Professional Growth and Learning Handbook

2025-2026 School Year

Approved by the Board of Education
May 19, 2025

PROFESSIONAL GROWTH AND LEARNING PLAN
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PROFESSIONAL GROWTH AND LEARNING COMMITTEE
2025-2026

Julie Starr, Primary K-1
Kyla Eaker K-1

Candace Tracy, Primary 2-3
Amanda Reed 2-3

Tonya Nease, Intermediate
Chelsea Ware, Intermediate

Wendy Wachs-Denton, Junior High
Maeve Sahni, Junior High

Lindsey Conway, High School
Amanda Royster, High School

Satellite School

Non-Voting Members
Dr. Nicole Keller
Administrative Representative

Dr. Theresa Wilson
Assistant Superintendent of Curriculum, Instruction, and Professional
Growth and Learning

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.

PGL COMMITTEE COMMUNICATION

PGL forms (fillable), opportunities, and committee member contact information are available on the [PGL Canvas Page](), accessible from the CJR-1 homepage.

PROFESSIONAL DEVELOPMENT PLAN
for
HIGH QUALITY PROFESSIONAL DEVELOPMENT

Planning: The Professional Growth and Learning Committee develops the annual goals, plans the budget and implements job embedded professional learning that relates to the established goals. The following data sources are used in the development of the annual goals: MSIP, CSIP, MAP, ACT, i-Ready, Dropout/Attendance/Graduation Rates, Needs Assessments, Surveys, Teacher Perception, and ongoing school initiatives. *These professional growth and learning 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 growth and learning for all teachers and administrators. *The Board will support the Professional* Growth and Learning *Committee, will provide a professional growth and learning 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 growth and learning 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 growth and learning goals are tied directly to the district CSIP goals. *Professional growth and learning is job embedded and promotes evidence-based instructional practice.* Professional Growth and Learning days have been built into the calendar to provide for in-house training. In addition, teachers may access professional growth and learning 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 growth and learning activity in

which they participate. A district-wide professional growth and learning 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 growth and learning in-service days throughout the school year and each principal provides staff a schedule for collaboration throughout the school year.

Professional growth and learning 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 PGL through an annual needs assessment, survey, and discussions with building PGL 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 33.

Evaluation: Participants of conferences, workshops, or in-services must complete an evaluation of the conference/workshop/in-service that was attended. The Professional Growth & Learning 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 growth and learning program and its activities is evaluated through measurable goals and final evaluation forms. The Professional Growth and Learning Evaluation and Needs Assessment are included in this booklet on Pages 15-32. 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 2025-2026 Teacher Professional Growth and Learning Days: Based upon district CSIP goals, current research, and best practices, the district will utilize professional growth and learning-designated time to focus on professional learning for district initiatives. These will include specific professional learning covering Reading, Writing, Mathematics, implementing Standards-Referenced Instruction and Assessment, including writing proficiency scales, and methods to improve the social/emotional welfare of students and staff. In addition, professional growth opportunities will continue to focus on Behavior Intervention Support Team (BIST) strategies, monitoring student growth through i-Ready and teacher-created materials, technology implementation and integration with a focus on PowerSchool, curriculum, assessment, RtI, PBS, CBL, 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 GROWTH AND LEARNING GOALS

LONG TERM GOAL 1:
The Professional Growth and Learning 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 25/26:
- Professional Growth and Learning on interim assessments and data analysis will improve student achievement. (i-Ready, FUNdations, IXL)
- Professional Growth and Learning on problem-solving, rigor, relevance, critical thinking, and cognitive engagement will improve student achievement.
- Professional Growth and Learning activities will prepare students to be successful when taking state assessments tied to the Missouri Learning Standards.
- Professional Growth and Learning 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.
- Professional growth and learning opportunities will increase the use and quality of assessment strategies to improve student achievement.
- Professional growth and learning on differentiated instruction will increase student engagement and achievement.
- Professional growth and learning opportunities on co-teaching strategies will improve assessment scores of IEP students.
- Professional Growth and Learning opportunities for ongoing analysis of student and district performance will improve student achievement.
- Professional growth and learning on equitable access of curriculum, instruction, and assessment for the student group populations will improve the achievement of the student groups.
- Professional growth and learning opportunities will be provided for standards-referenced grading to improve student achievement.
- Professional growth and learning opportunities for Special Education (for example, Core and More)

Evaluation Criteria:
- MAP Index scores will be at or above the state average.
- MAP scores will increase yearly.
- End of Course assessment scores will be at or above the state average.
- MAP Index scores for each Cohort group,and student group 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 i-Ready, FUNdations, IXL, and on SLO's.
- Students will make progress toward or meet IEP goals.
- Students will demonstrate proficiency on content-specific proficiency scales.
- Teacher perception will show that student achievement has increased.

People Responsible:
- Professional Growth & Learning Members, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Special Education Director Instructional Coaches, Classroom Teachers

LONG TERM GOAL 2:

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

Short Term Goal Focus for 25/26:
- 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 Growth and Learning using effective, research-based strategies.
- Professional growth and learning on strategies in support of identified student groups will increase student achievement.
- Professional growth and learning on equitable access of curriculum, instruction, and assessment for the student groups will improve the achievement of the subgroup student.
- Professional Growth and Learning on BIST and PBIS strategies will improve student achievement.

Evaluation Criteria:
- The four-year graduation rate will increase for all students and for student groups.
- The attendance rate will increase.
- The cohort group and student group dropout rate will remain below state average.
- Cohort group and student group attendance rate will improve.
- Cohort group and student group EOC, MAP, Fundations, i-Ready, and IXL scores will increase.

