The School District of the City of St. Charles

Professional Development Plan

2017-2018

Presented to the Board of Education

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School District of the City of Saint Charles

Comprehensive School Improvement Plan

Mission

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MISSION

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

VALUES

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➢ High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st century
  - Developing caring, productive and responsible citizens
  - Strong engagement of family and community
  - A safe, secure and nurturing school environment

- ➢ Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, innovation and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data driven
  - Considerate of all points of view
  - Fiscally responsible

GOALS

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

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

2. Highly Qualified Staff:
   Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.

3. Facilities, Support, and Instructional Resources:
   Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

4. Parent and Community Involvement:
   Promote, facilitate and enhance parent, student, and community involvement in District educational programs.

5. Governance:
   Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District of the City of St. Charles
Professional Development Plan

Professional development is a teacher's continuous process of refining skill development and learning throughout one's career. It is expanding one's academic knowledge and professional practices to help students grow and achieve. It is setting personal and professional goals and establishing a means to achieve these goals.

MANDATE

The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. As provided in this act, the Professional Development Committee was to stimulate and encourage professional growth. It charged professional development committees to 1) assist new teachers, 2) assess faculty in-service needs, 3) present ideas about classroom instruction to the administration, and 4) serve as a confidential consultant if requested by the teacher. In Missouri with the passage of Goals 2000 by Congress and the Outstanding Schools Act (SB380) emphasis had been given to teacher development and its direct influence on students' academic excellence. Senate Bill 380 mandates that all public school districts in Missouri shall allocate one percent of state monies received for the establishment of professional committees and the programs these committees provide. This bill asks the question, "How can the school system provide training for its teacher so that students will become better achievers?" All professional development must be tied to the district's Comprehensive School Improvement Plan and the MSIP Professional Development Standards.

Professional Development Mission and Belief Statements
School District of the City of St. Charles

The mission of the St. Charles Professional Development Committee is to provide educators the appropriate instructional strategies and classroom practices necessary to ensure effective learning occurs for every student every day.

We believe effective professional development:
1) Is focused on increasing student achievement
    a. Expands our capacity to support student learning
    b. Provides teachers with instructional and assessment strategies

2) Helps teachers put theory and research into practice
    a. Expands personal and shared theory while building skills, capabilities and content knowledge
    b. Encourages reflection on classroom practice
    c. Promotes continuous inquiry and improvement

3) Is aligned to district, building, and individual goals

4) Is embedded in the daily life of schools

5) Is a collaborative effort on the part of the entire learning community

6) Is data driven, goal oriented, and measurable

7) Increases leadership capacity

8) Requires substantial time, resources, and support

Professional Development Goals

Goal 1 Professional Learning Communities: We will guide and continue to support each building's ongoing efforts with their 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.

District Professional Development Committee Members (DPDC)
2017-2018

Executive Cabinet Members	School	Election Year
Rachel Brown: Chairperson	Monroe	2018
Heather Horstmann: Co-Chair	St. Charles West	2020
Ashley Panhorst: Advisory Chair	Monroe	2018

Committee Members	School	Election Year
Valerie Sutton	Blackhurst Elementary	2019
Kim Elder	Coverdell Elementary	2019
Amanda Hudacek	Harris	2019
Lauren Mertz	Lincoln Elementary	2020
Rachel Brown	Monroe	2018
Lauren Keebey	Null Elementary	2018
Karen Loftus	Jefferson Intermediate	2020
Chris Hylton	Hardin Middle	2018
Jonathan Flaxbart	St. Charles High School	2018
Heather Horstmann	St. Charles West	2020
Tanya Sanchez	Success Campus	2018
Carla Johnson	Lewis & Clark Career Center	2018
Candice Settlemoir	Instructional Services	2020
Dawn Tranen	Student Services	2019

Ex Officio Members

Tina Lauer	Instructional Technology Specialist
Ted Happel	Assistant Principal, St. Charles High
Scott Voelkl	Assistant Principal, St. Charles West
Steve Wilson	Principal, Blackhurst Elementary
Tyson Plumlee	Principal, Harris Elementary
Danielle Tormala	Assoc. Superintendent of Curriculum & Instruction

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District PDC Meeting Dates

September 15, 2017	November 17, 2017	January 19, 2018
February 9, 2018	March 9, 2018	April 20, 2018

June 1, 2018 (possible retreat date)

THE SCHOOL DISTRICT OF THE CITY OF ST. CHARLES
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2017-2018

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

Improvement Strategies	Related Standards	Timeline	Person(s) Responsible	Data Collection/Artifact Collection	Funding Source
1.1 Provide funding for participation of teachers and administrators in conferences and learning opportunities to further develop our understanding of professional learning communities.	NSDC 1, 2, 4, 10, MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	2017-2018	C&I Dept. DPDC Building PDC	Workshop evaluations, sharing of information learned monitored by DPDC/BPDC	C&I budgets DPDC budget BPDC budgets Title Funds
1.2 Allocate funds to each building for efforts to build collaborative professional learning communities	NSDC 1,2 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	2017-2018	C&I Dept. DPDC	Monthly reports from building PDC rep/administrator, Budget reports, BPDC documentation	C&I Budgets, DPDC Budget, Title Funds
1.3 Provide new teachers an introduction to professional learning communities through the new teacher networking meetings.	NSDC 1, 9, 11 MSIP: TL-1, TL-2 CSIP 2, 5	NTO August 1-3 2017, September 21, 2017, October 19, 2017, November 16, 2017, January 18, 2018, March 8, 2018, April TBA	New teacher orientation facilitators and Mentors	New Teacher Orientation evaluation New Teacher Networking Sessions End of Year Survey	District
1.4 Provide collaboration time for PLC teams through Early Release Day schedule for both horizontal and vertical articulation/collaboration.	NSDC 1, 2, 3, 4, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3,5	PreK-12 8/8/17 Full Day. 10/20/17, .2/16/18, 4/3/18 Full Day PreK-8 9/1/17, 9/22/17, 11/10/17, 12/8/17, 12/17/18 (PD AM for PreK only) 1/12,2018, 2/22/18 (PD AM for PreK only), 3/22/18 (Pre-K will have full day PD) , 4/13/18, 5/4/18, HS Level weekly early out	C&I Dept., DPDC, BPDC, Principals, Calendar Committee	Participant evaluations, meeting minutes, MAP data, local assessment data, agenda/meeting minutes	District

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

Improvement Strategies	Related Standards	Timeline	Person(s) Responsible	Data Collection/Artifact Collection	Funding Source
1.5 Initiate practices to incorporate parents as collaborative partners in the learning community.	NSDC 1, 2, 12 MSIP: G-4. G-6, G-9, G-11 CSIP 1,2 4, 5	Ongoing	Administrators, Teachers, P.A.T., PTA/PTO	Number and types of school functions/parent meetings, Community Partnership nights, parent surveys, District & Building Websites.	School Improvement Funds, Building Funds
1.6 DPDC representatives will participate in BPDCs and act as a liaison between the building and the DPDC.	NSDC 1, 2, 9 MSIP: TL-2, I-11 CSIP 1, 2, 5	Ongoing	DPDC Building PDC reps	DPDC minutes, PD e-newsletter, PDC website, staff surveys	District

| 1.7 Support Staff PDC (SSPDC) representatives will participate in 2 meetings and act as a liaison between Classified Staff members the SSPDC. | NSDC 1, 2, 9 MSIP: TL-2, I-11 CSIP 1, 2, 5 | Ongoing | C&I Dept. SSPDC Reps | SSPDC Minutes, PDC Website, Staff Surveys, Early Release Day Workshop offerings | C & I Dept. |

THE SCHOOL DISTRICT OF THE CITY OF ST. CHARLES
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2017-2018

Professional Development 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 every student every day.

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.1 Provide high quality professional development, book study offerings, and provide online options when available.	NSDC 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept, DPDC	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators, Marzano Drive, PD Website.	DPDC, C&I,
2.2 Provide high quality professional opportunities for further studies of Dr. Marzano's research on effective instructional, assessment, and leadership strategies.	NSDC 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	April 3, 2018 Other Dates TBD as needed	C&I Dept. DPDC.	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators	DPDC, C&I, Title Funds
2.3 Provide high quality professional development via the summer In-service offerings based upon district initiatives and areas of need, and provide online options when available.	NSDC 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Summer 2017	C&I Dept., DPDC	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators, achievement data, local assessments, , Marzano Drive, PD Website.	DPDC, C&I
2.4 Provide high quality professional development to support district-initiatives that may include Missouri Learning Standards and other national standards, Missouri Model Evaluation, K-8 balanced literacy, SBG, Dr. Marzano strategies, technology training, STEM, PLCs, Trauma Informed Schools among others.	NSDC 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC, Principals, Tech/Resource, instructional coaches	Number of participants enrolled, participant surveys, sharing of information learned, number of in-district facilitators	DPDC, C&I, Tech/Resource Title 1, II, III

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Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.5 Provide professional development opportunities on Assessment OF Learning vs. Assessment FOR Learning by development of formative assessment and standards based grading.	NSDC 1, 2, 6, 7, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	NTO Networking Mtg. September 21, 2017, SBG, Meetings, ERDs, Faculty Meetings, and Book Studies as needed	C&I Dept, Principals, DPDC, BPDC	Participant Surveys, student achievement data, local assessments	C&I, DPDC, BPDC, School Improvement Funds, Title IID
2.6 Provide release time and materials for developing instructional strategies to close the achievement gap through curriculum development, differentiation, and best practices.	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept., DPDC, Principals, SPED Curriculum Committee, Assessment Committee	Record of committee meetings, number of participants, quality curriculum, intervention programs implemented, MAP data, local assessment data, EOCs	DPDC, BPDC, C&I, School Improvement Funds, Title IIA & III, Collaborative Work Grant, SPED
2.7 Provide release time and materials for staff to investigate, implement, and evaluate instructional strategies for at-risk students. (i.e. SPED, ELL, FRL, sub group populations, etc.)	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept., DPDC, Principals, SPED Curriculum Committee, Assessment Committee, ELL Curriculum Committee	Record of committee meetings, number of participants, quality curriculum, intervention programs implemented, MAP data, local assessment data, EOCs	DPDC, BPDC, C&I, School Improvement Funds, Title IIA, Collaborative Work Grant, SPED
2.8 Provide release time, materials, etc. for the study of research-based best practices.	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept., DPDC, BPDC	Record of committee meetings, number of participants, quality curriculum, intervention programs implemented, MAP data, local assessment data, EOCs	DPDC, BPDC, C&I, School Improvement Funds, Title IIA, Collaborative Work Grant

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Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.9 Provide support for teacher-initiated action research.	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5	Ongoing	C&I Dept, DPDC, BPDC	Record of action research plan and results, MAP data, local assessment data, MO Model Educator Evaluation Tool	DPDC, BPDC, C&I, School Improvement Funds, Title IIA
2.10 Allocate funds to building PDCs for professional development use aligned with building, district and/or professional development goals.	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: TL-2, G-4, G-8 CSIP 1, 2, 3, 5	Ongoing	DPDC	DPDC/BPDC budgets, Building Professional Development Plans, CSIP, SIP, student success data, Mo Model Educator Evaluation Tool.	DPDC, BPDC
2.11 Provide communication regarding professional development opportunities and resources to district via website, newsletter, minutes, etc.	NSDC 1, 2, 3 MSIP: I-11 CSIP 1,2,5	Ongoing	DPDC, C&I Dept.	Meeting minutes, PD e-newsletter, PDC website, staff surveys	No cost
2.12 Maintain a district professional development library.	NSDC 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,3,5	Ongoing	DPDC, C&I Dept.	Number of resources in PD library and website, number of check-outs	DPDC, C&I
2.13 Committees will develop a District Initiatives Support Plan for any major District initiative.	Per Spring 2012 Negotiations	Ongoing	Committee, Danielle Tormala, DPDC, Building Administrators	As per evaluation in plan	As outlined in plan (i.e. district funds, building funds, etc.)
2.14 Provide professional development opportunities for administrators that are focused on school or district improvement goals designed to increase student achievement and/or current research on leadership.	NSCD 1, 2, 3, 4, 6, 8, 9, 10 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 5,	Ongoing	Central Office Team	Participant evaluations, sharing of information, school improvement plans, school professional development plans, building intervention plans, MAP scores, local assessment data, EOCs, meeting agendas and minutes.	C&I Dept., Superintendent's Office

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DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2017-2018

Professional Development 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 every student every day.

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
2.15 Provide release time and materials for the DPDC to meet and conduct business.	NSDC 1, 2, 9 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC	Record of meetings	DPDC
2.16 Provide high quality professional development ERD offerings for classified staff members.	NSDC 1, 2, 6, 8, 9, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept. SSPDC	Record of committee meeting, number of participants, survey data	SSPDC
2.17 Provide release time, materials, etc for classified staff to attend conferences aligned with school/department goals.	NSDC 1, 2, 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	Ongoing	C&I Dept. SSPDC	Participant evaluations, sharing of information.	SSPDC
2.18 Provide release time & materials for the SSPDC to meet & conduct business.	NSDC 3 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1,2,5	Ongoing	C&I Dept. SSPDC	Meeting minutes	No Cost

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

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
3.1 Determine relative strengths and weaknesses of instructional programs by analyzing various forms of data for future adjustments.	NSDC 1, 2, 4, 5 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., DPDC, Content Leaders, Principals, Department Heads Curriculum Committees	MAP, EOC, MSIP 5, APR, ACT, AP, district common assessments, Access for ELL, USA Test Prep, IRC/TSA.	C&I,
3.2 Provide professional development opportunities on data analysis, standards based grading, and assessment data already being used in the district including, but not limited to standards based grading.	NSDC 1, 2, 3, 4, 5 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	C&I Dept., Coordinator of Technology, District Assessment Committee, Principals, Instructional Coaches, Instructional Technologist	Staff surveys, MAP, EOC, common assessments, Access for ELL, USA Test Prep, IRC/TSA	C&I
3.3 Implement effective interventions and enrichments for students based upon data analysis.	NSDC 1, 2, 3, 4, 5, 10, 11 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3,5	Ongoing	Principals Teachers, Instructional Coaches, Interventionist	Building Intervention Plans, Student Achievement Data	School Improvement Funds, Building Funds
3.4 Distribute, collect, and analyze professional development evaluations to make appropriate adjustments for future offerings.	NSDC 5 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	Ongoing	DPDC, BPDC, C&I Dept.	PDC evaluations	No cost
3.5 Develop the 2018-2019 PDP based upon Artifact Collections.	NSDC 5 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2,3, 5	Feb. 2018 – May 2018	DPDC, C&I Dept.	Student achievement data PDC evaluations Staff input	No cost

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DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2017-2018

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

Improvement Strategies	Related Standards	Timeline	Persons Responsible	Data Collection/Artifact Collection	Funding Source
4.1 Provide a high quality New Teacher Orientation for all teachers new to the district.	NSDC 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	August 1-3, 2017	C&I Dept., HR, New Teacher Orientation Facilitators, Mentor Facilitators, DPDC?	Participant Evaluations	C&I Dept.
4.2 Provide high quality new teacher networking meetings for ongoing support and professional development.	NSDC 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CSIP 1, 2, 3, 5	September 21, 2017, October 19, 2017, November 16, 2017, January 18, 2018, March 8, 2018, April TBA	C&I Dept., New Teacher Orientation Facilitators	Participant Evaluations	C&I Dept.
4.3 Provide a two-year mentoring program for all beginning teachers that includes collaborative assignment of mentors and release time for observations.	NSDC 1, 2, 3, 9 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CISP 1, 2, 3, 5	Ongoing	C&I Dept., New Teacher Orientation Facilitators, HR Dept. Mentor Coordinator, Principals	Mentoring logs, participant evaluations	C&I Dept.
4.4 Provide a semester's mentoring program for transfer teachers that includes collaborative assignment of mentors.	NSDC 1, 2, 3, 9 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CISP 1, 2, 3, 5	Ongoing	C&I Dept., New Teacher Orientation Facilitators, HR Dept. Mentor Coordinator, Principals	Mentoring logs, participant evaluations	C&I Dept.
4.5 Provide a mentoring program for all beginning administrators in the district.	NSDC 1, 2, 3, 9 MSIP: P-1, P-2, TL-2, I-2, I-5, I-7, I-11 CISP 1, 2, 3, 5	Ongoing	C&I Dept., Superintendent's Office, HR Dept	Mentoring logs, participant evaluations	C&I Dept., Superintendent's Office

