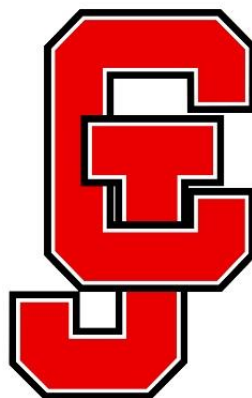


Professional Growth & Learning Handbook

2020-2021 School Year

Revisions Submitted to the School Board for Approval
June 23, 2020



PROFESSIONAL DEVELOPMENT PLAN

TABLE OF CONTENTS

Professional Development Committee Members	3
Mission Statement	4
Professional Development Plan for High Quality Professional Development	4
Professional Development Goals	6
Activities for Meeting 2019-2020 Goals	8
Professional Development Committee Guidelines	9
Beginning Teacher Assistance Program	10
Budget	11
Survey to Evaluate Overall Professional Development Program Results	14
Staff Development Needs Assessment Results	27
A Master Teacher is Someone Who.... ..	28
High Quality Professional Development Definition.....	34
Learning Forward Standards for Professional Learning.....	35
Professional Development Guidelines for Documentation of Professional Development Hours	36
Required Professional Development for Educators Documentation Form	37
Mileage Chart	38
Step By Step	39
Request for Funds (Out of District)	41
Professional Development Proposal	43
Professional Development Evaluation Form	45
Travel Reimbursement Claim.....	47

**PROFESSIONAL DEVELOPMENT COMMITTEE
2020-2021**

Morgan Stiles, Primary K-1
Hannah Kelley, Primary K-1

Elizabeth Sills, Primary 2-3
Austin Rhodes, Primary 2-3

Stacey Massey, Intermediate
Bri Baker, Intermediate

Wendy Wachs-Denton, Junior High
Cindy Neeley, Junior High

Ruth Wood, High School
Kirsten Spangler, High School

Karen Warden, Satellite School

Non-Voting Members
Dr. Nicole Keller
Administrative Representative

Kathy Tackett
Assistant Superintendent of Curriculum, Instruction, and
Professional Development

MISSION STATEMENT

The mission of the Carl Junction R-1 School District Professional Development Plan is to improve student achievement by stimulating and encouraging the professional growth of teachers and administrators through High Quality Professional Development.

PROFESSIONAL DEVELOPMENT PLAN for HIGH QUALITY PROFESSIONAL DEVELOPMENT

Planning: The Professional Development Committee develops the annual goals, plans the budget and implements job embedded professional learning that relate to the established goals. The following data sources are used in the development of the annual goals: MSIP, CSIP, MAP, ACT, NWEA, Dropout/Attendance/Graduation Rates, Needs Assessments, Surveys, Teacher Perception, and ongoing school initiatives. *These professional development goals are directly linked to the district's CSIP goals and building school improvement plans. They have been developed with extensive participation of teachers, parents, principals, and other administrators.* The committee will meet for a full day annually to evaluate the program, special issues, determine goals, and plan for the coming year.

District Support: *The Professional Development Plan is supported by the Carl Junction R-1 Board of Education, building administrators, and staff and provides teachers with the opportunity to give the district feedback on the effectiveness of participation.* The Carl Junction R-I Board of Education values High Quality Professional Development for its faculty and is committed to providing systematic professional development for all teachers and administrators. *The Board will support the Professional Development Committee, will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time, funds, and other resources for learning, practice, and follow-up, are included in the district's yearly calendar and budget to support the programs.* Following the Missouri state teacher certification guidelines effective August 28, 2003, the district requires each teacher to complete a minimum of 15 hours of professional development each year. Guidelines for documentation and the verification form are in this booklet on Pages 36 & 37. The school board approves the district Professional Development Plan and its goals annually.

Implementation: *All staff will participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan.* The district professional development goals are tied directly to the district CSIP goals. *Professional development is job embedded and promotes evidence-based instructional practice.* Professional Development days have been built into the calendar to provide for in-house training. In addition, teachers may access professional development funds for teacher observations or collaborative work. *The development and implementation of effective practices are supported through ongoing coaching, mentoring, and collaboration.* District instructional coaches are available to observe, model and work with teachers on a regular basis. Collaboration time is built in but can be requested as well. *Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.* Teacher evaluations will be focused on specific instructional practices as defined by the district and CSIP. *Professional learning is regularly monitored for evidence of commitment, practice and impact.* Teachers must complete evaluation forms at the conclusion of each professional development activity in which they participate. A district-wide professional development evaluation form is completed at the end of each school year. *School-based collaborative teams are in place and focus on data informed decision-making, reflective practices,*

collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research. Each building has created a schedule which accommodates for regularly scheduled collaboration throughout the school day and district schedule. *Time and resources for the professional learning of each staff member is given.* The district calendar provides for professional development in-service days throughout the school year and each principal provides staff a schedule for collaboration throughout the school year.

Professional development will be offered for the stated goals through in-services that *engage teachers over time* (study groups, action research teams, collaborative groups, peer coaching, in-district workshops, and speakers, etc.) and through outside agencies (conferences, workshops and observations). Teachers have input into the implementation of activities provided by the PDC through an annual needs assessment, survey, and discussions with building PDC representatives and are encouraged to make recommendations for staff development through surveys, individual contacts with committee members, and staff meetings. *All activities are directly linked to improved student learning so that all children may meet the proficient level* and must have measurable objectives that can be evaluated with data such as specific changes in student achievement, behavior, attendance, etc. The definition of High Quality Professional Development is included in this booklet on Page 34.

Evaluation: Participants of conferences, workshops, or in-services must complete an evaluation of the conference/workshop/in-service that was attended. The Professional Development Committee reads a sample of the completed evaluations at every meeting. Participants are also required to schedule and present the information obtained from out-of-district workshops to faculty and staff and show how they used what was learned in their classroom and its effect on student achievement once they return from the workshop/conference. Overall effectiveness of the previous year's professional development program and its activities is evaluated through measurable goals and final evaluation forms. The Professional Development Evaluation and Needs Assessment are included in this booklet on Pages 14-33. Assessment data is used to determine if progress has been made in student achievement and is evaluated at the beginning of the following school year.

Focus for the 2020-2021 Teacher Professional Development Days: Based upon district CSIP goals, current research, and best practices, the district will utilize professional development-designated time to focus on professional learning for district initiatives. These will include specific professional learning on Reading, Writing, Mathematics materials implementation, and fully implementing Standards-Referenced Grades, including writing proficiency scales and learning a new gradebook system. In addition, professional growth opportunities will continue to focus on Behavior Intervention Support Team (BIST) strategies, monitoring student growth through NWEA and teacher-created materials, technology implementation and integration with a focus on online learning, curriculum, assessment, RtI, PBS, PBL, and Co-teaching. Building CSIP plans will drive the specific building activities.

Required Training: All teachers are required to receive training on sexual abuse, bullying, internet safety, mandated reporting, health & wellness, discrimination & harassment, armed intruder, dyslexia, seclusion & restraint, suicide prevention, and other state mandates as they become law. Training will be provided at the beginning of the school year to cover each of these areas. Additional training will be provided as needed.

PROFESSIONAL DEVELOPMENT GOALS

LONG TERM GOAL 1:

The Professional Development Plan will provide direction to improve curriculum, instruction, assessment, and enhance teaching strategies to improve student achievement. (CSIP Objective 1)

Short Term Goal Focus for 20/21:

- Professional Development on BIST and Personalized Learning and the use of NWEA will improve student achievement.
- Professional Development on problem-solving and critical thinking through the Rigor and Relevance Framework will improve student achievement.
- Professional Development activities will prepare students to be successful when taking state ~~rigorous~~-assessments tied to the Missouri Learning Standards.
- Professional Development opportunities for collaboration and curriculum alignment (vertical, horizontal, full) in all subject areas will improve student achievement.
- Math, reading and writing skills will improve through training on research-based best-practice math, reading and writing strategies.
- The use and quality of assessment strategies will increase and student achievement will improve through professional development opportunities.
- The use of inquiry-based instructional strategies, including Differentiated Instruction for enrichment, will increase student achievement through professional development opportunities.
- The use of Co-Teaching strategies for regular education and special education teachers will improve assessment scores of IEP students.
- Data analysis of student and district performance will improve student performance.
- Effective strategies for working with students living in poverty will be implemented with the help of professional development opportunities.

