

# **Professional Development Plan**



**Centerville R-1 School District  
Centerville, MO**

**Revised: 2022-2023 school year**

**Board Approved:**

## Professional Development Plan

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# Professional Development Committee

(All certified staff members will be on the PDC Committee)

2022-2023 Committee members:

- Janet Dement--Chairman
- Cynthia Watson
- Kristell Moore--Secretary
- Tonia Minks
- Chelsey Maize
- Sara Beardsley--Co-chair
- Caleb Dement
- Joe Minks--Superintendent (advisory capacity)

**\*\*All requests must be approved by the PDC and the administrator prior to enrollment in any activity.\*\***

## **A. Centerville R-1 Mission Statement**

Our Mission is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

## **B. Centerville R-1 Vision Statement**

Our first priority is student achievement. To accomplish this we envision:

A true partnership including parents, students, staff, the Board of Education, and community resources.

A well-equipped, qualified staff that puts students first, exhibits strong leadership, a passion for learning and a commitment to success for every student.

A curriculum based on research and best practices that allows students to demonstrate knowledge through a variety of activities.

Facilities providing safe and developmentally appropriate environments that allow for short and long-term growth.

## **C. Centerville R-1 Focus**

The staff of Centerville Elementary is focused on the success of each student and staff member! We A.I.M. for success! We will Achieve, Inspire, and Motivate all to do their best so that we are successful.

## **D. Statement of Purpose**

The purpose of the Centerville R-1 Professional Development plan is to encourage, support, and build the capacity of all instructional staff, administrators, and support staff. Professional growth should be viewed as a continuous process for both new and experienced staff members of the district to improve student achievement through improved instruction, to refine skills, to keep abreast of new developments in the field of Education, and to develop highly effective educators. High quality PD is collaborative in nature, is focused on continuous improvement of student learning, and is ongoing and job embedded.

The desired outcome will be:

- Improved instruction
- Increased student performance toward learning outcomes
- Improved student attitude toward learning
- Better communication resulting in quality education for all students
- Deepens educators content knowledge
- Provides educators with research-based instructional strategies
- Prepares educators to use various types of classroom assessments appropriately

### **Professional Growth is:**

- Expanding one's academic knowledge and experience to help students succeed and increase educator effectiveness while providing elevated classroom rigor.
- Setting personal/professional goals and establishing means to achieve these goals.
- Continuing the process of professional learning and on-going development throughout one's career.

### **E. Goals and objectives:**

- The district will ensure all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP (MSIP TL8.A)
- The district provides time and resources for the professional learning of each staff member. (MSIP TL8.B)
- The district provides leadership development opportunities for all educational staff. (MSIP TL 5.C)
- The district provides an effective induction and mentoring process for all instructional staff and administrators. (MSIP TL 5.D)
- The district will ensure that instructional staff participate in professional learning in order that evidence-based instructional practices are implemented to ensure the success of each student. (MSIP TL6)
- Staff needs will be assessed yearly to determine professional development and inservice needs.
- Professional development will address the district CSIP goals:
  - Improve overall student performance in the Missouri Assessment Program by 10%. (TL6.A, TL7.d, TL8.A, DB2.B)
  - Provide strategic interventions to ensure students are reading at an acceptable level.
  - Improve overall safety and security on the district campus. (L10.G)
  - Increase parent involvement in district meetings, committees, and student achievement. (L8.B, CC4.A)
  - Improve student and staff social and emotional health. ((TL7.E, TL10.F, L10.3)

### **F. Structure of the Committee**

- The Professional Development Committee will consist of district certified staff. A central office administrator will be asked to serve in an advisory capacity.
- Officers will be elected at the first meeting of the year.

- Chairman
- Co-chair
- Secretary
- The PDC will meet quarterly. They may meet more often if needed to update the plan.
- The chairperson will call special meetings if needed for approval for professional development activity.
- The chairperson will report to the school board twice a year.
- The entire Professional Development Committee will review requests for Professional Development by individuals to determine if they are related to district goals and grant approval. The committee will sign the approval form, then send it to the building administrator for final approval.

### **G. Board Policy and Procedures**

The chairperson will present the revised Professional Development Plan to the school board in January 2023 in order for them to read and review the plan.