People Responsible:
- Professional Growth and Learning Committee, Alternative School Director, Principals, Certified Staff

LONG TERM GOAL 3:
The Professional Growth and Learning Plan will provide teachers with the skills and opportunities to integrate and utilize technology. (CSIP Objective 1 & 2)

Short Term Goal Focus for 25/26:
- Teacher perception will indicate increased competency in virtual tools, instructional technology, and AI application in relation to professional growth and learning.
- Student achievement will increase due to professional growth and learning 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 prepare students for online assessments. i.e. PBIS, i-Ready, IXL, NEE, Embarc, Canvas, Google Classroom, and PowerSchool.
- Teachers will understand how to effectively utilize AI in the classroom.
- Teachers will provide instruction to students on effective, ethical, and appropriate use of district-approved AI as a learning tool in the classroom.

Evaluation:
- Teachers will consistently utilize various reporting systems.
- Teacher perception will show an increase in student achievement due to training on technology use and integration, including AI.
- Teachers will successfully submit grades through the district's electronic gradebook system.
- MAP/EOC Index scores will be at or above the state average.
- MAP/EOC scores will increase yearly.
- 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 i-Ready and IXL.

People Responsible:
- Professional Growth and Learning Committee, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Technology Coordinator, AI Committee, Classroom Teachers.

LONG TERM GOAL 4:
The district Professional Growth and Learning 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 25/26:
- 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 Behavior Intervention Support Teams.
- Teachers will learn strategies to effectively work with students who have emotional trauma.
- Teachers will learn strategies to effectively motivate students in the classroom.

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 about a positive learning environment, student achievement will improve.
- Survey results will show that beginning teachers had a positive mentoring program experience.

People Responsible:
- Professional Growth and Learning Committee, Principals, Classroom Teachers, District Mentors

PGL COMMITTEE FUNDED ACTIVITIES FOR MEETING 2024-2025 GOALS

PD Goal 1: Curriculum, Instruction, and Assessment

- Personalized Learning/Standards-Referenced Grading Training
- Assessments For and Of Learning
- EdHub online Professional Development through NEE
- Reading/Writing Instruction (K-8)
- Curriculum Leadership Team meetings
- Professional Learning Community Training (PLC's)
- Peer Observations
- Poverty Training/Trauma-Informed Schools Training including social/emotional issues
- LETRS Training
- PLTW Training
- Co-Teaching Book Study
- Elevate Academy Science of Reading
- AP Art & Design Institute
- MOACTE Summer Conference
- FLAM Conference
- New, Innovative Strategies for Increasing Comprehensive Input in your World Language Classroom
- Curriculum Roundtables at SWC
- MAEA Fall Art Conference
- National Assoc. For Co-Teaching Conference
- Eugenics in the Progressive Era
- SMCAA Fall Conference
- GOCSD Innovation Summit
- MO Library Fall Conference
- Middle School Magic Workshop at MSU
- Registered Youth Apprenticeship 101 Workshop at MSU
- MTDS Teacher Academy
- MSU Fall DC English Conference
- Powerful Learning Conference
- MO Music Educators Conference
- MO Art Educators Spring Conference
- KS Music Educators Assoc. In Service
- How Elementary Math Specialists Transform Teacher & Learning
- Unpacking the Math Practices at MSU
- Write to Learn Conference
- Learning Forward MO Show-Me Conference
- Focus on Math Fluency
- MO Assoc. Of School Librarians Conference

PD Goal 2: At-Risk

- Behavior Intervention Support Team (BIST) Training
- How to work with At-Risk Students Training
- Bullying Prevention Training
- Suicide Prevention Training
- Poverty Training/Trauma-Informed/ Social - Emotional Schools Training

PD Goal 3: Technology

- Teacher training on various reporting systems that support curriculum and school environment. i.e. AIMSweb, PBIS-SWIS, SIS, Embarc, NEE, i-Ready, ALEKS, USA Test Prep, 95% Group
- Technology Safety Training
- Standards-Referenced Grading Training
- LMS Training (Canvas and Google Classroom)
- AI x Public Education: Possibilities & Perils Workshop
- Chap GPT & Generative AI
- The AI Classroom - Book Study

PD Goal 4: Positive Learning Environment
- Beginning Teacher/Mentoring Program
- New Teacher Orientation/Training
- 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
- Seizure Training
- Power of Resilience Training
- Growing Tomorrow's Citizens in Today's Classroom - Book Study
- Building Thinking Classroom Showcase
- De-Implementation: Creating the Space to Focus on What Works - Book Study
- Surviving to Succeeding at SWC
- MO School Counselors Assoc.

PROFESSIONAL COMMITTEE

Responsibilities: *The Professional Growth and Learning 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 growth and learning 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 Growth and Learning Committee members will focus on communicating the purpose of professional development. Each building representative will make an effort to discuss current professional growth and learning 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 growth and learning 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 growth and learning no later than June 30 of the current fiscal year.*

Professional Growth and Learning 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 Growth and Learning *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 Growth and Learning Committee consists of elected committee members and two non-voting ex-officio members: Building Assistant Principal and Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning. There are eleven voting members representing six buildings and each building should always be represented by at least one voting member. A Professional Growth and Learning 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 Growth and Learning 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 growth and learning opportunities, and professional growth and learning needs and wants from each building. The Professional Growth and Learning 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.

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 Growth and Learning committee. The PGLC 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 be 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 Growth and Learning Committee that align with the district's CSIP goals.

- The Carl Junction R-I Professional Growth and Learning Committee will budget district funds to be used for district-wide Professional Growth and Learning 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 PGL expenses (including training at the annual Missouri Show-Me Learning Forward Conference) are deducted from the budgeted funds for professional growth and learning activities before allocation to individual buildings.

Stipends for certified personnel participating in curriculum-related work outside of contracted time must be pre approved 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 PGL-approved exceptions. The bright pink "Request for Funds In-District" PGL form must be completed with principal signature and sent to the PGL 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 timesheet 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 PGL-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 certification exam fees, however, if Title IIA money is available, Title IIA should pay first. Prior approval by an administrator and professional growth and learning committee is required.