Evaluation Criteria:

- MAP Index scores will be at or above the state average.
- MAP scores will increase or remain in the 2020 Target category on the APR.
- End of Course assessment scores will be at or above the state average.
- MAP Index scores for each Cohort group, IEP, and Free and Reduced Lunch subgroups will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in NWEA.
- Teacher perception will show that student achievement has increased.

People Responsible:

- Professional Development Committee Members, Assistant Superintendent of Curriculum, Instruction, and Professional Development, Principals, Instructional Coaches, Classroom Teachers

LONG TERM GOAL 2:

The Professional Development Plan will promote teacher effectiveness with students who are at-risk of educational failure. (CSIP Objectives 1, 2 & 3)

Short Term Goal Focus for 20/21:

- The percentage of students who graduate will be greater than the district's four year graduation rate

percentage from the previous year due to Professional Development using effective, research-based strategies.

Evaluation Criteria:

- The dropout rate will remain below state average.
- The district attendance rate will improve.
- The graduation rate will increase.
- Cohort group, IEP, and Free and Reduced Lunch student 4-Year graduation rates will increase.

People Responsible:

- Professional Development Committee, At-Risk Coordinator and Committee, Alternative School Director, Principals, Classroom Teachers

LONG TERM GOAL 3:

The Professional Development Plan will provide teachers with the skills and opportunities to integrate and utilize technology. (CSIP Objective 1 & 2)

Short Term Goal Focus for 20/21:

- The number of teachers utilizing & integrating technology in the classroom will increase.
- Student achievement will increase due to professional development on technology integration strategies and incorporation of technology in the classroom.
- Teachers will effectively utilize various reporting systems that support curriculum and the school environment and prepares students for online assessments. i.e. AIMSweb, PBIS, SIS, PBTE/NEE, NWEA, BYOC+, Canvas
- The number of teachers utilizing & integrating STEAM and Project Based Learning (PBL) in the classroom will increase.
- Student achievement will increase due to professional development strategies and incorporation of STEAM and PBL in the classroom.
- Teachers will implement an Alternative Methods of Instruction Plan.
- Teachers will learn to effectively use a new gradebook system.

Evaluation:

- Teachers will consistently utilize various reporting systems.
- Survey results will show an increase in technology utilization and integration.
- Teacher perception will show an increase in student achievement due to training on technology use and integration.
- Teacher perception will show an increase in student achievement due to training on STEM and PBL strategies.
- Teachers will successfully submit grades through SIS.
- MAP Index scores will be at or above the state average.
- MAP/EOC scores will increase or remain in the 2020 Target category on the APR.
- End of Course assessment scores will be at or above the state average.
- MAP Index scores for each Cohort group, IEP, and Free and Reduced Lunch subgroups will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in NWEA.

People Responsible:

- Professional Development Committee, Assistant Superintendent of Curriculum, Instruction, and Professional Development, Principals, Technology Coordinator, Technology Instructional Coach, Classroom Teachers

LONG TERM GOAL 4:

The district Professional Development Plan will provide training and professional development for staff to establish a positive learning environment and to improve student achievement. (CSIP Objectives 1 & 3)

Short Term Goal Focus for 20/21:

- Teacher perception indicates that student achievement will improve due to the Mentor/Beginning Teacher Program.
- Teacher perception indicates that student achievement will improve due to the Individual Professional Development Plans of teachers.
- Teachers will effectively utilize Positive Behavior Intervention Support Teams.
- Teachers will effectively utilize Behavior Implement Support Teams.
- Teachers will learn strategies to effectively work with students who have emotional trauma.
- Teachers will learn strategies to deal with their own emotional trauma.

Evaluation Criteria:

- The district Attendance Rate will improve.
- Each teacher in the district will maintain and utilize an individual professional development plan.
- Survey results will continue to show that due to professional development on establishing a positive learning environment, student achievement will improve.
- Survey results will show that beginning teachers had a positive mentoring program experience.
- Teacher attendance rates will increase.

People Responsible:

- Professional Development Committee, Principals, Classroom Teachers, District Mentors

ACTIVITIES FOR MEETING 2020-2021 GOALS

PD Goal 1: Curriculum, Instruction, and Assessment

- Personalized Learning/Standards-Referenced Grading Training
- Differentiated Instruction Training for advanced students
- Teaching Reading and Writing Strategies to content teachers of subjects other than English
- Problem-solving, rigor and relevance, and critical thinking training
- Assessments For and Of Learning
- EdHub online Professional Development through NEE
- Reading/Writing Instruction (K-8)
- Curriculum Alignment team meetings
- Curriculum/Assessment writing teams
- Ongoing evaluation of Assessment Data and revision for future
- Professional Learning Community Training (PLC's)
- Co-Teaching Training
- ACT/MAP Missouri Learning Standards Training

- Peer Observations
- Understanding how to effectively use Data to improve instruction and student achievement
- Missouri Learning Standards Instruction/Training
- Quad D—Rigor & Relevance Framework
- Poverty Training/Trauma-Informed Schools Training
- NWEA/Skills Navigator Training
- aimswebPlus Training
- Math Content/Instruction Training
- Soft Skills required for students Training

PD Goal 2: At-Risk

- Behavior Intervention Support Team (BIST) Training
- Motivating students workshops/speakers
- How to work with At-Risk Students Training
- Mental and Physical Health and Wellness of Students & Staff Training
- New to District Special Education Teacher Training
- Alternative strategies to improve graduation/dropout rates
- Dropout Prevention Training
- Bullying Prevention Training
- Suicide Prevention Training
- Poverty Training/Trauma-Informed Schools Training

PD Goal 3: Technology

- Teachers can attend various workshops related to technology
- Teacher training on various reporting systems that support curriculum and school environment. i.e. AIMSweb, PBIS-SWIS, SIS, BYOC+, PBTE/NEE, NWEA, ALEKS, USA Test Prep
- Provide hands-on training for current technology
- Technology Safety Training
- One to one access to district technology coach Training
- Project Based Learning (PBL) Training
- STEM/STEAM Training
- Standards-Referenced Grading Training
- Alternative Methods of Instruction Training

PD Goal 4: Positive Learning Environment

- Beginning Teacher/Mentoring Program
- New Teacher Orientation/Training
- High-quality workshops for individual teachers for goals written in their individual professional development plan
- Additional Professional Growth & Learning Committee meetings for planning & implementation
- Positive Behavior Intervention Support training and implementation
- Behavior Intervention Support Team training and implementation
- Sexual Abuse Training
- Mandated Reporting
- School Safety Training

- Allergy Prevention & Response Training
- Armed Intruder Training
- Dyslexia Training

PROFESSIONAL DEVELOPMENT COMMITTEE

Responsibilities: *The Professional Development Committee shall work with beginning teachers and experienced teachers to identify instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange or provide training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.* Committee members are liaisons between their building and district and are responsible for disseminating information between the two entities. Professional Development Committee members will focus on communicating the purpose of professional development. Each building representative will make an effort to discuss current professional development information with the building administrator and fellow staff during their building's staff meetings.

Committee member responsibilities in regard to the expenditure of 1% of state aide are to *consult with administrators, determine purposes for expending professional development monies, secure school board approval for expenditures that meet the district's CSIP objectives, and expend at least 75% of the annually allotted money for professional development no later than June 30 of the current fiscal year.*

Professional Development Committee members will provide an end-of-year report to each building indicating how building funds were spent throughout the school year.

**Matters discussed by a teacher and the Professional Development Committee will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

Structure: The Carl Junction R-I School District Professional Development Committee consists of elected committee members and two non-voting ex-officio members: Building Assistant Principal and Assistant Superintendent of Curriculum, Instruction, and Professional Development. There are eleven voting members representing six buildings and each building should always be represented by at least one voting member. A Professional Development Chairperson and secretary are elected yearly.

Members are certified teachers with at least (2) years teaching experience and are elected for three-year terms. Terms shall be staggered so that approximately one-third (1/3) of the committee will be new each year. Certified staff members will elect committee members each spring. A special election is held under PDC supervision should a member resign or move out of the district. Temporary long-term vacancies may be filled at the discretion of the Professional Development Committee but must be approved by a vote of the certified staff members from the affected building.

Committee members are trained annually. Committee members will attend the Missouri Learning Forward Conference at least once during their tenure on the committee. The committee meets at least once a month to review policies, expenditures, upcoming professional development opportunities, and professional development needs and wants from each building. The Professional Development Committee presents committee decisions, suggestions, ideas, and recommendations to their building principals and fellow

teachers.