The board will review the plan and either approve or ask for revisions.

The School Board adopted a plan and regulation # 4411 (Aug 2019). Revisions will be made if necessary. (attached)

## **PERSONNEL SERVICES**

**Policy 4411**  
**(Regulation 4411)**

### **Professional Activities, Training and Professional Growth**

#### **Professional Development Program**

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the "Outstanding Schools Act" Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District's staff development program.

In any year, expiring with fiscal year 2024, in which the amount appropriated and expended for transportation of students is less than 25% of the allowable costs of providing student transportation, the Board, by a majority vote, may allocate less than 1% of professional development funds to student transportation. However, in no case will the amount allocated be less than 0.5% of professional development funds.

The District provides teacher externships for teachers participating in a supervised practical experience in local and state business. Depending upon the type of externship, participating teachers may receive professional development credit or credit on the District's salary schedule. (See Regulation 4411).

\*\*\*\*\*

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### **Local Business Externships for Professional Development**

Local business externship means an experience in which a teacher supervised by the District gains practical experience in a business, located within the District, through observations and interactions with employers and employees who are working on issues related to subjects taught by the teacher. Any hours spent in a local business externship will count as contact hours for professional development.

### **Local Business Externships for Credit**

Teacher externships are practical experiences in which a teacher, supervised by the District, gains experience at a business located in Missouri through observation and interaction with employers and employees. Requirements for teacher externships to be considered the equivalent to graduate level credit hours for salary schedule purposes will be developed by the Department of Economic Development and Department of Elementary and Secondary Education by July 1, 2020. Teachers who satisfied their state graduate credit equivalences will receive appropriate credit on the District's salary schedule. Unless reauthorized by the General Assembly, the teacher externship program will expire on September 2024.

\*\*\*\*\*

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## **H. Responsibilities of the Professional Development Committee**

- The Professional Development Committee will assess the needs for all teachers. The needs assessment will be conducted annually in April via either online or paper and professional development will be built around data collected based on the CSIP objectives. (Form E or <https://forms.gle/BmAtqVbV8zaQouir8>)
- The Professional Development Committee will post opportunities and announcements for professional growth.
- The Professional Development Committee will evaluate all professional development activities for effectiveness. Professional Development activities will be monitored to evaluate how the PD meets CSIP and Teacher standards. (Form B)

## **I. Professional Development Budget**

The Outstanding Schools Act of 1993 (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the PDC. Of the monies allocated to the PDC, seventy-five percent shall be spent the same fiscal year for purposes determined PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board. The remaining twenty-five percent must also be spent for professional development, but may be carried forward for use in the succeeding year (Budget Descriptors Appendix V)

The professional development committee will meet in early fall to set the PD budget for the current school year.

### **J. Professional Development Funding**

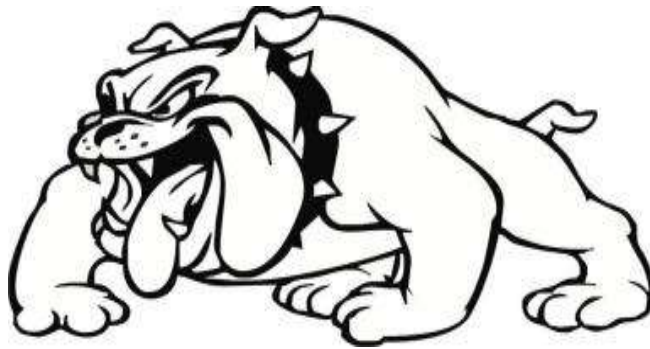
- Lodging must be approved and secured through the office
- The mileage reimbursement is \$0.51/mile if a personal car was used.
- Necessary meals will be reimbursed only to the extent of \$40 per day.
- There will be no reimbursement for meals without a **DETAILED** receipt attached.
  - ◆ No items will be reimbursed without a receipt.
  - ◆ No reimbursement for alcoholic beverages, personal telephone calls or entertainment while attending conference.

