Sarcoxie R-2 School District

Professional Development Guidelines
2023-2026

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning."
~Benjamin Franklin

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Section 1: Missouri Mandates and Regulations

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

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

Missouri Teacher Standards

In 2013, the Missouri Department of Elementary and Secondary Education updated the Missouri Teaching Standards. The standards convey the expectations of performance for professional teachers in Missouri and are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

Standard 1: Content knowledge aligned with appropriate instruction.
> The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard 2: Student Learning, Growth and Development
> The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 3: Curriculum Implementation
> The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Standard 4: Critical Thinking
> The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Standard 5: Positive Classroom Environment
> The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 6: Effective Communication
> The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Student Assessment and Data Analysis
> The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

Standard 8: Professionalism
> The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9: Professional Collaboration
> The teacher has effective working relationships with students, parents, school colleagues, and community members.

Each standard then has quality indicators that inform what is expected of the teacher within each standard. Districts have the responsibility of adopting the standards and identifying through a needs assessment which standards are to be focused on each year for evaluations and professional growth. The complete list of quality educators can be found on the DESE website. http://dese.mo.gov/sites/default/files/pictures/TeacherStandards.pdf

Missouri School Improvement Program (MSIP 6)

MSIP 6 Overview:

The Missouri Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for each Local Education Agency (LEA) to measure the progress of Missouri School Improvement (MSIP) and is the primary component of the classification recommendation to the State Board of Education. The year 2022 marks the beginning of the MSIP 6 cycle, denoting the sixth iteration of this process.

Missouri's Certification Plan

Senate Bill 296 passed in 2003 and this legislation created a two-tier plan of professional classification that replaced the previous four-level plan of certification. The two-tier plan follows:

- **Initial Professional Certificate (IPC)** - An initial professional certificate is valid for four years and is assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of classification, a teacher must meet the following requirements:
    - Participation in a district-provided and approved mentoring program for two years.
    - Participation in a Beginning Teacher Assistance program.
    - Successful completion of 30 contact hours of professional development which may include college credits.
    - Successfully participation in an educator evaluation system that aligns to the essential components articulated in the ESEA Waiver (state model).
    - Completion of four years of approved teaching experience.
    - Have an Individual Professional Development Plan.

- **Career Continuous Professional Certificate (CCPC)** - A career continuous professional certificate is valid continuously for 99 years dependent upon an individual's meeting the following:

    All requirements at the IPC level (four years of experience);
    - Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
    - Have an Individual Professional Development Plan

    OR
    - Two of the following items:
      - 10 years of teaching experience;
      - A master's degree; or
      - National Board Certification

Professional Development Reporting

As of October 2005, all districts are required to submit an annual online report that will detail the actual contact hours of professional development completed by certified staff members in the preceding year. The reporting must be completed by November 15.

Required Professional Development Hours

Classification	Initial Certification Years 1-4	Reactivation	Career Certification Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL)	60 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Professional Certification (most core areas and librarians)	30 hours total over 4 years	24 hours plus annual	15 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Career Education (formerly vocational)	90 hours total over 4 years	24 hours plus annual	30 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Student Services	40 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Administration (superintendent)	120 hours total over 4 years	24 hours plus annual	30 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Administration (principals, special ed. directors, and career ed. directors)	120 hours total over 4 years	24 hours plus annual	**Years 5-10 must complete EdS degree in ed. adm., C&I, or reading/literacy or 30 hours annually**	**Years 11-99** exempt with EdS degree or national certification
Provisional Certification (2 years)	must complete credits/requirements to move to Initial certification within two years	n/a	n/a	n/a
Temporary Certification (1 year)	must complete 9 college credits annually	n/a	n/a	n/a

Missouri Standards

On April 19, 2016, the State Board of Education approved the updated Missouri Learning Standards. These standards were created by work groups of Missouri parents and educators and were developed by Missourians for Missouri students. The standards further define high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career and life. The Missouri Learning Standards include: English Language Arts, Mathematics, Science, and Social Studies Standards

Student Assessment

Missouri Assessment Program (MAP)

According to the law, students in grades 3-8 will be assessed at the end of each year to determine progress toward mastery of the Missouri Learning standards. English Language Arts and Mathematics are administered in all grades. Science is administered in grades 5 and 8.