BEGINNING TEACHER ASSISTANCE PROGRAM

Beginning teachers will participate in the Beginning Teacher Assistance Program for two years, required by the state of Missouri, and an additional two years for the district and will be assigned a common district mentor. This program will meet all state certification requirements and is designed to support the beginning teacher through collaboration and modeling of best teaching practices. In addition to a mentor, each new teacher will be assigned a building buddy. The district mentors and buddies will be trained.

First-year teachers and teachers new to the district will meet with the mentor(s) during the summer prior to their first school year and will receive district specific training. First year teachers will participate in the mentoring program and will receive part one of a comprehensive handbook. Second year teachers will continue in the mentoring program and will be given part two of the handbook and third & fourth year teachers will also receive handbooks and meet with the district mentors at a decreased rate. District buddies will meet with their beginning teacher before school and on an ongoing, informal basis to assist with needs/questions regarding the specific school in which they are employed. In addition, experienced teachers new to the district are given a training packet to orient them to district policies and procedures and are assigned a buddy to assist throughout the year.

The Mentor Program will provide information regarding the DESE required attendance at a Beginning Teacher Assistance Program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA.

In order to help beginning teachers enhance their skills, improve their chances for success, and encourage them to stay in the profession, the Carl Junction R-I School District will assist each beginning teacher in writing a Professional Development Plan. The mentor(s) will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as appropriate. The goals identified in the plan must relate to the evaluation criteria used by the district or other areas based on the professional growth needs of the individual beginning teacher. Copies of the plan shall be kept by the new teacher and be readily available for review and update.

The district Mentors should be master teachers with teaching experience and are the district Instructional Coaches. Ideally, a buddy should be teaching the same grade level and/or in the same area of certification as the beginning teacher. The building principal will be responsible for selecting and placing buddies with input from the professional development committee. The PDC will support the mentor program through release time and compensation if desired. The program will be evaluated yearly.

During the first teaching year, beginning teachers are given release time a minimum of three full days for formal observations of Master Teachers. During the second teaching year, beginning teachers are given release time at least once a semester for formal observations of Master Teachers. Third and fourth-year teachers will given release time for one formal observation of a Master Teacher. Additional release time for teacher observations can be given when requested by the teacher or administration and if funding is available. Beginning teachers will meet with the mentor quarterly to discuss topics related to the first year of teaching. Second-year teachers will meet with the mentor four times during the year to discuss topics related to the second year of teaching. Third and fourth year teachers will meet with their mentors two times throughout the year.

BUDGET

With the passage of SB380, a school district is required to expend a minimum of 75% of the 1% of the total amount of state foundation school monies received by that school district for professional development. Carl Junction R-I School District has earmarked professional development funds to address local concerns and improvement in instructional strategies. Professional development funds will be spent addressing the goals set by the Professional Development Committee that align with the district's CSIP goals.

- The Carl Junction R-I Professional Development Committee will budget district funds to be used for district-wide Professional Development initiatives and the remainder to be divided proportionally among the building levels for both job embedded and out of district activities.
- Mentor/Beginning Teacher program fees, guest speaker fees, district-wide fees, and PDC expenses (including training at the annual Missouri Show-Me Professional Development Conference) are deducted from the budgeted funds for professional development activities before allocation to individual buildings.

Stipends for certified personnel participating in curriculum-related work outside of contracted time must be preapproved by administration and range from a set amount per activity up to \$25 per hour for a maximum of 8 hours (lunch time not included) with PDC-approved exceptions. The bright pink "Request for Funds In-District" PD form must be completed with principal signature and sent to the PD committee before the work is done. The work must be done on the district campus with 2 or more certified staff members working together per core area. Before the stipend is paid, an administrator must sign a district time sheet showing approval for the work done.

- Stipends for certified personnel for teacher training outside of contracted time which is at the request of administration will be \$25/hour with PDC-approved exceptions. In addition, In-District workshop presenters employed by the school district will receive a planning honorarium of \$50 for the first time the workshop is presented, \$30 for the second time the same workshop is presented, and \$20 for subsequent-presentations of the same workshop.
- Each teacher maintains an individual Professional Development Plan. Teachers will be reimbursed the cost of books ordered and used for individual professional development plans up to \$50. Professional Development Plans should be approved by the building administrator prior to reimbursement of books.
- If the district requires a teacher to obtain additional certification in an area of critical need, professional development funds may be used to fully or partially reimburse the teacher for completed college educational courses or Praxis exam fees, however, if Title IIA money is available, Title IIA should pay first. Prior approval by an administrator and professional development committee is required.
- Funds are allocated for out-of-district professional development activities as follows: Food allowance with receipts is \$30 per day. Transportation is paid at \$0.45 per mile, and Substitute Teacher pay is at the current board approved level. If funding is limited, district professional development monies will be allocated in the following order: Registration Fees, Substitute Pay, Lodging, Mileage, Meals.

Budget for 2020-2021 Allocations:

Goal 1: Curriculum & Instruction	Approximately 45%
Goal 2: At-Risk Strategies	Approximately 20%
Goal 3: Technology	Approximately 15%
Goal 4: Positive Learning Environment	Approximately 20%

Expenditures which are not allowable:

1. *Individual membership dues to associations or organizations.*
2. *Travel, food, substitutes, and registration fees to conferences and workshops of general interest that do not support the Professional Development Plan and Comprehensive School Improvement Plan.*
3. *Travel, food, substitutes, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.*
4. *Equipment and materials for administrative use or for the instruction of students.*
5. *Salaries (Professional Development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.)*
6. *Travel as a form of professional development.*
7. *Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)*
8. *Training of school board members--the Department of Elementary and Secondary Education subsidizes the cost of training new school board members by using state-level professional development funds.*
9. *Training of Parents as Teachers.*
10. *Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local MSIP review.*
11. *Professional Development activities for non-certified staff.*
12. *As a supplement for teacher health insurance premiums.*
13. *Certified staff CPR training.*

PDC money covers these staff:

Certified teachers
Counselors
Library Media Specialists
Administration

PDC money does not cover:

Paraprofessionals
Parents as Teachers
Secretaries
Custodians & bus drivers

Additional district funds spent on professional development:

The district commits additional funds beyond the required one percent for all staff and administration to attend in-service activities and workshops. These funds include district funds, Title II, and building funds. The district supplies contracted teacher professional development days and “early-out” Fridays. The district provides non-certified staff such as paraprofessionals, bus drivers, etc. opportunities to attend training and workshops. The Professional Development Committee believes that non-certified staff should receive training in the areas of curriculum/instruction, technology and positive learning environment as

necessary for their position. The cost of these professional development activities is funded through other available monies.

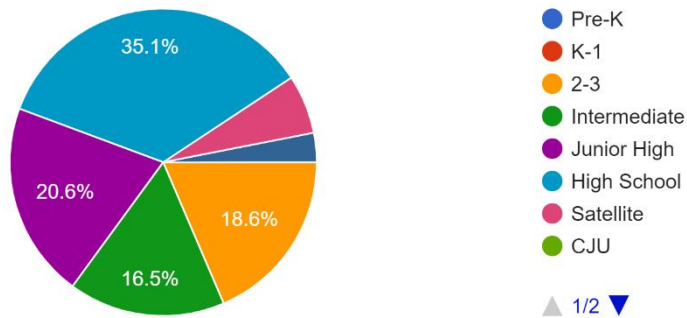
Note: Italics indicate federal and state legal requirements.

Survey to Evaluate Overall Professional Development Program

May 2020

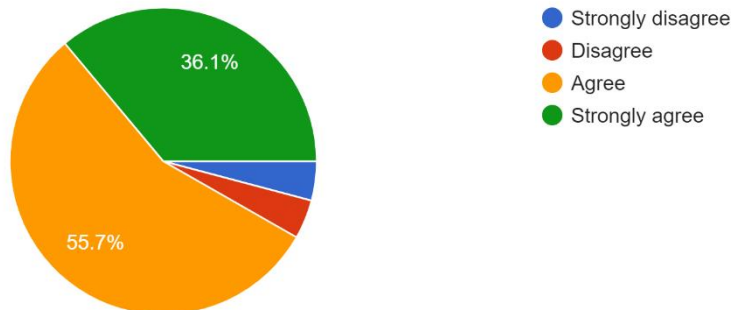
1. In what building(s) do you work?

