
- Practical & Effective Early Childhood Intervention
- Project Construct Module
- BIA-MO Concussion Seminar
- Brain Injury Association - Sports Concussion Seminar
- School Nursing - Skills, Knowledge, Attitude
- Tylers SIS Conference
- Early Childhood Educator Day
- SSA Mini Conference
- Grant Symposium
- PBIS Missouri Conference
- Project Construct Module 1, 2,3.

- Managing the Front Desk - Webinar
- Financial Management Training - Federal Programs
- Parents as Teachers Conference
- Cyber Security Summit
- Morenet Conference
- Federal Programs Tiered Monitoring
- Office Professional Leadership Series
- CareHere Customer Appreciation Conference & User Conference
- MO School Plant Managers Conference
- Hands On Hacking Class
- Gateway Cyber City
- School Nurses – Better Response to School Medical Emergencies
- Tyler SIS 2017
- ShowMeCon 2017
- Brain Injury Association of MO – Sports Concussions
- Comptia Security and Certification
- Conscious Discipline Implementation

Recommendations for Further Improvement:

During the 2016-2017 school year, the staff was surveyed about the format of the early release days and the recommendation was made to move the High School calendar to a weekly early out schedule for the 2017-2018 school year to promote PLC collaboration. This will be monitored and reviewed for effectiveness.

The High Schools also will begin training to support their PLCs through the PLC Reboot with EdPlus.

Additional technology training will be offered to support the 1:1 initiative at the high school starting in 2017-2018.

The DPDC will work with building principals and district administration to align professional development activities with district's CSIP and achievement goals.

Professional development offerings will continue to be evaluated annually. The DPDC recognizes the importance of providing on-going, high-quality professional development opportunities for staff members in order to increase student achievement for all students. The DPDC will continue to offer a variety of professional development opportunities, including: district workshops offered on research-based effective instructional and assessment practices, Professional Learning communities, Trauma Informed education, meeting the needs of unique learners, training on behavior management and character education, Technology 1:1 Initiative, professional development academies/mini-grants, book studies, summer in-service workshops, action research opportunities, and professional trips and conferences, as well as other curriculum and instruction workshops. In 2016 the DPDC designated a portion of their budget funds so that they could offer two scholarships every two years for teachers to participate in the National

Board Certification process. One scholarship was awarded in the fall of 2016 and the second scholarship was award this fall. The DPDC will also begin investigating alternative ways to provide professional development – including the use of online or recorded professional development options.

The Curriculum & Instruction Specialists are starting a 3 year Cohort STEM Academy to further support the integration of STEM throughout the District. The Technology academy will also continue to support technology integration throughout the district. The Curriculum and Instruction Department is also offering professional development for curriculum revision teams.

The Support Staff PDC will continue offering professional development on early release days for the District's classified staff members. These offerings are based on the needs and suggestions of support staff through a yearly survey sent out at the end of each school year. The focus this year is on CPR/AED and First Aid certifications, technology workshops on Google Mail, Calendar, and Docs, Autism, and possibly Stress Management, and Prioritizing and Organization.

APPENDICES

Appendix 1 2015-2016 & 2016-2017 Professional Development Workshops Attended

Appendix 2: CEU Credits Awarded for 2015-2016 & 2016-2017

Appendix 3: Critical Issues for Team Consideration (This document is used to focus PLC collaboration time.)

