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**Professional Development Plan For
Marshall Public Schools
August 2011**

I. DISTRICT COMMITMENT

The Marshall Public School District (MPS) has acknowledged the complex process of teaching and learning and continues to be committed to continuous improvement. On-going professional growth is the key to promote this improvement. Board policy GCLA formalizes this commitment. The district supports an active Professional Development Committee (PDC), and professional development opportunities through the Career Ladder Program.

II. PROGRAM GOALS

Based on a thorough review of community and district-wide information from the Comprehensive School Improvement Plan (CSIP) Committee, Needs Assessments from the faculty, and state reports, the Professional Development Committee has established the following goal and targets for the MPS Professional Development Program:

GOAL: The District will plan and implement a comprehensive staff development program for certified employees that will allow them to maximize their job performance potentials.

Targets:

- The PDC committee will provide a minimum of 12 hours of professional development annually. This is the minimum amount required for the majority of experienced teachers as required by DESE. Some teachers may require more professional development and the committee will assist certified staff in meeting those requirements on an individual basis.
- The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP) including substantial time and resources for all certified staff members.
- The district has made a long-term commitment to focus its professional development activities on implementing and reinforcing instructional strategies for school improvement as identified in the Comprehensive School Improvement Plan (CSIP) and Missouri School Improvement Program (MSIP).
- The district will plan and implement mentoring guidelines for certified employees.

III. PROFESSIONAL DEVELOPMENT COMMITTEE

Purpose and Responsibilities: The primary purposes of the MPS Professional Development Committee (PDC) are to provide an in service program to meet the identified needs of both new and experienced teachers and to support the MPS Beginning Teacher Assistance Program. All decisions regarding professional development should focus on one purpose—to improve instruction to promote the learning of children. Following the Missouri Professional Development guidelines and Federal High Quality Professional Development Guidelines, specific PDC responsibilities are:

1. Determine the instructional needs of both beginning and experienced teachers
2. Read, study, and discuss research on instructional practices and quality professional development
3. Work collaboratively with administrators to design and implement opportunities for high quality professional growth
4. Work collaboratively with administrators to develop and implement the district Professional Development Plan as approved by the Board of Education
5. Help implement a beginning teacher assistance program in which beginning teachers are assisted in creating and implementing a Professional Development Plan
6. To support staff in collaboration through Professional Learning Communities (PLC)
7. Report summary of the planned Professional Development Activities to the Board of Education

Membership: The MPS Professional Development Committee consists of certified representatives from all schools in the district and a district administrative consultant. Membership consists of two members from the high school, two from the middle school, one from the career center, one from each elementary building, one from the traveling teachers, one from the Saline County High School (alternative school), and one from early childhood. The representative total for each building does not include the chairperson. Administrators may attend and participate in meetings, but are not allowed to vote.

Selection Criteria: All full time teachers and counselors with a minimum of two years of teaching experience in the Marshall School District are eligible to serve on the PDC. Nominations and elections of building representatives are due by December 15 of the current school year. The term of service will begin January of the current school year.

Officers: Chairperson(s) and a secretary are elected each year to guide and record the PDC's activities. Officers will develop an understanding of high quality staff development and a focus on student learning by seeking services from the following: RPDC, the Leadership Academy, and the Show Me Professional Development Conference, and other appropriate resources.

PDC Meeting Schedule: The Professional Development Committee meets monthly. Meetings are usually held the first Tuesday of each month in the Central Office board room.

IV. FACULTY AND STAFF INVOLVEMENT IN PLANNING AND IMPLEMENTATION

The Professional Development Committee provides guidance for the staff development program in the district. Each representative obtains suggestions and feedback from the teachers and administrators he/she serves. This input is used in planning in service activities and evaluating their effectiveness. In addition, information for planning is obtained from the following sources:

District-Wide Needs Assessment: Through an annual needs survey, input is obtained from the faculty each year. This information is utilized in planning the professional development program for the district as well as the building level and within academic departments. The PDC also uses student data, MSIP progress reports, CSIP, and state report data (AYP) in the planning process.