97 responses



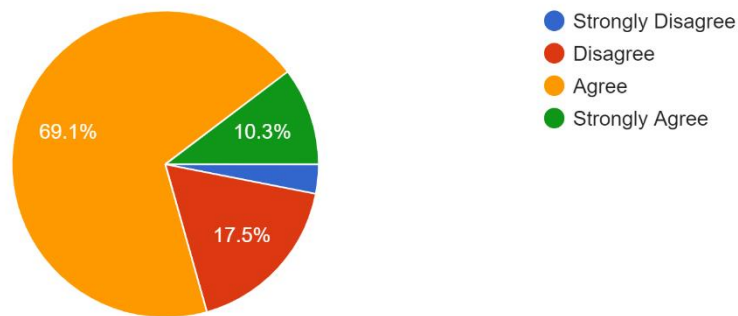
2. The Professional Growth & Learning (PGL) committee communicates effectively with staff.

97 responses



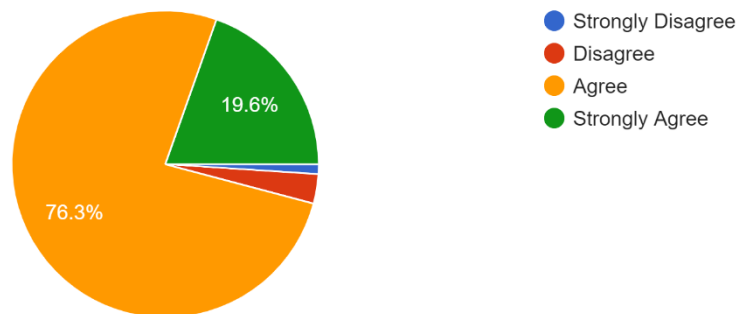
3. The PGL Canvas page is useful in finding PGL materials and information.

97 responses



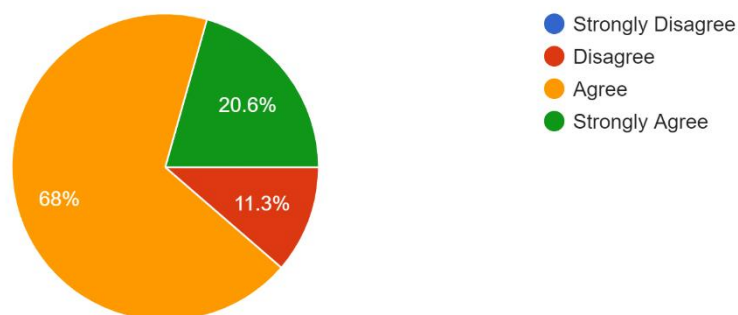
4. Remembering that the PGL committee must monitor its budget throughout the year, the procedure used for approval and reimbursement of funds is appropriate.

97 responses



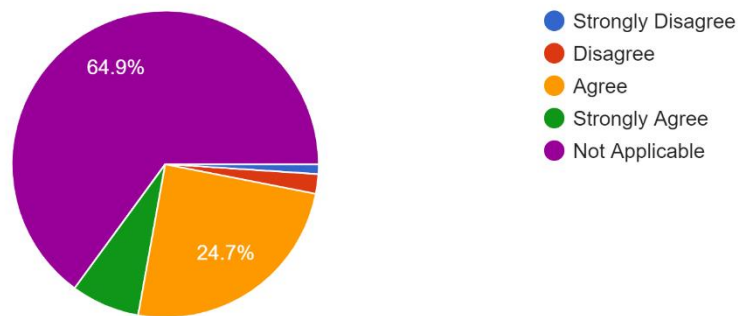
5. The PGL program allows me to take part in Professional Learning that is useful to me.

97 responses



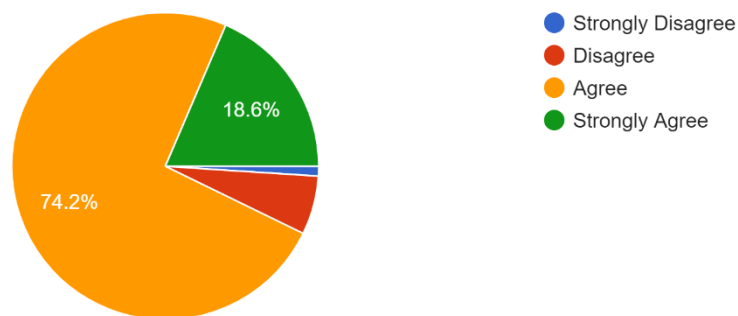
6. Beginning and 2nd year teachers receive adequate special assistance and mentoring.

97 responses



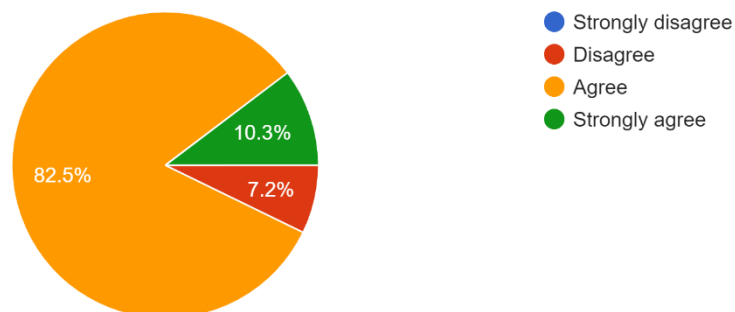
7. Student Achievement has improved in my classroom due to professional learning activities in which I have participated. (Includes collaborative/early out time)

97 responses



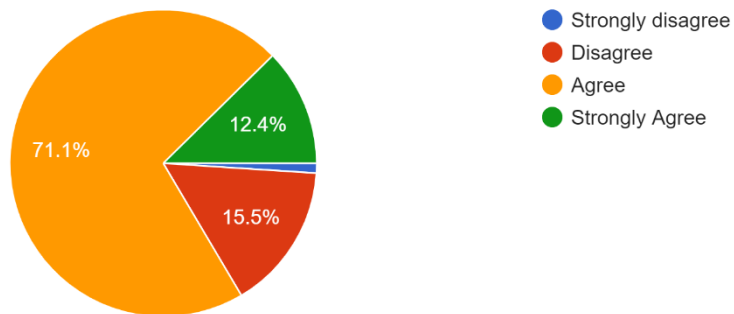
8. It is my perception that Professional Learning on curriculum, instruction, assessment and teaching strategies has improved student achievement in my classroom.

97 responses



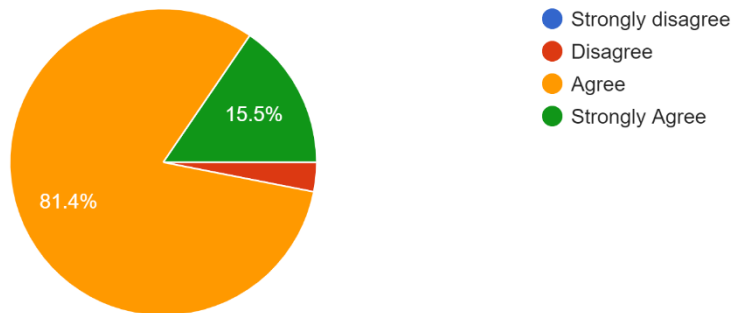
9. It is my perception that Professional Learning on integrating and utilizing technology has improved student achievement in my classroom.

97 responses



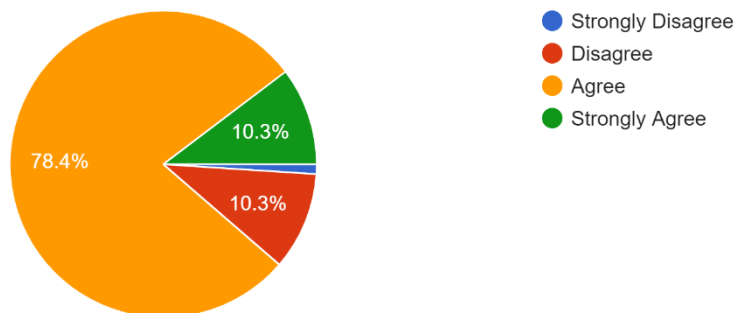
10. It is my perception that Professional Learning on establishing a positive learning environment has improved student achievement in my classroom.