- Funds are allocated for out-of-district professional growth and learning activities as follows: Food allowance with itemized receipts is $35 per day. Transportation is paid at $0.55 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 2025-2026 Allocations:

Goal 1: Curriculum & Instruction	Approximately 35%
Goal 2: At-Risk Strategies	Approximately 20%
Goal 3: Technology	Approximately 25%
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 growth and learning in preparation for a local MSIP review.*
11. *Professional Growth and Learning activities for non-certified staff.*
12. *As a supplement for teacher health insurance premiums.*
13. *Certified staff CPR training.*

PGLC money covers these staff:	**PGLC money does not cover:**
Certified teachers	Paraprofessionals
Counselors	Parents as Teachers
Library Media Specialists	Secretaries
Administration	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 growth and learning 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 Growth and Learning 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 growth and learning activities is funded through other available monies.

Note: Italics indicate federal and state legal requirements.

Evaluate Overall Professional Growth & Learning (PGL) Program

2024-2025

In what building(s) do you work?

91 responses

- PK-1
- 2-3
- Intermediate
- Junior High
- High School/CJU/Satellite
- Multiple Buildings
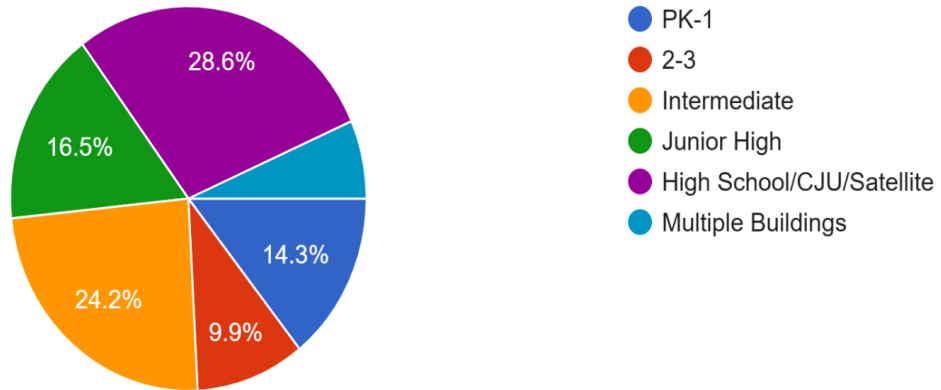
The Professional Growth & Learning (PGL) committee communicates effectively with staff.

91 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree
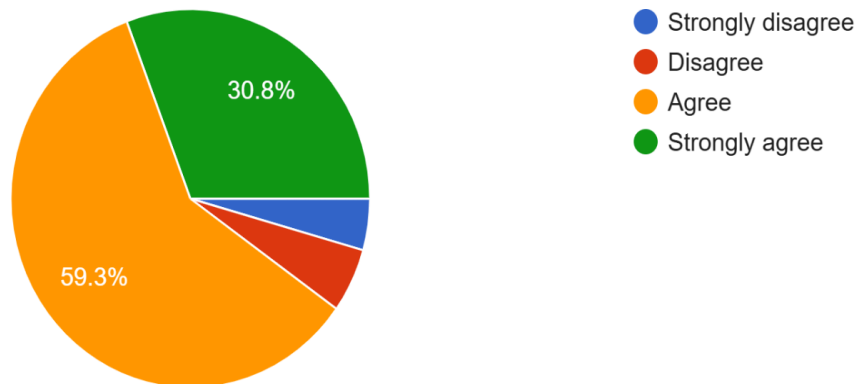
The PGL Canvas page is useful in finding PGL materials and information.

91 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

19.8%
71.4%
7.7%
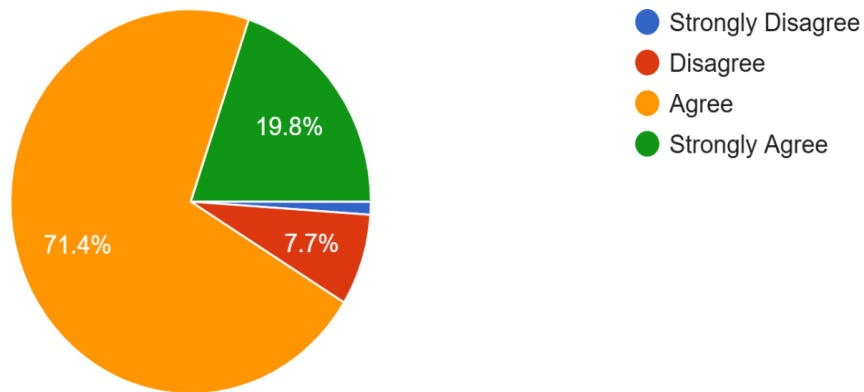
Remembering that the PGL committee must monitor its budget throughout the year, the procedure used for approval and reimbursement of funds is appropriate.

91 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

26.4%
73.6%
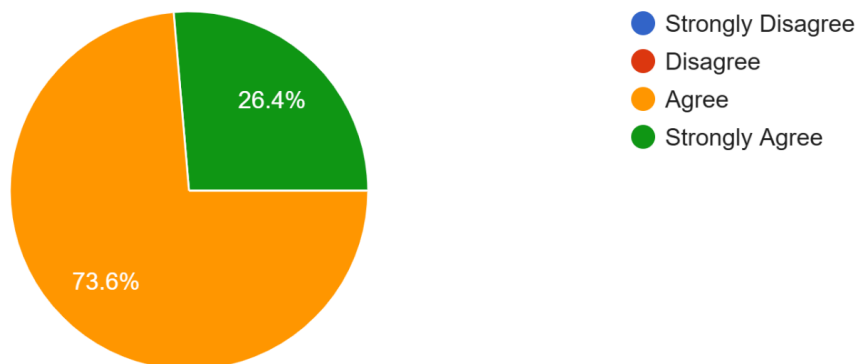
The PGL program allows me to take part in Professional Learning that is useful to me.