**\*\*The reimbursement FORM (Form D) must be submitted to the office as soon as possible. It must be within 30 days of the date the expense was incurred.\*\***

### **K. 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 (HQPD). Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. (See Form B)

# **Centerville R-I School District Mentor/Mentee Induction Program 2022-2023**



## Centerville R-1 School District

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## **Philosophy**

The Centerville R-I School District believes that all employees need continual support and professional development in order to provide the best possible educational experience for our students. This mindset is the driving force of the district's professional development committee. This mentality, more importantly, extends to those who are new to our district. This needed support and development can best be provided through a comprehensive induction program. Teachers and administrators alike will collaborate to provide ongoing personal and professional growth experiences for the new employees with the end resulting in the best educational experience for our students that we can provide.

## **Induction Program Goals**

1. To promote personal and professional growth of new employees, this shall have the focus leading to improved student performance.
2. To acclimate new teachers to the district's strategic plan, policies, and individual building level goals as well as the building's culture.
3. To provide an opportunity to expose the new teacher to the curriculum in which they will be teaching as well as foster discussion on best practice and improvements in instructional strategies.
4. To provide positive support and encouragement as the new teacher endures all of the experiences during their first years within the profession.
5. To train experienced teachers in how to best serve as a mentor to new teachers, providing them with the support and resources that they need to be successful.
6. To retain quality teachers within the district.
7. The induction program is a two-year commitment, with a majority of the workload completed in the first year of the program.

## **Mentor - Roles and Responsibilities**

A mentor is a coach, trainer, positive role model, counselor, confidant, and professional colleague with the necessary teaching experience to serve in this capacity. The ultimate role of a mentor is that of helper and encourager, not evaluator. The responsibilities of the mentor should be as follows:

### **Communication**

1. Meeting with the mentee informally before the beginning of the school year.
2. Advising and guiding the mentee throughout the school year in daily operations of the school.
3. Engage in discussions about the curriculum they will be teaching and begin dialogue on best practices used in teaching that curriculum.
4. Be accessible, interested and willing to help the mentee in whatever way they professionally can.
5. Serve as a confidential consultant to their protégé, and emphasizes trust within the relationship.

### **Documentation**

1. Completing the necessary forms to meet state and Centerville R-1 PDC guidelines.
2. Help initiate the development of the individual's professional growth plan, focusing on encouraging growth and advancement.

### **Professional Growth**

1. Arranging for observations both to and for the mentee (Excluding administrative observations).
2. Demonstrating lessons for the mentee.
3. Being a role model in all aspects of professionalism.
4. Participate in PDC sponsored Mentor- Mentee workshops or meetings prior to and throughout the school year.

**Most importantly** - If the mentor is in any way not comfortable with or does not have enough experience with any matter that comes up between a mentor and mentee, they must seek help from someone who does (i.e. SIS, Assessment Creation, Personal Conflict with a Student, etc.)

## **New Teacher (Mentee) - Roles and Responsibilities**

A mentee is an individual employed full or part time by the school district to serve as certified staff within the district. The program is primarily constructed for those teachers who have little to no prior teaching experience, however, portions of this plan will apply to any new member of the Centerville R-1 teaching staff. The responsibilities of the mentee should be as follows:

### **Communication**

1. Share mutual respect with mentor and engage in both formal and informal communication, which can include times of reflection on the profession.
2. Seek support and assistance on a regular basis.
3. Engage in in-depth conversations while seeking answers to questions.

### **Documentation**

1. Develop a professional growth plan (in conjunction with mentor and administrator) and maintain this log throughout the school year.
2. Attend and document all professional development training completed or workshops attended.
3. Reflect on activities, observations, and evaluations that are engaged in throughout the school year.
4. Become familiar with the certification process and keep current certification up to date.
5. Complete the quarterly log with mentor and turn in to building administrator each quarter.

### **Professional Growth**

1. Discuss new instructional strategies and best practices with colleagues.
2. Observe other teachers demonstrating strategies and instructional techniques that may prove to be personally helpful.
3. Share information about things that work and things that don't (both in and out of the classroom).
4. Participate in PDC sponsored Mentor-Mentee workshops or meetings prior to and throughout the school year.

## **Explanation of the Key Components of the Program**

**Best Practices** - Teaching strategies, classroom management techniques, etc. that have been proven as effective in improving student learning or behavior. These strategies may have been proven through research or practice within the classroom. This is the mentee's best method of gaining ideas on what practically works with students. Research by Hattie, Marzano, and Jensen are a few district initiatives that have proven to be effective in the classroom.