97 responses



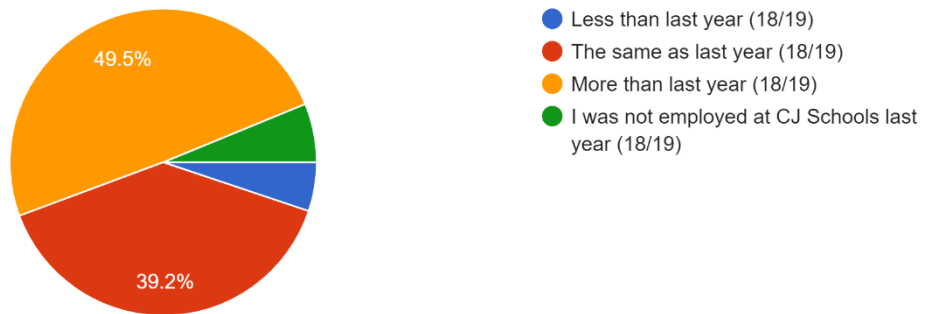
11. It is my perception that Professional Learning on At-Risk issues has improved student achievement in my classroom.

97 responses



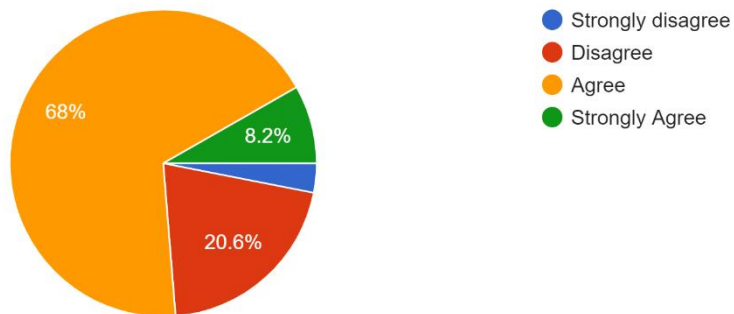
12. How often did you integrate new technology into your curriculum this year?

97 responses



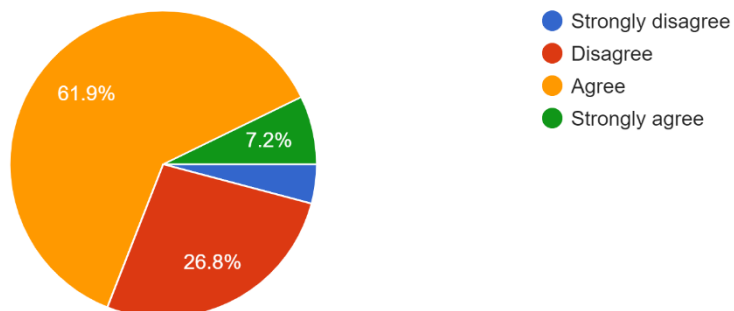
13. BIST training was beneficial in helping me improve student behavior in my classroom.

97 responses



14. The BIST consultant has been beneficial in my continual understanding and implementation of BIST.

97 responses



15. Suggestions for improving the overall Professional Growth & Learning program:

None

N/A

Better communication once an opportunity is approved on what the teachers need to do to move forward - Do they enroll themselves? Do they book the hotel? etc.

Allowing funds for all staff to attend professional development conferences that are specific to their content area.

differentiating professional development for diverse learners; teachers learn differently too.

I appreciate all of the PGL's hard work....thank you!

more instruction on mini workshops, example advanced canvas usage,

Allow for more variety of PGL opportunities dependent on grade level and subject. I am not confident that one size fits all PD days are the best way to budget money.

n/a- our colleges that represented our building provided great information for us!

More support from admin and admin providing more positive feedback and interactions with staff.

I didn't know about the Canvas page.

independent study opportunities

More in-house PD. The EdCamp at the high school a few years ago was beneficial. We should utilize our teachers' expertise more regularly than observing only.

We need a more diverse choice of professional development inservice hours since teaching in a residential treatment facility makes a lot of the training irrelevant to my classroom.

I have been aware of conferences and workshops that would directly apply to increasing student success in alternative education settings and there was not enough funding to attend. There must be a way to allocate funds to provide teachers meaningful professional development that will meet specific needs. It seems that professional development is frequently a one size fits all approach.

More specialized PD- we did a lot of "this applies to everyone" but I would like more specific PD in the future.

The continuation of bringing PD opportunities that directly relate to strategies and information we can utilize in our classrooms is helpful.

After attending a PD event I think it would be helpful to allow time to collaborate with partners/teams/grade levels to understand and complete the activity so it's useable in the classroom. We don't usually get to finish what we've learned and started and it's hard to re-open and re-visit after time goes by therefore we don't get the full benefit.

n/a

16. Comments

None

N/A

I strongly urge members of PGL and administration to look at Conscious Discipline as an alternative to BIST. BIST serves to identify "gateway behaviors" and shutting down the student early on. Conscious Discipline sees behavior as communication and often, in developing minds, shows a missing skill that needs to be taught and is indicative of brain state. Behavior is not a reward/punishment program as BIST appears to be. For example a girl "flipping her hair" should not be moved to a safe seat. Could it be possible she was moving her hair out of the way? Please at the very least, look at the Conscious Discipline Brain State Model. CD was developed through research and study by psychologists (data that we are supposed to be using) rather than teachers with pet peeves and an axe to grind.

I believe that the BIST program is a joke for JH and HS students. When I mentioned buddy room, several snickered. These kids are old enough to manipulate the BIST program. I feel that the BIST program is great for K-5, after that no way. Kids 6th grade and up know, for the most part, right from wrong and many make

the choice to make a wrong decision. I feel we need to move on from BIST at this age level.

PGL is wonderful!

Thank you.

The math training was in no way applicable to our situation at the satellite school. Even the trainer said to me, just a join a group this doesn't apply to you. I believe that it is very important to my students to have as much consistency as possible and being absent for things that don't apply to my situation is a waste of our money.

We need more useful inservice hours for our teaching environment.

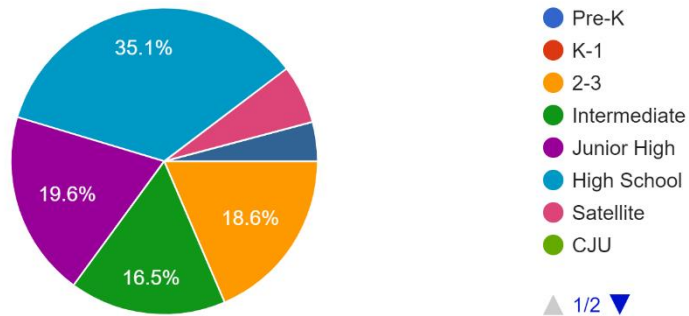
I would like to have more time to construct SBG rubrics and tests before we have to start using them.

Thanks for all that you do to keep us growing!

Professional Growth & Learning Needs Assessment May 2020

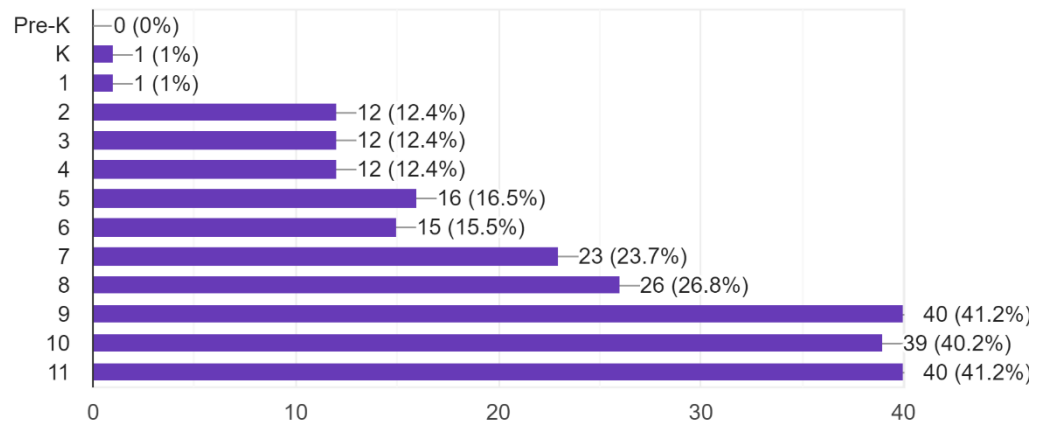
17. In what building(s) do you work?