91 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

27.5%

70.3%
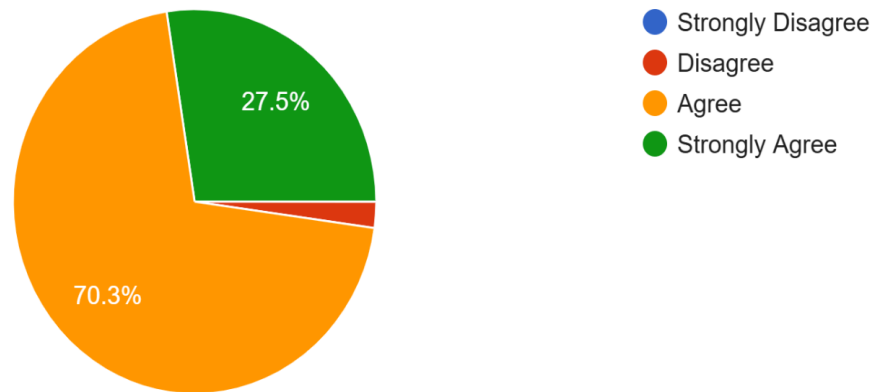
Beginning teachers receive adequate special assistance and mentoring.

91 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Not Applicable

48.4%

22%

27.5%
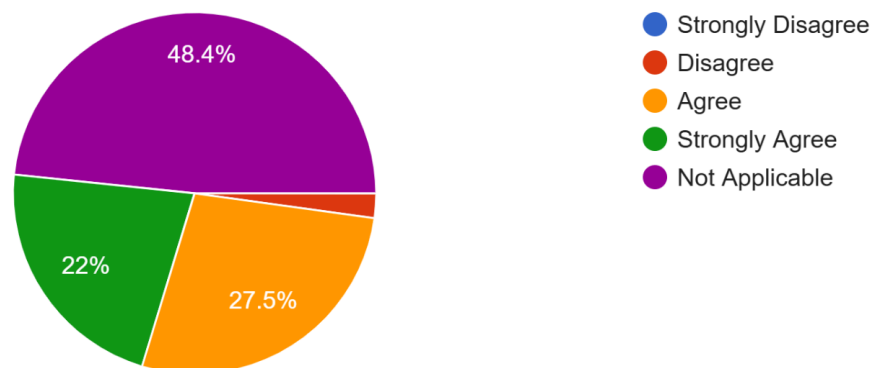
Student Achievement has improved in my classroom due to professional learning activities in which I have participated. (including collaborative/early out time)

91 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A; I am not a classroom teacher

25.3%
17.6%
54.9%
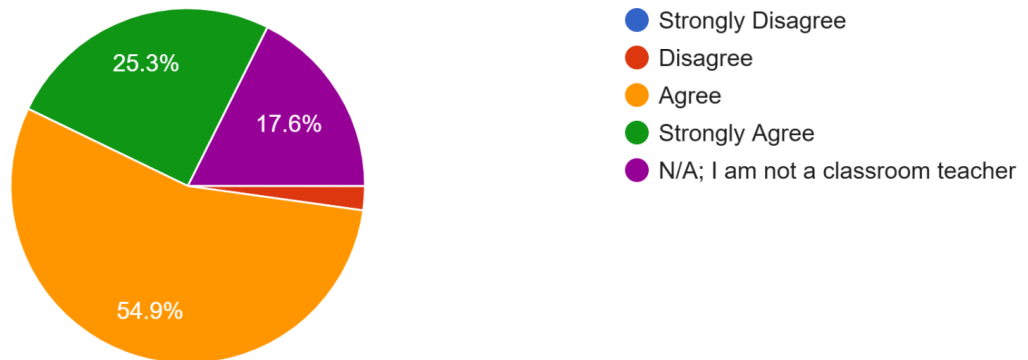
What data did you use to assess this?

91 responses

- Assessment data and NEE scores
- I have used my quarterly assessments and Fundations testing to alter how I teach different subjects and after in person trainings, I am able to apply what I learned to further alter to best benefit my students.
- Common assessments and observations
- Student scores in my class which are based on achievement, engagement, and comprehension.
- Since we have ongoing professional learning activities, it is really not possible to use numerical data. I have no comparison of my classes without and then with the PGL activities. I do, however, believe they make me a better teacher which cannot help but impact student achievement. So I would say my data is anecdotal.
- Curriculum assessments, I-Ready and small groups
- Different PD events and my students Iready scores.
- observation data
- Classroom engagement
- summative test scores
- Quality of student work, class discussions
- Running records, word lists, iReady
- Being able to collaborate with my team
- summative assessments
- Test Scores
- Training from the PD plan.
- formative assessments/ daily work
- student results on Fundations assessments
- Student progress as they transition from the high school to when they return
- SPED is meeting during PLC time this year to discuss our kiddos and to improve our progress monitoring. This is bringing about better goals for our kiddos.

- Classroom formal and informal assessments.
- Data from previous years assessments
- Pre/Post tests
- I make sure to teach soft skills.
- weekly progress monitor and benchmark assessments
- SLOs, formative assessments
- Student essay scores, class grade averages
- SLO
- Iready scores
- Our yearly PD day
- personal observation
- Whenever I have wanted to request a PD day to extend my knowledge I have always been approved to do so!
- monitoring SLO data
- PDP Plan, student conferencing
- observation feedback
- Not a classroom Teacher
- Student discussion and assessments
- assessment scores and classroom observations
- Common Assessments from last year to this.
- Observation
- scores from unit assessments (particularly analysis items)
- NEE Scores
- i-Ready diagnostic and literacy tasks
- test scores, quizzes, on the spot assessments, critical thinking questions
- common assessments , classroom work and iReady
- Student IEP goal data
- participating in the PGL day has given me great information to increase student learning
- Assignment completion and assessment scores
- Grades, SLO's, student feedback
- LETRS training has helped fewer students get a RSP
- Common assessments
- I have seen student growth in my classroom after attending these activities.
- iReady Diagnostic Growth
- fundations, math
- Interventions applied in the PBS room for recovery room students.
- The 24/25 PGL in service meetings
- Over time, my classroom management skills have improved as a first year teacher. Dr. DeMasters has mentioned this in my observations.
- Utilized my Instructional Coach to help with setting up lessons for SEL and grading was done in the moment. Retell and recall was successful
- Trainings I have been sent to and participated in this year.