PROFESSIONAL DEVELOPMENT ACTIVITIES
2017-2018

2017 Summer In-Service Workshops
Beyond Consequences – Trauma Informed Classroom
Framework for Understanding Poverty
Google Geo Tools & Google Expeditions
Crazy for QR Codes
Are You a Digital Citizen?
Google Apps & Extensions
Book Study – *Ditch That Textbook*
Book Study – *Launch*
Book Study – *Kids Derserv It!*
Social Media – Twitter Teachers – Online
Google Educator Certifications - Online

New Teacher Orientation
August 1-3, 2017

New Teacher Networking Meetings
September 21, 2017
October 19, 2017
November 16, 2017
January 18, 2018
March 8, 2018
April (TBD)

2017-2018 DPDC Meeting Dates
September 15, 2017
November 17, 2017
January 19, 2018
February 9, 2018
March 9, 2018
April 20, 2018
June 1, 2018 (tentative retreat date)

Professional Development & Early Release Days for PLC Collaboration & PD Initiative

EARLY RELEASE DAYS & FULL PD DAYS
2017-2018

AUGUST 8	FULL DAY	PD Day – Building/District (PreK-12)
SEPTEMBER 1	ERD	PD Day (K-8)
SEPTEMBER 22	ERD	PD DAY (K-8)
OCTOBER 20	ERD	HORIZONTAL DAY (PreK-12)*
NOVEMBER 10	ERD	PD Day K-8
DECEMBER 8	ERD	PD Day K-8
DECEMBER 17	ERD	PD Pre-K PD AM only
JANUARY 12	ERD	PD Day K-8
FEBRUARY 16	ERD	HORIZONTAL DAY (PreK-12)*
FEBRUARY 22	ERD	PD Pre-K PD AM only
MARCH 22	ERD	PD Day (PreK-8)*
APRIL 3	FULL DAY	PD Day – District (PreK-12)
APRIL 13	ERD	PD Day K-8
MAY 4	ERD	PD Day K-8
MAY 22	ERD	Teacher Work Day/Last Day

*PreK Full Day PD

Early out (1 hour) PD for High School only:
   August 16, 23, 30
   September 13, 20 & 27
   October 25
   November 1, 8, 15
   December 6 & 13
   January 10, 24, 31
   February 7 & 28
   March 7 & 14
   April 11, 18, 25
   May 2 & 9

District Professional Development Workshop Schedules

Spring Full Day District PD – April 3, 2018

- Teach Like a Pirate with Dave Burgess
- Creating a Highly Engaged Classroom
- Enhancing the Art & Sciences of Teaching with Technology
- RTI for Exceptional Students
- A Framework for Understanding Poverty
- Trauma Informed Classroom with Heather Forbes
- Various workshops on STEM, Instructional Technology, Behavior Supports, Instructional Strategies, and Student Engagement

Professional Development Academies – Spring 2018
To be determined

PROGRAM EVALUATION SUMMARY

PART ONE   **Annual Report Date:**

Program Name(s): Professional Development

Person(s) responsible for program evaluation:
Associate Superintendent – Curriculum & Instruction
District Professional Development Committee Chairpersons

General Program Description:

Professional Development is led by a teacher elected committee representing each building in the district. The mission of the District Professional Development Committee (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 and the MSIP Professional Development standards.

Program goals and/or objectives for the current two-year period:

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, student and parent 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
- Recognition by outside organizations of individual teachers and programs

APPENDICES

- Mission, Mandates, and Regulations for Professional Learning (DESE)

- Learning Forward Standards for Professional Learning

- CSIP Professional Development Objectives

- Board of Education Policies regarding Professional Development

    o GCL Professional Development Opportunities

    o GCL-AP Professional Development Program

    o GCBA Professional Development CEU Policy

    o GDL Support Staff Development Opportunities

- Commissioner's Award of Excellence for Professional Development Scoring Guide

- Mentor / Mentee Information

- Professional Growth Plan

- Professional Development Committee Guidelines for Building PDC and District PDC Fund Allocation Processes

- Expense Reimbursement Regulations – DLC-AP1, DLC-AP2, and DLC-AF3

- 2017-2018 Mileage Reimbursement Chart and Expense Reimbursement

- 2017 Summer In-Service Catalog

- 2017-2018 Marzano Workshop Schedule

- 2017-2018 Support Staff PD Workshop Schedule

- 2017-2018 Early Release Day Planning

- 2017-2018 New Teacher Orientation Agenda

- 2017-2018 New Teacher Networking

A. Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

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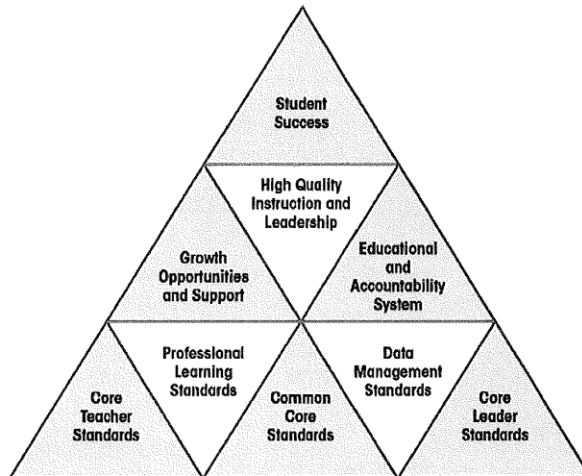
The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet rigorous standards and performance outcomes and are college and career ready at graduation.

Aligning Professional Development

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

B. Missouri Mandates and Regulations

Statutory Authority for Professional Development

Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways. (For a listing of specific legislation, see Missouri's historical perspective on professional learning.)

School districts will:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
  - Work with beginning and experienced teachers to identify instructional concerns and remedies
  - Serve as a confidential consultant upon a teacher's request
  - Assess faculty needs and develop learning opportunities for staff
  - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. (Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- Ensure that the PDC is elected by the teachers currently employed by the district.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.

From enacted legislation, Missouri has developed an in-depth, organized, systemic approach to professional learning. Although all professional development must be tied to the objectives of the Comprehensive School Improvement Plan, focused needs assessments are still appropriate, particularly

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when connected to Individual Professional Growth Plans for educators and student performance data. Building and District Professional Development Plans must be clearly focused on professional learning that supports the identified performance indicators needed for educator success in order to ensure higher levels of learning for all students.

STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

1. Standards-based professional learning ⟷ 2. Changes in educator knowledge, skills, and dispositions ⟷ 3. Changes in educator practice ⟷ 4. Changes in student results

STANDARDS	CONNECTING QUESTIONS
Learning Communities	• How do learning communities select learning designs that contribute to building collective responsibility while maintaining accountability and alignment? • Which learning designs support continuous improvement?
Leadership	• How do leaders contribute to decisions about learning designs? • What are leaders expected to know about learning designs? • What types of support systems and structures are needed for the more frequently used learning designs?
Resources	• Which learning designs require more resources? Fewer resources? • How can technology enhance learning designs to extend learning and results? • What resources exist within a school to support various learning designs?
Data	• How can data about educators, students, and systems contribute to the selection of learning designs? • What other data are helpful in selecting learning designs? • What data are useful to assess the effectiveness of selected learning designs?
Learning Designs	• What factors are important to consider when selecting learning designs? • Which learning designs contribute to active engagement of learners? • What theories and principles about learning guide the selection of learning designs?
Implementation	• What learning designs advance implementation? • How can selected learning designs be enhanced to integrate frequent constructive feedback? • Which learning designs are more appropriate for various stages of implementation?
Outcomes	• How do designers of professional learning use performance standards and student learning outcomes as they design learning? • How can designers link past learning with current and future learning through their choice of learning designs?

FACILITATOR GUIDE STANDARDS *for* PROFESSIONAL LEARNING

School District of the City of St. Charles

Long-Range Goals 2013 – 2018

1. Student Performance:

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

6. Highly Qualified Staff:

   Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.

7. Facilities, Support, and Instructional Resources:

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

8. Parent and Community Involvement:

   Promote, facilitate and enhance parent, student, and community involvement in District educational programs.

9. Governance:

   Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board of Education of the St. Charles R-VI School District recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

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

In support of this commitment the Board will:

1.   Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's CSIP. The PDP must be approved by the Board prior to implementation.

2.   Allocate adequate funding for high-quality professional development activities as defined by law.

3.   Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to conferences and visitations as granted by the superintendent or designee in accordance with district procedure.

4.   Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training in accordance with Board policies and procedures.

5.   Provide opportunities for collective participation by staff members in the same school community, subject area, grade level or department.

Professional Development for Teachers

The professional development program for teachers will:

1.   Be sustained over time.

2.   Focus on specific content areas or instructional practices.

3.   Support the collective learning of teachers.

4.   Align with district, school and teacher goals.

5.   Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with Interstate School Leaders Licensure Consortium (ISLLC) standards and focus on support of classroom instruction.

Beginning administrators will participate in the district mentoring program or the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

Program Evaluation

The PDC will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional strategies. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

National Board Certification

The district will support two (2) teachers each year in receiving National Board Certification.

Teachers eligible for district-sponsored National Board Certification must:

1.   Be tenured.

2.   Apply for state reimbursement of eligible tuition.

3.   Agree to a three-year commitment to remain in the district and provide district professional development.

4.   Reimburse the district of the funds if they do not complete the process.

Interested teachers will apply through the Human Resources Office and a committee comprised of the PDC chair, three (3) PDC members representing each grade level, Assistant Superintendent of Human Resources, and the Assistant Superintendent of Curriculum will make the decision.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/14/1993

Revised: 01/18/1994; 04/10/2003; 01/15/2004; 07/10/2008

MSIP Refs: 6.1.2, 6.2.2, 6.4.3, 6.7

**Legal Refs: §§ 160.530, 163.021.4, 168.400, RSMo.
5 C.S.R. 80-850.045**

St. Charles School District, St. Charles, Missouri

**Link to Missouri Statutes
Link to Missouri Regulations**

Top of Page

PROFESSIONAL DEVELOPMENT PROGRAM

Definitions

Teacher – All school district certified/licensed staff who do not have direct supervisory and evaluation responsibilities for other certified staff.

I.   Structure of the Professional Development Committee
A.   Teachers shall nominate and elect the members of the district's Professional Development Committee (DPDC) by secret ballot.

1.   Nomination – A nomination form shall be available in the school office. Eligibility is limited to teachers who have at least three (3) years of teaching experience in the St. Charles School District and a total of five (5) years of experience as a teacher. The principal will place those names nominated on a ballot and announce the names. There should be at least one (1) week between nomination and election.

2.   Election – The election shall be by secret ballot within each school according to the building election schedule. A teacher and principal will count the ballots. If only one (1) teacher is nominated and accepts the nomination, the DPDC representative can be elected by acclamation. The ballots will be kept at the building for one (1) year. The name of the successful candidate will be forwarded to the Human Resources and Curriculum and Instruction Departments.
B.   Only teachers shall be voting members of the DPDC. Any DPDC member who becomes supervisory or evaluative will forfeit his/her position for the remainder of his/her term.
C.   Vacancies will be filled by building election. Those elected will only serve until the next scheduled building election.
D.   DPDC members shall be elected by April 15 for staggered three-year terms according to the building election schedule to ensure continuity.
E.   All members of the DPDC shall elect a co-chairperson by majority vote at the May meeting. The co-chairperson should have one (1) year of experience on the DPDC and will serve a three-year term, the first as co-chairperson, the second as chairperson, and the third as chair advisor.
F.   The DPDC shall be comprised of one (1) teacher representative from each elementary, middle and high school, Success Campus, Lewis and Clark Vocational, School Student Services and Instructional Services.
G   Each building shall establish a building PDC that will consist of the DPDC representative, a principal and at least one (1) teacher volunteer.
H.   Participation on building and district PDCs shall be considered as professional involvement for performance-based teacher evaluation.
I.   The Assistant Superintendent Human Resources, the Associate Superintendent Curriculum and Instruction, one (1) elementary and one (1) secondary principal shall serve as ex officio members of the DPDC. They shall act in an advisory/liaison role with no vote in DPDC proceedings. The DPDC may wish to make use of other district staff as consultants on a periodic or regular basis. Higher educational faculty members may also be used as consultants.
J.   The DPDC shall meet on a regular basis during release time with substitutes provided by the district. The DPDC chairperson, the co-chairperson, and the chair advisor shall establish the schedule of meetings with the consent of the DPDC committee. The district will also supply training, clerical services and supplies, as required.
K.   The chairperson will be paid the equivalent of 40 hours at the district hourly rate, the co-chairperson and the chair advisor (past chair) will be paid the equivalent of 20 hours at the district hourly rate, and other DPDC members will be paid the equivalent of ten (10) hours at the district hourly rate.
L.   DPDC voting members are expected to attend regularly scheduled meetings. Members will be removed from the committee if they have no more than two (2) unexcused meetings during the year, and the above-listed procedure for filling vacancies will occur.

II.   Professional Development Committee Responsibilities
A.   Information and Communication
1.   The DPDC will communicate and collaborate with the staff and administration including, but not limited to, the dissemination of the PDC meeting minutes.

2. An orientation shall be conducted by the DPDC on an annual basis at New Teacher Orientation.

3. The DPDC will provide guidance and support to new teachers and their assigned mentors in the form of professional development for mentor/mentee teams.

4. The building representative is responsible for voicing the views, concerns and needs of his/her building to the DPDC committee including, but not limited to, suggestions for appropriate staff development and resources.

B. Assessing Professional Development Needs

1. The DPDC shall be responsible for assessing professional development needs of the district.

2. Instructional needs should be assessed by using multiple techniques that could include, but are not limited to:
   a. Interviews
   b. Questionnaires/Surveys
   c. Observations
   d. Study of archival materials such as student achievement, discipline and suspension statistics, dropout and transient rates, MAP data, resource inventories, personnel accreditations, library checkouts, etc.

3. The DPDC shall be responsible for compiling and analyzing the data, identifying the nature and magnitude of needs and prioritizing the needs.

4. The DPDC shall set goals based on the needs assessment.

5. The DPDC shall communicate the needs assessment results to all stakeholders.

C. Developing Appropriate Activities to Meet Individual/Group Needs

1. Plan and implement in-service program.
   a. Appropriate in-service opportunities will be developed by DPDC to meet specified needs of teachers. Efforts will be made to tailor programs to the needs of specific groups.
   b. In-service programs may be offered throughout the year. If the in-service is deemed mandatory by the building or district, in-services should be provided during release time or a stipend should be provided if held outside the regularly contracted time.
   c. Goals for each component of the professional development plan recommended by the DPDC should be clearly defined and are subject to change during the course of the year as determined by staff and district needs.
   d. Professional development could involve, but is not limited to: curriculum and assessment development, analysis of data, teacher collaboration, reading of professional publications and research, action research, observation of other classrooms/teachers, conferences and workshops, study groups, and visits to successful schools.
   e. The DPDC must coordinate plans for implementation of district in-services with the Assistant Superintendent of Curriculum and Instruction.

2. Serve as confidential consultant for staff development:
   a. The PDC or individual PDC members can serve as confidential consultant(s) to aid teachers with instructional concerns related to staff development and to facilitate professional growth.
   b. All teachers can request the services of a confidential consultant for staff development activities.
   c. Identification of any teacher who requests the assistance of a confidential consultant for staff development will not be included in any records maintained by the PDC.
   d. The relationship between the teacher and the consultant is confidential with sharing of information made only as required by subpoena or upon release by teacher.
   e. Records maintained by confidential consultants in the process of assisting a teacher must not be incorporated into the evaluation process.