Feedback from Program Participants: Written evaluations are collected from participants at the end of each in service and used to plan additional and/or follow up sessions.

Participatory Planning: Staff throughout the district submit proposals, deliver the approved in services, and/or identify appropriate outside presenters. Teacher volunteers who are willing to present on a wide variety of topics are also identified each year through the needs assessment process.

Assistance from Administrators: Administrators are encouraged to assist the PDC with providing appropriate staff development experiences in the content areas. Both formally and informally, administrators gather data and create professional growth experiences to meet specific departmental/building needs.

Building Level Planning: Unique building level programming is also available in response to the individual goals of a school. A portion of the PDC budget is allocated at the building level for designing and providing on-site building level in service as well as for sending faculty to outside conferences and professional development activities. Involvement of the PDC representative(s) in each building's planning and resource allocation process is a key factor.

V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ACHIEVING GOALS AND TARGETS REQUEST AND REIMBURSEMENT PROCEDURES

Opportunities:

In-District Activities: Marshall Public Schools develop extensive in-district staff development program utilizing national, state, and regional researchers and presenters as well as skilled local teachers and administrators to provide high quality professional development opportunities.

District-Wide Workshops/Courses: District-wide workshops/courses can be designed throughout the year in response to expressed needs and to keep staff members current with relevant research and effective educational practices.

Building Level Activities: Site Based professional development activities are supported at individual schools to meet their building needs and/or provide more in depth training and follow up of previous programs.

Follow up and Implementation Activities: The implementation of skills and techniques learned during in service sessions are encouraged through follow up sessions which participants reflect, practice, discuss, internalize, and apply new concepts in their classrooms.

Colleague Interactions: Ongoing collegial interactions can strengthen implementation efforts. Groups of teachers within the district or individual schools can focus on a given content or practice, developing their understanding and ability to apply in their classrooms what they are studying.

Book Studies: Book studies are a valuable means to develop on going professional development. Teams of teachers are encouraged to work together to study books related to student learning as identified in the CSIP and MSIP plans. (See book study guidelines for specific requirements.)

Out of District Workshops and Conferences: These activities are supported through the building level PDC budgets and numerous grant-funding sources.

Membership in Professional Organizations: Membership in professional organizations is encouraged. These affiliations provide widespread opportunities for professional networking and collaboration, contacts for bringing in speaker/presenters to our district, and personal involvement in the work of regional, state, and national boards and committees. **(Note: PDC cannot fund membership dues for such professional organizations.)**

REQUEST AND REIMBURSEMENT PROCEDURES:

A PD Request for Leave form must have been submitted prior to consideration of attending meetings of any kind. Activities requiring prepayment of fees must be submitted two weeks prior to professional leave date. Professional development activities initiated by individual staff members must relate to CSIP strategies and actions if PD funds are to be utilized to cover costs.

(NOTE: PD funds may not be used for coaching or athletic conferences, classified staff requests, or other activities as described in the Missouri Professional Development Guidelines.)

When attending a conference you must share a room with other attendees if possible. Mileage will be paid at a rate of one car for every four people. If you choose to drive your own car, you will pay mileage yourself. It is the staff member's responsibility to complete his/her Blue slip with exact expenses and attach all itemized receipts. Alcohol and tips are not covered by PDC funds. When meals are provided for any conference, PDC will not reimburse if a staff member chooses to eat elsewhere. Upon returning from the conference, you will need to send your copy with attached receipts to the secretary of the superintendent at central office.

Special Requests for Reimbursements:

Out of State Conference/Workshop Requests:

- A written proposal must be submitted to the committee (preferably 2 months prior to the conference).
- The proposal must verify that the conference attendance will benefit many staff members.
- The proposal must state the building/district goals met by the information at the conference.
- The proposal must include a summary of the conference.
- The proposal must include an estimated budget.
- The proposal must include justification for leaving the state (ie. The information at the conference cannot be attained in state.)
- The participant must attend the PDC meeting prior to the conference to answer any questions the committee may have.
- Upon return, the participant must provide an in service for interested district personal or to the whole district upon committee request.
- The proposal will be approved or denied by a majority vote of the committee

Book Study:

The district/division director may request one book study be done without pay if the discussion groups are built into the employees contracted time. For this type of book study, the district will purchase the book for the participant.