APPENDIX 1

2015-2016 Professional Development Conferences/Workshops/Meetings Attended

Count of Conf/Workshop/Mtg	
Conf/Workshop/Mtg	Total
2015 AOSA Waves of Learning	1
2015 Day of Discovery	1
2016 MO PLTW Core Training	1
Accommodations & Modifications	1
ACT Workshop	2
Alternative PLN	1
AP Literature - Mentoring	1
Ap Psychology Summer Institute	2
AP Spanish Language & Culture	1
AP Spanish Language Summer Institute	1
Art & Science of Presenting	1
Autism (ABA)	2
Autism Meltdowns in Children & Adolescence	1
Automotive Summer Institute	1
Best Strategies to Strengthen 3rd Gr. Learning	1
Beyond Consequences in the Classroom	1
Beyond Guardianship	1
Bright Futures USA Community Engagement	4
Building STEAM with PBL, Makerspaces & More	2
Career 2.0	2
Certification I Character Development & Educ.	1
Challenger Center Teacher Training	1
Child Trauma Toolkit for Educators	4
Choice Based Art	1
Chromebook Institute	1
Community Service Summit	17
Community Service Summit Planning	3
Conference on the Young Years	1
CoSN (Consortium for School Networking Conf	1
Creating Success for ELL Students	4
CUBE Conference	5
DE Day of Discovery	1
DECA State Career Development Conference	2
DESE Meetings	3
Dr. Jean's Active Learning Adventure	6
E. Desmond Lee Advisory Board	1
Early Childhood Educator Day	1

East District Skills Meeting	2
Ed Camp	1
Excel Trade Show	3
Fab Tech International Welding Show	1
Fall ELL Networking	1
Fall MSBA Conference	1
Foreign Language Assoc. of MO Conference	1
Gifted Association of MO Conference	4
Glazier Clinic - Coaching, Mgmt, Leadership	3
Grant Symposium	1
Health and Physical Ed Workshop	3
Help for Billy in the Classroom	4
Hot Topics in Biology	1
Hubbell Power System Tour	1
International DECA Conference	1
ISTE 2016 Convention	2
Kagan Classbuilding & Team Building	2
Kagan Structures for Little Ones PreK-2	4
KKIDS (Homeless Liason Mtg)	1
Kohl Wholesale Food Show	1
Language, Learning & Vocabulary	2
Launching Leadership/Creating Culture	1
Lego Ed Series - More to Math	2
Lego Ed Series Build to Express	2
Lego Ed Series StoryStarter	2
Lego Ed Series WeDo 2.0	2
LGTBQ Training	1
Library Media Specialist Academy	5
MACS Conference	1
MAEN Conference	3
MAESP 2016 Leadership Conference	1
Makerspace & Beyond	3
Makerspace 8 Beyond	1
Makerspaces	1
MAP-A Training	3
MAP-A Using the DLM System	3
MASP Fall Conference	1
MASSP Board of Directors	1
MASSP Fall Conference	1
MASSP Spring Conference	5
MASSP/MCCTA State Conference	3
Mathematics & Science Coalition Stem Summit	1
MBCA Clinic	4
MCCTA	3
MCTM Fall Conference	11
METC Cnference	32

MIAAA	1
MINK WIC Conference	1
Missouri Summit for Google Education	1
MO ACTE Conference	1
MO Assoc of School Discipline Hearing Officers	1
MO Assoc. of Librarians Conference	2
MO Association of School Psychologists Conf	1
MO Collision Repair Instructors Association	1
MO Early Learning Conference	1
MO Football Coaches Assn. Convention	1
MO Music Educators Conference	2
MO Post-Secondary Success	4
MO Speech & Theatre Conference	1
MO STEM Foundation Board Mtg	1
MO Summit Featuring Google for Education	2
MOACTE Conference	2
MOAHPERD Convention	6
MOCASE Conference	4
MoreNet Conference	2
MOSPRA Spring Conference	1
MSBA Conference	4
MSCA Conference	1
MSCA Fall Conference	1
MSTA State Conference	3
MySci Teacher Leader Training	8
National ACTE Vision 2015	1
NSFA 2016 National Conference	2
NSTA National Conference	1
PBIS Missouri Conference	18
PD Bellrievue Elemen. Tour (The Leader in Me)	1
PLTW Launch Lead Teacher Training	2
PLTW Medical Detection Core Training	2
PLTW Workshop	10
Poverty - Community Engagement	1
PreK Readiness & Writing + Literacy & Math	6
Professional Learning Network	1
Project Base Learning (Lego)	2
RBAEYC Curriculum Conference	1
Reaching Students Outside the Middle	1
Reading Summit	3
Regional Director's Meeting	2
Reinvent Advisory Council	1
RSVP - Changing I Think I Can-I Know I Can	2
S&T STEM Meeting	1
Scholastic Reading Summit	9
Separating Differ. From Disability w/ELL Stud.	1