3. Maintain a mentor program.
   a. Each beginning teacher will be assigned a mentor to assist in matters concerning classroom instruction, classroom management and in-service training for a period of two (2) years.
   b. Each experienced teacher new to the district will be assigned a mentor to assist in matters concerning district policy and procedures for a period of one (1) semester.

      c.   **The mentor candidate should have at least five (5) years of teaching experience. When selecting a mentor teacher, consideration should be given to grade level and/or content area experience. Mentors will be assigned by the building administrator.**

      d.   **Each mentor teacher shall be responsible for one (1) beginning teacher only.**

      e.   **Each mentor teacher must attend district training.**

      f.   **The mentor teacher will be given release time to observe, review and assist the beginning teacher a maximum of two (2) half-days.**

      g.   **The beginning teacher may receive up to three (3) half-days of release time for observation of or consulting with the mentor teacher.**

      h.   **The mentor teacher will receive compensation in addition to the release time. The extra duty contracts for mentoring are issued through the Human Resources office.**

      i.   **The mentor teacher and beginning teacher in collaboration with the building principal shall develop and implement a detailed plan of professional growth including goals for improvement and enrichment.**

      j.   **The mentor log shall be submitted to the DPDC to certify the completion of the mentor program. A certificate of completion will be given to the individual and a copy will be placed in his/her personnel records.**

   4.   **Record keeping, annual evaluation and reporting.**

      a.   **All records of official DPDC and building PDC business shall be organized and kept for five (5) years.**

      b.   **The DPDC shall maintain records pertaining to, but not limited to, new teacher orientation and mentoring program, assessing the professional development needs of the district, developing appropriate staff development opportunities, creating and maintaining the budget, and minutes of meetings.**

      c.   **The DPDC should continuously monitor and evaluate professional development.**

      d.   **The DPDC will annually review and develop a Professional Development Plan in collaboration with the Assistant Superintendent of Curriculum and Instruction based upon the district's goals and identified needs. The professional development plan should be submitted to the superintendent, the faculty and the Board of Education as part of the Comprehensive School Improvement Plan (CSIP).**

      e.   **An annual program evaluation of professional development will be produced in collaboration with the DPDC and Assistant Superintendent of Curriculum and Instruction and include recommendations for improving the effectiveness of the PDC program. The annual report should be submitted to the superintendent, the faculty and the Board of Education as part of the Comprehensive School Improvement Plan (CSIP).**

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: 06/06/1994

Revised: 07/26/2007

St. Charles R-VI School District, St. Charles, Missouri

Policy   **: GCBA**

PROFESSIONAL STAFF SALARY SCHEDULES   ▼

The Board will annually adopt a salary schedule for professional employees, except administrators, and will place each professional in the school district on the salary schedule at least commensurate with, but not limited to, education, prior experience, and experience in the district. The schedule adopted by the Board will remain in effect until changed or modified by the Board in accordance with law.

The officially adopted salary schedule applies to all professional employees except members of the administrative staff.

Factors to be considered for initial placement on the salary schedule shall be:

a.   The maximum years allowed for teaching experience shall be six years with placement on the seventh step.

b.   The degree attained as well as graduate college hours toward a master's degree or beyond shall determine the column.

c.   The maximum steps granted on salary schedule for military service shall be two years. The maximum placement for retired teachers is Step 7.

d.   The Board of Education reserves the right to place teachers on the salary schedule at the time of employment as may be necessary to fill vacancies.

Advancement on the salary schedule shall be allowed, unless the Board of Education has established a salary freeze for the following:

a.   The salary a teacher will receive will be determined at the time the teacher contracts with the district, or by June 1 for tenured teachers.

b.   Part-time teachers shall advance on the salary schedule on a pro rata basis according to FTE.

c.   Should the Board approve movement on steps of the salary schedule, all full-time professional employees shall advance one step on the salary schedule for not less than 91 days of service, including service on holidays, teacher meeting days, of the annual contract in the district.

d.   Teachers acquiring sufficient graduate credit or college credit from an accredited institution and previously approved by the assistant superintendent-curriculum or after attaining a master's degree may advance to the appropriate columns on the salary schedule. Teachers receiving 30 hours of graduate credit beyond the master's degree may advance to the MA+30 column on the salary schedule.

e.   *Continuing Education Units* – Credit on the salary schedule may be granted for undergraduate credit earned after the bachelor's degree or master's degree, district workshops, curriculum work, some foreign travel, and other in-service offerings. Applications must be submitted to the assistant superintendent for curriculum and instruction for approval. CEU applications that are denied may be appealed to the CEU

committee composed of three teachers and three administrators.

f.   Contract modifications for graduate credit (CEUs) and/or a master's or higher degree shall be granted at the beginning of the fall semester only. Verifications of credit (official transcript) for contract modification form must be received by the office of the Assistant Superintendent for Human Resources on or before November 1.

g.   The Board of Education may recognize certification and teaching in high need areas on the salary schedule when it deems it necessary to secure or retain qualified personnel in any area where there is a shortage of staff.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

St. Charles R-VI	Original Adopted Date: 10/14/1993 Last Revised: 9/11/2014

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

The St. Charles R-VI School District Board of Education recognizes that well-trained support staff employees positively impact student achievement and are essential for the district's mission and the efficient and economical operation of the schools. Therefore, the district will provide relevant professional development activities for the support staff of the district. The superintendent or designee is directed to create a support staff professional development committee (SSPDC) that will include representatives from noncertified positions. The district will conduct needs assessments that serve to identify the professional development needs of support staff employees.

Support staff may be granted leave to attend classes or conferences, meet with mentors or participate in other approved professional growth activities in accordance with the district's leave policy.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 05/08/2008

Revised: 08/12/2010

Cross Refs: ADF, District Wellness Program

St. Charles R-VI School District, St. Charles, Missouri

Commissioner's Award Scoring Guide

Aligned to MSIP 5 and Learningforward's Professional Learning Standards

CONTEXT			
LEARNING COMMUNITIES	**Standard:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement collective responsibility, and goal alignment. (Related to MSIP 5 Standard 10.1,10.3,10.4)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• Planning time is primarily used for individual planning or on non-instructional issues. • No attempt is made by teams to align Professional Learning with district or building goals. • The administration does not provide teachers support of training to build collaboration skills, and never checks for implementation of skills. • Educators seldom share what they learned through Professional Learning. • There is little evidence of focused collaboration on student achievement.	• Staff sometimes works with others on non-instructional group concerns or personal issues. • Some attempt is made to align Professional Learning to the district's Comprehensive School Improvement Plan (CSIP) and/or the building-level goals. • The administration provides little support to collaborative teams, but rarely monitors the fidelity of implementation. • Educators occasionally report information learned from Professional Learning to colleagues. • Staff gain an understanding of new content, but cannot translate the knowledge into new practices that relate to student achievement.	• Most staff teams focus their planning for instruction on improving student learning in subject matter, grade level teams, or periodically during the regular school day. • Collaborative teams align Professional Learning with the district's CSIP and building level goals. • The administration provides support to collaborative teams and occasionally monitors fidelity of implementation. • Educators often share and model lessons learned from Professional Learning will colleagues. • Professional Learning often promotes the practice of new skills that would improve student achievement.	• All staff participates in regularly scheduled, on-going school based collaborative teams focused on student learning that meet during the regular school day. (engage in continuous improvement) • Collaborative teams use data and are regularly involved in a variety of professional growth activities to improve student learning that include examining student work, developing lesson plans, and assessing the effectiveness of instruction (collective responsibility) while focusing consistently on district and building-level goals (CSIP/SIP) (create alignment and accountability) • The administration provides training and support that enables faculty serve as skilled facilitators and monitors implementation of new skills. • Educators consistently implement and collaboratively reflect on their learning from professional development. • There is consistent evidence of focused collaboration using student achievement and data-driven decision-making.

CONTEXT			
LEADERSHIP	**Standard:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Related to MSIP 5 Standard 10.1,10.4,10.7a,b,d,e,f)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• The leader makes all decisions with little or no input from the learning community. • Student achievement is poor and/or showing little improvement. • Teachers serve in no instructional leadership roles within the school or district. • Teachers and administration do not collaborate in planning for learning activities. • Administrators have no expectations for implementation of new classroom practices • Leaders cannot explain the link between SIP/PD Plan and student achievement. • Leaders do not have support systems in place to ensure high quality professional learning designs occur.	• The leader sporadically seeks input from the learning community. • Student achievement is static and/or only showing short-term improvement. • Teachers serve as unofficial instructional and professional development leaders. • Teacher and administrators rarely collaborate on professional learning initiatives. • Administrators articulate the purpose of professional learning, but do not discuss expectations for implementation of new classroom practices. • Leaders can explain their School Improvement Plan (SIP) • Leaders have looked at possible support systems to ensure high quality professional learning designs occur; however, only one thing has been put in place.	• The leaders consistently nurture collegiality within the learning community and learning teams. • Student achievement is showing some long-term improvement linked to effective leadership. • Teacher leaders serve as designated leaders on committees and as instructional coaches or mentors. (10.3) • Teachers work with administration to plan and implement Professional learning initiatives • Administrators discuss expectations for implementation of teacher practices related to professional learning initiatives and student achievement. • Leaders can explain SIP and PD Plan integration. • Leaders have support systems in place to ensure high quality professional learning designs occur for most staff.	• Leadership teams are in place at all levels and focus on continuous instructional improvement (10.1). • Student achievement is high and can be linked to a high quality school improvement plan; quality, focused professional development; and exemplary leadership (10.1) • Teachers serve on committees that make instructional decisions for the school and district and help to develop guidelines that support these practices. • Teachers work with administration and colleagues to promote, advocate and monitor the implementation of learning initiatives. (10.4) • Administrators work with staff to create rubrics that clearly describe expected classroom practices associated with professional learning initiatives. • Leaders can explain the link between their school improvement plan, which includes PD, and student achievement. (10.1) • Leaders have created support systems and structures to ensure the continuation of high quality professional learning designs for all staff throughout the entire year.(10.6)

CONTEXT			
RESOURCES	**Standard:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. (Related to MSIP Standard 10.8)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• Monies have been cut and professional learning has been reduced and there is not adequate monitoring of resources.	• Money for Professional Learning is only provided from school funds and little monitoring of resources occurs.	• Professional Learning is a line in the budget with amount s from various sources dedicated to focused Professional Learning, which is aligned with the CSIP and the resources are monitored twice yearly.	• Various funds provide monies allocated for Professional Learning and are prioritized and aligned with the CSIP with quarterly monitoring of resources.
• The staff has minimal access to facilities, resources and personnel to support adult learning and collaboration.	• The staff has some access to facilities, resources and personnel to support adult learning and collaboration.	• Facilities, resources and personnel are readily available to support staff learning.	• The staff and Board consistently provide facilities, resources and personnel to support staff learning.
• The staff is given minimal time for adult learning and collaboration.	• The staff is given some time for adult learning and collaboration.	• The staff is regularly provided time for adult learning and collaboration.	• The school community consistently participates in adult learning and collaboration.
• The district has not prioritized professional development goals and resources with CSIP.	• The district has identified a large number of PD goals, which results in a lack of sufficient resources to accomplish goals.	• The district has identified a small number of goals, but limited resources support those goals.	• The district is focused on a small number of high-priority goals and coordinates resources to support their accomplishment.
• No access is available to expertise for assist with solving instructional problems or developing knowledge and skills	• Limited access is available to expertise that can assist with solving instructional problems or developing knowledge and skills.	• Internal expertise is available to assist with solving instructional problems or developing instructional knowledge and skills.	• Both internal and external professional development expertise are regularly accessed in order to develop internal capacity.

PROCESS			
DATA	**Standard:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Related to MSIP Standard 10.6)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• There is little or no evidence that staff works together to analyze student data, monitor progress and the impact on achievement. • Teacher evaluation data & other data are not used in planning for professional learning. • System data besides MAP is not used in school improvement planning. Professional Learning is planned without consideration of student, educator or system data. • Professional Learning is evaluated based on personal satisfaction rather than its impact on student achievement. • Professional development focus is not aligned to student achievement results and does not assess progress. • Professional Learning evaluation results are not used to evaluate the impact of professional development. • There is little evidence that professional development is linked to student achievement.	• . There is some evidence of staff working together to analyze student data, monitoring progress and impacting student achievement, but little evidence exists that changes have occurred. • Limited use of teacher evaluation data is utilized to ensure high quality teachers are in each classroom. • Some system data such as a needs assessment is utilized in school improvement planning. • Professional Learning is sometimes evaluated based on its impact on student achievement. • Professional development focus is sometimes based on student achievement results but minimal assessment of progress. • Professional Learning results are sometimes used to evaluate the impact of professional development. • There is evidence that professional development is targeting student achievement.	• Staff collaborate using summary student data and disaggregated student data to determine needed learning and school improvement planning. • Teacher evaluation data along with grades are considered in planning learning to ensure high quality teaching and learning are occurring. • System data such as attendance, graduation, and Social economic status (SES) are used in school improvement planning. . • Professional Learning is often evaluated based on its impact on student achievement. • Professional development focus is usually based on student achievement results used to assess progress. • Professional Learning results are often used to evaluate the impact of professional development. • There is evidence that professional development is beginning to impact student achievement.	• Evidence is clear that a variety of disaggregated student data is consistently and continuously used to monitor classroom improvement efforts and determine the learning priorities for professional learning. • Multiple sources of teacher effectiveness data along with Quarterly grades, lesson design, examination of student work, curriculum development, and action research are used to ensure high quality teaching is occurring. • System data of attendance, graduation, SES, cohort data, minority and culture are used in school improvement planning. • Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement. • PD includes meetings with colleagues are used to compare student baseline data with identified benchmarks across the school year and assess progress. • Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement. • Multiple sources of data concerning knowledge gained by participants, level of implementation and changes in student learning are consistently used to evaluate the impact of development.

PROCESS			
LEARNING DESIGNS	**Standard:** Professional learning that increases educator effectiveness and results for all students, integrates theories, research, and models of human learning to achieve its intended outcomes. (Related to MSIP 5 Standard 10.2, 10.6)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• Professional Learning seldom moves beyond training, workshops, courses, and large group presentations and does not consider teachers' prior knowledge or experience. • Those responsible for Professional Learning seldom select learning strategies based on the intended outcomes. • Professional Learning rarely incorporates combined learning theories and strategies by collaborative teams. • Professional Learning is viewed as single, stand-alone events or "days." • No ongoing support or follow-up of professional learning is provided. • The staff received little or no research on best practices for professional development, curriculum, instruction and assessment is considered when making decisions regarding student achievement. • Little or no collaboration for research is evident.	• Professional Learning occasionally includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, and occasionally considers teacher's prior knowledge or experience. • Those responsible for Professional Learning occasionally select learning strategies based on the intended outcomes. • Professional Learning occasionally incorporates combined learning theories and learning strategies by collaborative teams. • Teachers experiment with new practices in the classroom alone or on an infrequent basis with colleagues. • Professional learning initiatives are year-long efforts • The staff has some awareness of the importance of research-based results when making decisions and/or selecting strategies for improving student learning. • Some staff collaborate and share research-based information.	• Often Professional Learning includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. and often considers teacher's prior knowledge and experience (as well as active engagement). • Those responsible for Professional Learning often select learning strategies based on the intended outcomes. • Professional learning incorporates combined learning theories, research, and learning strategies by collaborative teams. • Teachers participate in multiple related experiences with some collaborative support from colleagues. • Professional learning initiatives continue over multiple years and increase awareness, but may not lead to full implementation. • Staff often uses research when making decisions and/or selecting strategies for improving student learning. • Some teams consistently conduct pilot studies and/or action research to support, confront, and/or generate new knowledge and evidence about the effectiveness of innovations and initiatives.	• Professional Learning consistently includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. along with considering teachers' prior knowledge, experience (and active engagement). • Those responsible for Professional Learning consistently select learning strategies based on the intended outcomes. • Professional Learning consistently incorporates various learning theories, research, models, and learning strategies by collaborative teams. • Support and follow-up for professional development consistently enables teachers to receive classroom feedback on their use of new instructional practices. • Professional development initiatives continue over multiple years and are job-embedded to allow for teachers to move from awareness to full implementation. • Staff are skillful users of educational research regarding school improvement and the enhancement of student achievement. • Many teams use pilot studies and action research to monitor initiatives and make informed decisions about the continuation and institutionalization of initiatives.