- Summative assessment scores that were analyzed during PLC time.
- Fewer students with F's.
- Fundations scores and weekly progress monitoring
- Exams
- I'm not a classroom teacher, but my SLOs would support my student achievement growth.
- test data
- iReady benchmark assessment
- We were able to re-do curriculum because PGL allowed me time to find new things to do
- Having time to discuss student behavior with peers has been helpful in responding to certain students' behavior.
- Implementing the critiques I received from observations and instructional coaching and continuing to take data the way my classroom takes data (+/-) for skills and seeing a growth in student understanding of new academic tasks.
- My own personal experience, classroom behavior, assessments, and achievement on the I-ready benchmarks.
- I was inspired to utilize AI with lesson planning after our PD day in January. I have been also using it to adapt reading passages for my students with below grade level reading levels.
- Formative assessment data
- Summative and Formative Assessments
- iReady scores
- Hacking Questions by Connie Hamilton, NEE student survey data, NEE administrator observation data
- Student growth

It is my perception that Professional Learning on curriculum, instruction, assessment and teaching strategies has improved student achievement in my... work days, and work with instructional coaches)

91 responses
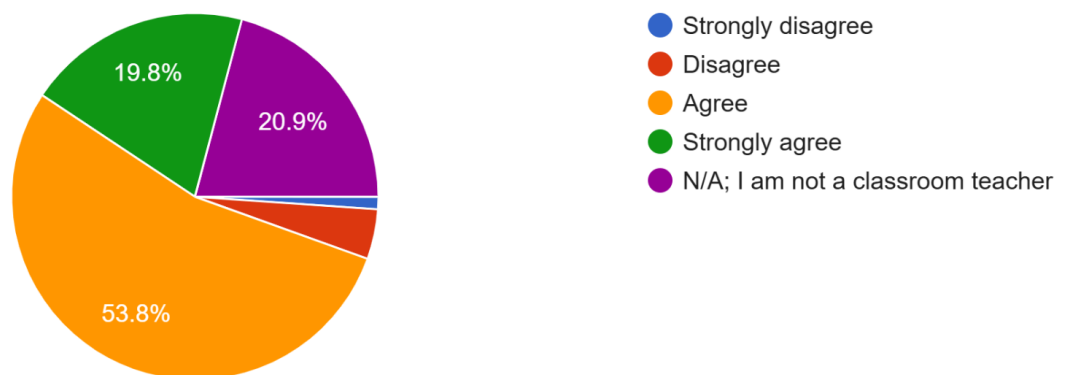
- Strongly disagree
- Disagree
- Agree
- Strongly agree
- N/A; I am not a classroom teacher

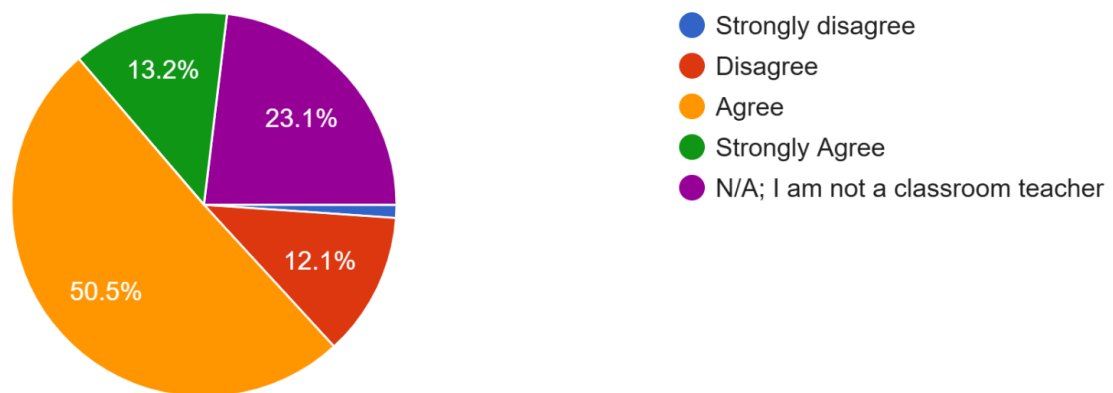| If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement? |
| --- |
| LETR's |

Utilizing information from Connie Hamilton's Hacking Questions allowed me to improve my whole-class questioning skills
Ready math pilot, activities gleaned from LETRS training
Vertical white space
Strategies and ideas have been shared collectively through PLC that have made our department stronger
out-of-district, self-selected pd in gifted and debate
The focus on co-teaching has been extremely beneficial this year. I really appreciated getting to do instructional rounds in other buildings with my co-teacher.
curriculum teams
Being able to compare strategies with other teachers on how they engage their classrooms is helpful. I really like recording lessons and watching them back, this is a helpful way to see what your students see.
Janet Johnsons PD regarding "turn & talk" and other strategies
Use of AI
First Year Teacher Training at Webb CIty
Curriculum work days, different conferences in and out of district
Letr's Trainings
By utilizing current curriculum that I was able to modify to my population of students in the SPED setting. Having them do the work and answer the questions helped improve their grades and confidence.
Curriculum work day.
Going to other schools to observe and going to the BTC conference.
Vertical spacing with instructional coach, science curriculum days
gamification activity
I have been able to apply information learned during in service meetings
Curriculum team enhances our curriculum and alignment throughout grade leves.
Mentor meetings, master teacher observations
Group work, partner work
Curriculum work days
improved co teaching
curriculum work days
Addition of Lit. Circles
Going through LETRS training through this year has really opened my eyes into how they learn to read and that has helped me in how I am teaching them.
Recovery room organization and procedures.
LETRS
LETRs training and working with JJ
I-Ready data to drive instruction
curriculum days and PLC time
Writing curriculum team - it has given me a road map for how to provide rigorous instruction at an appropriate pace.
Curriculum work days, master teacher observations

Writing team days have been very helpful
From our district wide PD day, I found the session on AI helpful. I also participated in an independent PD activity that was specific to my content. It helped the most.
working with instructional coaches
I participated in a book study that focused on classroom practices where questioning students is concerned. It has impacted how I interact with students in the learning environment.
The AI training at our PD day.
Working with my SPED group
Working with my partner teacher and the instructional coach.
Work with instructional coaches.
Social studies in second grade was greatly lacking a curriculum. We were able to use valuable PD time to build a solid, standard based curriculum that is now fantastic and very hands on!
LETRS
LETRS training has improved my reading/spelling teaching. I am able to reach students where they are much better now than before going through the program.