97 responses



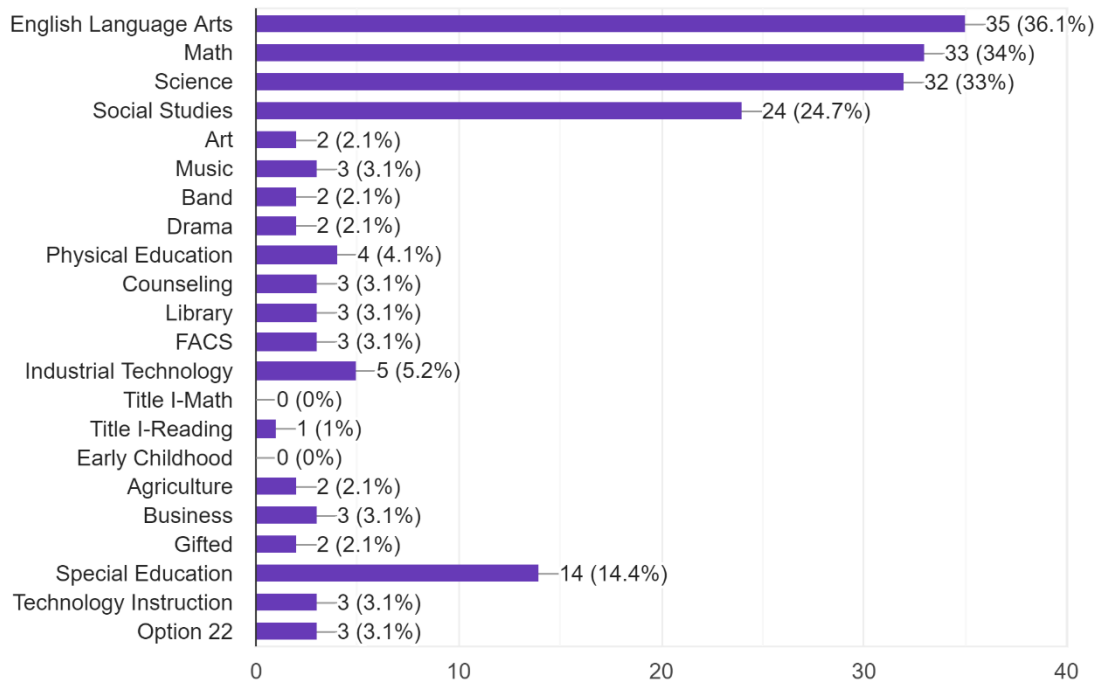
18. Grade Level(s) Taught (check all that apply)

97 responses



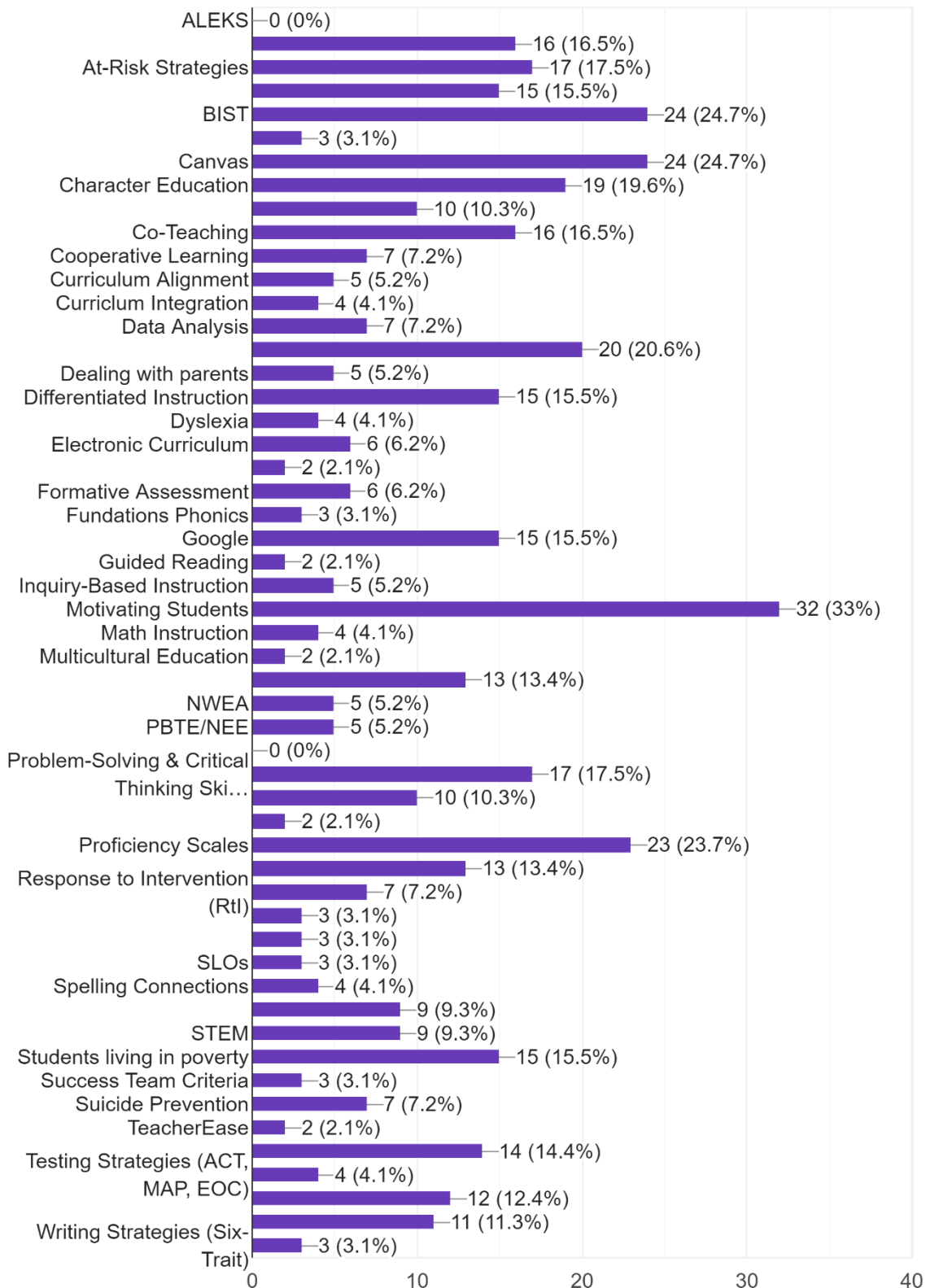
19. Subject Taught (check all that apply)

97 responses



20. Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development days.

97 responses



Top Five Areas

Motivating Students – 33%

BIST – 24.7%

Canvas – 24.7%

Proficiency Scales – 23.7%

Dealing with Emotional/Familial Issues – 20.6%

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:

- Actively engages teachers in planning, skills, and information over time
- Is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- is directly linked to district and building school improvement plans
- is developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level]
- provides time and other resources for learning, practice, and follow-up
- is supported by district and building leadership
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups
- grade-level collaboration and work
- content-area collaboration and work
- specialization-area collaboration and work
- action research and sharing of findings
- modeling
- peer coaching
- vertical teaming
- other _____

Part III: Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction
- instructional strategies related to content being taught in the classroom
- improving classroom management skills
- a combination of content knowledge and content-specific teaching skills
- the integration of academic and career education
- research-based instructional strategies
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
- strategies to assist teachers in creating and using classroom assessments
- instruction in the use of data to inform classroom practice
- instruction in methods of teaching children with special needs
- instruction in linking secondary and post-secondary education
- involving families and other stakeholders in improving the learning of all students
- strategies for integrating technology into instruction
- research and strategies for the education and care of preschool children
- research and strategies for closing achievement gaps between diverse groups of students
- other _____

- To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.
- Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
- All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, both may not report them via Core Data as high-quality professional development.
- Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning.

Learning Forward Standards for Professional Learning

Learning Forward's standards outline the essential elements of and conditions for professional learning that strengthens educator effectiveness and increases student learning. Widespread attention to the standards increases equity of access to high-quality education for every student, not just for those lucky enough to attend schools in more advantaged communities.

These seven standards, working in partnership with each other, focus on educator learning that leads to successful student learning. They create professional learning that is interactive, relevant, sustained, and embedded in everyday practice. They ensure professional learning that contributes to educators' expertise and the quality of their professional practice, regardless of their role in the education workforce.