CONTENT			
IMPLEMENTATION	**Standard:** Professional Learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. (Related to MSIP 5 Standard 10.1, 10.3, 10.4, 10.5)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• Educators are unaware of instructional needs of diverse students. • No support is provided for non-learning students. • Educators do not consider personal attitude, background, culture and SES as part of the teaching process. • Professional Learning methods seldom mirror the methods teachers are expected to use with their students or promote the practice of new skills. • Professional Learning leaders seldom gather, use or communicate information about adult learning theory. • Time or support is seldom provided to increase knowledge about change theory. • The focus is on awareness and not deep understanding.	• Educators attend some professional learning sessions, but are not connecting and applying what they learn about student diversity. • Support and success for non-learning students are left up to the individual teacher. • Educators use a limited set of intervention strategies with all students. • Professional Learning methods occasionally mirror the methods teachers are expected to use with their students and promote the practice of new skills. • Professional Learning leaders occasionally gather, use or communicate information about adult learning theory. • Occasionally, there is time or support provided to increase knowledge about change theory. • Staff gain an understanding of new content, but cannot translate the knowledge into new practices.	• Educators are increasingly more knowledgeable about student diversity and apply their professional learning. • A systemic plan is in place to identify and support non-learning students in multiple formats. • Uses a variety of instructional strategies to motivate all students to learn. • Professional Learning methods often mirror the methods teachers are expected to use with their students and promote the practice of new skills. • Professional Learning leaders often gather, use or communicate information about adult learning theory. • Efforts are often made to provide time and support for increasing knowledge about change theory. • Staff exhibit understanding of new content and are able to use new strategies routinely with students.	• Educators demonstrate effectiveness in applying their professional learning about student diversity and consistently adjust classroom instruction in light of student background, disabilities, cultures, and SES for long-term improvement. • Multiple interventions that provide support for non-learning students are in place. If one strategy does not work, other options are utilized. • Professional development provides staff with the skills to make adjustments in instruction as a result of the impact of teacher attitude, background, culture, and social class on teaching. • Professional Learning methods consistently mirror the methods teachers are expected to use with their students and lead to the practice of new skills. • Professional Learning leaders consistently gather and use information about adult learning theory. • Knowledge about change theory is consistently and systematically addressed through Professional Learning. • Staff exhibit deep understanding of new concepts and strategies and are able to adapt and implement new strategies in classrooms resulting in higher student achievement.

CONTENT			
OUTCOMES	**Standard:** Professional Learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (Related to MSIP 5 Standard 10.6, 10.7.d)		
Level 1	**Level 2**	**Level 3**	**Level 4**
• Educators demonstrate superficial knowledge of content / subject area – mostly relying on textbooks.	• Educators demonstrate breadth of knowledge of content / subject area. They can explain and demonstrate to students the concepts that underlie the content / subject matter in multiple ways.	• Educators exhibit deep understanding and meaning of new concepts / strategies and ability to adapt and integrate them into classroom lessons aligned to curriculum standards.	• Educators plan interdisciplinary units with colleagues that focus on major content area concepts and align to curriculum standards. Teachers exhibits deep understanding of new concepts / strategies and ability to adapt and integrate them into classroom instruction.
• Teachers use lecture, seatwork, and discussion as primary instructional strategies.	• Teachers use instructional strategies that engage students in activities that are not clearly aligned with learning outcomes.	• Teachers use a variety of instructional strategies and can articulate a rationale for why specific instructional strategies are appropriate to specific content or learning objectives.	• Teachers differentiate instruction based on needs, interests, and backgrounds to help students meet rigorous standards. Uses a variety of instructional strategies and can articulate a rationale for why specific instructional strategies are appropriate to specific content or learning objectives & build coherence.
• Uses end of unit paper-and-pencil tests as the primary assessment strategy.	• Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) but do not address learning outcomes.	• Uses scoring rubrics and teaches students to use the rubrics to improve their performance. Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.	• Creates and uses authentic, embedded assessments connected to the subject/content area that are accompanied by scoring rubrics. Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes.
• There is no understanding in the community of the purpose of professional development.	• There is little understanding in the community of the purpose and importance of professional development.	• The community demonstrates understanding and support for professional development efforts	• The community can articulate the link between professional development and improved student achievement.
• There is no system for meaningful input from parents, business, or community.	• There is occasionally a means for input from parents, business, or community.	• The school staff has knowledge of why partnerships are important and includes members of the learning community in strategic planning and decision making.	• The staff consistently utilizes two-way communication with the learning community about student achievement and long term improvement.

Mentor Duties

1. Attend new teacher breakfast and mentor training August 1, 2017.

2. Work with the new teacher in your building, August 1 and 3, 2017
    1:00 – 3:30

3. Document time spent with the mentee:
    a. Record weekly or biweekly meetings on the form provided.
    b. Use the quarterly logs as a guide for discussion topics.

4. Sign the mentee's <u>History of Professional Development Activities</u>.
    a. in-service days
    b. classes taken
    c. seminars and workshops attended
    d. Beginning Teacher Assistance class attended
    e. New teaches will turn this in to their New Teacher Facilitator at the April Meeting

5. Maintain Records
    a. Keep copies of all mentoring paperwork for mentee and mentor.
    b. New teachers will turn paperwork into their New Teacher Facilitators.

6. Help mentee set goals
    a. Review Performance Based Teacher Evaluation.
    b. Assist the new teacher in writing the Professional Goal Plan.
    c. Decide on strategies to accomplish those goals.
    d. Evaluate progress throughout the year.

7. Observe your mentee.
    a. Mentors are allowed 2 half-days to observe the new teacher.
    b. Mentees are allowed 3 half-days to observe the mentor and other teachers.

8. Help the new teacher start or continue his/her portfolio
    a. PGP
    b. PBTE
    c. Samples of lesson plans and student work and other artifacts that support the PGP.
    d. Copy of mentoring records
    e. History of Professional Development Activities
    f. Evidence of completing a Beginning Teacher Assistance Program

9. Review state certification requirements and assist the new teacher in his/her progress toward meeting those requirements.

10. Spend an adequate amount of time with the new teacher.

STIPEND FOR MENTORS
2017-2018

DESE requires that new teachers receive 2 years of mentoring. Mentors are expected to work with their mentees for two school years.

- If you are a mentor working with a new teacher in their first year of teaching, your stipend will be $921 for this year.

- If you are a mentor with a new teacher in their second year of teaching, your stipend will be $460.50 for this year.

- If you are a mentor working with a teacher who has had one year of experience and mentored one year in a previous district, your stipend will be $460.50 for this year.

- If you are a mentor for a teacher who has transferred and met all of DESE's requirements, you are expected to work with the mentee for only one semester; your stipend will be $230.50 for the semester.

You will receive an extra allowance contract for your work as a mentor. If you do not receive that contract within a reasonable time, please contact the Human Resources Office.

MENTORING LOGS

Please make copies of all mentoring paperwork for the mentor and mentee's records. Submit the original *Mentoring Checklist* and *Record of Mentor-Mentee Meeting Dates* according to the schedule listed below.

Each first and second-year teacher will receive a certificate which verifies that the mentoring requirements were completed, and a copy of the certificate will be placed in the teacher's personnel file in the Human Resources office. Timely completion of the mentoring program is required in order for the new teacher to upgrade his/her certificate.

Additionally, the *History of Professional Development Activities* form should be submitted with the fourth quarter paperwork (first-year teachers), or second semester paperwork (second-year teachers). This form will also be kept in the teacher's personnel file. Remember to keep a copy for the mentor and mentee's records.

Due Dates for First Year Teachers – Elementary & Intermediate

November 10, 2017	First Trimester checklist and record of meeting dates
February 27, 2018	Second Trimester checklist and record of meeting dates
May 11, 2018	Third Trimester checklist, record of meeting dates, and History of Professional Development Activities

Due Dates for First Year Teachers – Middle and High Schools

October 19, 2017	First Quarter checklist and record of meeting dates
January 18, 2018	Second Quarter checklist and record of meeting dates
March 8, 2018	Third Quarter checklist and record of meeting dates
April TBD	Fourth Quarter checklist, record of meeting dates, and History of Professional Development Activities

Due Dates for Second Year Teachers

January 19, 2018	First semester checklist and record of meeting dates
April 20, 2018	Second semester checklist, record of meeting dates, And History of Professional Development Activities

Due Date for Transfer Teachers

January 19, 2018	Checklist and record of meeting dates
October 19, 2017	Due Date for Special Education Topics (for SPED & Counselors Only)

Elementary Mentor-Mentee Checklist
First Trimester 2017-2018

Mentee's Name_____ Building
_____

Suggested Discussion Topics

- ❏ Review Requirements for First Year Teachers
    - ❏ Mentor-Mentee Checklists
    - ❏ Schedule weekly meetings
    - ❏ History of Professional Development (PD) Form
    - ❏ Beginning Teacher Assistance Program (BTA)
- ❏ Classroom Management
    - ❏ Building relationships
    - ❏ Establishing classroom expectations & procedures
    - ❏ Discipline procedures
- ❏ Accessing Student Information
    - ❏ Attendance
    - ❏ Contact information
    - ❏ Logging contacts
    - ❏ Gradebook
    - ❏ Report cards & progress reports
- ❏ Absences
    - ❏ Illness, personal leave, bereavement, professional leave
    - ❏ Preparing for a sub with a sub folder
- ❏ Curriculum Review
    - ❏ Aligning with current guides
    - ❏ MO Learning Standards/Course Outcomes
    - ❏ Pacing
    - ❏ Assessments

- ❏ Field Trip Opportunities
    - ❏ Requirements
    - ❏ Forms & procedures
    - ❏ Record keeping & safety
- ❏ Professional Development Opportunities
    - ❏ Early release days
    - ❏ Faculty meetings
    - ❏ Beginning teacher workshops
    - ❏ District PD
    - ❏ Procedures to attend PD
    - ❏ Professional Learning Community
    - ❏ Certification requirements
    - ❏ Update History of PD form
- ❏ Performance Based Teacher Evaluations
    - ❏ Log into and navigate Talent Ed.
    - ❏ Assist in writing PGP
    - ❏ Complete & submit building goal
    - ❏ Explain teacher evaluation procedures & artifacts
- ❏ Communicating with Parents & Guardians
    - ❏ Open communication through website, newsletter, etc.
    - ❏ Difficult conversations
    - ❏ Formatting letters/notes/email
    - ❏ Logging communication in SIS
    - ❏ Discuss experiences of Mentor
    - ❏ Parent-Teacher Conferences
    - ❏ Preparation for PTC
- ❏ Discuss Observations & Learning Experiences
    - ❏ Mentor observes mentee
    - ❏ Mentee observes mentor

Meeting notes and any additional topics discussed

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Please list any additional meeting dates.

_____   _____

(Mentee's Signature)   (Date)

_____   _____

(Mentor's Signature)   (Date)

_____   _____

(Building Administrator's Signature)   (Date)

∗Pleases send this completed form to Pat Steinhoff by November 10, 2017.
Be sure to keep a copy for your files.

Harris Elementary School
pasteinhoff@stcharlessd.org

Elementary Mentor-Mentee Checklist

Second Trimester 2017-2018

Mentee's Name_____ Building
_____

Suggested Discussion Topics

- ❏ Review Requirements for First Year Teachers
    - ❏ Schedule weekly meetings
    - ❏ Discuss progress on PD, BTAP. etc.
- ❏ Classroom Management
    - ❏ Time management
    - ❏ Building relationships
    - ❏ Discipline procedures
- ❏ Curriculum Review
    - ❏ Aligning with current guides
    - ❏ MO Learning Standards/Course Outcomes
    - ❏ Pacing
    - ❏ Assessments
- ❏ Policies
    - ❏ Snow day procedures
    - ❏ Holidays
    - ❏ Blacked out days
- ❏ Procedures to Help At Risk Students
    - ❏ Discuss available resources
    - ❏ Interventions
    - ❏ Referral guidelines/process

- ❏ Professional Development Opportunities
    - ❏ Early release days
    - ❏ Faculty meetings
    - ❏ Beginning teacher workshops
    - ❏ District PD
    - ❏ Professional learning community
    - ❏ Certification requirements
    - ❏ Update History of PD form
- ❏ Performance Based Teacher Evaluations
    - ❏ Review progress toward PGP
    - ❏ Review progress toward Building Goal
    - ❏ Review teacher evaluation procedures & artifacts
- ❏ Revisit Parent Communication
    - ❏ Website, newsletter, etc.
    - ❏ Difficult conversations
    - ❏ Formatting letters/notes/email
    - ❏ Logging communication in SIS
- ❏ Discuss Observations & Learning Experiences
    - ❏ Mentor observes mentee
    - ❏ Mentee observes mentor

<table>
<tr><td>Meeting notes and any additional topics discussed

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List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

Please list any additional meeting dates.

_____   _____
(Mentee's Signature)   (Date)

_____   _____
(Mentor's Signature)   (Date)

_____   _____
(Building Administrator's Signature)   (Date)

Pleases send this completed form to Pat Steinhoff by February 27, 2018.
Be sure to keep a copy for your files.

Harris Elementary School
pasteinhoff@stcharlessd.org

Elementary Mentor-Mentee Checklist
Third Trimester 2017-2018

Mentee's Name_____

Building _____

Suggested Discussion Topics

- ❏ Review Requirements for First Year Teachers
    - ❏ Certification requirements completed
- ❏ Classroom Management
    - ❏ What worked?
    - ❏ How can you improve?
    - ❏ What was the toughest part?
- ❏ Curriculum Review
    - ❏ What worked?
    - ❏ How can you improve?
    - ❏ Reflect on instructional practices
    - ❏ Discuss Student Growth
- ❏ Professional Development Opportunities
    - ❏ How did you implement PD in your classroom?
    - ❏ What type of PD do you feel you still need?
    - ❏ Professional Learning Community
    - ❏ Update History of PD Form
- ❏ Discuss Observations & Learning Experiences
    - ❏ Mentor Observes Mentee
    - ❏ Mentee Observes Mentor

- ❏ Performance Based Teacher Evaluations
    - ❏ Final review of progress toward PGP
    - ❏ Final review of progress toward building goal
    - ❏ Review teacher evaluation procedures & uploaded artifacts
- ❏ MAP Testing or End of Course Exams
    - ❏ Access Released Items
    - ❏ Strategies to Prepare Students
    - ❏ Testing schedule
    - ❏ Building procedures
    - ❏ Room preparation
    - ❏ Guidelines for test administration
- ❏ End of Year Procedures & Requirements
    - ❏ Checkout
    - ❏ Grades
    - ❏ Field trips/events at school
- ❏ Recognize Accomplishments & Celebrate!
    - ❏ How did you grow as a teacher?
    - ❏ How did you impact your students?
    - ❏ What will you do differently going forward? Why?
    - ❏ What advice would you give a new teacher in our school? Our district?

List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

Please list any additional meeting dates.

_____   _____
(Mentee's Signature)   (Date)

_____   _____
(Mentor's Signature)   (Date)

_____   _____
(Building Administrator's Signature)   (Date)

Pleases send this completed form to Pat Steinhoff by May 11, 2018.

Be sure to keep a copy for your files.

Harris Elementary School

pasteinhoff@stcharlessd.org

Jefferson Intermediate Mentor-Mentee Checklist
First Trimester 2017-2018

Mentee's Name_____ Building
_____

Suggested Discussion Topics

- ❏ Review Requirements for First Year Teachers
    - ❏ Mentor-Mentee Checklists
    - ❏ Schedule weekly meetings
    - ❏ History of Professional Development (PD) Form
    - ❏ Beginning Teacher Assistance Program (BTA)
- ❏ Classroom Management
    - ❏ Building relationships
    - ❏ Establishing classroom expectations & procedures
    - ❏ Discipline procedures
- ❏ Accessing Student Information
    - ❏ Attendance
    - ❏ Contact information
    - ❏ Logging contacts
    - ❏ Gradebook
    - ❏ Report cards & progress reports
- ❏ Absences
    - ❏ Illness, personal leave, bereavement, professional leave
    - ❏ Preparing for a sub with a sub folder
- ❏ Curriculum Review
    - ❏ Aligning with current guides
    - ❏ MO Learning Standards/Course Outcomes
    - ❏ Pacing
    - ❏ Assessments

- ❏ Field Trip Opportunities
    - ❏ Requirements
    - ❏ Forms & procedures
    - ❏ Record keeping & safety
- ❏ Professional Development Opportunities
    - ❏ Early release days
    - ❏ Faculty meetings
    - ❏ Beginning teacher workshops
    - ❏ District PD
    - ❏ Procedures to attend PD
    - ❏ Professional Learning Community
    - ❏ Certification requirements
    - ❏ Update History of PD form
- ❏ Performance Based Teacher Evaluations
    - ❏ Log into and navigate Talent Ed.
    - ❏ Assist in writing PGP
    - ❏ Complete & submit building goal
    - ❏ Explain teacher evaluation procedures & artifacts
- ❏ Communicating with Parents & Guardians
    - ❏ Open communication through website, newsletter, etc.
    - ❏ Difficult conversations
    - ❏ Formatting letters/notes/email
    - ❏ Logging communication in SIS
    - ❏ Discuss experiences of Mentor
    - ❏ Parent-Teacher Conferences
    - ❏ Preparation for PTC
- ❏ Discuss Observations & Learning Experiences
    - ❏ Mentor observes mentee
    - ❏ Mentee observes mentor

Meeting notes and any additional topics discussed

List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

Please list any additional meeting dates.