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

91 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- N/A; I am not a classroom teacher

Pie chart values: 13.2%, 23.1%, 50.5%, 12.1%

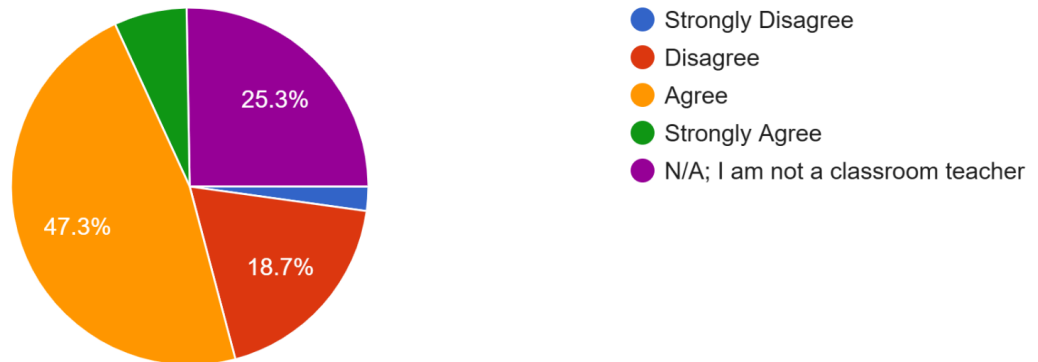| If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement? |
|---|
| That CFA breakfast before PD made people a little more excited to attend PD. |
| BIST has changed the entire atmosphere in our building |
| BIST process training |
| Co-teaching instructional rounds and the book study "Hacking Questions". |

Our BIST representative (Judith Stoltz) has been beneficial in helping to direct us in helping to further understand how to adapt and help our students with severe behavioral problems
Comparing what I do with other teachers on reinforcement strategies is helpful for everyone.
Using the safe seat fixes most issues during their specials time with me.
BIST Training in Webb City
Taking current curriculum in Science and giving it some modifications to where they could do experiments and understand the process
Previous Ruby Payne studies.
Using BTC
BIST tracking document
Student specific plans with the ability to process student responses
BIST keeps the learning environment conducive to teaching and learning.
I already had this in place.
observing teaching strategies within the co taught classroom has improved my ability to work with students on behaviors
Allowing some of my students to have a break so that they can exercise, helps them so that when they come back into the classroom, they are able to focus better.
Set procedures for recovery room students.
PBIS training
BIST strategies to help kids meet their highest potential while holding them accountable
Allowing students to talk - constantly using oral language has really made a difference in creating a safe, positive work environment!
BIST is useful for managing behavior and not escalating
BIST training, master teacher observations
Students behavior improves when lessons are quality
I believe it would be the same activity, at least this year, as my last response.
hexagonal thinking
I don't care for BIST, but providing incentives to promote a positive attitude does help.
Vertical Whitespace
Having the availability of the safe seat both moves the acting out student away and keeps them in the classroom.
BIST

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

91 responses

- ● Strongly Disagree
- ● Disagree
- ● Agree
- ● Strongly Agree
- ● N/A; I am not a classroom teacher

25.3%

18.7%

47.3%

If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?
Information that was provided at the whole-district PD day in January
I just can't identify what that would be at this time, but I'm sure it's addressed by the PGL.
Strategies and discussions have been helpful in meeting the needs of at risk students
The book study was beneficial to me this year.
BIST Recovery Room
Having a better understanding of how poverty can impact a person's way of thinking has helped me better communicate with children and their parents.
I'm not sure I have attended training on this yet.
Utilizing my updated SEL lessons and Character Strong together has helped my students understand issues better
Previous Ruby Payne studies.
Help identify and develop plans for all students
Tracking at-risk students and developing interventions
BIST has helped students remain in the classroom and be an active participant in their behavior modification.
cooperative learning
Just being able to help them in different ways so that they can be successful in the classroom.
Set procedures for recovery room students to return to their regular classrooms.
Conscious Discipline training
SIT team data
When teachers understand previous years standards/ lessons and work it helps at risk students
Working on a future story.
Again, having collaborative time with my SPED group teachers has been beneficial.
The ADHD vs Anxiety presentation during the January PD day provided strategies to help students in both of these categories be academically and socially successful.