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.

A Master Teacher Is Someone Who...

- *Wants* to teach and has passion/enthusiasm for teaching their content
- Is able to articulate what they're doing and why; articulate their decision-making process
- Is reflective of their teaching practice and able to troubleshoot challenges
- Understands their own strengths and weaknesses and has a growth mindset; Is a lifelong learner who continuously evaluates their skills and looks for ways to improve; sets personal goals with an actionable plan for achievement
- Has high expectations of excellence for themselves and their students
- Connects with each student; Builds appropriate relationships with students and helps them make personal connections to classroom material; enhance learning through a variety of mediums as appropriate/relevant to students (technology, manipulatives, etc.)
- Has established routines and procedures that support a positive learning environment and advances student learning
- Has a conceptual understanding of rigor and the process of planning rigorous units; connect standards (both content and process) to learning objectives and activities
- Is seamless in designing, administering, analyzing, and utilizing data from formative, benchmark, and summative assessments
- Is proactive in differentiating support and intervention for struggling students and for accelerated learning
- Is intentional in giving specific, descriptive feedback intended to move students forward in their learning
- Honors students' time and effort for coming to school; committed to success of all students by providing the very best education possible every day
- Is ethical, reliable, embodies soft skills such as kindness, respect, self-care, and time management
- Impacts the overall school culture in positive, meaningful ways

Carl Junction R-1 School District
PROFESSIONAL DEVELOPMENT GUIDELINES
for Documentation of Professional Development Hours
Earning 15 hours yearly

- Professional Development is defined as:
 - Any activity that addresses one of the following goals: MSIP, CSIP, Professional Development, or individual Professional Development Plan, or any course taken for college credit.
- All certified staff members must document their professional development hours (a minimum of 15 hours required).
- If you attend a multiple day workshop, you may earn a maximum of six (6) professional development hours per day.
- Actual seat time should be calculated in all other cases and documented in 15 minute increments.
- Administrators, group leaders, etc. may notify you of PD hours earned during professional development with them.
- One (1) College Credit is equal to all 15 professional development hours.
- A Professional Development year runs from May 1 to April 30.
- Hours can be documented for any professional development activity including contract or non-contract time and even if a stipend is earned.
- Continue to document hours even after you have earned the 15 required.

REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Certificate Documentation

(All teachers should complete Sections A & D and either B or C)

A: CARL JUNCTION R-1 SCHOOL DISTRICT				
Educator Name: _____ Year of first teaching contract: _____				
Current School Year: _____ (May 1 to April 30) Expiration date of current certificate: _____				
I currently hold the following certificate for the area in which I am teaching: Lifetime _____ Initial (PC1) _____ Career (PCII or CPC) _____ Provisional _____ Temporary _____ Other: _____				
Date of Current Year's PBTE Summative Evaluation			Name of Evaluator	
B: To Be Completed by Initial (or PC1) Certificate Holders only.				
Mentor	Subject Area/ Grade Level	Observation Date(s)	Meeting/Discussions	Year
Beginning Teacher Assistance at: Date(s): _____				
C: To be completed by Career Continuous Professional Certificate (or PCII or CPC) holders only.				
I have the following: (Check all that apply.)				
<input type="checkbox"/> Ten Year's of Teaching Experience <input type="checkbox"/> A Master's Degree <input type="checkbox"/> Rigorous National Certification				
D. Professional Development Documentation				
Date/ Year	Name of Class/Course/Conf., etc.	Description	Contact Hours	
TOTAL HOURS				

Initial Certification requires total of 30-contact hours over four-year period. (Attach additional form if needed)
 Career Certification requires 15-contact hours yearly.

Print form on peach paper and give to your PDC Representative on or before May 15. Educator keeps copy.

Office Use Only: Educator _____ met the yearly requirements to continue his/her current certificate of license to teach. Yes _____ No _____

Mileage Chart

One-Way from Carl Junction

<u>City</u>	<u>Miles (one way)</u>
Aurora, MO -----	57
Bentonville, AR -----	75
Bolivar, MO -----	105
Branson, MO -----	119
Carthage, MO -----	19
Cassville, MO -----	67
Columbia, MO -----	270
Crowder College -----	38
East Newton, MO -----	42
Fort Scott, KS -----	58
Jefferson City, MO -----	220
*Joplin, MO -----	10
Kansas City, MO -----	155
Lamar, MO -----	56
Lebanon, MO -----	134
Marionville, MO -----	66
Marshfield, MO -----	108
McDonald Co., MO -----	45
Miami, OK -----	34
Monett, MO -----	48
Mt. Vernon, MO -----	48
Neosho, MO -----	29
Nevada, MO -----	53
Nixa, MO -----	90
Osage Beach, MO -----	172
Ozark -----	95
Pittsburg, KS -----	20
Republic, MO -----	78
Riverton, KS -----	12
Sedalia, MO -----	180
Seneca, MO -----	28
Springdale, AR -----	89
Springfield, MO -----	83
Strafford, MO -----	95
St, Louis, MO -----	300
Tulsa, OK -----	115
*Webb City, MO -----	8
Willard -----	86

*Not Reimbursable

STEP BY STEP

Directions to Request PDC Funds

1. **Before attending** any conference for which you wish to use Professional Development funds, obtain a **Request for Funds Form** from your building. If you have questions, contact your building PDC members.

SECTION A:

- **“Registration”** down to **“Total”** should be completed for the person listed in Section A only. For example, **“Meals with receipts”** is for one person only. **“Lodging”** should only be listed by the person completing Section C. **“Transportation”** should be completed if you are the one driving and would like the money reimbursed to you. Reimbursement will be made based on the mileage chart in your Professional Development Handbook. If you aren’t driving and didn’t make hotel reservations, leave both sections blank. Complete **“Substitute Teacher”** if you will need a substitute. **“Other”** is for parking fees, toll fees, etc. **Total** Expenses are each of these added. Upon return, you will need to complete a Professional Development Travel Reimbursement form with receipts to receive funds.
- Please check **only one** District Goal. Many conferences may meet more than one goal, but please pick the one that you think **BEST** meets the district goal.
- Determine when you will present the information to staff and to whom before attending conference. Plan how you will implement what you learned in your classroom and how you will show student achievement has been affected. Complete the appropriate sections.
- Obtain permission from your principal to be absent.
- Attach a copy of workshop information and completed registration form. We must have a completed registration form even if you registered yourself.
- Continue on to Section B.

SECTION B: REGISTRATION

- Each staff member attending conference should be listed so that only one conference registration check or P.O. can be sent.
- We must have complete name and address in the **“Mail Registration...”** section.
- **“Amount per person”** is for one person. Take that amount and multiply by number attending conference for **“Total.”**
- Check whether you want a check sent with registration or a PO. A PO is preferable.

SECTION C: HOTEL RESERVATIONS

- You are responsible for making your own hotel reservations. If more than one person is attending conference, choose **one** person to make reservations.
- If more than one person is attending conference, only the person making hotel reservations for the group should complete this section. The other person(s) will leave this section blank.
- If you are reserving only one room, complete the form listing your confirmation number.

- If you are reserving multiple rooms, there will probably be multiple confirmation numbers. If this is the case, each confirmation number should be listed on **separate forms** and filled out completely. If you only receive one confirmation number but are still reserving multiple rooms, complete SECTION C on only **ONE** form.
- Hotel name and address must be filled out completely.
- Obtain exact cost of room(s) with Lodging Tax included. We are sales tax exempt so we do not pay sales tax.
- Check whether hotel will accept a Purchase Order or if a check must be sent. You may also hand carry the check. Please note on the form if you want to hand carry check.

2. AFTER COMPLETING FORM:

- Take the form with attached **workshop/seminar information** to a PDC Representative in your building. The representative will keep forms and carry to monthly meeting where entire Professional Development Committee approves requests. The PDC meets one time each month so plan accordingly. Meeting dates are posted on the Professional Development bulletin board in your building.

If approved, a PO or check will be issued and you will receive a copy of your approved request. If not approved, your PDC member will return it to you with an explanation. ***Note: PDC funds are limited. The ideal situation is for one or two people to attend a conference and return and share with others.***

- Make arrangements for your substitute by entering your absence in Aesop and checking the PDC box if the absence has been approved and will be reimbursed from PD funds.