End-of-Course Assessments (EOC's)

In addition to the Grade-Level assessments, Missouri's Assessment Program includes required End-of-Course assessments in the subject areas of Algebra I, Biology, English II and Government. Additional End-of-Course assessments are available at no charge to the district in American History, English I, Algebra II and Geometry. End-of-Course assessments are taken when a student has completed the course-level expectations for an assessment and are not bound by a specific grade level.

Local Benchmarks and Assessments

Elementary	K	1	2	3	4	5
ELA	KOF iReady	iReady	iReady	iReady MAP	iReady MAP	iReady MAP
Math	iReady	iReady	iReady	iReady MAP	iReady MAP	iReady MAP
Science						MAP
Social Studies						

Secondary	6	7	8	9	10	11	12
ELA	Progress Learning MAP	Progress Learning MAP	Progress Learning MAP				Work Keys
Math	USA TestPrep MAP	USA TestPrep MAP	USA TestPrep MAP	Progress Learning EOC (ALG 1)			
Science	Progress Learning	Progress Learning	Progress Learning MAP		Progress Learning EOC (Bio)		
Social Studies	Progress Learning	Progress Learning	Progress Learning			Progress Learning EOC (Gov)	

Benchmark and Assessment Key

iReady - Measures student reading and math levels towards mastery of state standards and reading levels

Progress Learning - Measures students students' progress towards mastery of state standards

MAP - Missouri Assessment Program

EOC - End of Course Exam

ACT - College Readiness Assessment

Section 2: Sarcoxie R-2 Professional Development Committee

The continuous improvement of educators, schools and districts depends upon the quality of professional learning opportunities that take place within the system. To ensure the successful daily performance of educators, high quality professional learning must be an integral part of every educator's professional career.

The Excellence in Education Act requires each school district to have a Professional Development Committee (PDC). The PDC must work in collaboration with teachers and leaders for continuous school improvement.

The focus of the PDC must be on student learning outcomes informed by multiple student and educator data sources aligned with school improvement indicators, the Missouri School Improvement Program (MSIP) standards, and the local board of education goals and objectives. In collaboration with the school leader, leadership team, or district curriculum coordinator, the PDC should prepare a plan to meet the identified educator learning indicators that will lead to improved student learning. Careful consideration should be given to the design of learning opportunities. Knowledge of the learners, the magnitude of the expected change and the comfort of the learners with each other can impact the success of the professional learning experience.

Research has shown that 49+ hours of professional learning over a six- to 12- month period is needed to move initial learning to consistent application. Decisions about resources for professional learning will require a thorough understanding of student and educator needs, clear commitment to ensure equity in resource allocation, and thoughtful consideration of priorities to achieve student success.

Members and Committee Structure

2022-2023 School Year

Name	Term Expires
Ashley Lambeth, Districtwide	2024
Brendi Stevens, Districtwide	2024
Jeff Rush, HS	2024
Neika Law, MS	2024
Cassandra Carney	2024
Lori Robinson	2025
Laura Lewis	2025

2023-2024 School Year

Name	Term Expires
Ashley Lambeth, Districtwide	2024
Brendi Stevens, Districtwide	2024
Jeff Rush, HS	2024
Neika Law, MS	2024
Cassandra Carney	2024
Lori Robinson	2025
Laura Lewis	2025