Teacher initiated book studies are encouraged. The following guidelines are required if the participants are requesting PDC funding:

- The book study leader will obtain the book study proposal form and fill it out.
- The building administrator must approve the proposed book study prior to beginning the study.
- The book study proposal must be presented to and approved by the PD committee prior to the beginning of the study. This can be accomplished by attending the monthly PDC meeting or sending the written proposal to a PDC member prior to the monthly meeting. Books may be purchased after approval of book study. One requisition needs to be filled out and submitted with book study proposal.
- A book study must be made up of at least 5 members. Fewer than 5 will require PDC approval. (Only certified staff can be paid for out of PDC money.) Members must declare either payment or Career Ladder when signing up and changes will not be accepted after approval of book study.
- Members must sign in and out at each meeting.
- The book study leader will provide sign in sheets and a copy of the book study proposal when turning in the requisition for payment. This will all be turned in to a PD co-chair.
- All book study meetings must be held at a school facility.
- Payment for book study will be \$20 per hour for the time met to discuss the information. A maximum of 4-5 hours per book are accepted. A participant may elect to use Career Ladder for a book study. If choosing to use career ladder, the staff member should check career ladder guidelines for counting hours.

Mentor/Mentee Payment:

All mentor/mentee logs are to be complete and placed in portfolio by May 1. In addition, by May 15, the mentor should complete a requisition with their name, the name of the person they mentored, and amount (\$200). Then, turn the requisition into the building administrator for signature. Finally, the form should be forwarded to the PDC chairperson for signature for approval to be paid.

VI. POLICIES AND PROCEDURES TO ENSURE PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO MSIP AND CSIP

Activities are in place to ensure that the professional development program directly relates and grows out of the district MSIP and CSIP. Specific professional development activities are planned to support the district in meeting the MSIP and CSIP performance and criteria.

Thorough analysis of district progress toward meeting the MSIP and CSIP objectives is a crucial piece of the PDC evaluation process and this information is used to help evaluate and adjust district-wide and building-level professional development activities. In addition, all proposals for professional development in our district include a section linking the proposed activity directly to the accomplishment of district and building level goals directly related to the MSIP and CSIP objectives. Staff members applying to attend workshops and conferences identify the relation of this activity to MSIP and CSIP objectives.

District Professional Development Reporting Procedures:

Each building principal or director will keep records of professional development activities attended by each teacher within their building. This systematic plan will include the teachers completing and submitting a spreadsheet of the activities that they have attended throughout the school year. This teacher spreadsheet will be due to the building principal by **check-out time** the last day of the school year. The spreadsheet will include any and all professional development activities that the individual teacher has attended whether on contract time or not.

A sign-in sheet should be available for all teachers at all district workshops or in-services and a copy of the sign-in sheet should be maintained by the building principal/director.

All professional development records should be accessible, fire-safe and available for review and audit within respective buildings.

Copies of the District Request for Leave should be maintained in the teachers' building personnel/professional development files for recordkeeping. The Central Office copy of the

District Request for Leave will be maintained in the Central Office files.

This professional development recordkeeping system is important and necessary because this information will be reported to DESE as documentation of annual professional development hours.

VII. BEGINNING TEACHER ASSISTANCE/MENTORING PROGRAM

The PDC provides as many opportunities and methods of support to beginning teachers in our district as possible. New teacher orientations are held which cover

- instructional media services,
- special education practices,
- classroom management,
- and on-going support activities.

All mentee paperwork needs to be put in a permanent file.