***THIS PROCESS CAN TAKE UP TO SIX WEEKS SO PLEASE PLAN AHEAD!
IF YOUR ACTIVITY IS CANCELED OR YOU DO NOT ATTEND,
CONTACT YOUR PDC REPRESENTATIVE ASAP.***

3. AFTER RETURNING FROM CONFERENCE:

- Complete the **required Evaluation Form**. Type or print clearly because your evaluation will be copied as it is and placed in a quarterly Professional Development newsletter. Give the form to your building representative within two weeks of the workshop. The form must be returned in order to receive travel reimbursement or be approved for any additional professional development funds.
- Complete a **Professional Development Reimbursement Claim** form for: Mileage and Meals (FOR REIMBURSEMENT, RECEIPTS MUST BE ATTACHED.) We reimburse based on the mileage chart in your Professional Development Handbook. We do not pay mileage once you are at your destination. Travel Reimbursement forms **MUST** be signed by a PDC member and your principal and then sent to Kathy Tackett, CO.

REQUEST FOR FUNDS

(Out of the District)

2020-2021

CARL JUNCTION R-1 PROFESSIONAL DEVELOPMENT COMMITTEE

Note: PDC meetings are every 3rd Thursday at 7:15 a.m. Please submit your request by **Tuesday morning**.

SECTION A:

Name _____ (Each attendee must submit a form!)

Conference Name _____

Location of Conference _____ Date(s) _____

Registration..... _____

Meals with receipts (\$30.00/day limit)..... _____

Lodging (This is TOTAL COST from Section C, otherwise leave blank).... _____

Transportation (.45 cents/mile) (ONLY the driver, otherwise leave blank/see mileage chart) _____

Substitute Teacher (\$90.00/day)..... _____

Other (Toll Fees, Parking Fees, etc.)..... _____

Total..... _____

In order for PDC fund expenditure, the above activity must meet one of the following Carl Junction R-1 District goals. **Check Only One.** (See PD Plan for specific goals.)

- _____ 1. Provide direction to improve curriculum, instruction, assessment, and teaching strategies.
- _____ 2. Promote teacher effectiveness with students at-risk of educational failure.
- _____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.
- _____ 4. Provide training & PD to establish a positive learning environment & improve student achievement.

Which specific Short Term Goal (PDP Pages 6-8) does this request meet and how? _____

With whom and on what date will you share this information? _____

What do you hope to learn/implement from this workshop that will improve student achievement? _____

*****Attach a copy of the workshop/seminar information to verify how this activity meets the designated goal AND attach it to this completed Registration Form.*****

Permission granted for applicant to be absent on date(s) requested.

Principal's Signature

_____/_____/_____
Date

Approval by the PDC that this activity meets Carl Junction R-1 District goals.

PDC Member Signature

_____/_____/_____
Date

Approved _____ Not Approved _____

Continued on Back →

SECTION B: REGISTRATION (PLEASE FILL IN ALL SECTIONS!)

List name of each district staff member who will be attending this conference:

Check Payable to: _____ PO# _____ (Office Use Only)

Mail Registration and Payment to: _____

REGISTRATION DEADLINE: _____

Amount Per Person: _____ TOTAL: _____
(Total registration fee of ALL attending.)

Registration Method: Online _____ (Attach online confirmation)
Paper Pencil _____ (Attach registration form)

METHOD OF PAYMENT:

Will accept purchase order (preferred) YES _____ NO _____
Check to be sent with registration YES _____ NO _____

SECTION C: HOTEL RESERVATIONS

COMPLETE Section C only if room is confirmed in your name.

PO# _____ (Office Use Only)

HOTEL NAME: _____
ADDRESS: _____

Date you will arrive: _____

How many nights: _____ How many rooms: _____

Cost Per Night: _____ TOTAL COST: _____
(Be sure to have the hotel give you the COST of the room PLUS Lodging Tax. We DO NOT pay sales tax.)

CONFIRMATION NUMBER: _____

PAYMENT: Hotel will accept Purchase Order _____ MUST send check _____

HOTEL RESERVATIONS MADE BY: _____

Following trip, please send receipts with PDC Travel Reimbursement & Evaluation to Kathy Tackett.

IN-DISTRICT
PROFESSIONAL DEVELOPMENT PROPOSAL
Carl Junction R-1 School District
2020-2021

(To be completed by the leader of any group activity that will receive PD funds.)

Activity Leader/Facilitator/Name _____

Activity Title _____

Location of Activity _____ Date (s) _____

Identify Staff Involved: K-1 2/3 Int. JH HS Alt. Sat. K-12

Type of Activity:

Study Group Classroom Observation Teacher Collaborative Other_____

REQUESTED FUNDS:

Stipends: No. of Participants (including presenter(s)) _____ X \$25/hour X No. of Hours ____\$ _____

Presenter(s) fees: In-District: \$50 first time, \$30 second time, \$20 thereafter – Other: Outside Presenter Fees _____

Substitute: \$90 per day per participant _____

Materials and Supplies (not for student use) – Receipts required for reimbursement _____

Total Funds Requested: _____

In order for PD fund expenditure, the above activity must meet one of the following Carl Junction R-1 District goals. **Check only one.**

- _____ 1. Provide direction to improve curriculum, instruction, assessment and teaching strategies.
_____ 2. Promote teacher effectiveness with students at-risk of educational failure.
_____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.
_____ 4. Provide training and PD to establish a positive learning environment & and improve student ach.

Activity Description: Describe the objectives of the workshop, how it meets the building/district goal, and how it will improve student achievement.

Activity Evaluation: Describe how you will assess the effectiveness of this workshop in meeting the objectives and how you will evaluate the effect it had on student achievement.

[illegible]

_____/_____/_____
Principal's Signature Date

_____ /_____/_____
PDC Member Signature Date

PROFESSIONAL DEVELOPMENT EVALUATION FORM

2020-2021



This evaluation form is REQUIRED and MUST be completed within two weeks after returning from a conference or completion of activity. Travel reimbursement and consent for future PDC functions will not be approved until this form has been returned.

1) Name _____

I am a (circle one): classroom teacher administrator special educator other: _____

I work in the following building(s) (circle all that apply): PK-1 P2-3 Int. JH HS Sat. Alt. CO

I teach the following grade level(s) and/or subject(s): _____

The number of years I have been an educator is (circle one): 1-5 6-10 11-15 16-20 20+

2) Activity Name _____ Date of Activity _____

Location (circle one): Out-of-District In-District

Professional Development Clock Hours of Activity (actual hours spent in activity/workshop) _____

Which of the four DISTRICT GOALS did you designate this activity as meeting (check only one)?

- _____ 1. Provide direction to improve curriculum, instruction, and assessment and teaching strategies.
- _____ 2. Promote teacher effectiveness with students at-risk of educational failure.
- _____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.
- _____ 4. Provide training & PD to establish a positive learning environment & improve student ach.

Did this workshop/conference meet your short term goal? YES NO

Why/Why Not? _____

WHEN and WITH WHOM did you share the information gained from this activity? _____

Continued on Back →

3) Respond to the statements below by circling the appropriate number.

	1	2	3	4
	Strongly Disagree	Disagree	Agree	Strongly Agree
The content was relevant to me	1	2	3	4
Overall, the program was worthwhile to me	1	2	3	4
Would you recommend this activity/workshop to another person?	Yes	No		

Why/Why Not?

4) Things I intend to remember/use from this activity/workshop:

5) What I will start doing in my classroom/school as a result of this program:

6) How will this activity/workshop help improve student achievement (either directly or indirectly)?

Circle all that apply: Student Work Classroom Assessments Attendance Fewer Referrals

Other:

Return to a PDC representative in your building within two weeks after activity/workshop.

Travel Reimbursement Claim

Carl Junction R-1 School District
(Please Print in blue or black ink. Attach receipts to verify expenditures.)

EMPLOYEE_____

Building _____ **Date Submitted** _____

Purpose of Expense

PDC Expenses (Requires PDC Representative signature then give to principal)	
--	--

Name of Conference	Date of Conference
--------------------	--------------------

PDC Representative Signature: _____

OTHER PURPOSE OF TRIP:

Dept. _____ Expense Code: _____

Date	To	P-Card	Miles	Meals	Hotel	Misc.	Totals
Totals							

PRINCIPAL: _____ **SUPERINTENDENT:** _____

*****RECEIPTS SHOULD BE TURNED IN NO LATER THAN ONE WEEK AFTER TRAVEL EVENT*****