_____   _____
  Mentee'sSignature)   (Date)

_____   _____
  (Mentor's Signature)   (Date)

_____   _____
  (Building Administrator's Signature)   (Date)

Pleases send this completed form to Leah Messina by November 10, 2017.
Be sure to keep a copy for your files.

Hardin Middle School
lmessina@stcharlessd.org

Jefferson Intermediate Mentor-Mentee Checklist
Second Trimester 2017-2018

Mentee's Name_____ Building
_____

Suggested Discussion Topics

- ❏ Review Requirements for First Year Teachers
    - ❏ Schedule weekly meetings
    - ❏ Discuss progress on PD, BTAP. etc.
- ❏ Classroom Management
    - ❏ Time management
    - ❏ Building relationships
    - ❏ Discipline procedures
- ❏ Curriculum Review
    - ❏ Aligning with current guides
    - ❏ MO Learning Standards/Course Outcomes
    - ❏ Pacing
    - ❏ Assessments
- ❏ Policies
    - ❏ Snow day procedures
    - ❏ Holidays
    - ❏ Blacked out days
- ❏ Procedures to Help At Risk Students
    - ❏ Discuss available resources
    - ❏ Interventions
    - ❏ Referral guidelines/process

- ❏ Professional Development Opportunities
    - ❏ Early release days
    - ❏ Faculty meetings
    - ❏ Beginning teacher workshops
    - ❏ District PD
    - ❏ Professional learning community
    - ❏ Certification requirements
    - ❏ Update History of PD form
- ❏ Performance Based Teacher Evaluations
    - ❏ Review progress toward PGP
    - ❏ Review progress toward Building Goal
    - ❏ Review teacher evaluation procedures & artifacts
- ❏ Revisit Parent Communication
    - ❏ Website, newsletter, etc.
    - ❏ Difficult conversations
    - ❏ Formatting letters/notes/email
    - ❏ Logging communication in SIS
- ❏ Discuss Observations & Learning Experiences
    - ❏ Mentor observes mentee
    - ❏ Mentee observes mentor

Meeting notes and any additional topics discussed

List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

Please list any additional meeting dates.

_____   _____
(Mentee'sSignature)   (Date)

_____   _____
(Mentor's Signature)   (Date)

_____   _____
(Building Administrator's Signature)   (Date)

Pleases send this completed form to Leah Messina by February 27, 2018.
Be sure to keep a copy for your files.

Hardin Middle School
lmessina@stcharlessd.org

Jefferson Intermediate Mentor-Mentee Checklist
Third Trimester 2017-2018

Mentee's Name_____

Building _____

Suggested Discussion Topics

❏ Review Requirements for First Year Teachers
  ❏ Certification requirements completed
❏ Classroom Management
  ❏ What worked?
  ❏ How can you improve?
  ❏ What was the toughest part?
❏ Curriculum Review
  ❏ What worked?
  ❏ How can you improve?
  ❏ Reflect on instructional practices
  ❏ Discuss Student Growth
❏ Professional Development Opportunities
  ❏ How did you implement PD in your classroom?
  ❏ What type of PD do you feel you still need?
  ❏ Professional Learning Community
  ❏ Update History of PD Form
❏ Discuss Observations & Learning Experiences
  ❏ Mentor Observes Mentee
  ❏ Mentee Observes Mentor

❏ Performance Based Teacher Evaluations
  ❏ Final review of progress toward PGP
  ❏ Final review of progress toward building goal
  ❏ Review teacher evaluation procedures & uploaded artifacts
❏ MAP Testing or End of Course Exams
  ❏ Access Released Items
  ❏ Strategies to Prepare Students
  ❏ Testing schedule
  ❏ Building procedures
  ❏ Room preparation
  ❏ Guidelines for test administration
❏ End of Year Procedures & Requirements
  ❏ Checkout
  ❏ Grades
  ❏ Field trips/events at school
❏ Recognize Accomplishments & Celebrate!
  ❏ How did you grow as a teacher?
  ❏ How did you impact your students?
  ❏ What will you do differently going forward? Why?
  ❏ What advice would you give a new teacher in our school? Our district?

Please list any additional topics discussed.

List meeting dates below. Mentor & mentee should meet at least once a week each trimester.

Record of Weekly Meetings			
Mtg 1	Mtg 2	Mtg 3	Mtg 4
Mtg 5	Mtg 6	Mtg 7	Mtg 8
Mtg 9	Mtg 10	Mtg 11	Mtg 12

Please list any additional meeting dates.

_____   _____
(Mentee's Signature   (Date)

_____   _____
(Mentor's Signature)   (Date)

_____   _____
(Building Administrator's Signature)   (Date)

Pleases send this completed form to Leah Messina by May 11, 2018.

Be sure to keep a copy for your files.

Hardin Middle School

lmessina@stcharlessd.org

First Quarter Checklist Hardin & High Schools
2017-2018

Mentee's Name _____

Building _____

Discussion Topics

- ❏ **Review Requirements for First Year Teachers**
  - ❏ **Quarterly Checklists**
  - ❏ **Weekly Meetings**
  - ❏ **History of Professional Development (PD)**
  - ❏ **Beginning Teacher Assistance Program**
- ❏ **Classroom Management**
  - ❏ **Building Relationships**
  - ❏ **Establishing Classroom Expectations & Procedures**
  - ❏ **Discipline Procedures**
- ❏ **Accessing Student Information**
  - ❏ **Attendance**
  - ❏ **Contact Information**
  - ❏ **Logging Contact**
  - ❏ **Gradebook**
  - ❏ **Report Cards & Progress Reports**
- ❏ **Absences**
  - ❏ **Illness, Personal Leave, Bereavement, & Professional Leave**
  - ❏ **Preparing for a Sub with a Sub Folder**
- ❏ **Discuss Field Trip Opportunities**
  - ❏ **Requirements**
  - ❏ **Forms & Procedures**
  - ❏ **Record Keeping & Safety**

- ❏ **Professional Development Opportunities**
  - ❏ **Early Release Days**
  - ❏ **Faculty Meetings**
  - ❏ **Beginning Teacher Workshops**
  - ❏ **District PD**
  - ❏ **Procedures to Attend PD**
  - ❏ **Professional Learning Community**
  - ❏ **Certification Requirements**
  - ❏ **Update History of PD Form**
- ❏ **Performance Based Teacher Evaluations**
  - ❏ **Log into Talent Ed.**
  - ❏ **Navigate Talent Ed.**
  - ❏ **Assist in writing PGP**
  - ❏ **Complete & Submit Building Goal**
  - ❏ **Explain Teacher Evaluation Procedures & Artifacts**
- ❏ **Communicating with Parents & Guardians**
  - ❏ **PTC**
  - ❏ **Preparation**
  - ❏ **Discuss Experiences of Mentor**
- ❏ **Discuss Observations & Learning Experiences**
  - ❏ **Mentor Observes Mentee**
  - ❏ **Mentee Observes Mentor**

Please list any additional topics discussed.

During each quarter, the mentor & the mentee should meet at least once a week.

Record of Weekly Meetings		
Meeting 1:	Meeting 4:	Meeting 7:
Meeting 2:	Meeting 5:	Meeting 8:
Meeting 3:	Meeting 6:	Meeting 9:

Please list any additional meeting dates.

_____
(Mentee's Signature)   **(Date)**

_____
(Mentor's Signature)   **(Date)**

_____
**(Building Administrator's Signature)**   **(Date)**

∗Please bring this completed form to the New Teacher Networking Meeting in October.

Second Quarter Checklist – Hardin & High Schools
2017-2018

Mentee's Name_____

Building _____

<u>Discussion Topics</u>

- ❏ **Review Requirements for First Year Teachers**
    - ❏ **Schedule Weekly Meetings**
    - ❏ **Discuss Progress on PD, BTAP. etc.**
- ❏ **Classroom Management**
    - ❏ **Time Management**
    - ❏ **Building Relationships**
    - ❏ **Discipline Procedures**
- ❏ **Curriculum Review**
    - ❏ **Aligning with Current Guides**
    - ❏ **MO Learning Standards/Course Outcomes**
    - ❏ **Pacing**
    - ❏ **Assessments**
- ❏ **Policies**
    - ❏ **Snow Day Procedures**
    - ❏ **Holidays**
    - ❏ **Blacked Out Days**
- ❏ **Procedures to Help At Risk Students**
    - ❏ **Discuss Resources Available Through Community Groups**
    - ❏ **Interventions**
    - ❏ **Referral Guidelines/Process**

- ❏ **Professional Development Opportunities**
    - ❏ **Early Release Days**
    - ❏ **Faculty Meetings**
    - ❏ **Beginning Teacher Workshops**
    - ❏ **District PD**
    - ❏ **Professional Learning Community**
    - ❏ **Certification Requirements**
    - ❏ **Update History of PD Form**
- ❏ **Performance Based Teacher Evaluations**
    - ❏ **Review Progress Towards Personal Goal**
    - ❏ **Review Progress Towards Building Goal**
    - ❏ **Review Teacher Evaluation Procedures & Artifacts**
- ❏ **Communicating with Parents & Guardians**
    - ❏ **Open Communication Through: Website, Newsletter, etc.**
    - ❏ **Difficult Conversations**
    - ❏ **Formatting Letters/Notes/Email**
    - ❏ **Logging Communication in SIS**
    - ❏ **Discuss Experiences of Mentor**
- ❏ **Discuss Observations & Learning Experiences**
    - ❏ **Mentor Observes Mentee**
    - ❏ **Mentee Observes Mentor**

Please list any additional topics discussed.

During each quarter, the mentor & the mentee should meet at least once a week.

Record of Weekly Meetings		
Meeting 1:	Meeting 4:	Meeting 7:
Meeting 2:	Meeting 5:	Meeting 8:
Meeting 3:	Meeting 6:	Meeting 9:

Please list any additional meeting dates.

_____   _____

(Mentee's Signature)   **(Date)**

_____   _____

(Mentor's   Signature)   **(Date)**

_____   _____

(Building Administrator's Signature)   **(Date)**

＊Please bring this completed form to the New Teacher Networking Meeting in January.

Professional Growth Plan (Based on the Data Team Process model)

Name _____   School Year_____

Identify Indicator (Standard Number and Name):   _____

(Quality Indicator Number and Name):_____
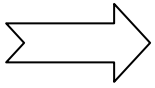
Briefly
describe why this **<u>Growth Standard</u>** was chosen.
(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):

BASELINE SCORE
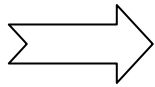
1. PLAN: State the professional learning goal or objective. Include an aspect of student growth. *"To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by . . ."*	2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps) *Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

Administrator's Signature: _____
Date: _____

Teacher's Signature: _____
Date: _____

3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.) *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	4. ACT: Have positive results been attained? *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?*

_____   _____

Administrator's Signature   Date

_____

Teacher's Signature   Date

Baseline Score _____   Final Score _____   Growth Score _____

Has the professional growth target been met? _____   Will you continue this goal? _____

If the answer is "no" what will you work on next? _____

_____

The School District of the City of St. Charles

Professional Development Committee Guidelines for Building PDC and District PDC Fund Allocation Processes

Created by the DPDC and Curriculum and Instruction Department

July 2007 and Revised August 2013

**The Building Professional Development Committee
Roles and Responsibilities**

1. **Committee Members**
   a. The Building PDC (B-PDC) must include:
      - A minimum of four members that are representative of the staff of the school. (The SUCCESS campus must have a minimum of three members due to its small size.)
      - District-PDC (D-PDC) representative is a mandatory member of the B-PDC
      - Building administrator is a mandatory member of the B-PDC

2. **Building Professional Development Action Plan and Budget**
   a. Each building is required to complete a "Building Professional Development Action Plan" and attach a "Building PDC Budget Worksheet". The action plan will include professional development activities that will be funded through Title IIA and School Improvement funds. All professional development action plans and budget items must be aligned to the school and district improvement goals. The D-PDC will allot funds annually to each school for appropriate professional development expenditures at the building level. These PDC funds will become a part of the total monies spent on professional development within the building. Other possible sources of funding for professional development may include Title IIA/ Eisenhower funds and other funds to be used at the discretion of the building principal.
      - The deadline for submitting the building professional development plan and budget to the Curriculum and Instruction office is **September 15th**.

3. **B-PDC Fund Allocation and Professional Sharing/Collaboration**
   a. It is the responsibility of the B-PDC to approve how PDC funds will be used and distributed at the building level. It is important that each B-PDC establish criteria for approval related to the building professional development plan and school improvement initiatives. (Examples of reasons not to approve expenditures may include: non-alignment to building goals, lack of funds, lack of sharing information, etc.)
   b. The B-PDC will screen **all** fund requests collaboratively as a committee.
   c. Individuals using PDC funds must be held accountable for the sharing of the information with peers. It is the B-PDC's responsibility to ensure this happens. Artifacts generated through the sharing of information must remain on file with the B-PDC.
   d. Building principals and PDC representatives will be expected to share the successful uses of PDC funds in their buildings at their respective Administrator/D-PDC meetings.

Use of PDC Funds / Approval Process

4. Guidelines for using PDC Funds
    a. Funds can be used for certified staff only.
    b. Funds allocated must align with building instructional goals.
    c. The following are acceptable uses of PDC funds by the B-PDC:
- Conferences
- Substitutes
- Release time to observe master teachers within the district
- Release time to visit/observe exemplary programs in other districts
- Presenters
- Materials
- Books
- Other uses as determined by the building PDC.

    d. Out-of-District workshops and conferences will not be approved if scheduled on a District Professional Development Early Release Day.
    e. B-PDC funds provided by the D-PDC must be spent or encumbered by **March 1st** or they will be reallocated by the D-PDC.

5. Necessary Documentation For B-PDC Consideration of Fund Requests
All required request forms must be submitted by the applicant and filled out completely for consideration for approval. **The applicant must keep a copy of all items submitted**.

a. In order to request to attend a conference or workshop, the following completed documents are required:
- "PDC Funds Request Form"
- "Request for Out-of-District Meeting/Workshop Attendance Form". Estimate expenses carefully using the "District's Expense Reimbursement Information Sheet". *(Please note - PDC will not reimburse for expenses over the total indicated on the form.)*
- Conference registration sheet

b. In order to request to bring a presenter to the district/building, the following are required:
- "PDC Funds Request Form"
- "Out-of-District Instructors In-service Presenter Form"
- Appropriate documentation of potential travel expenses if the BPDC is expected to make arrangements for reimbursement of the presenter's travel expenses (i.e. mileage/airfare, hotel, food, etc.)
- If release time is needed during presentation, please include information as shown below in item c.

c. In order to request release time for an in-district presenter, the following are required:
- "PDC Funds Request Form"
- List of attendees requiring subs, include times and dates of release

d. In order to request materials, supplies or books, the following are required:
- "PDC Funds Request Form"
- "Curriculum & Instruction Department Requisition Form" with all ordering information filled out
- Appropriate documentation (i.e. print out with price quotes, etc.)

6. Approval Process for Use of PDC Funds by the B-PDC
    a. B-PDC approves/denies fund requests and notifies individuals of approval status.
    b. If approved at the B-PDC level, all information listed above is forwarded to the Associate Superintendent for Curriculum and Instruction for final approval.
    c. If the applicant wishes to attend a national conference which the B-PDC considers beyond its financial means, the B-PDC or the applicant can submit the application to the D-PDC for consideration (see "Guidelines for Use of D-PDC Funds to Fund National Conferences")

7. Registration / Ordering Process
Upon approval by the Associate Superintendent for Curriculum and Instruction, the following

processes will occur:

- a. Conferences
    - i. Liz McCarthy (Curriculum & Instruction) will register the individuals for the conference and notify them that they have been registered via email. The building PDC representative and building principal will be copied on this confirmation email for BPDC records.
    - ii. The Curriculum and Instruction Office will return a copy of the "Request for Out-of-District Meeting/Workshop Attendance Form" to you with the Associate Superintendent of Curriculum and Instruction's signature.
    - iii. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
    - iv. Individual(s) are responsible for making all travel and lodging reservations. **(Please see the "Expense Reimbursement Guidelines for Out of District Meeting/Workshop Attendance" prior to making any confirmed travel plans.)**
    - v. Immediately following the conference, individual(s) must fill return the "Request for Out of District Meeting/Workshop Attendance" form with actual expenses noted and send all forms and **original, itemized receipts** to **Liz McCarthy at Central Office**. Individuals must comply with the **"Expense Reimbursement Guidelines for Out of District Meeting/Workshop Attendance"** and submit the request for reimbursement and **all original, itemized receipts** for reimbursement **within 2 weeks** of returning from the conference. (Please note: credit card receipts that are not itemized are not acceptable for reimbursement.)
    - vi. The individual(s) will share information from the conference to peers as indicated on the request application.
- b. Presenters
    - i. It is the applicant's responsibility to make all arrangements with the presenter.
    - ii. Liz McCarthy (Curriculum & Instruction Office) will arrange payment for the out of district presenters.
    - iii. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
    - iv. The individual(s) will share information from the conference to peers as indicated on the request application.
- c. Release Time
    - i. Individual(s) immediately report the upcoming absence(s) to the Aesop system and notify the school secretary of his/her absence(s).
    - ii. The individual(s) will share information from the conference to peers as indicated on the request application.
- d. Materials, Supplies, or Books
    - i. Liz McCarthy (Curriculum & Instruction Office) will order and finalize payment for the purchase of materials, supplies, or books
    - ii. Upon arrival of the materials, supplies, or books, the person(s) responsible at the building must inventory all items to ensure that receipt of all ordered materials have occurred. He/she must then notify **Liz McCarthy at Central Office** that all items have/have not been received and **forward all packing slips** to her attention.
    - iii. The individual(s) will share information from the conference to peers as indicated on the request application.