Information about beginning teacher assistance programs from area colleges and universities is provided each year. Assistance is provided to help each beginning teacher:

- develop a personal Professional Development Plan containing clearly stated goals and objectives,
- planned professional development activities,
- and evaluation/review

Input from the district needs assessment and feedback from beginning teachers and mentors is used to continually revise and enhance the beginning teacher assistance program.

Mentor Responsibilities: Each mentor is responsible for only one teacher, unless the mentor volunteers for one first year and one second year educator. Mentors are responsible for:

- helping the educator complete the professional development plan,
- meeting formally once a month to review the PDC plan and the monthly check off log,
- participating in joint observation/reflective sessions at least once a quarter,
- and coaching and providing on-going support to the beginning teacher

Provisions for Mentor training are available.

Administrator Responsibilities: Building administrators are responsible for identifying effective mentors for their beginning teachers, and any in-district transfers, for ensuring that the observations and reflective sessions occur, and for providing input into the beginning teachers' Professional Development Plans. Minimum recommendation for being a mentor (if possible): Three years prior teaching experience in that area of teaching.

Beginning Teacher Responsibilities: Each teacher employed by the district that holds a temporary or PC1 certificate and who has no previous teaching experience is provided with entry-year mentoring. Beginning teachers are responsible for:

- ensuring that all certification requirements are met and documentation is submitted,

- maximizing the benefits they receive from the beginning teacher assistance program,
- observing master teachers and engaging in collegial reflections with their mentors about what they observe,
- developing effective Professional Development Plans including information related to the instructional process, classroom management, interpersonal relationships, professional responsibilities, and other professional goals.

VIII. BUDGET

District Commitment to Professional Growth: State law requires each district to allocate 1% of its foundation monies to professional development. The district spends at least 75% of this allocation on activities clearly related to the objectives of the CSIP. A portion of this funding is used to bring a wide array of presenters and professional development programs into our district so that large numbers of district staff can be in serviced as consistently and cost-effectively as possible. A portion of the budget is also allocated to meet building needs.

Prioritized Uses of PDC Funds: Guidelines developed by the Missouri Department of Elementary and Secondary Education define the categories of activities which are listed as allowable use of Professional Development funds. Based upon the needs assessment data and recommendations of the PDC, these categories of expenditures have been prioritized and are supported each year through PDC funding, as well as other funding sources, such as Title I, Title II, Title II A, Title II D, Title V, Title VI:

Buildings: Each administrator will have a budget for his/her building use. All PDC rules as specified in the Missouri Professional Development Guidelines for Student Success and Professional Development Plan for Marshall Public School must be followed when spending PDC monies. Each of the following buildings will have a budgeted amount to spend on professional development.

- Benton
- Southeast
- Eastwood
- Northwest
- BMS
- MHS
- SCHS
- SCCC

Special Education: The Special Education Director will have the use of these funds to use for special education teachers throughout the district. All PDC rules as specified in the Missouri Professional Development Guidelines for Student Success and Professional

Development Plan for Marshall Public School must be followed when spending PDC monies.

District Needs: The following money will be used by the PD committee to meet the professional development needs of the district. The following code categories will be used:

Substitutes for professional development
Salaries: Mentor payments / Book Studies
Presenter fees
Presenter travel
Supplies

Budgeted amounts may change yearly depending on available funding. After state funding is reported yearly, the PD committee in consultation with administration will distribute money to each budgeted category.

IX. EVALUATION PLAN AND CRITERIA

THE MPS Professional Development Program is evaluated continuously through the following criteria and data sources:

1. Indicator: Professional development opportunities are provided each year to meet needs identified in the annual needs survey.
Data source: Review of proposals for professional development activities identifying the specific district objectives being met by the activity.
2. Indicator: Professional development activities are provided to assist the district in progress toward the MSIP and CSIP objectives.
Data source: State report data, MSIP and CSIP progress reports, review of information on proposals identifying districts objectives supported by the activity.
3. Indicator: Increased participation in all professional development activities
Data source: Compilation of number of hours and persons involved in district and building in services, outside conferences and activities, and High Quality Professional Development
Participants
4. Indicator: Professional development opportunities result in high levels of participant satisfaction, learning and implementation of effective strategies and techniques, and positive changes being made in instruction and student learning
Data source: Collection and review of written evaluations from participants after each session, impact statement reported on the needs survey, anecdotal information collected in each building by PDC representatives and MAP scores

5. Indicator: The Beginning Teacher Assistance Program meets beginning teacher needs regarding certification and assimilation into the district

Data source: Beginning teacher responses on the needs survey and information (number successfully meeting the certification requirements, number retained in the district, number remaining in teaching).