2024-2025 School Year

2025-2026 School Year

The Sarcoxie R-II Professional development committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of eight (8) faculty members who are elected representatives from the elementary, middle, and high school.
2. Committee members shall be full-time, certified staff members with at least three years of teaching experience and at least two complete and consecutive years in the Sarcoxie R-II district immediately prior to election.
3. Professional development committee members will be elected for 3-year terms, which will be staggered so that approximately one-third of the members are elected each year. Committee members are to be elected by certified staff (classroom teachers, librarians, and counselors.) Elections will be held before the end of each school year. A member may be re-elected as many times as the faculty chooses.
4. Upon resignation or loss of a committee member, the Professional Development Committee will select someone to serve until the next election. The person then elected will serve the remainder of the unexpired term to which he or she is elected.
5. The members of the committee will elect the chairperson each year. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create the agendas, conduct the meetings, maintain all PDC forms, and be in charge of typing the PD Plan.
7. The secretary will keep and record the minutes of the meeting and distribute copies to all committee members. In addition, (s)he will retain all evaluations and prepare ballots.
8. The Mentor Chairperson will organize mentors and mentees, oversee all parts of the mentoring plan, audit beginning teacher and mentor checklists periodically, and file materials for state evaluation.
9. The Professional Development Committee will hold regular meetings each month and the chairperson may call other meetings as the need arises. The chairperson will inform members of the time and location of these meetings.
10. The PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
11. The committee will review requests for professional development by individuals, determine if they are related to goals and grant approval. Approved requests will be signed by two committee members.
12. The chairperson will appoint sub-committees for specific tasks as the need arises.

District Mission Statement

The school is the primary educational resource of the community. Its purpose is to provide a learning environment through which all students can benefit academically, socially, physically, and emotionally. This environment will ensure that an academic foundation is in place to promote the skills necessary to be productive members of an ever-changing society.

CSIP Goals

In November 2022, the Sarcoxie R-2 School Board approved the following Comprehensive School Improvement Plan Goals:

Priority Area 1: Character, Culture, and Climate

Goal 1.1: On an annual basis, culture and climate surveys will be at 90% strongly agree or agree.

Goal 1.2: Attendance rate will meet or exceed 90% on an annual basis.

Goal 1.3: 100% of students in grades 7-12 will participate in extracurricular activities, clubs, organizations, or be connected to school outside of the classroom.

Goal 1.4: Increase community partnerships and parent participation by 5% on an annual basis.

Priority Area 2: Teaching and Learning

Goal 2.1: MAP and EOC scores will increase by 2-4% on an annual basis.

Goal 2.2: ACT scores will meet or exceed 21.0 composite on an annual basis.

Goal 2.3: The district will maintain an annual graduation rate of 100%.

Goal 2.4: Local assessments will meet or exceed grade level expectations in fall, winter and spring testing windows.

Priority Area 3: Staffing

Goal 3.1: The district will retain 95% of certified staff that are asked to return(offered contracts to). The district will return 90% of non-certified staff on an annual basis.

Goal 3.2: Staff compensation will be in the top three of the conference on an annual basis for certified and non-certified staff to the extent finances/funding allows.

Goal 3.3: Culture and climate surveys will meet or exceed 90% strongly agree and or agree.

Priority Area 4: District Operations

Goal 4.1: The district will maintain an unrestricted fund balance of 30% on an annual basis.

Goal 4.2: On an annual basis the district will meet 100% on all safety inspections.

Goal 4.3: The district will have a maintenance or rotation schedule for 100% of the following areas by June 2024. (Facilities, Technology, Curriculum and Curriculum Resources)

Section 3: Professional Development Budget

One Percent Foundational Budget

The Outstanding Schools Act indicates that each school district shall allocate 1 percent of its revenue from the foundation program, to the Professional Development Committee (PDC) for professional development. Of the monies allocated to the PDC, 75 percent shall be spent in the same fiscal year for purposes determined by the PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the district approved CSIP.   The remaining 25 percent must also be spent for professional development, but may be carried forward for use in the succeeding year.

To meet the statutory requirements, 100 percent of the professional development funds must be:

- Used for professional development.
- Spent on activities consistent with the District Professional Development Plan.
- Clearly related to the objectives of the district CSIP.
- Used for professional learning activities approved by the PDC and the board of education.
- Tied directly to identified student and educator learning goals and objectives.

Allowable Expenses for "One Percent" Funds

One percent professional development monies should be committed to *long term*, job-embedded activities that impact student achievement as determined by measurable outcomes.