Sexual Behaviors & Students w/Autism	1
Show-Me Professional Learning Conference	4
Skills USA E. District Officer Training	1
Skills USA Fall Advisory Meeting	2
Social Thinking Conference	1
St. Louis Tab/Choice Summer Workshop	3
State Tech Meeting	1
STEM Conference	1
STEM Conference	1
STEM Conference Meeting	1
STEM Day at Capitol	1
STEM Event	1
STEM Foundation Meeting	2
STEM Leadership Summit	1
STEM Leadership Training	1
STEM Meeting	1
STEMpact Teacher Quality Institute	17
STEMPact TQ Training	10
STL Graduates Professional Institute	1
Substitute Teacher Training	1
Teachers Academy 2015-2016	1
The Art & Science of Presenting	1
The New Units of Study Grades 3-5	5
The New Units of Study Grades K-2	7
The Power of Connection - OASIS event	2
The Young Years Conference	1
Univ. of MO Counselor Updates	2
Uplifting Leadership	2
Using Apps & Other Tech. to Strengthen Literacy	2
Visible Learning Foundations - Know Thy Impact	1
What's New in Children's Literature	1
Writing Effective IEPs	1
YOP Application Workshop	1
Youth Mental Health First Aid Training	1
Grand Total	415

2016-2017 Professional Development Conferences/Workshops/Meetings Attended

Count of Title	Total
Conf/Workshop/Mtg	
2016 Federal Programs Conference	3
2016 MASSP Fall Conference	2
2017 CAPS Summer Huddle	2
2017 MASL Conference	2
Accelerate Your Student's Comm. Proficiency	1
Adding It Up	17
AP Observation for Spanish Level 5	1
ASBO International	1
Automotive Summer Institute	2
BLS Instructor Renewal Training	1
Breaking Tradition	1
Buck Institute	1
Building Your Own STEM Program with Lego	1
CAPS - Northlands	3
CAPS - Northlands	1
CAPS - Northlands & Blue Valley Visit	11
CCR Audit Review	1
CenterPointe 2016 Conf - Teen Suicide Prev.	1
Challenger Learning Center	1
Character Plus Conference	2
Close Reading Strategies	1
Code.Org	2
Cognitive Coaching 2016	4
Columbia Hickman PLC Leadership Team Visit	14
Community Council of St. Charles County	1
Community Service Summit	1
Community Summit	14
Conscious Discipline Refresher Course	5
Crystal City SD Meeting	1
CUBE Conference	6
Curriculum Director Training Level 1	3
Cyber Security Summit	1
DBDM Has Gone Google	4
DECA International Career Development Conf	1
DECA Officer Training Session	1
DESE Bias Review English 1	1
DESE Mandatory Meetings	1
DESE Math Curriculum	1
DESE MELL Meeting	1

DESE New Director's Bootcamp	1
District Leadership Conf Skills USA	1
Don Johnston Summit AT Conference	1
Dunklin SD School CCR Audit/Review	1
Dyslexia Essentials	2
E. Desmond Lee Advisory Board Meetings	1
Early Childhood Assessment	1
East District Executive Council	4
East District Leadership Conf	1
East District Officer Training	1
East District Skills USA Advisory Mtg.	2
Economic Development Summit	2
ECSE Partnership	1
ELL 101	3
ExC-Ell - Expediting Comprehension for ELL	3
Executive Functioning Skills	2
FBLA-PBL Leadership Conference	1
Federal Programs Conference	3
FHN Journalism Conference	1
Framework for Understanding Poverty	39
Gateway2 Cybercity	1
Guided Math Conference K-6	2
Guided Reading: Diff. Instr. Using Small Group	2
Hands On Hacking Class	1
High Functioning Autism	2
High Reliability Schools Summit	1
HS Conference	1
I-Car Training	1
Impressions in Relief	1
Innov8 Conference	1
Instructional Coaching Seminar w/Jim Knight	7
Journalism Program Observation	2
Kagan Brain Friendly Teaching	1
Kagan Cooperative Meetings	1
Kagan for ELL	4
Kagan Strategies	2
Kagan Structures for Little Ones	5
Kagan Win-Win	1
Laborer's Apprenticeship	1
Leadership in Culture of Change	1
Leading with Focus - Mike Schmoker	2
Lebanon CTE	1
LGBTQ Knowledge & Safety	4
LIM Coaching Day	2
Linn Tech Presentation	1
MACS Conference	1