Appendix A: Mentor/Mentee Forms and Procedures

Mentee Starting School Checklist

- _____ 1. Have class rosters and seating charts ready for the first day
- _____ 2. Emergency instructions posted, and all emergency procedures are reviewed
- _____ 3. Room clean and arranged, Walls decorated
- _____ 4. Classroom rules posted and discussed with students on the first day
- _____ 5. Knowledge of attendance, lunch, and homeroom procedures
- _____ 6. Have enough desks and chairs for all of your classes
- _____ 7. Enough books for all the subjects that you teach
- _____ 8. First week of lesson plans and/or (course syllabus) ready
- _____ 9. You know your department chair person, librarian, Special Services staff member for your grade level to be able to find out answers to specific questions that might arise.
- _____ 10. Have grade book and plan book
- _____ 11. Have other supplies such as markers, tape, paper clips, etc.
- _____ 12. Have check out slips for sending students to the nurse's office
- _____ 13. When using the computer and printing, I know where to get the printed copies
- _____ 14. Have contacted IKON Print shop for login and password information
- _____ 15. Have read over your handbook and know what duty and which quarter you will serve that duty
- _____ 16. Traveling teachers: Have a building buddy in each building that you work in
- _____ 17. Attended District Mentor/mentee meeting (August)
- _____ 18. Attended District-wide meetings with all 1st year teachers

Suggestions for Mentors to help with their Mentee

I have.....

- _____ obtained the new teacher's contact information and given him/her mine.
- _____ given him/her an informational packet on classroom management, unit and lesson planning, and assessment.
- _____ helped him/her create the most effective room setup.
- _____ talked to him/her about homework, late work, grading, and attendance policies
- _____ provided him/her with copies of the state and local standards
- _____ made him/her aware of websites that support learning objectives
- _____ provide him/her with a sample syllabi and course overviews
- _____ given him/her an example of a greeting letter to parents
- _____ given him/her instructional supplies and explained how to obtain them in the future
- _____ shown him/her where ancillary materials are located
- _____ shown him/her where copy machine is (given code to copier) and how to use
- _____ explained how to call in an absence
- _____ discussed fire/tornado drills and crisis procedures with him/her
- _____ emphasized the importance of creating three days of emergency lesson plans and have shown someone where you keep them
- _____ spoken with him/her about the importance of being firm yet fair with students early in the year
- _____ discussed his disciplinary plan with him/her
- _____ stressed the importance of having an engaging lesson on the first day of school instead of simply going over rules and policies
- _____ secured him his own classroom; if he/she floats, I have provided him/her with a cart, extra materials, or some kind of privilege to make the situation more palatable
- _____ reviewed a system for documenting situations concerning students
- _____ modeled professional behavior through my interactions with colleagues, bell-to-bell instruction, valid assessments, timely return of assignments, and a positive yet honest, realistic attitude
- _____ if a traveling teacher make sure that they have a contact person (building buddy) that they can talk to in each building, (grades, attendance, and duties).