**Professional Development Committee (PDC)** - A district level committee consisting of representatives of each of the district's school buildings(all certified staff) as well as the school's administrator. The responsibilities of the district PDC is to:

- Determine instructional concerns and remedies for the district.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for school staff.
- Present, to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction

**Observation** - Can occur either formally or informally. The building administrator throughout the school year will observe the mentee as they teach in the classroom. Formal evaluations (also known as Teacher Evaluations) will be scheduled ahead of time and discussed prior to and concluding the observation. Informal observations are unannounced, are used to measure progress, and are discussed with the administrator afterwards.

In addition, the mentee may engage in observations of other teachers or each other throughout the year. These observations are strictly times for growth and knowledge building, and are not to be evaluative in any way.

**Formal and Informal Communication** - Throughout the school year, the mentee and the mentor must engage in conversation about the experiences the mentee is going through and the needs of the mentee to have success during their first year of teaching. These meeting times can be pre scheduled times each week or month (formal) and/or as needed in the halls, after/before school at lunch, etc. (informal). Within this handbook you will find both a list (by quarter) of tasks and topics for discussion, which will need to be completed, as well as a checklist of building specific items, which must be discussed during the beginning of the school year.

**Professional Growth Plan** - By law, school districts must provide a professional growth plan for all faculty members who have no prior teaching experience. The goals within the plan (see following pages for specific information) related to the district's evaluation criteria and are district developed. The plan's purpose is to assist - not evaluate - the beginning teacher. The mentor should initiate discussion on the preparation of the plan. Subsequent planning meetings between the mentor, the building administrator, and the mentee should occur throughout the first quarter of the school year. The plan may include goals in such areas as classroom management, understanding district policies, and use of curriculum guides, equipment, and materials. The individual professional growth plan is required throughout the time a teacher is employed at Centerville R-1 School District.

**Quarterly Log** - A log must be kept as part of the documentation process of the induction program. Throughout the two years a teacher will be in the program they must document 30 hours using the following criteria:

- Date of each interaction.
- Identification of the activity. For example:
  - Formal Conference
  - Demonstration/Modeling Observations
  - Formal/Informal Observations
  - Workshops/Professional Development Activities
  - Other
- A brief description of what transpired. Note suggestions offered and the subject of dialogue or discussions. Do not include confidential information.
- A record of materials shared or used to obtain goals.
- Signature of mentor and building administrator.

The administrator will view the log as part of the teacher evaluation process.

### **Beginning Teacher Assistance Program (BTA):**

Certification standards for teachers in Missouri public schools require participation in a beginning teacher assistance program during the four year Initial Professional Certificate period.

#### **DESIGNED TO HELP**

The Beginning Teachers' Assistance Program is designed to assist in making the initial year of teaching more productive and less stressful for the new professional. The ultimate goal is to help each beginning teacher to have a successful first year and confirm their commitment to the teaching profession.

#### **TIMELY**

The program is scheduled during the "New Teacher Orientation" and semester meetings during the school year. By this time, most teachers will have had some experience not only with the instructional process but also with grading, parent conferences, teacher evaluation and discipline. They are now ready to ask the right questions and listen for workable solutions. It is also an excellent time for a morale booster and networking with other beginning teachers. Participants should plan to bring and share a "best practice" with their colleagues.

#### **CONTENT**

Small group discussion sessions will address such universal topics as classroom management; student motivation and discipline; teacher and student evaluation; time management; and parent, staff and community relations.

**Centerville R-1 School District**  
**New Teacher Induction Program**  
**Confidentiality: Statement of Understanding**

The induction program at the Centerville R-I School District was developed to ensure that each faculty member involved as a mentee be afforded the support of experienced faculty for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional and professional practices, the environment must be risk-free and non-threatening. New teachers need to make themselves available for such help and willingly open their classrooms to their mentors. It is also important for mentors to open their classrooms to their new teachers and assist new teachers in gaining experience through other professional contacts in the school and the broader educational community. Furthermore, all parties involved should understand the following aspects of the program.