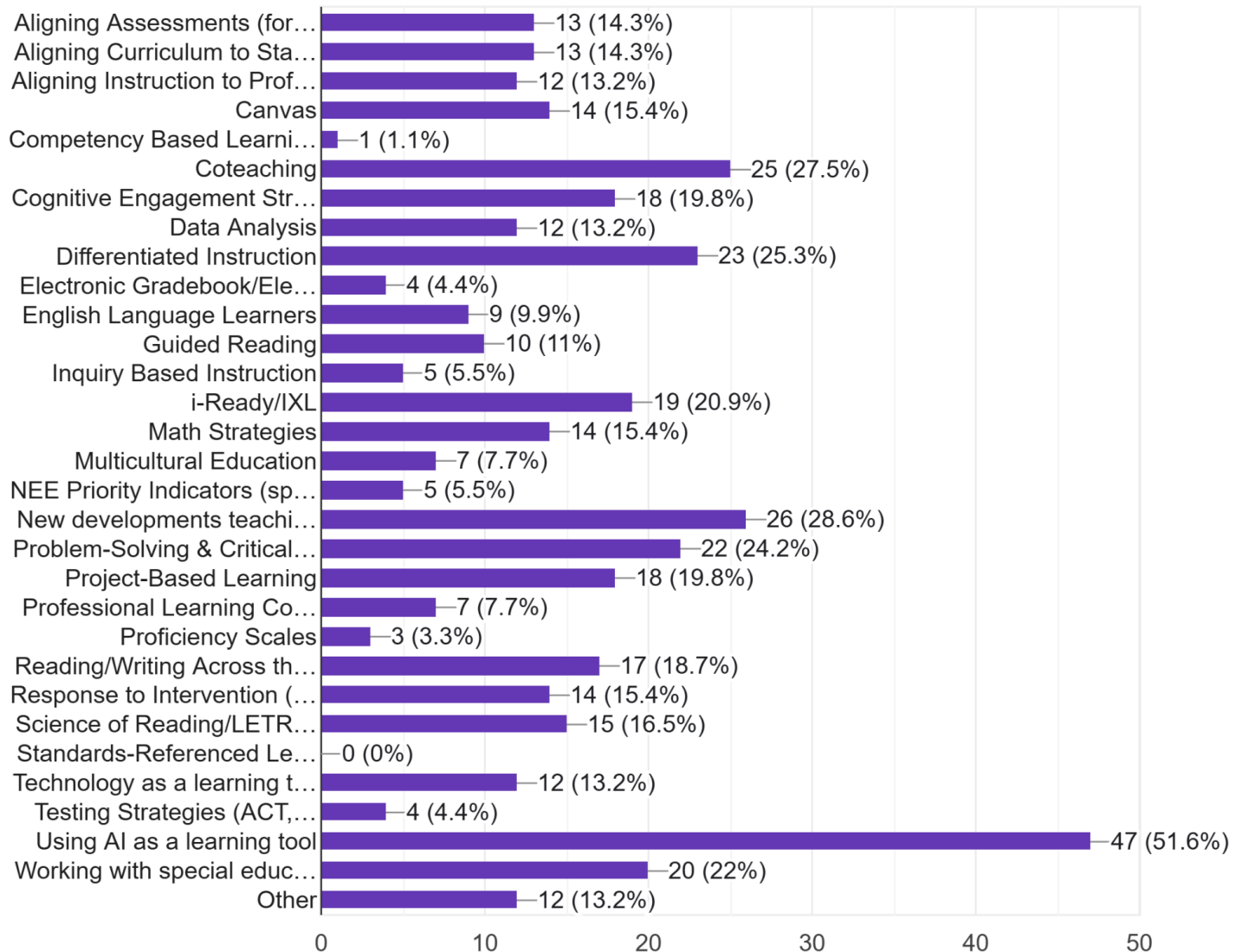| If you participated in high quality professional learning that you would like to see expanded to a larger audience, please share that activity here. |
| --- |
| Phil Boyte is an amazing school speaker I would love to see here at CJHS. |
| DESE Fine arts representative- I went to a talk at Webb City, and it was incredibly beneficial. |
| More co-teaching training. |
| Video recording and observing teachers is a great way to participate in professional development. |
| I enjoyed the one to one instructional training but I could see where it would benefit a slightly larger audience. |
| Building Thinking Classrooms- Specifically in the Math Classroom ONLY |
| Understanding and identifying mental health issues in students; staff mental health and realistic strategies for burnout |
| I really appreciated the conference style of in services that allowed for choice of content. |
| any TAH.org seminars that are made available within a reasonable driving distance of CJR1 would certainly benefit our Social Studies teachers |
| AI training at Southwest Center. |
| "Change Their Minds" Darbie Valenti Huff from MSTA Missouri Teacher of the Year 2024 |

Professional Growth & Learning Needs Assessment 2024-2025

Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development focused on curriculum, instruction, and assessment.

91 responses

Topic	Responses
Aligning Assessments (for…	13 (14.3%)
Aligning Curriculum to Sta…	13 (14.3%)
Aligning Instruction to Prof…	12 (13.2%)
Canvas	14 (15.4%)
Competency Based Learni…	1 (1.1%)
Coteaching	25 (27.5%)
Cognitive Engagement Str…	18 (19.8%)
Data Analysis	12 (13.2%)
Differentiated Instruction	23 (25.3%)
Electronic Gradebook/Ele…	4 (4.4%)
English Language Learners	9 (9.9%)
Guided Reading	10 (11%)
Inquiry Based Instruction	5 (5.5%)
i-Ready/IXL	19 (20.9%)
Math Strategies	14 (15.4%)
Multicultural Education	7 (7.7%)
NEE Priority Indicators (sp…	5 (5.5%)
New developments teachi…	26 (28.6%)
Problem-Solving & Critical…	22 (24.2%)
Project-Based Learning	18 (19.8%)
Professional Learning Co…	7 (7.7%)
Proficiency Scales	3 (3.3%)
Reading/Writing Across th…	17 (18.7%)
Response to Intervention (…	14 (15.4%)
Science of Reading/LETR…	15 (16.5%)
Standards-Referenced Le…	0 (0%)
Technology as a learning t…	12 (13.2%)
Testing Strategies (ACT,…	4 (4.4%)
Using AI as a learning tool	47 (51.6%)
Working with special educ…	20 (22%)
Other	12 (13.2%)

If "other" was one of your responses above, please specify the curriculum, instruction, assessment topic(s) you feel are most important.
building relationships with students to foster an environment for learning.
working with gifted students in the gen ed classroom
SEL
i-ready math

mental health, coping strategies, resilience, self-awareness, self-advocacy
understanding IEPs and accommodations
Trauma informed school
Trauma informed education
Specific content area instruction
SEL Curriculum