Allowable expenditures are as follows:
1. **Activities for staff with teaching certificates:** Professional development activities can be provided for all staff with teaching certification. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers.
2. **Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.
3. **Stipends for:**

- Teachers' participation in curriculum development and related work
- Teachers' work as a member of the professional development if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
- Teachers' work as a member of the professional development committee. This includes any training received for being a PDC member if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).

- Mentor teachers for time spent planning for and working with first and second year teachers outside regular contracted school hours.
- Teachers' participation in professional development/learning/in-service activities scheduled and held by the district outside contracted school hours.

4. **Reimbursement for:** Travel, food, lodging and registration fees to participate in professional learning/ training activities.

5. **Pay for substitute teachers:** Pay for substitute teachers when professional development activities are held during the regular school day or to allow for teachers to observe, coach, mentor or work with other teachers in collaborative situations.

6. **Tuition and fees for selected colleges or university courses to:**
- Eliminate temporary certificates when requested by the district to teach in a shortage area.
- Assist a staff member to become certified in another area where teaching help is deemed necessary by the district.
- Keep teaching certificates current if identified in the district professional development plan as a district priority.
- Help progress toward a master's degree or above if identified in the District PD Plan and the advanced degree sought is in the educator's content area of teaching.
- Help enrich subject/grade level teaching.

Note: Caution should be exercised by the PDC in using a large percentage of its budget on tuition reimbursement. The PDC may wish to develop a policy that limits tuition reimbursement to only the critical certification needs of the district in order to have the needed funds to support the identified learning needs of all staff and meet the goals of the district CSIP.

7. **National Board Certification:** Payment of all or a portion of the fee is allowable if consistent with the goals and activities of the PDC plan, etc.

8. **Library resources:** Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.

9. **District fee to belong to a professional development co-op and professional organizations:** This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board-adopted pd plan of the district.

Expenditures for which "One Percent" Funds May Not Be Used

1. Individual membership dues to associations or organizations.

2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district PD plan and CSIP.

3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.

4. Instructional equipment or materials or administrative equipment or materials.

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,

6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)

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. School board member training.

9. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local MSIP review.

10. Professional development activities for non-certificated staff. (School districts are encouraged to provide opportunities for non-certified staff to learn and grow professionally.)

11. As a supplement for teacher health insurance premiums.

12. Certified staff CPR training.

13. Firearms safety training.

Section 4: Sarcoxie R-2 Professional Development Plan

Professional Development Goals

In the planning and development of district professional growth activities for all teachers, which will address the CSIP goals, the PDC establishes the following goals:

Goal 1. By the end of the 2025-2026 school year, the district's math progress target rate, as measured in the APR will increase by 3%.

Goal 2: Throughout the 2023-2026 school years, the district will achieve and maintain a 5.5 average or better on the district selected NEE indicators.

District Needs Assessment

The district identifies professional learning needs through multiple means of data. The PDC and administration will look at disaggregated student achievement data by content area and skills, behavior data, IPI data, teacher observations, and student, parent, and teacher surveys.

The district will then align specific PD goals that align with building plans and content standards. The district will strive for professional learning that is based on research-and/or evidence-based instructional strategies to increase student achievement.

Under Title II.A, Sarcoxie R-2 can use program funds for "teacher advancement initiatives that promote professional growth and emphasize multiple career paths, such as paths to becoming a career teacher, mentor teacher, or exemplary teacher…" [Section 2113(c)(14)]. The school district uses these funds to pay reimbursement for graduate level coursework in order to attract and retain quality teachers within the classrooms. Procedures for participating in the Tuition Reimbursement Program can be found on the district website.

Evaluating the Professional Learning

The PDC will collect and review data to evaluate the professional learning on the following 5 levels:

1. Participants' Reactions to the Program
2. Participant Learning from the Program
3. Organization Support and Change
4. Participant Use of New Knowledge and Skills
5. Results: Student Learning Outcomes