- Mentors are not to have any role in the new teacher's evaluation process.
- Mentors will refrain from sharing any information regarding new teachers with the new teacher's principal, other administrators, colleagues or students. It is understood, however, that there may be situations where mentors will need to share information in confidence with other mentors for support purposes or professional development.
- Principals will refrain from seeking any information from mentors regarding the new teachers or from sharing their own evaluative observations with mentors.
- At their discretion, new teachers may wish to share personal or evaluative information with either mentors or principals as a means of seeking help/advice.
- The mentor or new teacher may inform the principal if the mentor-new teacher relationship is faltering so that the principal can make adjustments.
- Principals will be informed if/when any new faculty avoids or refuses to participate in this program.
- If a new teacher's retention or future contract to the school district is in question, mentors may not be asked for comments.
- If a new teacher requests a letter of recommendation from a mentor for promotion of rank or tenure, compliance is the personal decision of the mentor.
- Under law, it is understood that should it become relevant on any sort of legal proceeding to obtain the testimony of a mentor, the law will not recognize the privilege in the relationship that would permit the mentor not to testify or that would permit the new teacher to prevent disclosure. Under the law, the relationship between a mentor and the teacher with whom the mentor is working is not a privileged one such as that between spouses, physicians and patients, priests and penitents, or lawyers and clients.

## Induction Program Quarterly Checklist

### First Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

Program Task	Date Completed
Met and got acquainted	
Discussed Professional Growth Plan	
Review procedures and routines of building	
Train Mentee on SIS operations	
Discuss cultural and socioeconomic characteristics of the members of the school community.	
Discuss opening school year procedures	
Complete building specific checklist (as needed throughout the first quarter)	
Set-up weekly/bi-weekly formal meeting time	
Share resources (as needed)	
Set date to observe in Mentor's class	
Set date to observe in Mentee's class	
Discuss teacher evaluations (formal and informal)	
Discuss parent/teacher conferences	
Discuss first quarter grades and importing them into SIS	
Hold a question/answer session with mentor and/or other experienced teachers.	

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Mentee Signature

\_\_\_\_\_  
Administrator Signature

## Induction Program Quarterly Checklist

### Second Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

---

Program Task	Date Completed
Finalize professional growth plan and make copies for principal	
Meet for informal discussions (in hall, at lunch, on duty etc.)	
Reflect on first quarter grades and parent/teacher conferences	
Discuss classroom problems and classroom management techniques	
Scheduled second classroom observation of each other and discuss	
Meet with principal to discuss progress and evaluation	
Discuss possible professional development opportunities	
Schedule an observation time of another teacher	
Discuss semester finals and grading	
Celebrate end of first semester in some way	
Update Activity Log	

---

Mentor Signature

---

Mentee Signature

---

Administrator Signature

## Induction Program Quarterly Checklist

### Third Quarter (Year One)

Please check all activities accomplished, and list the approximate date it occurred on the form below.

---

Program Task	Date Completed
Continued informal contact (in hall, at lunch, on duty etc.)	
Discuss MAP testing and procedures	
Reviewed Professional growth plan with mentor and make updates/revisions as necessary	
Discuss new/innovative teaching strategies to try during the quarter	
Schedule third classroom observation of each other and discuss	
Schedule another observation of a different teacher (possibly in another grade but in same subject area)	
Update Activity Log	

---

Mentor Signature

---

Mentee Signature

---

Administrator Signature

## Induction Program Quarterly Checklist

### Fourth Quarter (Year One)

Please check all activities completed, and list the approximate date it occurred on the form below.

---

Program Task	Date Completed
Finalize Professional Growth Plan. Copy and send to building administrator	
Set Professional growth goals for next year	
Discuss end of year procedures	
Finalize Activity Log	
Meet with the administrator to discuss the school year, progress, etc.	
Celebrate!	

---

Mentor Signature

---

Mentee Signature

---

Administrator Signature

## Induction Program Quarterly Checklist

### First Semester (Year Two)

Please check all activities accomplished, and signify whether accomplished in the completed box below.