Guidelines for the Use of Building PDC (B-PDC) Funds

- The use of funds must align with building instructional goals.
- Funds can be used by individuals or teams for the following:
    - Conferences
    - Substitutes
    - Release time to observe master teachers within the district
    - Release time to visit/observe exemplary programs in other districts
    - Presenters
    - Materials
    - Books
    - Other uses as determined by the building PDC.
- Out-of-District workshops and conferences will not be approved if scheduled on a District Professional Development Early Release Day.
- Fund requests must be approved by March 1st.
- Submit all required request forms filled out completely to your B-PDC representative or the building principal.

To attend a conference or workshop:
1. Complete the following forms:
    a. PDC Workshop/Conference Application
    b. "Request for Out-of-District Meeting/Workshop Attendance" form.
    c. *Estimate expenses carefully using the "District's Expense Reimbursement Information Sheet".* *(Note - PDC will not reimburse for expenses over the total indicated on the form.)*
    d. Conference registration.
2. The B-PDC will approve/deny fund requests and will notify you.
3. Liz McCarthy (Curriculum & Instruction) will register you for the conference
4. The Curriculum and Instruction Office will return "Request for Out-of-District Meeting/Workshop Attendance" to you with the Associate Superintendent of Curriculum and Instruction's signature.
5. Immediately report the upcoming absence(s) to the Aesop system and notify your building secretary.
6. You are responsible for making all travel and lodging reservations. **(Please see the District Guidelines for Travel Reimbursement prior to making any confirmed travel plans.)**
7. **Within 2 weeks** of returning from the conference, fill out the returned "Request for Out-of-District Meeting/Workshop Attendance" form with actual expenses and send it with your itemized receipts to **Liz McCarthy at Central Office** for reimbursement. *(Note: credit card receipts that are not itemized are not acceptable for reimbursement.)*
8. Share information from the conference to peers as indicated on the request application.

To request funds for a presenter to the district/building:
1. Provide the following to the B-PDC:
    a. Completed PDC Funds Request Application
    b. Out-of-District Instructors In-service Presenter Form
    c. Information about presenter and potential in-service
    d. Documentation of potential travel expenses if the building is expected to reimburse the presenter (i.e. mileage/airfare, hotel, food, etc.)

e. If release time is needed during presentation, please include the names of all requiring a substitute and the time the substitutes are required
2. The B-PDC will approve/deny fund requests and will notify you.
3. Make all arrangements with the presenter.
4. Liz McCarthy (Curriculum & Instruction Office) will arrange payment for out of district presenters.
5. If release time is needed, immediately report the upcoming absence(s) to the Aesop system and notify your building secretary.
6. Share information with peers as indicated on the request application.

To request release time:
1. Provide the following to the B-PDC:
    a. Completed PDC Funds Request Application
    b. Description of purpose for release time
    c. Names of all requiring a substitute and the time period for which the substitutes are required
2. The B-PDC will approve/deny fund requests and will notify you.
3. Report the upcoming absence(s) to the SubFinder system and notify your building secretary
4. Share information with peers as indicated on the request application.

To request materials, supplies or books:
1. Provide the following to the B-PDC:
    a. Completed PDC Funds Request Application
    b. Requisition Form with all ordering information filled out
    c. Print out with price quotes, etc.
2. The B-PDC will approve/deny fund requests and will notify you.
3. Liz McCarthy (Curriculum & Instruction Office) will order and pay for the purchase of materials, supplies, or books
4. Upon arrival of the materials, supplies, or books, inventory all items to ensure all ordered materials have been received.
5. **Notify Liz McCarthy at Central Office that items have/have not been received and forward all packing slips to her attention.**
6. Share information with peers as indicated on the request application.

EXPENSE REIMBURSEMENTS - (Out-of-District
Meeting/Workshop Guidelines (Out-of-District
Meeting/Workshop Guidelines

Advance Approval Required
Each traveler must have travel requests approved by his/her immediate supervisor and the administrator with budget authority over the funds to be expended, using the "Request for Out-of-District Meeting/Workshop Attendance" form. All requests for out-of-district professional development for building administrators, teachers and staff must be approved by the Assistant Superintendent of Curriculum and Instruction using the following scheduling guidelines: out-of-state travel and/or travel involving air transportation must be approved four weeks prior to the trip and local or in-state travel must be approved three weeks prior to the trip. Travelers who do not adhere to this procedure may not be reimbursed.

Each traveler is responsible for making his/her own travel and lodging reservations.

Estimated Expenses
The estimated amount of travel expenses should be entered on the "Request for Out-of-District Meeting/Workshop Attendance" form.

Expense Reporting and Reimbursement
To receive reimbursement for travel expenses, the traveler must submit the yellow copy of the "Request for Out-of-District Meeting/Workshop Attendance" form to the Assistant Superintendent of Curriculum and Instruction within two weeks following the completion of the travel.

Receipts are required for all employee out-of-pocket expenses and all district-paid expenses. Original, itemized receipts must be attached to the approved copy of the "Request for Out-of-District Meeting/Workshop Attendance" form in order to receive reimbursement. The traveler should include all receipts for expenses pre-paid by the district, expenses being billed directly to the district, or expenses being charged to the district purchasing card. Travelers who fail to file all appropriate documentation for reimbursement with all required receipts within two weeks following the completion of travel may not be reimbursed for their expenses. Reasonableness of rates will be determined by the appropriate authorizing administrator.

Travel advances are not approved.

Reimbursable Expenses
The school district will pay the cost of trip-related expenses, according to the following schedule and as approved by the superintendent or designee:

1.   Registration – Registration fees will be reimbursed at actual cost. The registration fee is to be paid using the purchasing card or purchase order system. Registration fees will be paid in advance by the district, whenever possible, using the district's purchasing card or purchase order system.

2.   Meals – Reimbursement for meals is limited to the standard rate in effect at the time of travel. Travelers will be reimbursed only for their own meals. Original, itemized receipts shall be submitted for all meal reimbursement and tipping should be kept to 20 percent or less, as warranted by the service received.

3.   Transportation – The most economical and efficient mode of travel shall be used when traveling outside of the district. Staff members traveling to the same conference should work together to select the most cost-efficient mode of transportation for the district.

► *Air Travel* – Individuals are responsible for making their own air travel reservations. Travelers must always book the most reasonable coach class airfare. Receipts must be submitted for reimbursement.

► *Private Auto* – Mileage will be reimbursed at the rate annually approved by the Board of Education. Fuel expenses are not reimbursable. A traveler may elect to use surface transportation for personal reasons even though air travel is the usual mode of transportation. Reimbursement for transportation expenses shall not exceed the cost of airfare, based on the lowest regular coach fare available for the location of travel. Travelers will not be reimbursed for excess lodging and meals.

► *Rental Car* – Rental cars at the destination location are not reimbursed as a district expense unless specifically approved in advance by the superintendent or designee.

4. Lodging – Lodging will be reimbursed at actual cost, limited to the standard rate in effect at the time of travel. Reservations are to be made in the name of the traveler and may be paid by the traveler or paid in advance by the district. An itemized receipt must be submitted.

► The traveler may pay for the hotel room/tax charges and submit the expense for reimbursement.

► If the hotel will be billed to the district direct, a purchase order will be created for payment to the hotel for the room/tax charges.

► The room/tax charges may be paid by the district's purchasing card.

5. Incidental Expenses – The following incidental expenses are reimbursable: bridge toll, parking charges, telecommunication charges (only when pertaining to official district business), taxi and/or shuttle between airport to hotel or meeting points.

6. Non-Reimbursable Expenses – Non-reimbursable expenses include, but are not limited to: charges for concierge, valet, laundry/cleaning and other hotel services; personal telecommunications charges; flight or trip accident insurance costs; entertainment costs incurred by staff members or guests; costs related to staff member's spouse, family or for personal benefit; and charges for alcoholic beverages.

Cancellation of Reservations

When it is determined that reservations will not be used, it shall be the traveler's responsibility to cancel them. Charges or lost refunds resulting from failure to cancel reservations shall not be reimbursed by the district and become the financial responsibility of the traveler unless the traveler can show that such failures resulted from circumstances beyond the traveler's control.

Added Exception

In-service travel activities will only be approved for reimbursement up to the amount as predetermined by the Assistant Superintendent of Curriculum and Instruction. Each individual will be responsible for his/her detailed arrangements and/or reservations.

* * * * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

St. Charles R-VI   Date Issued: 11/13/2014

EXPENSE REIMBURSEMENTS

NOTE: Submit completed form to the Assistant Superintendent of Curriculum for final approval. An approval copy will be returned to the applicant. Upon return, the applicant must submit a copy of the approved form with all original, itemized receipts within two (2) weeks of the completion of the trip. Please retain a copy of all documentation for your records. weeks before the date of your absence for out-of-state travel or any trip involving air travel. Refer to the published guidelines for detailed instructions.

Completed forms should be sent to the staff member's director supervisor for approval.

Please attach the completed conference registration form prior to approval.

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Name of Applicant: _____ _____ Today's Date: _____

Implemented: 07/2007

Name of Conference/Meeting/Visit: _ _____ Location: _____

St. Charles School District, St. Charles, Missouri: _____ To: _____

Period of Absence: From: _____ To: _____

Substitute Required: □ Yes □ No   Registration: □ School Will Register □ District Will Register

Reason for Request: _____

Fund Type Description Code (Office Use Only)	Account Number (XX-XXXX-XXXX-XXX-XX-X) (SchoolDistrict Office Use Only)	Description of Expense	Estimated Cost	Actual Cost (Office Use Only)	Receipts Turned In (Office Use Only)
		Registration	$	$	□ Yes □ No
		Lodging			□ Yes □ No
		Other Transportation (air, shuttle taxi, etc.)	$	$	□ Yes □ No
		Mileage	$	$	□ Yes □ No
		Meals	$	$	□ Yes □ No
		Substitute	$	$	□ Yes □ No
		TOTAL	S	S	

Fund Type Codes: DPDC = District PDC,
BPDC = Building PDC, SI = School Improvement,
C&I = Curriculum & Instruction, T1 = Title **1**, **Tic** = Title **1c,**
T2 = Title **2**Eisenhower, T3 = Title **3,** T4 = Title 4,
Other - please list

Transportation: □ Air □ Private Auto □ Rental Car' (See Guidelines.)

Notes: _____

Applicant's Signature: _____ Date: _____

Direct Supervisor's Signature: _____ Date: _____

Signature of Assistant Superintendent of Curriculum: _____ Date: _____

NOTE: Submit completed form to the Assistant Superintendent of Curriculum for final approval. An approval copy will be returned to the applicant. <u>Upon return, the applicant must submit a copy of the approved form with all original, itemized receipts within two (2) weeks of the completion of the trip. Please retain a copy of all documentation for your records.</u>

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: 07/2007

St. Charles School District, St. Charles, Missouri

2017-2018 MILEAGE REIMBURSEMENT CHART & Expense Reimbursement

Place	RT Mileage	Rate	1-3 days	4 or more days (Allows Additional 10 Miles)
Cape Girardeau, MO	260	0.48	$124.80	$129.60
Columbia, MO	220	0.48	$105.60	$110.40
Chicago, IL	640	0.48	$307.20	$312.00
Hannibal, MO	190	0.48	$91.20	$96.00
Jefferson City, MO	220	0.48	$105.60	$110.40
Kansas City, MO	450	0.48	$216.00	$220.80
Lake of the Ozarks, MO	320	0.48	$153.60	$158.40
Quincy, IL	240	0.48	$115.20	$120.00
Springfield, MO	440	0.48	$211.20	$216.00
Springfield, IL	230	0.48	$110.40	$115.20

If traveling to a site not listed above, use the shortest mileage obtained from Google Maps. Attach the directions from Google Maps as backup. The starting point for calculating mileage is your home school/building.

Use the Building-to-Building Mileage Chart to obtain the allowable mileage between district buildings.

All mileage will be reimbursed at $.48 per mile.

Meal Allowance (Staff and Students)

Staff Breakfast - Up to $15.00 - Student Breakfast - Up to $7.00
Staff Lunch - Up to $15.00 - Student Lunch - Up to $7.00
Staff Dinner - Up to $30.00 - Student Dinner - Up to $15.00

Meal allowance amounts are combined to arrive at a per diem rate (daily rate). Full day: $60/staff, $29/students. Partial travel days would include the applicable meal amounts. Meals and tips not to exceed the per diem rate. They MAY be combined for a daily total.

Reimbursement Guidelines

Out-of-Town Travel reimbursements may be processed midweek per the A/P calendar.

All other reimbursement checks will be processed at E-O-M.

1. Original (not photo-copied) itemized receipts or equivalent, i.e., a paid invoice showing the employee as the payer, or a canceled

   check, are required. Non-itemized receipts, including non-itemized credit card receipts, are not acceptable and those expenses

   will not be reimbursed.

2. Missouri sales tax will not be reimbursed except on meal receipts. You may get a copy of the District's Tax Exemption Certificate from

   your building's office which will allow you to purchase tax-free.

3. Alcoholic beverages are not reimbursable. If you want to consume alcoholic beverages, please have them rung up separately.

4. Lodging (or hotel) tax and city tax must be paid and will be reimbursed.

5. Parking expenses will be reimbursed at the actual amount paid, up to $20/day.

6. Tips may be reimbursed at no more than 20% if the total reimbursement, including the tip, does not exceed the amount allowed for

   the specific meal.

The School District
Of the City of St. Charles

Professional Development
Summer In-Service

2017

Table of Contents

Professional Development Mission and Belief Statements
School District of the City of St. Charles

The mission of the St. Charles Professional Development Committee is to provide educators the appropriate instructional strategies and classroom practices necessary to ensure effective learning occurs for every student every day.

We believe effective professional development:
9) Is focused on increasing student achievement
   a. Expands our capacity to support student learning
   b. Provides teachers with instructional and assessment strategies

10) Helps teachers put theory and research into practice
   a. Expands personal and shared theory while building skills, capabilities and content knowledge
   b. Encourages reflection on classroom practice
   c. Promotes continuous inquiry and improvement

11) Is aligned to district, building and individual goals

12) Is embedded in the daily life of schools

13) Is a collaborative effort on the part of the entire learning community

14) Is data driven, goal oriented and measurable

15) Increases leadership capacity

16) Requires substantial time, resources and support

Continuing Education Units and Stipend Information

(Certified Staff Members Only)

Those attending the Summer PD Workshops:
CEU's will be granted to qualified certified staff members (up to Masters + 30).

Participants who do not qualify for CEU's must complete a Stipend Application Form and submit to the Curriculum & Instruction Department two weeks prior to attending the workshop. Individuals are ineligible to receive CEU's if either of the following applies: Individual is on the BA+15 salary channel and has not yet earned a Master's Degree or Individual is already on the MA+30 or Doctorate salary channel. Those who qualify for a stipend will earn $10 per hour for the professional development workshop. Stipends for the workshop attendance will be paid during the next qualifying pay period. The Stipend Application Form is provided on page 6.

Guidelines for Earning CEUs –   EFFECTIVE JULY 1, 2009

Participants who wish to earn CEUs for completing a summer in-service workshop will earn credits up to Master's +30 but not beyond of the salary schedule. A *Continuing Education Unit Documentation Form* is provided on page 5.