District Procedures for Requesting Professional Development Funds

1. Applicant must complete a PD request form. **These forms are available on the district website and at both buildings.**
2. Requests must be signed by the building principal.
3. Applicant must turn the request form over to a building level PDC rep or any member of the PDC by the last Friday of the month. (NOTE: It's a good idea to keep a copy if it isn't saved on the computer.)
4. The PDC member will take the request to the district-wide committee meeting at the regular monthly meeting on the second Wednesday of that month.
5. When funding is approved, do the following as applicable:
   a. Upon the decision of the district PDC, teachers will receive a copy of the approved/disapproved request.
   b. All conference/workshop and hotel registrations will be made by the central office unless applicant is notified by PDC or central office.
   c. SUBSTITUTE: If a substitute is approved with your request for PD funds, you must also fill out a regular sub request form online.
   d. MILEAGE and MEAL REIMBURSEMENT: Reimbursement will be made with prior approval, completed request forms, and PDC activity form. Mileage will be reimbursed at the rate of $.37 per mile and meal reimbursements will be made for up to $25/day.

In-District Professional Development Opportunities

1. Book Study Groups - Teachers may form and participate in a book study group designed to study a topic related to teaching and that aligns with district and CSIP goals. The groups may consist of three or more teachers. Teachers who choose this option will design and submit a plan for the study. The plan will include who will be involved, what the book is about, and outline for the meeting dates and discussion topics, anticipated effects of the study, and possible presentation to other staff and faculty. They will also complete a PD Stipend request form at the conclusion of the study. Teachers who chose this option may be paid $20 per hour for all non-contract time spent on the project, up to $100.
2. In-House Training - Teachers may choose to provide specialized training for other teachers in the Sarcoxie R-II District or to be trained by teachers in the district. Teachers choosing this option will submit a proposal to the PDC for approval. The proposal will identify the training and objectives, the trainer, dates and times of training, and estimated number of hours for the training. For approved proposals,

teachers may be paid for providing training or receiving training. Presenters may be paid $50 per hour for presentations that occur during non-contract time. Teachers who choose to be paid for receiving training during no-contract time will be paid $20 per hour up to the maximum amount provided by the PDC. In addition to prior approval, to receive payment, participants will also complete and turn in a Professional Development Activity Form at the conclusion of the training.

3. Curriculum Planning - Teachers may choose to work together outside of contract to vertically align curriculum with new learning standards. Teachers choosing this option must submit a proposal to the PDC for approval. The proposal will identify the teachers, curriculum objectives, and dates and times for the collaboration. Once approved, teachers will need to keep track of hours and turn in a stipend form to the PDC. Teachers choosing this option will be paid $15 per hour.

Individual Professional Development Plans

To encourage continual individual professional growth, all certified staff will develop and maintain an Individual Professional Development Plan each year. The plans must have a goal related to administrative selected teacher standards, CSIP goals, and/or district PD goals and will be monitored by building principals and the PDC.

All certified staff will be required to keep track of all PD opportunities that he/she participated in throughout each year. Professional development sessions attended outside of the district are to be documented as well. These hours will be reported on a form provided by the PDC at the beginning of each year. This form will also be available on the district website under District Forms. This form will need to be collected from each certified staff and kept with PDC documentation. The number of hours for each person will need to be turned in to Central Office at the end of the year.

Professional Development 1%

To be filled in by the PDC, each year once budget allocations have been released.

2023-2024 Budget

PDC Budget	
Allocated	
Substitute Teacher Pay (15%)	
District Funds Available (20%)	
District Supplies (15%)	
Elementary Funds Available (10%)	
Elementary Supplies (5%)	
HS Funds Available (15%)	

HS Supplies (10%)	
Travel & Lodging (10%)	

2024-2025 Budget

PDC Budget	
Allocated	
Substitute Teacher Pay (15%)	
District Funds Available (20%)	
District Supplies (15%)	
Elementary Funds Available (10%)	
Elementary Supplies (5%)	
HS Funds Available (15%)	
HS Supplies (10%)	
Travel & Lodging (10%)	

2025-2026 Budget

PDC Budget	
Allocated	
Substitute Teacher Pay (15%)	
District Funds Available (20%)	
District Supplies (15%)	
Elementary Funds Available (10%)	
Elementary Supplies (5%)	
HS Funds Available (15%)	
HS Supplies (10%)	
Travel & Lodging (10%)	

Section 5: Mentoring Program

In 2007, Senate Bill 64 charged the Department of Elementary and Secondary Education with the task of collaboratively developing high quality mentoring standards for beginning teachers and leaders. The purpose of this legislation was to ensure common minimal mentoring objectives for all beginning educators across all public school districts. The standards developed would apply to both of the required years of mentoring for all beginning teachers.