---

Program Task	Completed
Meet with mentor on a bi-weekly basis	Yes or No
Review Professional growth and goals set during the previous year. Revise as needed	Yes or No
Complete second year Professional growth plan and make copies for principal	Yes or No
Review personal assessment and identify areas of strength and weakness while making adjustments during second year of teaching	Yes or No
Engage in informal and formal observations with administrator and discuss progress	Yes or No
Update Activity Log	Yes or No

---

Mentor Signature

---

Mentee Signature

---

Administrator Signature

## Induction Program Quarterly Checklist

### Second Semester (Year Two)

Please check all activities accomplished, and signify whether accomplished in the completed box below.

---

Program Task	Completed
Continue to meet with mentor every three weeks	Yes or No
Continue to review, revise, and update Professional Growth Plan	Yes or No
Engage in informal and formal observations with administrator and discuss progress	Yes or No
Finalize Activity Log	Yes or No

---

Mentor Signature

---

Mentee Signature

---

Administrator Signature

## MENTOR/MENTEE ACTIVITY LOG

Beginning Teacher  
(Must complete 30 contact hours)

[illegible][illegible][illegible]

Total Hours: \_\_\_\_\_

Signatures verify that we have accomplished the activities checked off above.

---

Mentee Signature
Date

Date \_\_\_\_\_

---

Mentor Signature

Date

---

Date \_\_\_\_\_

Principal Signature	Date
---------------------	------

Date \_\_\_\_\_

## MONTH-BY-MONTH CHECKLIST

The following pages contain a month-by-month listing of suggested activities for monthly formal contacts between the mentor and mentee.

Informal contacts should be ongoing and initiated by both teachers.

#### ☐ **August**

##### **Topics to discuss:**

- ☐ Orientation with principal checklist
- ☐ First day orientation checklist
- ☐ Beginning of school teacher workdays
- ☐ Open house
- ☐ Teacher Ease System and Gradebook
- ☐ Discipline referrals
- ☐ Arrival and dismissal times
- ☐ Extra duties
- ☐ Field trips, bus requests, student permission, absence form request
- ☐ Submitting a PD request
- ☐ School reimbursement procedure
- ☐ Completing professional development log
- ☐ Substitute Folder
- ☐ Lesson Plans
- ☐ Teachers' meetings
- ☐ Observations

#### ☐ **September**

##### **Topics to discuss:**

- ☐ Mid 1st quarter
- ☐ Mid-term and progress reports
- ☐ District-wide assessments
- ☐ Classroom management & Discipline Procedures
- ☐ CTA/MSTA
- ☐ Special education in-service

#### ☐ **October**

##### **Topics to discuss:**

- End of 1st quarter
- Parent/Teacher conferences
- Professional development/teacher workdays
- Holiday events and activities

□ **November**

**Topics to discuss:**

- 2nd quarter mid-term
- Mid-term and progress reports
- Curriculum - pacing guide
- Student motivation and feedback

□ **December**

**Topics to discuss:**

- End of 2nd quarter
- End of 1st semester
- School cancellations
- Discipline issues

□ **January**

**Topics to discuss:**

- Importance of consistency with classroom procedures
- Schedule changes
- Evaluate first semester progress

□ **February**

**Topics to discuss:**

- 3rd quarter mid-term
- Mid term and progress reports
- Continue to meet informally and provide encouragement

□ **March**

**Topics to discuss:**

- End of 3rd quarter

- ☐ Parent teacher conferences
- ☐ Submitting orders for next school year
- ☐ MAP Testing

☐ **April**

**Topics to discuss:**

- ☐ 4th quarter mid-term
- ☐ Mid term and progress reports
- ☐ Ordering pins for end of school year awards

☐ **May**

**Topics to discuss:**

- ☐ End of 4th quarter
- ☐ Elementary field day
- ☐ Elementary/MS Award Assembly
- ☐ Last day of school procedures for students
- ☐ End of the school year checkout procedure for teachers

## FORMS

- A. Professional Development Request form
- B. Professional Development Reflection form
- C. Staff Absence Report
- D. Travel Reimbursement Request
- E. Needs Assessment

## A. Professional Development Request Form

Name \_\_\_\_\_ Position \_\_\_\_\_

Program Title: \_\_\_\_\_ Date \_\_\_\_\_

Presenter: \_\_\_\_\_ Location: \_\_\_\_\_

Please respond to the following:

1. What do you expect to learn at this conference session/workshop?

---

---

2. How does this experience fit into the school's CSIP goals?

---

---

**Anticipated Expenses:**

**Estimated Cost:**

Registration:

\$ \_\_\_\_\_

Meals:

\$ \_\_\_\_\_

Lodging

\$ \_\_\_\_\_

Travel ( \_\_\_\_\_ Miles @ \$.51)

\$ \_\_\_\_\_

Other:

\$ \_\_\_\_\_

**TOTAL**

\$ \_\_\_\_\_

Substitute needed? \_\_\_\_\_ Yes \_\_\_\_\_ No

Approved by:

**PD Committee:**

**Initial**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If Denied, reason for denying request \_\_\_\_\_

\_\_\_\_\_

**\*\*Office Use Only\*\***

PO# \_\_\_\_\_

FUND: \_\_\_\_\_

## **Professional Development Application Process**

### **Prior to attending a Professional Development:**

1. Complete Professional Development Request form.
2. Attach a description of the workshop to your request form.
1. Submit the PD Request form along with the attached description of the workshop to the PD committee for approval.
2. If the request is approved by the PD committee, submit to the Superintendent for approval.
3. Complete a Staff absence form (if workshop during school hours.)
4. Submit to central office:
  - a. Staff absence form
  - b. Approved PD form with information attached about the workshop
  - c. Completed Workshop registration form

### **Following the PD experience:**

1. Submit reimbursement forms for approved personal expenditures to the office.
2. Submit seminar/presentation Reflection Form to PD committee.

**\*\*Be prepared to share about your learning experience during local PD day.**

## **B. Professional Learning Reflection Form**

**Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Name of Workshop**\_\_\_\_\_ **Date Attended:**\_\_\_\_\_

### **Workshop Evaluation**

**1. Was the topic of the workshop relevant to my situation? Explain why or why not:**

**2. Was this meeting worthwhile? Why or why not? Explain:**

**3. Will you make positive changes in your classroom as a result of this workshop? Explain:**

**4. Explain how this workshop will affect your teaching and student learning:**

**5. What was one big takeaway from this training that you would like to share with your peers?**

**6. This workshop meets CSIP Goal**\_\_\_\_\_

## **C. Centerville R-1 School Staff Absence Report**

**Name:**\_\_\_\_\_

**Date(s) of  
Absence(s):**\_\_\_\_\_

**Total Number of Days  
Absent:**\_\_\_\_\_

**Reason for  
Absence:**\_\_\_\_\_

**Check one:**

\_\_\_\_\_ **Personal Leave**

\_\_\_\_\_ **Professional Leave**

\_\_\_\_\_ **Sick Leave**

\_\_\_\_\_ **Vacation**

\_\_\_\_\_ **Bereavement**

\_\_\_\_\_ **Other**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_ **Approved**

**Substitute**

**Name:**\_\_\_\_\_

\_\_\_\_\_ **Disapproved**

## D. TRAVEL REIMBURSEMENT REQUEST

Date: \_\_\_\_\_

Name: \_\_\_\_\_

To Where/Date: \_\_\_\_\_

For What Reason: \_\_\_\_\_

Substitute: \_\_Y \_\_N Name of Substitute: \_\_\_\_\_

**Items for Reimbursement:**

**Amount:**

1. Lodging \$ \_\_\_\_\_

2. Meals \$ \_\_\_\_\_

3. Car: (If personal car was used)  
\_\_\_\_\_ miles @ .51 per mile \$ \_\_\_\_\_

4. Dues or Fees:  
What: \_\_\_\_\_ \$ \_\_\_\_\_

5. Other: Please List \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

**Total Requested:** \$ \_\_\_\_\_

\_\_\_\_\_  
Superintendent Approval

Account to be Charged \_\_\_\_\_

**NOTE:**

**No item will be reimbursed without a receipt, or documentation (for audit purposes). No reimbursement for alcoholic beverages, personal telephone calls, or entertainment while**

attending conferences. Meals will be reimbursed only to the extent of \$40.00 per day and there will be no reimbursement for meals without a DETAILED receipt attached. This form must be submitted to the Superintendent's Office within 30 days of the date of the expense was incurred.

**ALL RECEIPTS MUST BE ATTACHED**  
E. Needs Assessment

Link: <https://forms.gle/gxs67rJYWXu9yVR16>