**Marshall Public Schools
Mentor/Mentee Log
Activities Log for First Quarter**

We:

Date:

- _____ Met and got acquainted _____
- _____ Developed collegial relationship (and will continue to monitor our on-going progress throughout the year.) _____
- _____ Discussed Professional Development Plan/In-service Hours/Beginning Teacher Program Options _____
- _____ Set up weekly meeting times _____
- _____ Shared resources _____
- _____ Attend beginning teacher conference _____
- _____ Retain certificate from beginning teacher conference for re-certification _____
- _____ Mentee observed in mentor's and/or other teacher's classroom _____
- _____ Mentor observed mentee in classroom teaching _____
- _____ Discussed teacher evaluation procedures _____
- _____ Discussed first quarter grades and Parent/Teacher Conferences _____
- _____ Teach mentee what grade program is used and how to use before mid-quarter/quarter grades are due. _____
- _____ Have held question/answer periods _____
- _____ Discussed/worked on the construction of a mentoring folder _____
- _____ Attended district Mentor/Mentee meeting (August meeting) _____
- _____ Attend district wide meeting with all 1st year teachers (time and place to be announced) _____
- _____ Know who the Problem-Solving Team members are in our building _____
- _____ Other: _____ _____

Signature of Teacher/Date:

Signature of Mentor/Date:

Signature Building Principal/Date:

**Professional Development Plan
Mentee Two Year Plan**

**(To be used with the performance based evaluation or portfolio goals.)
(To be completed by the end of 1st quarter with the help of you mentor or building principal)
(Required by PBTE- administration will accept)**

Name: _____

School: _____

Two-Year Time Period for This Plan: _____

Goal #1: _____

Objective: _____

Strategies/Actions Planned to Meet this Goal:

1. _____
2. _____
3. _____

Persons/Resources Involved:

Dates for Review: _____

Anticipated Completion Date or On-going: _____

Goal #2: _____

Objective: _____

Strategies/Actions Planned to Meet this Goal:

1. _____
2. _____
3. _____

Persons/Resources Involved:

Dates for Review: _____

Anticipated Completion Date or On-going: _____

Areas for Review (Self Check)
by end of 1st Quarter

Physical Environment:

1. Is my room warm enough or cool enough? Do I need to contact an administrator or custodian?
2. Is anything broken or not working in my room? Do I need to write a work order?
3. Are my bulletin boards up to date? Can I have students help me design something new?
4. Is my desk/table arrangement conducive to a good learning environment?
5. Do I need additional classroom resources for this year or next? Do I need to check on my budget/alternate funding sources? Do I need to check with my mentor or department chair?

Classroom Guidelines:

1. Do I need to change a particular student seating assignments or student interaction patterns?
2. Are any particular students still not following classroom guidelines?
 - Have I talked individually with the student?
 - Have we established a separate behavior plan or contract?
 - Have I contacted the student's parents?
 - Have I talked with my mentor or other teachers about this issue?
 - Have I talked with the counselor?
 - Have I talked with additional resource personnel (Special Ed. Instructors, juvenile officers, personal tutor, etc.)

Lesson Variations:

1. Am I using a variety of instructional methods in my teaching?
 - Do I use individual hands-on and group projects?
 - Do I use writing assessments?
 - Do I use technology? (computers, smart boards, software, internet, computer lab, etc.)
 - Do I use authentic assessment?
 - Do I have student's do individual reading assignments?
 - Do I ask the students to use a variety of research tools?
 - Do I have the students work in cooperative learning groups?
 - Do I use relevant media presentations?
 - Do I go beyond the textbook?

Grading/Assessments:

1. Do I vary the forms of assessment/testing I use with my students?
 - Do I have students speak and present information to the class?
 - Do I have students keep portfolios or files of their work and progress?
 - Do I use a variety of testing options: multiple choice, identification, essay, short answer, matching, verbal answers, etc.
 - Do I have students do cooperative projects?
 - Do I display student work in the halls or my classroom?
 - Do I allow for peer editing or review?
 - Do I allow for class discussion?