In collaboration with the Missouri Advisory Council of Certification for Educators (MACCE), the mentoring standards were developed and approved by the State Board in 2008. The Standards were vetted through the customary rule making process and entered into the Code of State Regulations in May of 2008.

This is significant legislation in that it recognizes how vital it is to have a foundational framework for mentoring in order to offer guidance and support for the successful growth and development of all beginning teachers and leaders. It identifies specific non-negotiable mentoring program elements that are needed to support beginning educators.

Mentoring Program Standards

(A) An introduction to the cultural environment of the community, school district, school building and classroom that:
1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, CSIP, goals, etc.)
2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.)
3. Complements professional organizations at district and state/national levels.
4. Discusses classroom equality - gender/race/abilities
5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one-day workshop).
6. Includes district initiatives and parental concerns.
7. Defines professional and district acronyms (Adequate Yearly Progress (AYO), Missouri School Improvement Program (MSIP), etc.

(B) A systemic and ongoing program review/evaluation by all stakeholders:
1. Identifies all stakeholders
2. Identifies mentoring outcomes, how they will be measured, and timelines;
3. Gathers regular and systematic feedback from mentor, protégé and administrators to determine if mentoring is working (might include pre/post surveys for mentors and protégés and may include information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover)
4. Is based on a foundation of best practice;
5. Requires independent/anonymous exit interviews of staff (may be connected to beginning educators' survey at state level) so clear reasons for staff departures can be determined;
6. Is supported by central office and school board- trend data
7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews)

(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:
1. Is aligned with the department's Model Teacher/Educator Evaluation Standards
2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator
3. Aligns with district's CSIP and certification requirements
4. Establishes outcomes for new educator
5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college
6. Establishes classroom or on-the-job observations that are guided by and contain a checklist of best practices observed by the mentor (positive feedback)
7. Encourages structured experiences and expectations for all new educators.

(D) Appropriate criteria for selecting mentors that:
1. Have a minimum of three (3) years of experience
2. Have traits such as enthusiasm and job commitment

3. Are committed to self-growth as well as mentoring;
4. Hold a same or similar position/job or grade/subject area (in or out of building/district)
5. May use a mechanism to end pairing if either mentor or protégé is not satisfied
6. Understand broad educational issues as well as specific teaching/ education issues
7. Have a strong understanding of pedagogy, instructional expertise and relevant administrative issues
8. Are available to mentor (release time, ewer additional assignments)
9. Are assigned by building principals and / or local professional development committee with input from grade level or department chair
10. Are supported in time/effort by administration and school board.

(E) Comprehensive mentor training that:
1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of child endangerment)
2. Includes cognitive coaching skills along with collaborative training
3. Includes observation and feedback training/skills
4. Provides an awareness of phases of first-year educators (stress, depression, etc.)
5. Provides training on mentoring standards, teacher evaluation requirements, certification requirements, and local expectations
6. Includes a catalogue of resources available for beginning educators
7. Recognizes the need for knowledge and strategies on classroom management
8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools))
9. Focuses on exemplary teaching and assessment practices
10. Builds working strategies that encourage problem solving and independent thinking
11. Provides understanding of student assessments and how educators can utilize them to guide instruction
12. Includes self-assessment that identifies whether mentoring is meeting both the mentor's and protégé's expectations

(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed on the following page.

(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by:
1. Aligning class schedules and planning periods to complement mentoring duties
2. Utilizing state and local professional development funds, Career Ladder or stipends to support mentors' additional duties
3. Providing release time for observation and meeting (minimum of three (3) each year)
4. Encouraging college support of resources, on-line classes, personal visits and/or beginning educators' assistance programs.