Map A	1
MASA Aspiring Superintendent Workshop	1
MASA Spring Conference	3
MASL 2017	1
MASL Spring Conference	2
MASP Fall Conference	1
MASSP Fall Conference 2016	3
MBCA Clinic	3
MCC7A	1
MCCTA	1
MCCTA Conference	1
MCCTA Fall Conference	1
MCCTA Regional Director's Meeting	2
MCCTRA Spring Conference	1
MCRIA State Advisory	2
MELL Regional Meeting	1
METC	1
METC Conference	31
Mineral Area Collet Meeting	1
Missouri Google Summit	2
Mizzou Counselor Visit Day	1
MLS - Understanding Math and Science	3
MMEA Annual Conference	2
MO ACT State Organization Conference	3
MO CASE	2
MO CASE Advisory Committee Board Meeting	1
MO Early Learning Conference	4
MO Google for Education Academy	1
MO School Plant Managers Conference	1
MO Teacher Academy	1
MO Thespian Conference	1
MO Transition Liason Fall Meeting	1
MOACTE Conference	4
MOAHPERD Conference	5
MOASPA Fall Conference	2
MOASSP Spring Conference	3
MO-CASE Conference	5
MODECA Fall Leadership Conference	1
MoreNet Conference	2
MSBA Fall Conference	3
MSHA 2017 Conference	1
MSHA Conference	2
MSIP VI Development Team Mtg	1
MSTA Conference	2
MTCCCA Clinic	1
MU Counselor Visit Day	1

National Health Science Curr. Conference	2
National HVACR Educators and Trainers Conf	1
New Expectations - MO Learning Standards	4
New Polyvance Plastic School	1
New Teacher Workshop	1
NTI	1
NWEA	6
Oasis RSVP	1
Parents As Teachers Conference	1
PECs- Level 1	1
Photojournalism Workshop	1
Planning for Affordable FIT	3
Play Therapy Across the Lifespan	3
Pledge To Be a 21st Century Educator Conf	2
PLTW Admin Day	1
PLTW Fall State Conference 2016	12
PLTW Launch Lead Teacher	2
PLTW Training	1
Power Up 2017	1
Prepairing Students w/Disabilities for College	1
Problem Based Learning - Mathematics	2
Programming Workshop for Middle School	1
Project Based Learning Institute	5
Project Construct	1
Reading Workshop Level 2 Advanced	2
Region V Meeting	1
Reinvent Advisory Committee Meeting	1
Rockhurst Counselor Meeting	1
Safe Zone LGBTQ	1
Sand Tray	1
SCC Counselor Update	1
SCCC Counselor Update	2
Scholastic Reading Summit	4
School Culture Rewired	6
Selecting & Implementing AAC Systems	1
Skilled Technical Sciences PD Conf	1
Skills USA Advisor & East District Training	1
Skills USA State	5
SPED Webinars	1
Spirit Advisory Board	1
St. Clair SD CCR School Audit	1
STEAM Meeting	1
STEM Foundation Board Meeting	1
STEM Leadership Series	1
STEM Leadership Series Curr. & Integration	2
STEM Leadership Workshops	1