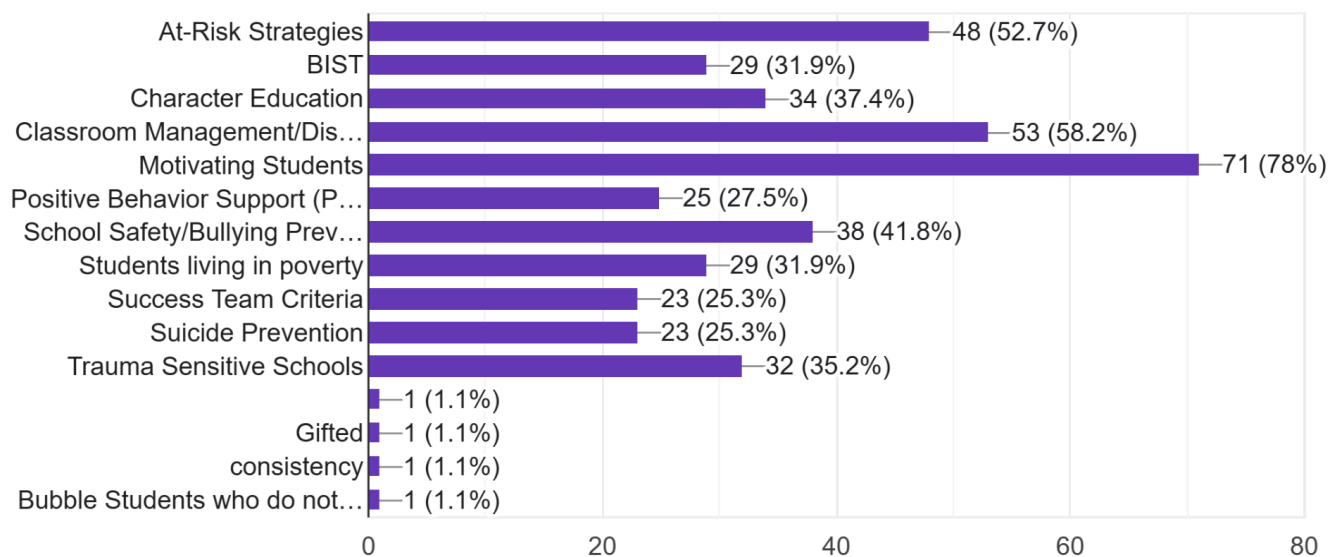| |
|---|
| Recommendations or requests for the PGL committee based on your previous Professional Learning related to curriculum, instruction, assessment. |
| Please add a work day in January as we come back from break. Teachers need a day to get back in "school mode" before starting the next semester. This is something I always share with my calendar rep, but a half day PD and half day work day would be marvelous. |
| Some of the options didn't avail themselves to certain populations of students, such as the SPED/Resource |
| All Math Teachers attend BTC |

Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development on positive learning environment or at-risk strategies.

91 responses

Topic	Responses
At-Risk Strategies	48 (52.7%)
BIST	29 (31.9%)
Character Education	34 (37.4%)
Classroom Management/Dis…	53 (58.2%)
Motivating Students	71 (78%)
Positive Behavior Support (P…	25 (27.5%)
School Safety/Bullying Prev…	38 (41.8%)
Students living in poverty	29 (31.9%)
Success Team Criteria	23 (25.3%)
Suicide Prevention	23 (25.3%)
Trauma Sensitive Schools	32 (35.2%)
	1 (1.1%)
Gifted	1 (1.1%)
consistency	1 (1.1%)
Bubble Students who do not…	1 (1.1%)

If "other" was one of your responses above, please specify the learning environment or at-risk strategy topics you feel are important.
Meeting the needs of gifted students in the elementary classroom
AI
Bubble Students who do not qualify for IEP or Title- What do we do with them? As well as how to build small groups in 5-8th grade regular education classroom.
school district need a uniform policy on suicide prevention and intervention policy and procedure that all district school counselors follow consistent with missouri law
consistency

Recommendations or requests for the PGL committee based on your previous Professional Learning related to positive learning environment or at-risk topics.
reteach of BIST
I don't think the PGL committee should be in charge of deciding who gets to go to what conferences. We were told who got to go to a conference this year. I didn't even feel like my thoughts, feelings, and wants were even considered. I really wanted to attend this particular conference, but I wasn't even given the option.
The entire process of PGL should be online instead of some paper. It makes it more difficult. In some way, we should be able to submit a request and it gets signed by the principal to the committee so that the members of our building aren't having to keep track of all the paperwork.
Thanks for all of your hard work!

Top Five Areas in Curriculum, Instruction and Assessment

Using AI as a learning tool - 51.6%
New Developments Teaching Your Subject Area - 28.6%
Co Teaching - 27.5%
Differentiated Instruction - 25.3%
Problem-Solving & Critical Thinking Skills - 24.2%

Top Five Areas in Positive Learning Environment or At-Risk Strategies

Motivating Students - 78%
Classroom Management/Discipline/Organization - 58.2%
At-Risk Strategies - 52.7%
School Safety/Bullying Prevention/Conflict Resolution - 41.8%
Character Education - 37.4%

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 1: High-quality professional development:
- Actively engages teachers in planning, skills, and information over time
- Directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- Directly linked to district and building school improvement plans
- 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
- 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 1 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 eleven 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.

Rigorous Content

EQUITY PRACTICES: …understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION: ... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE: ... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Transformational Processes

EQUITY DRIVERS: ... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE: ... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS: ... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION: ... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Conditions for Success

EQUITY FOUNDATIONS: ... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY: ... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP: ... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES: ... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

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.

The following forms can be found in Canvas and the Forms Drive.

Required Professional Growth & Learning for Educators
In-district Professional Growth & Learning Proposal
Request for Funds: Out-of-District
Professional Growth & Learning Evaluation Form
Travel Reimbursement Claim
Professional Growth & Learning Time Sheet
Mileage Chart