Organization:

1. Do I plan for adequate time to grade projects and assignments?
2. Do I return student work in a timely fashion? (one week or less)
3. Do I plan time to creatively decorate my room? (one day per week)
4. Do I plan time for work on my lesson plans?
5. Do my lesson plans reflect at least one week of prior planning? (or more)
6. Do I build time to share with my colleagues?
7. Do I schedule time each day for myself? (including exercise)

Marshall Public Schools
Mentor/Mentee
Activities Log for Second Quarter

We:

Date:

- _____ Drafted the Professional Development Plan _____
- _____ Met for informal discussions (in the hall and at lunch) _____
- _____ Celebrated together by _____
- _____ Talked about first quarter grades/parent teacher conferences and curriculum _____
- _____ Scheduled second observation for (mentor to observe mentee) _____
- _____ Discussed classroom concerns/successes _____
- _____ Met with building principal to discuss how things are going _____
- _____ Discussed Professional Development opportunities _____
- _____ Shared new resources and teaching strategies _____
- _____ Continued building/discussing mentoring folder _____
- _____ Can locate the District Special Education Plan (aka Compliance Plan) in our building _____
- _____ Other: _____
- _____ Other: _____

Signature of Teacher/Date:

Signature of Mentor/Date:

Signature Building Principal/Date:

Marshall Public School
Mentor/Mentee
Activities Log for Third Quarter

We:	Date:
_____ Continued Informal contact (hallway/lunch)	_____
_____ Finalized Professional Development Plan	_____
_____ Reviewed attendance at building/district events	_____
_____ Observed in mentor's and/or other teacher's classroom	_____
_____ Mentor has observed mentee teaching	_____
_____ Discussed a new/innovative teaching strategy	_____
_____ Evaluated mentoring experience so far	_____
_____ Celebrated by _____	_____
_____ Attend district wide meeting with all 1st year teachers (time and place to be announced)	_____
_____ Other: _____	_____

Signature of Teacher/Date:

Signature of Mentor/Date:

Signature Building Principal/Date:

Marshall Public Schools
Mentor/Mentee
Activities Log for Fourth Quarter

We:

Date:

_____ Updated Professional Development Plan for the upcoming school year
sent a copy to the building principal by May 1.

(Remember to keep a copy of your PD Plan in your folder.)

_____ Finalize in-service Log and send a copy to Central Office to be
placed in your professional file by May 1.

_____ Discuss summer in-service offerings and completed the
registration forms.

_____ Obtain all signatures and put the Mentor/Mentee Logs in
mentoring folder by May 1.

_____ Celebrated accomplishments and reminisced about the year.

_____ Other: _____

Signature of Teacher/Date:

Signature of Mentor/Date:

Signature Building Principal/Date:

Appendix B: District Forms

Workshop Title: _____
Date: _____
Presenter: _____
Division: _____

**Please complete and turn into your
PDC building representative.**

Post-Workshop Evaluation Form

Rating Scale: 1-strongly disagree and 7-strongly agree.

Attitude toward presenter

1. Had a professional approach and style. (Please circle your response)

1.....2.....3.....4.....5.....6.....7

2. Provided a high quality presentation.

1.....2.....3.....4.....5.....6.....7

3. Was respectful of audience.

1.....2.....3.....4.....5.....6.....7

4. Was credible.

1.....2.....3.....4.....5.....6.....7

5. Kept my interest.

1.....2.....3.....4.....5.....6.....7

Attitude toward the information

6. Was well organized.

1.....2.....3.....4.....5.....6.....7

7. Reinforced my current practices.

1.....2.....3.....4.....5.....6.....7

8. Contained useful information.

1.....2.....3.....4.....5.....6.....7

Use of information

Rating scale: 1-unlikely and 3-likely

9. How likely is it that you will use this information in your decision making with students and parents?

1.....2.....3

10. How likely is it that you will use a strategy (ies) presented in this workshop with students?

1.....2.....3

11. How likely is it that you will share this information with someone else?

1.....2.....3

COMMENTS (Please use the back for additional space):

PDC Annual Survey
Needs Assessment

Name: _____ Building: _____

Please complete the following survey to help the PDC identify needs so that we may plan for the future professional development opportunities. Return to your building representative by March 1st. Mark with a check if interested or not interested in the specific categories which are directly related to CSIP. If interested, please **specifically describe** the type of professional development activities that you feel would benefit the district or your building. If possible, include names of presenters with contact information or any other information that would assist the committee in researching and planning in service activities.