STEM TQ	14
STEM TQ Camp	17
Strengthening Your Math Program 6-12	2
SW 1818 Math Day	1
TCRWP Units of Study	19
Teachers Academy	1
Teachers Academy 2016-2017	1
Tech or Treat	4
The 4 C's and DE	1
The Dysregulated Child in Play Therapy	3
The Habits of Stress Resilient People	1
The World of Concrete Masonry	1
Thought Leader Series	1
Trauma Informed School	9
University of MO Counselor Updates	1
USA Test Prep	2
Vatterott College Technical School Meeting	1
VO-ED Instructor Factory Service Training	1
What Great Principals Do Differently	3
Words-Words-Words Oasis Event	4
You Ready for Curriculum 3.0? Jay McTighe	3
Grand Total	534

APPENDIX 2

CEU CREDITS AWARDED FOR 2015-2016

TITLE OF WORKSHOP	Data		
	Sum of Participants	Sum of Hours Completed	Sum of CEU CREDITS
2016 Auto Technology Summer Institute	1	24	2.4
2017 Automotive Summer Int	1	24	2.4
All About Autism	3	9	0.54
Assessment Literacy w/Tech	3	19	1.11
Autism	2	6	0.36
Autism in Classroom	1	3	0.18
Automotive Trade Show & Training Conference	1	8	0.8
Beating Odds-Students of Poverty	1	6	0.35
Beating the Odds	1	6	0.35
Beating the Odds	1	6	0.35
Beating the Odds for All Students - Poverty	4	24	1.4
Beyond Consequences	3	18	1.05
Birds & school Gardens	2	36	2.12
Blogger 101	2	1	0.06
Boys Town Training	2	70	4.22
Chrome Extensions	2	2.15	0.14
Chrome Extensions- Dis. Ed.-Twitter-Google-Help Billy	1	6	0.38
Critical Thinking Skills	1	14	0.82
Discovery Ed	1	1.25	0.08
Discovery Ed. - Google Bootcamp 2.0	1	7.25	0.42
Discovery Ed. - Twitter - Beyond Consequences	1	8.5	0.51
Google 2.0	2	12	0.7
Google Boot Camp	2	26.5	1.56
Google Bootcamp	6	96	5.65
Google Bootcamp 1.0	1	18	1.06
Google Bootcamp 2.0	2	12	0.7
Google Bootcamp -Google Bootcamp 2.0-Spanish	1	21	1.24
Google Camp	1	12	0.7
Google Camp 1.0	1	18	1.06
Google Drive Org	1	1.15	0.08
Google Drive Org. - 2016 Revis Bend AE	1	1.75	0.37
Google Drive Organization	4	5.25	0.33
Google for Education- Beyond Consequences	1	11.5	0.68
Google Forms	5	5.6	0.38
Google Summit - Library Media Spec.-Libra. Treasure	1	28.5	1.7
Help for Billy	1	5.5	0.33
Help for Billy in the Classroom	3	16.5	0.99
Help for Bully	1	5.5	0.33
Hot Topics in Biology	1	2.5	0.15
Intro To Global Education	1	25	1.47
Leader in Me - Intro Training	3	49	2.91
Link into Science	2	36	2.12

Mathematics Practices	1	28	1.65
Miscellaneous SPED Workshops	5	782.85	46.91
PLTW 2016 Care Training	1	27	1.59
Poverty Workshop	2	12	0.7
Renewable Resources	2	70	4.1
Scholastic Reading Summit - Poverty Training	1	12	0.7
Spanish for Teachers	5	15	0.9
Stem	1	122	7.29
Stem TQ	12	1312	78.64
Stempact TQ	2	216	12.93
Teacher Tech	1	17	1
Teaching Children in Poverty	2	12	0.7
Tech Academy	11	187	11
Tech Academy Year 2	1	17	1
Tech Tools	1	6	0.35
Tech Tools For Unobtrusive	1	6	0.35
Tech Tools For Unobtrusive Assessment	1	7	0.44
Technology Tools for Unobtrusive Assessment	4	24	1.4
The Trauma Informed Classroom	1	5.5	0.32
Twitter	1	1.15	0.08
Twitter 101 - Blogger 101	1	1	0.06
Twitter for Teachers	2	2.4	0.16
Twitter for the Classroom - Google Forms	1	2.5	0.16
Unobtrusive Assessment	1	6	0.35
YMHFA	1	8	0.47
Youth Mental Health	2	16	0.94
Youth Mental Health First Aid	3	24	1.41
Youth Mental Health First Aid-Opp. Defiant Children	1	14.25	0.86
Grand Total	144	3662.05	221.01