Participants must complete the professional development in-service, fill out all the pertinent information on the *Continuing Education Unit Documentation Form*, and have the workshop instructor sign the form. The workshop instructor's signature is required for approval. At the conclusion of the professional development academy, participants must submit a signed CEU form to Curriculum & Instruction Department at Central Office for final approval. All CEU forms must be submitted to the Curriculum & Instruction Department. Once the CEU documentation has been approved, a copy will be returned to the participant and another will be forwarded to the Human Resources Department for application toward the salary schedule. Please keep a copy of the signed CEU form for your records.

Board Policy GCBA
Regarding Continuing Education Units

Credit on the salary schedule may be granted for undergraduate credit earned after the bachelor's degree or master's degree, district workshops, curriculum work, some foreign travel, and other in-service offerings. Applications must be submitted to the assistant superintendent for curriculum and instruction for approval. CEU applications that are denied may be appealed to the CEU committee composed of three (3) teachers and three (3) administrators.

CEU CREDITS WILL BE AWARDED ON THE RATIO OF 1 CREDIT FOR EVERY 17 HOURS OF TRAINING. THE TABLE BELOW WILL HELP YOU TO CONVERT TRAINING HOURS TO CEU CREDITS.

Hours of Training	CEU Credits
1	.06
2	.12
3	.18
4	.24
5	.29
6	.35
7	.41
8	.47
9	.53
10	.59
11	.65
12	.71
13	.76
14	.82
15	.88
16	.94
17	1.00

City of St. Charles School District
Continuing Education Unit (CEU) Documentation

Certified Staff Member's Name_____

Home Building _____

Current Degree Level Earned: _____

Effective July 1, 2009 CEUs may be applied towards BA.+15 and MA + 30 channels on the salary schedule.

Current School Year 20_____ **- 20**_____

Date Submitted _____

Workshop/Activity Name	Location of Workshop/Activity	Date(s) Attended	Hour(s) Attended	# of CEUs Verified OFFICE USE ONLY	Authorized Instructor's Signature

NOTE: Attach any documentation from the workshop. A copy should be made for your records. This form and other documentation should be submitted to the Curriculum & Instruction department at Central Office for final approval.

Central Office Use Only

CEU Credit Approved by: _____   **Date:**_____

Date submitted to the Human Resources Department:_____

Stipend Application

Name: _____ Building:_____

Contact Number: _____ Email: _____

Employee Number:_____

**Send completed form to Liz McCarthy at Central Office prior to workshop attendance.
Please call or email with any questions. 636-443-4029 or
emccarthy@stcharlessd.org**

1. Name of Workshop: _____

2. Date(s) of Workshop: _____

3. Hours of Workshop: _____

4. When filling out the application please check where you fall under in the salary schedule.

_____ BA   _____ MA

_____ BA+15   _____ MA+30

_____ Doctorate

5. If applying for stipend, please list reason why stipend is preferred over CEUs.

_____ I am ineligible to receive CEU credit for one of the following reasons:

_____ I am on the BA+24 salary channel and have not yet earned a Master's Degree.

_____ I am already on the MA+30 or Doctorate salary channel .

Description: We are so excited to offer our 2nd annual edcampSCSD for everyone this summer. Last year was amazing and we are hoping for an even bigger event this year!

An edcamp is an unconference where everyone decides what the sessions will be the day of the event. This type of professional development opportunity is really becoming popular, and edcamps are popping up all over the world. We are also inviting teachers from other districts to this free event so we can learn from people outside our district, too. We hope you will join us for this learning event and spread the word to other educators outside our district! The more, the merrier!

Want to know more about Edcamps?? Just visit our website: https://sites.google.com/a/stcharlessd.org/edcamp-scsd/

Presenter(s): It's an edcamp where you decide what you want to learn about the day of the event. Sessions will be decided by people proposing topics on large pieces of chart paper the morning of the edcamp. There is no "sage on the stage" at an edcamp, just thoughtful sharing and learning from each other! So...what do you want to learn?

*** We are also looking for anyone who'd like to help during the event with things such as set-up, check-in, demonstrating Lego robotics, leading a Breakout EDU game, demonstrating a MakerSpace, etc. If you'd like to volunteer to help, please contact Tina Lauer or Lauren Mertz.

Audience: all teachers and administrators

Skill Level: N/A

Academy Dates: June 2, 2017

Time: 8:00 am - 12:00 pm (check-in begins at 7:30 am)

Location: Jefferson Intermediate School

Supplies Needed: none, but feel free to bring a laptop or chromebook

Stipends / CEUs: Due to the nature of this unstructured event, stipends and CEUs will not be offered, but lots of amazing learning and networking will occur.

Register online at: https://sites.google.com/a/stcharlessd.org/edcamp-scsd/registration or https://www.eventbrite.com/e/edcampscsd-tickets-31844695341?aff=es2

Registration is limited to 200 participants. Educators from outside of the district are also welcome to register and attend. Please share the link with your educator friends!

Beyond Consequences - The Trauma Informed Classroom

Description: Working with challenging children in the classroom takes a whole new approach than what we've been traditionally taught. Unpredictable, unstructured, and emotionally or physically hurtful experiences create heightened states of autonomic arousal, anxiety, depression, mood changes, irritability, agitation, non-reality thinking, and a general pattern of disorganized behaviors. Become a trauma-informed educator and help your students reclaim their love of learning and renew your love of teaching.

Presenter(s): Heather Forbes, Beyond Consequences Institute

Audience: all teachers and administrators

Skill Level: any

Academy Date: June 28, 2017

Time: 8:30 AM to 3:30 PM

Location: Benton (Admin Center), Board Room

Supplies Needed: none

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information.

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Framework for Understanding Poverty

Description: Explore class differences and 10 actions you can implement in the classroom to improve the success of low-SES students. This workshop is based on Ruby Payne's book *A Framework for Understanding Poverty*, which has sold more than 1.5 million copies.

- Teachers who participate in this training will:
    - Use concrete instructional strategies to help students from poverty
    - Understand hidden rules of economic class and effects on behaviors and mindsets
    - Develop stronger relationships with students to impact behavior
    - Reduce discipline referrals
- Topics include resources, mental models, family structure, language patterns, and more. Give new and veteran teachers tools to help students from poverty today.

Presenter(s): Jim Littlejohn, Aha! Process, Inc. (A Ruby Payne Co.)

Audience: all teachers and administrators

Skill Level: any

Academy Dates: June 29, 2017

Time: 8:30 AM – 3:30 PM

Location: Benton (Admin Center), Board Room

Supplies Needed: none

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Google Expeditions and Google Geo Tools

Description: Come and experience a virtual reality tour to places all over the world (and beyond). We will visit The Great Wall of China, The Palace of Versailles, a TV Studio, The History of Jazz, The Freer and Sackler Galleries, Underwater Caribbean, Mars (via the Spirit robot), and much more! You will learn how to take your students on virtual field trips via a tablet (with the Google Expeditions app), student device, and VR viewer. We will also explore Google My Maps which allows you (and students) to create your own maps via Google's My Maps website and some other Google Geo Tools. Join us for a Googley exploration!

Presenter(s): Tina Lauer, Instructional Technology Specialist

Audience: any teacher who would like to learn how to use Google Expeditions and Google Geo tools in the classroom

Skill Level: beginner/intermediate

Academy Dates: July 11, 2017

Time: 8:30 - 10:00 am

Location: Benton (Admin Center), Computer Lab

Supplies Needed: laptop or chromebook (there are some in the computer lab, but feel free to bring your own)

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

Crazy for QR Codes

Description: Would you like to expand your listening center, enhance your reading instruction, and incorporate engaging games into your math curriculum? Does finding time to practice sight words with all of your students seem impossible? Are you tired of giving the same directions repeatedly? Are you spending entirely way too much money replenishing a class treasure chest? If you answered yes to any of these questions, then this is the workshop for you! In Crazy for QR Codes, you'll learn what QR codes are, how to use them, how to access tons of FREE resources, and so much more.

Presenter(s): Delilah vanderGeest, Blackhurst Elementary

Audience: grades K-5 teachers

Skill Level: Beginner/Intermediate

Academy Dates: July 11, 2017

Time: 10:15 - 11:45 am

Location: Benton (Admin Center) Computer Lab

Supplies Needed: Laptop, Chromebook, and a mobile device with a QR code reader app (the computer lab does have laptops and chromebooks, but if you prefer your own, please feel free to bring it)

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

Are you a DIGITAL Citizen? ~
Sifting through and making sense of Digital Media

Description: In this session we will look at the digital media's influence on students and on us as teachers. We will discuss how we can help students determine what is real and what is fake while online. Our students are interacting with online media nearly 10 hours a day. Let's make sure they are interacting appropriately with this content so they can make good decisions. We will also dive into digital citizenship as a whole and discuss how we can help students understand good digital etiquette.

Presenter(s): Tina Lauer, Instructional Technology Specialist

Audience: all educators

Skill Level: all

Academy Dates: July 11, 2017

Time: 12:15 - 1:45 pm

Location: Benton (Admin Center), Computer Lab

Supplies Needed: laptop or chromebook (the computer lab does have laptops and chromebooks, but if you prefer your own, please feel free to bring it)

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

Google Apps, Extensions, and Add-ons

Description: Make the Google Chrome browser and your Google for Education Products (Docs, Sheets, Forms) work for you by using Apps, Extensions, and Add-ons. In this session you will be introduced to what apps, extensions, and add-ons are and will leave with some ideas to use to help you work smarter, not harder.

Presenter(s): Tina Lauer, Instructional Technology Specialist

Audience: all educators

Skill Level: You should have some familiarity with the Chrome browser and using Google Docs, Sheets, and Forms.

Academy Dates: July 11, 2017

Time: 2:00 - 3:30 pm

Location: Benton (Admin Center), Computer Lab

Supplies Needed: laptop or chromebook (the computer lab does have laptops and chromebooks, but if you prefer your own, please feel free to bring it)

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

This Flippin' Classroom

Description: What is the flipped classroom? Come to this workshop to find out about the flipped teaching model. We will walk new flippers through must do's and things to consider when creating a flipped classroom, including ways to overcome some common challenges to flippers. **(This session can be paired with the "Now Flippin' What?" session at 12:00 pm or taken independently)**.

Presenter(s): Amy Delaney and Heather Horstmann, St. Charles West

Audience: K-12

Skill Level: Beginner

Academy Dates: July 12, 2017

Time: 8:30 - 11:30 am

Location: Benton (Admin Center) Computer Lab

Supplies Needed: laptop or chromebook

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

Now Flippin' What

Description: Are you familiar with the fundamentals of flipping your classroom? Have heard of it, know the benefits but are still hesitant to jump into the waters? This session will help you learn how to create your own videos or select posted videos, use YouTube, Google Forms and other software to personalize learning for each of your students and provide individualized feedback based on their responses. ***Attending "This Flippin' Classroom" (8:30 -11:30 am) is not required to attend this session, but is encouraged if this is a new concept to you.*** Please bring a laptop or chromebook.

Presenter(s):   Amy Delaney and Heather Horstmann, St. Charles West

Audience: K-12

Skill Level: Beginner- Intermediate

Academy Dates: July 12, 2017

Time: 12:00 - 3:00 pm

Location: Benton (Admin Center) Computer Lab

Supplies Needed: laptop or chromebook

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 20 participants, so register early.

Getting Started With Discovery Education Tech Book

Description: The 3 hour a.m. session is for new teachers to the district who would like to get a jump start using Discovery Education. This workshop will introduce you to the features of the DE Science and Social Studies Techbooks and the 5E Model of instruction. Discovery Education (DE) is the District approved science resource for grades K-12 and the District approved social studies resource for 6th grade. DE is also available for all teachers in the district and has resources for all subject areas. So, if you'd like to get more familiar with what Discovery Education has to offer, please plan on attending this workshop.

Presenter(s): Discovery Education

Audience: Any new teachers who would like to explore the Discovery Education Tech Book and get familiar with the 5 E Model of instruction.

Skill Level: Beginner using Discovery Education

Academy Dates: July 25, 2017

Time: 8:30 - 11:30 am

Location: Benton (Admin Center), Board Room

Supplies Needed: laptop or chromebook

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 30 participants, so register early.

Discovery Education - Exploring the tools in DE
(Board Builder, Class Builder, etc)

Description: The 3 hour p.m. session is designed for new teachers <u>and</u> any teachers who need a refresher course on the tools available to you in Discovery Education. You will explore the class builder, assessment builder, writing prompt builder, board builder, and more. You will also learn how to search for resources such as interactives, articles, hands on lessons and more!

Presenter(s): Discovery Education

Audience: Any new teachers who would like to learn about the tools available in DE or other teachers who might like to have a refresher course in all things DE.

Skill Level: Beginner

Academy Dates: July 25, 2017

Time: 12:30 - 3:30 pm

Location: Benton (Admin Center), Board Room

Supplies Needed: laptop or Chromebook

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 30 participants, so register early.

Discovery Education - Read, Write, and Think Like a Scientist

Description: This two day course will focus on ways to transform traditional literacy practices into exciting and engaging learning activities that integrate science content! You will learn how to use rich text, digital media, interactive writing, and high-yield reading strategies to build the critical analysis skills applicable to written text, science labs, media, and more. Reading and writing strategies are examined to guide the development of content knowledge and practice scientific thinking while enhancing literacy skills. A Discovery Education Specialist will guide participants through the application of the scientific process to create a digital story and draft a written response describing specific understandings learned during the investigation.

Presenter(s): Discovery Education

Audience: K-6 teachers

Skill Level: Beginner to Experienced

Academy Dates: July 26, 2017 and July 27, 2017 (must attend both days)

Time: 8:30 - 11:30 am - grades K-2 teachers
12:30 - 3:30 pm - grades 3-6 teachers

Location: Benton (Admin Center), Board Room

Supplies Needed: laptop or chromebook

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 50 participants, so register early.

Ditch That Textbook: Free Your Teaching and Revolutionize Your Classroom (Book Study)
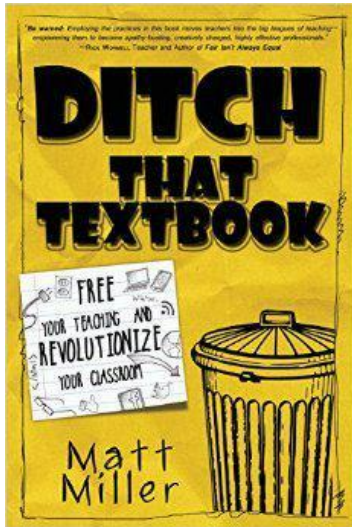
Description: Are you ready for a change? You know potential exists for innovative, engaging, revolutionary education if you get the right ideas, right tools, and right people, all in the right order.

If that sounds like you, then you're ready to DITCH old mindsets and methods and replace them with empowering, liberating ones. Author and teacher, Matt Miller shows you how to choose and incorporate teaching practices that are:

- Different from what students see daily.
- Innovative, drawing on new ideas or modifying others' ideas.
- Tech-laden with the use of digital sites, tools and devices.
- Creative, tapping into students' original ideas as well as your own.
- Hands-on, encouraging students to make and try things on their own.

Packed with practical advice, specific recommendations for tools, and the encouragement you need to revolutionize your classes, *Ditch That Textbook* will inspire you to create relevant teaching that gets student buy-in so they'll enjoy learning. #DitchBook

Facilitator: Tina Lauer, Instructional Technology Specialist

Audience: all educators

Skill Level: all

Time and Location: To Be Determined - all participants will be contacted prior to the end of the school year to determine the start date.

Supplies Needed: A copy of the book *Ditch That Textbook* will be provided to all participants to read prior to the book study.

Stipends / CEUs: A copy of the book is provided to participants in lieu of CEUs of or stipends.

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 10 participants, so register early. In order to receive your book before the end of the school year, please register no later than 5/5/17.

LAUNCH ~ *Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* (Book Study)
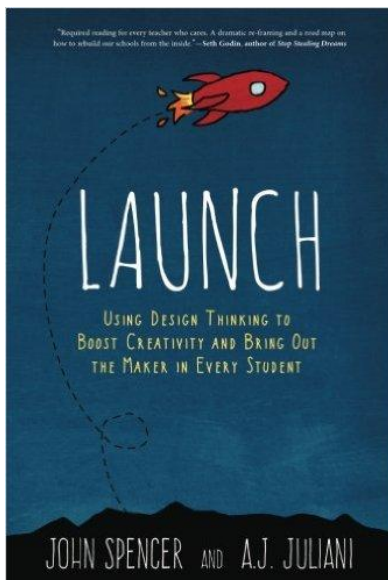
Description: Something happens in students when they define themselves as makers and inventors and creators. They discover powerful skills-problem-solving, critical thinking, and imagination-that will help them shape the world's future ... our future.

LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student provides a process that can be incorporated into every class at every grade level ... even if you don't consider yourself a "creative teacher."

In *LAUNCH,* teachers will discover practical strategies for using design thinking in the classroom to engage, inspire, and empower students. Here are a few key takeaways:

- Student projects that focus on making, designing, and creating
- Fixing the brainstorming process
- Structuring project-based learning to unleash creativity
- Building creative confidence in the classroom
- Leading a maker movement without spending a lot of money

#LaunchBook

Facilitator: Tina Lauer, Instructional Technology Specialist

Audience: all educators

Skill Level: all

Time and Location: To Be Determined - all participants will be contacted prior to the end of the school year to determine the start date.

Supplies Needed: A copy of the book *LAUNCH* will be provided to all participants to read prior to the book study

Stipends / CEUs: A copy of the book is provided to participants in lieu of CEUs or stipends.

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 10 participants, so register early. In order to receive your book before the end of the school year, please register no later than 5/5/17.

Kids Deserve It! (Book Study)
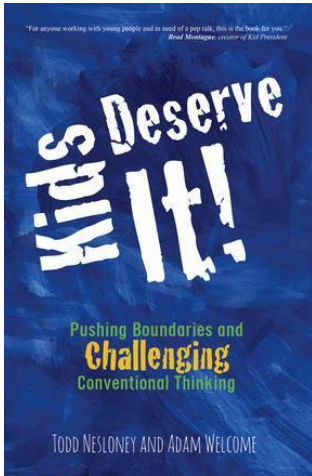
Description: What if learning was *exciting*? What if students felt *important* and *empowered* every time they walked into the building? What if parents *looked forward* to calls from their children's teachers and principals, instead of cringing when the school's number popped up on their phones?

In *Kids Deserve It!*, Todd and Adam encourage you to think big and make learning fun and meaningful for students. While you're at it, you just might rediscover why you became an educator in the first place. #KidsDeserveIt

Facilitator: Lauren Mertz

Audience: all educators

Skill Level: all

Time and Location: To Be Determined - all participants will be contacted prior to the end of the school year to determine the start date.

Supplies Needed: A copy of the book *Kids Deserve It!* will be provided to all participants to read prior to the book study.

Stipends / CEUs: A copy of the book is provided to participants in lieu of CEUs or stipends.

To register click on this link: https://goo.gl/forms/aK1RF5k16tS8kHxq1

Registration is limited to 10 participants, so register early. In order to receive your book before the end of the school year, please register no later than 5/5/17.

Social Media - Let's Get Tweeting! ~ Twitter for Teachers

Description: Twitter is quickly becoming the "go-to" resource for educational professional development and collaboration. If you'd like to learn how to get started with Twitter then this online workshop/course is for you! Your eyes will be opened to amazing possibilities of Twitter in your life! #scsdpd #TwitterRocks

This is the first workshop offered by the DPDC that will be **completely online and can be completed on your own time**. Just follow the directions below on how to register. Please complete all lessons in order. Once you have completed the course, please notify Tina Lauer for verification.

Presenter(s): Online through Schoology ~ If you have any questions while going through the course, just email Tina Lauer (klauer@stcharlessd.org).

Audience: any teacher who would like to learn how to use Twitter

Skill Level: all

Academy Dates: N/A - You will complete this workshop through the Schoology learning management system on your own time.

Time: N/A - You will complete this workshop through the Schoology learning management system on your own time. The course should take you approx. 1 ½ hours to complete (so you can earn CEUs or stipends for 1.5 hours of work).

Location: on your own

Supplies Needed: computer or laptop

Stipends / CEUs: CEU's will be granted to certified staff members who qualify (up to Masters+30). Those who do not qualify for CEUs will receive a stipend of $10/hour. See page 3 for Continuing Education Units and Stipend Application Information

Register online at: www.schoology.com ~ sign up as an instructor (or log in if you already have an account) and click on the word "courses" at the top of the screen. Then click on "Join" and enter the following code to join the course - BPJS9-N933K

Registration is <u>NOT</u> limited, so please sign up whenever you feel you have time to complete the modules.

Google Educator Level 1 or 2

Description: Are you a Googler and want to prove your proficiency? Then become a certified Google Educator Level 1 or 2. These are a self-paced courses that require a test (at your expense) at the end of the training modules. The Google Educator Level 1 test is $10 and the Level 2 test is $25. Once you have completed your training and successfully passed an exam (print off the certificate as proof of passing) you can earn CEUs for your time and expense. Summer is a great time to go through the modules and take the exams. Successful completion of the Google Educator Level 1 exam can earn you **.71** CEUs and Level 2 can earn you **.59** CEUs (together that would be 1.3 CEUs).

Presenter(s): online modules

Audience: all educators

Skill Level: intermediate/advanced Google skills

Academy Dates: on your own

Time: on your own

Location: N/A

Supplies Needed: laptop or computer with a camera (a camera is required for the exam)

Stipends / CEUs: CEUs only

Register online at:
- Google Educator Level 1 - https://edutrainingcenter.withgoogle.com/certification_level1
- Google Educator Level 2 - https://edutrainingcenter.withgoogle.com/certification_level2

*** Complete the "Get Training" on the website(s) above first, then register and pay for your exam. The tests are non-refundable if you do not pass or if you fail to complete your test in the required time after you register, so please make sure you complete all the training prior to taking your exam(s).

Marzano Workshop Schedule 2017-2018

SPRING FULL DAY PD – April 3, 2018		
Workshop Date	**Workshop Description**	**Attendees**
Tuesday, April 3, 2018	Student Engagement with Tammy Heflebower	Certified Staff - Full PD Day
Tuesday, April 3, 2018	Technology Integration with Lynn Herr	Certified Staff - Full PD Day
Tuesday, April 3, 2018	RTI and Exceptional Students with Robin Carey	Certified Staff - Full PD Day

Support Staff Professional Development Workshop Schedule

Support Staff PD Workshops are scheduled on the Early Release Days and the workshops for these days are still being determined based on the needs defined in a support staff survey sent to all support staff in the district.

A final schedule for the early release day offerings is still under development. Courses offered typically address the following topics:

CPR/AED – October 20, 2017 (tentative)

Special Education Topics for Para Professionals
Microsoft Office Products
Google
Behavior Management in the Classroom

April 3 Full Day PD – many opportunities are being planned and here is a tentative list of workshops for that day:
Legal Topics in Education
Trauma Informed
Google Spreadsheets and Forms
Advanced Tips and Tricks for Google Drive, Forms, Docs and Email
Tyler SIS and Pulse Training
Compassion Fatigue
Positive Customer Service
Specialized Training for Maintenance & Custodians and Bus Drivers

Early Release Day Planning
2017-2018

- Two Full Day Training Days on August 8 - Building PD and April 3 - District PD
- Early Release Days (ERDs) are 3 hours on Building ERDs and 2 plus hours (to allow for travel time and duty free time) on Horizontal ERDs.
- Building professional development topics should be developed in collaboration between the principal, PDC representative, and school leadership team.
- Horizontal day professional development topics should be developed in collaboration between the administrative facilitator and teacher facilitators with input from the staff members.
- Time should be used for professional development around school improvement/PLC issues, effective curriculum and instructional practices, standards based grading, research from the Marzano Research Lab, and/or professional collaboration.
- "Singletons" may meet on additional days with principal approval (i.e. art, music, PE, SPED, etc.). PreK-6 identified the following ERD's as needed: 10/20/17, 12/8/17, and 3/22/18.
- PD options will also be offered for Support Staff on Early Release Days.
- Horizontal days are scheduled for October 20 and February 16 and April 3 (optional).

Possible Topics for Early Release Days, Faculty Meetings, and Other Collaboration Times:

- August 8 - Full Day PD - 8:00 AM to 3:00 PM (PreK-12)

- September 1 (K-8 & Lewis & Clark PD)
  - APR/MAP/EOC/ACT data
  - School Improvement (mission, vision, values, SMART goals)
  - Parent-Teacher conferences
  - Parent involvement
  - CSIP (communication of plan and working toward goals)
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales

- September 22 (K-8 & Lewis & Clark PD)
  - Open agenda based upon building needs
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales

- October 20 HORIZONTAL MEETING (PreK-12 PD)
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales
  - Relevant curriculum or instructional strategies

- November 10 (K-8 & Lewis & Clark PD)
  - Open agenda based upon building needs
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales

- December 8 (K-8 & Lewis & Clark PD)
  - Open agenda based upon building needs
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales

- January 3 (PreK-12 Full Day TWD)
  - Teachers may choose to collaborate on Teacher Work Days, but it is not mandatory.

- January 12 (K-8 & Lewis & Clark PD)
  - Open agenda based upon building needs
  - Standards Based Grading, Marzano's research, PLC, etc.
  - Academic vocabulary and development of common assessment questions with scales
- February 16 HORIZONTAL MEETING (PreK-12 PD)

- Standards Based Grading, Marzano's research, PLC, etc.
- Academic vocabulary and development of common assessment questions with scales
- Relevant curriculum or instructional strategies

○ March 22 – (PreK-8 & Lewis & Clark PD)
- Open agenda based upon building needs
- Standards Based Grading, Marzano's research, PLC, etc.
- Academic vocabulary and development of common assessment questions with scales

○ April 3 Full Day PD (PreK-12 PD); teams can also request to have an optional half-day horizontal meeting as needed

○ April 13 (K-8 & Lewis & Clark PD)
- Open agenda based upon building needs
- Standards Based Grading, Marzano's research, PLC, etc.
- Academic vocabulary and development of common assessment questions with scales
-

○ May 4- (K-8 & Lewis & Clark PD)
- 2018-2019 planning
- 2017-2018 celebrations
- Standards Based Grading, Marzano's research, PLC, etc.

May 22 (or last day of school) - (Prek-12 TWD)

Horizontal/Vertical ERD for 2017-2018
    a. The focus of the Horizontal Days should be aligned with one or more of the following topics:
- PLC work – 18 Critical Issues for Team Consideration
- Standards Based Grading, Academic Vocabulary, Common Assessments/Scale Development, Marzano Research
- Effective Curriculum and Instructional Practices

    b. Horizontal/Vertical ERD's will be October 20, February 16th and April 3 (optional). (Special permission for additional horizontal days – in lieu of building ERD days - may be requested through the building principals.)

    c. The DPDC brainstormed ways to schedule the horizontal days as efficiently as possible since the district is on a three tier dismissal schedule. The following parameters were considered and put into effect during the 2012-2013 school year to be carried forward for future years.
- Provide 30 minutes for travel time and dismissal between the end of day and start of PD. (K-8); Provide 45 minutes for travel and duty free lunch (9-12). (Revised Oct. 2015).
- PD time will be at least 2 1/2 hours for (K-8). PD time for (9-12) will be at least 2 hours 15 min. due to needing a duty-free lunch during following dismissal.) (Rev. Oct. 2015)
- There may be non-contracted time in the middle of the day to ensure like grade level/content area teachers have adequate collaboration time to maintain the integrity of quality professional development for the 2 horizontal/vertical ERDs.

Grade Levels	Start Time	End Time
7-8 Groups	11:50	2:20
9-12 Groups	12:05*	2:20
5-6 Groups	12:35	3:05
K-4 Groups**	1:20	3:50
K-12 Groups***	11:50	2:20
	12:35	3:05
	1:20	3:50

*9-12 teachers do not receive a duty-free lunch with students on ERDs, so they will start PD at 12:05 to account for lunch and travel time.

**K-4 common time for all individuals will be from 1:20 -3:50.

***K-12 common time for all individuals will be from 1:20 - 2:20. Group facilitators can decide to break up into other grade/time configurations as needed to address specific agenda/collaboration needs, but the total collaboration time must equal 2 hours and 30 minutes (2 hrs. 15 min. for 9-12) (Rev. Oct. 2015).

Groups with different starting/ending times schools (i.e. elementary, K-12, etc.) may have non-contracted time during the day between dismissal and the start of the collaboration time in order to have the whole group meet together for 2 hours and 30 minutes.*K-4 common time for all individuals will be from 1:20 – 3:50.

Tuesday
August 1, 2017

8:00 – 9:15   **District Breakfast – Admin Center - Board Room**
- Welcome and Introductions
  Dr. Jeff Marion, Superintendent
  Dr. Danielle Tormala, Associate Superintendent
  Mr. Josh Kean, Board of Education President
- Introduce Foundation

9:15 – 11:30   **Mentor Training – Archive Room (Mentors Only)**
- Kim Elder, Amanda Hudacek, Jon Flaxbart, Tina Lauer

9:15 – 10:00   **Review Agenda, District Overview & Philosophy – Board Room (New Teachers Only)**
- Dr. Tormala and Dr. Sefrit

10:00 – 10:30   **Relationship Building Activity – Board Room (New Teachers Only)**
- Amy Delaney, Tina Lauer, Leah Messina, Pat Steinhoff

10:30 – 10:45   **Break**

10:45 – 11:30   **Tech Overview – Board Room (New Teachers Only)**
- Tina Lauer

11:30 – 11:45   **Mentoring Experience & District Expectations - New Teachers, Mentors and Administrators – Board Room**
- Dr. Tormala and Dr. Sefrit

11:45 – 12:30   **Lunch – Board Room** – **New Teachers, Mentors & Principals**
- Networking and Team Building

1:00 – 3:30   **New Teachers, Mentors and Principals work together at their Schools**
- Follow mentoring checklist
- Introduce building staff
- Review building procedures
- Provide new teachers with SBG proficiency scales & Curriculum Guides

Wednesday
August 2, 2017

7:45 – 8:00   **Sign In – Admin Center – Board Room**

8:00 – 8:30   **Breakfast – Board Room**
- Provided by SCEA

8:40 – 9:25   **Standards-Based Grading Overview**
- PreK-6 – Board Room - Kevin Stross & Candice Settlemoir
- 7-12 – Archive Room – Amy Delaney

9:25 – 10:10   **Standards-Based Grading Discussion**
- PreK-6 – Board Room – Pat Steinhoff & Leah Messina
- 7-12 – Archive Room – Amy Delaney

10:10 – 10:20   **Break**

10:20 – 11:35   **SIS Training**
- PreK-6 - Board Room – Pat Steinhoff, Leah Messina, Tina Lauer
- 7-12 - Archive Room – Amy Delaney
- SPED, Speech, ELL, Preschool, Counselors & Non-Grade Book
  Computer Lab – Alex Green & Leah Messina

11:35 – 11:45   **Break/Transition**

11:45 – 12:15   **Lunch – Board Room**
- Provided by MSTA

12:15 – 12:30   **Restroom/Break**

12:30 – 3:00   **Bus Tour – District-wide**

3:00 – 3:30   **Wrap-up**

Thursday
August 3, 2017

8:00 – 8:30   **Continental Breakfast - Board Room**
- Team Building & Debriefing – Amy Delaney, Leah Messina & Pat Steinhoff, Tina Lauer

8:30 – 9:15   **New Teacher Expectations - Board Room**
- Dr. Jason Sefrit

9:15 – 9:25   **Break**

9:25 – 10:40   **Benefits & Student Engagement**
- PreK-6 – Benefits – Kathy Monahan – Computer Lab
- 7-12 – Student Engagement – Tina Lauer & Amy Delaney – Board Room

10:40 – 10:50   **Break**

10:50 – 12:05   **Benefits & Student Engagement**
- PreK-6 – Student Engagement – Pat Steinhoff & Leah Messina
- 7-12 – Benefits – Kathy Monahan – Computer Lab
- New Teacher Survey

12:05 – 3:15   **Lunch on your own and new teachers meet with mentors at their schools**
- Follow mentoring checklist

New Teacher Networking Meetings

First year teachers will meet six times during the school year to network with each other and address some important topics. These meetings will take place after school, and attendance is required. Specific meeting times and locations will be announced.

Sessions marked with an * are required for **all** teachers new to the St. Charles School District including those beyond their first year of teaching.

September 21, 2017   **Standards Based Grading and SIS***

October 19, 2017   **Special Education Topics***

November 16, 2017   **Marzano Strategies & Foundation Board Presentation***

January 18, 2018   **Second Year Teacher Panel**

March 8, 2018   **Technology**

April (TBA)   **Let's Celebrate!**