New Teacher First Year Mentoring Checklists

August:
- Schedule a time to meet with mentee before district wide back-to-school sessions.
- Tour your campus
- Discuss room preparation
- Discuss first day activities
- Discuss classroom management/discipline plan
- Review the process for discipline referrals
- Discuss lesson plans for the first week of school
- Discuss importance of using instructional time wisely
- Review attendance and lunch count procedures
- Review safety handbook and procedures
- Review faculty handbook
- Discuss process for requesting substitute
- Discuss supervision responsibilities
- Discuss professional dress and conduct
- Review grade level/content area curriculum
- Encouragement or small gift for first day of school/classes
- Discuss lesson design - building level requirements is any and share with mentee an example of the mentor's
- Help sign up for a Beginning Teacher Workshop

September:
- Review accident reports
- Review process for requesting materials and filling out Purchase Orders
- Review SLO and UOI Processes
- Review progress reports and grading systems
- Review special services procedures
- Review technology topic, questions, and concerns
- Observe mentor
- Review PDP
- Review procedures for parent/teacher conferences
- Review SPED files
- Review teacher evaluation process
- Discuss effective ways to communicate with parents

October:
- Review assemblies and traditions
- Review end of quarter procedures
- Discuss/Assist mentee in preparing for P/T Conferences
- Review student motivation techniques
- Mentor observe mentee
- Discuss and begin PD Logs
- Discuss PD opportunities

November
- Review/brainstorm time management strategies
- Review technology topics, questions, concerns
- Discuss required attendance of an outside PD workshop
- Review how P/T conferences went
- Schedule and observe another teacher
- Meet with principal to discuss any issues and check in

December
- Discuss first semester successes and challenges
- Review end of semester procedures
- Review semester finals, exams, grades,
- Review Individual PD Plan
- Observer Mentor and conduct post observation conference

January
- Review UOI's and SLO process for second semester
- Share student success stories
- Share favorite websites, resources, games, etc

February
- Mentor observes mentee and conducts post observation conferences
- Review NEE teacher evaluation processes
- Discuss NEE student surveys

March
- Discuss graduation, prom, promotions, or other end of year special events at your building
- Review specific end of year student assessments and standardized testing requirements

April
- Review completed Individual Professional Development plan
- Evaluate the Mentor/Mentee Program
- Review classroom inventory procedures
- Review last week/days of schools
- Review campus checkout materials and requirements
- Review end of year awards
- Review the year… Successes, Trials, and Plans for next year
- Finalize PD Logs
- Finalize and turn in 2nd semester UOI and SLO

May
- Ensure that all end of year procedures are wrapped up
- Discuss PDP goals for next year
- Celebrated/Recognized accomplishments

New Teacher Second Year Mentoring Checklists

First Quarter
- Review the process for acquiring materials and filling out purchase orders
- Review Curriculum, UOI's, and SLO's
- Discuss classroom management style/plan
- Review lesson plans and differentiated instruction
- Review questions regarding health insurance, sick leave, personal days, etc.
- Review Professional Development Plan
- Log on and review the NEE website tools and functions
- Discuss technology in the classroom and how it is being integrated
- Review progress reports, grades, and procedures for parent teacher conferences
- Share ways to actively involve parents
- Discuss classroom engagement activities

Second Quarter
- Discuss hotline call procedures
- Review inclement weather procedures
- Review NEE evaluation process
- Review UOI's, SLO's, and IPI
- Review technology topics
- Review procedures for Parent Teacher Conferences and posting grades
- Celebrate successes.
- Review Individual PDP goals and activities

Third Quarter
- Review certification requirements
- Have a conversation about the current status of your content area/grade level's curriculum.
- Review student placement procedures: retention, special services, rti, etc
- Review maintenance/room improvement procedures
- Discuss student progress in the classroom and way to improve progress if needed.
- Identify effective ways to monitor progress and ways students can monitor their own progress

Fourth Quarter
- Review end of year responsibilities and activities
- Have a conversation about the summative evaluation
- Discuss the summer school application process for teachers and students
- Review end of year/semester report cards/grades
- Review end of year checklist

Buddy Checklist

Technology
- Login
- Email
- District Web Page
- STI (attendance, grades, reports