CEU CREDITS AWARDED FOR 201-2017

TITLE OF WORKSHOP	Data		
	Sum of Participants	Sum of Hours Completed	Sum of CEU CREDITS
ACT English, ACT Reading	1	3	0.18
ACT Prep	1	2	0.12
ACT Training	3	16	0.96
Crazy for QR codes	2	3	0.18
Framework for Understanding Poverty	1	6	0.35
Framework for Understanding Poverty	4	24	1.4
Galileo Training	5	26.25	1.6
Google Apps, Extensions, & Add-ons	1	1.5	0.09
Google Expedition, Geo Tools	1	1.5	0.09
Google Geo Tools	2	3	0.18
Google Geo Tools, Crazy for QR codes, Global Citizen	1	4.5	0.26
Google Geo Tools, Expedition	1	1.5	0.09
Google Geo Tools, Qr Codes, Digital Citizenship.	2	11.75	0.7
Google Level 1 Certification Training	1	12	0.71
Google Tools, Google Apps	1	3	0.18
Heather Forbes	1	6	0.35
Heather Forbes, Jim Littlejohn	1	12	0.7
Heather Forbes, Poverty	1	12	0.7
IEP Training, Nature Revealed	1	5.5	0.33
Intro to Global Education	1	25	1.47
Leader In Me	1	6	0.35
LLI Professional Development	6	36	2.1
Mark Twain Writers	2	66.5	3.8
Miscellaneous SPED Workshops	33	295.5	20.24
Plato Courseware	4	20.5	1.22
Stem TQ	9	792	47.52
Technology Leadership Lab	14	238	14
The Power of Making, Tinkering and Engineering	1	34	2
Thinking Beyond the 3 R's	2	13	0.78
Trauma Informed Classroom	13	84	4.9
Trauma Informed Classroom, Framework of Poverty	1	12	0.7
Trauma Informed Classroom, H Forbes	1	12	0.7
Trauma Informed Classroom, Little John Poverty	1	12	0.7
Trauma Informed Classroom, Understanding Poverty	3	36	2.1
Trauma Informed Classroom, Understanding Poverty	2	22.5	1.32
Trauma Informed School Conference	1	11.25	0.68
Understanding Poverty	7	42	2.45
Voyage of Learning	1	50	3
Grand Total	134	1962.75	119.2

APPENDIX 3

CRITICAL ISSUES FOR TEAM CONSIDERATION

Team Name: _____

Team Members: _____

Use the following rating scale to indicate the extent to which each statement is true to your team.

1 2 3 4 5 6 7 8 9 10
Not True of Our Team Our Team is Addressing This True of Our Team

1. _____ We have identified team norms and protocols to guide us in working together.
2. _____ We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain. (SMART Goals are Strategic, Measurable, Attainable, Results-Oriented, and Timebound. SMART Goals are discussed at length in chapter 6.)
3. _____ Each member of our team is clear on the knowledge, skills and dispositions (that is, the essential learning) that students will acquire as a result of (1) our course or grade level and (2) each unit within the course or grade level.
4. _____ We have aligned the essential learning with state and district standards and high stakes assessments required of our students.
5. _____ We have identified course content and topics that can be eliminated so we can devote more time to the essential curriculum.
6. _____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. _____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. _____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

10. ____ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning.
11. ____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. ____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. ____ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. ____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. ____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. ____ We have developed or utilized common summative assessment that help us assess the strengths and weaknesses of our program.
17. ____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessment.
18. ____ We formally evaluate our adherence to team norms and effectiveness of our team at least twice each year.