Interest Categories	Interested	Not Interested
1. Curriculum Development (examples: differentiated instruction, improving reading instruction, backward design)		
Specific description:		
2. Assessment (examples: creating common summative and formative assessments, grading, MAP)		
Specific description:		
3. Intervention Strategies (examples: pyramid of interventions, multiple intelligences, brain research)		
Specific description:		
4. Technology (examples: learning a specific program, learning to use equipment, troubleshooting)		
Specific description:		
5. Data collection/interpretation (examples: interpreting MAP results, using data to improve instruction, how to use formative and summative data)		
Specific description:		

Professional Development Log

Your certification will dictate how many professional development hours are required of you. All of the school's inservices will work towards your hours.

This will be a required form due at the end of the year at checkout.

Print Name: _____ Year: _____

Department/Grade: _____

Date Attended	Presenter Name or Organization	Professional Development Activity	Clock Hours
		TOTAL	

Staff Signature: _____

**MARSHALL PUBLIC SCHOOLS
Request for Leave**

Name: _____ Today's Date: _____
 Position: _____ Building: _____

Personal Leave

Date(s) for Which Leave is Requested _____
 Request for: (Check one and Explain below)
 Personal Leave Vacation
 Sick Leave Non-Reimbursable Leave

Professional Leave

Name of Organization/Event: _____
 Nature of Meeting: _____
 Place of Meeting: _____
 Date(s) of Meeting (Inclusive): _____ Days Absent from Duty: _____
 Substitute Needed: Y or N (circle one)
 Write a brief description of the workshop/seminar/conference to be attended and how it will assist the district in meeting the CSIP goals. (Use indicators from CSIP manual located in all administrative offices).

Estimated Cost of Attendance

Number of Substitute Days:	_____	x	\$ _____	=	\$ _____
Lodging: No. of Nights:	_____	x	\$ _____	=	\$ _____
Meals: No. of Days:	_____	x	\$ _____	=	\$ _____
Registration Fee (not including any membership fee):				=	\$ _____
Transportation:					\$ _____
	Air (coach fare):				\$ _____
	Intra-city Transportation:				\$ _____
	Automobile Expenses @ _____ cents/mile:				\$ _____
	Other _____				\$ _____

Total Estimated Cost..... \$ _____

Signature of Applicant _____ Date _____

For Office Use Only

Request Was: Approved as Requested Denied
 Source of Funding/Code: _____ PDC

Principal _____ Date _____

Superintendent/Designee _____ Date _____

White – Central Office Canary – Building Pink – Employee Gold – PDC

BOOK STUDY PROPOSAL

Marshall Public Schools encourages ongoing professional development for staff members. Book studies are an effective way to support our CSIP goals and building goals. Please submit your book study proposal to the Director of Federal Programs for approval prior to beginning your book study.

Certified staff members may be paid \$20.00 per hour. Payment will be made after sign-in sheets have been submitted by requisition to Central Office at the completion of the Book Study.

Book study leaders are responsible for keeping the study group focused on the concepts of the book.

Name of Book: _____

Author of Book: _____

Cost per book: _____ Number of books needed: _____

Total cost for all books: _____

Proposed Dates for Book Study: _____

Number of Sessions to be held for Book Study: _____

Name of Book Study leader: _____

Total Proposed Cost to District: _____

	Staff Member Name	Building	Grade/ Dept	CSIP/ Building Goals	Type of Payment Requested		
					\$20.00 per hour	Career Ladder	No Payment Requested
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Only one type of payment request can be made per person. No changes can be made after this form is submitted. It will not be permissible to divide the sessions for payment.

Book Leader's Approval _____

Date _____

Administrator's Approval _____

Date _____

PDC Chairperson Approval (if applicable) _____

Date _____

Special Programs Director Approval (if applicable) _____

Date _____

Superintendent's Approval _____

Date _____

The above form must be complete in its entirety and approved before the book study may begin.
The Book Study Leader must return this proposal form with requisition for payment.