District Vocabulary
- NEE (Network for Educator Effectiveness) - Teacher Evaluation System
- UOI (Unit of Instruction)
- SLO (Student Learning Outcomes
- PDP (Professional Development Plan
- IPI (Instructional Practices Inventory

Curriculum/ Assessment
- Priority standards
- Common assessments
- Reading instructional supports
- Math instructional supports
- Writing instruction
- Computerized and standardized assessments
- Grading policies and procedures

Office Procedures
- Purchase orders
- Copiers, workrooms, laminating
- Work orders
- Bus procedures
- Office supplies
- End of year procedures

District Forms/Documents
- Sub requests
- Purchase orders
- Professional Development Requests
- Student accident report
- Personnel and Student Handbook
- Emergency/Disaster Procedures
- List of students with physical & medical needs

Building Information
- Campus tour
- Building specific topics
- Extra duties
- Introduce to personele (secretaries, janitors, cooks, etc)

Student Support
- Discipline referrals
- Guidance referrals
- Nurse referrals

Mentoring/Buddy Program Forms

(All of the following forms are also available on the Sarcoxie R-2 website)

DOCUMENTATION CHECKLIST

Name _____ School Year_____

First Year ____ Second Year ____ Buddy Program ____

Mentor/Buddy Name_____

Documentation: <u>FIRST AND SECOND YEAR TEACHERS</u>

_____Mentor Log (Printed from Google Form Document)

_____Professional Development Plan (Printed)

_____Professional Development Log (Printed from Google Drive)

_____Beginning Teacher Workshop Certificate (University, MSTA, or DESE sponsored workshop)

**These are all necessary to document the first three requirements of the Missouri Revised Teacher Certification Process for PC I.

Documentation: <u>BUDDY PROGRAM</u>

_____Buddy Activity Log (Printed from Google Form Document)

*A copy of this page should be attached to the front of your documentation folder when filed with the Mentor Chairperson at the end of the year.

MENTOR OBSERVATION FORM

Mentor _____ **Date**_____

New Teacher _____

Skills Demonstrated (District or building goals such as):

- ❏ Classroom Management

- ❏ Cooperative Learning

- ❏ Reinforcing Effort and Providing Recognition

- ❏ Learning Groups

- ❏ Identifying Similarities & Differences

- ❏ Homework & Practice

- ❏ Summarizing & Note taking

- ❏ Representing Knowledge

- ❏ Setting Objectives & Providing Feedback

- ❏ Generate & Test Hypotheses

- ❏ Cues, Questions, & Advanced Organizers

- ❏ Specific Types of Knowledge

- ❏ Putting it All Together

- ❏ Differentiated Instruction Strengths:

What went well:

To work on:

NEW TEACHER OBSERVATION FORM

New Teacher _____ **Date** _____

Teacher Observed _____

Why did you choose to observe this teacher and/or lesson:

Area Highlighted (District or building goals such as):

❏   Classroom Management

❏   Cooperative Learning

❏   Reinforcing Effort and Providing Recognition

❏   Learning Groups

❏   Identifying Similarities & Differences

❏   Homework & Practice

❏   Summarizing & Note taking

❏   Representing Knowledge

❏   Setting Objectives & Providing Feedback

❏   Generate & Test Hypotheses

❏   Cues, Questions, & Advanced Organizers

❏   Specific Types of Knowledge

❏   Putting it All Together

❏   Differentiated Instruction

Notes from Observation:

How/what I will implement in my classroom:

Sarcoxie R-2 Professional Development Forms
(All of the following forms are also available on the Sarcoxie R-2 website)

Sarcoxie School District
Professional Development Log
School Year _____

Teacher Name: _____

Date(s)	PD Name	Description of Activity	Hours
		Total	

Teacher Signature: _____

PDC Timesheet for Stipends

Teacher Name: _____

- Must turn in PDC timesheet and an agenda of what took place during your meeting.
- Will be paid $15 per hour. (Taxes and retirement will be deducted.)

Date	Collaborative Group Members	Time In	Time Out	Total Time
			Total Hours	

Teacher Signature:_____Date:_____