

**FREDERICKTOWN SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
2019-2020**

I. Statement of Purpose

The purpose of the Fredericktown R-1 Professional Development Plan is to encourage and support new and experienced teachers in their continuous effort to improve instruction so that all students may achieve to their potential. For individual teachers, professional growth should be viewed as a continuous process. As professional educators reflect on their practices, they should develop and articulate their beliefs about teaching and learning while applying them to their classroom.

The Professional Development Plan is a document which will continue to be improved throughout the school year. We will continue to align professional development through quality instructional practices and improving student achievement, providing a safe school environment, and building positive relationships among home, school and community

Improving professional development on a district-wide basis is a process that takes time and understanding of all parties involved. It is the hope of the Fredericktown R-1 School District Professional Development Committee that, with each year and each in-service, the individual schools and the district as a whole will become more focused on identifying and meeting the targeted professional development needs of our staff to better meet the needs of our students.

II. Responsibilities of the Professional Development Committee

1. Identify instructional concerns and remedies for beginning and experienced teachers.
2. Serve as a confidential consultant upon a teacher's request.
3. Assess faculty needs and develop in-service opportunities for school staff.
4. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

III. Fredericktown R-1 Mission Statement

The Fredericktown R-1 School District's mission is to commit its financial, personnel and educational resources to the development of the intellectual, physical, cultural, and social capabilities of students by providing every student a full opportunity to learn.

IV. Operations

The Professional Development Committee will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Fredericktown R-I School District and the Fredericktown R-1 Professional Development Committee. Committee members will act as confidential consultants to teachers when the need arises and act as a resource for their professional development needs. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students' learning experience.

The Professional Development Committee will review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources, and other training opportunities that will help the district achieve its goals.

Staff members will follow the guidelines for conference requests set forth by the Professional Development Committee. Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance.

The Professional Development Committee will report to the Fredericktown R-1 Board of Education annually and report on the yearly goals and objectives outlined in the districts Professional Development Plan.

V. Committee Structure

The Fredericktown R-1 Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The committee will consist of 2 teacher elected representatives from each of the four buildings (including one teacher from the Alternative School and FOSS). The administrator will serve as an ex-officio member. The administrator is expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members with at least 2 years of teaching experience unless an experienced teacher is unavailable.
3. Professional development committee members will be elected for 3 year terms. Committee members are to be elected by certified staff within the building which they will represent. Elections will be held no later than May 15th, annually.
4. Committee members will be provided the opportunity to receive training.

5. A special election will be held under PDC supervision, in the event that a member must be replaced.
6. The members of the committee will elect a chairperson each year. A chairperson may serve as many years as elected.
7. The secretary will keep and record the minutes. He/she will also keep all forms up-to-date.
8. Other members will sort and post all mailings/information on seminars, etc. for the staff. They will also be in charge of typing up the announcement sheets, attendance sheets, and evaluations.
9. The committee will meet monthly.
10. The entire PDC will plan professional development opportunities for the staff to help accomplish the stated professional development goals.
11. Special meetings may be called by the chairperson.

VI. Program Evaluation

The staff members will evaluate the Professional Development Program annually. A needs assessment will be distributed to teachers in late spring. The results will be used in conjunction with the Comprehensive School Improvement Plan, to determine the focus for professional development opportunities in the district.

Teachers must also complete an annual survey from DESE signifying whether they were involved in an activity that met the criteria for High-Quality Professional Development. One-day workshops and short-term conferences or workshops are not considered High-Quality Professional Development unless they are part of an ongoing program or plan. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. Each school district is required to report to Core Data information indicating whether or not each teacher engaged in at least one professional development activity during the year that meets the required criteria established for High-Quality Professional Development. (See Form)

Evaluation will also include an assessment of student achievement. Student performance will be evaluated using MAP data. Evaluation reports will be generated for faculty analysis as soon as the district receives the data. Data is usually received by the beginning of each school year. Meetings will be coordinated with the faculty and administration to evaluate achievement results. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

VII. Current Committee Members and Professional Development Calendar Days

Professional Development Committee 2019-20

Shannon Henson-Central Office
Chadd Starkey-Central Office
Mike Graham-High School
Jason Basden-High School
Pam Hanner-Middle School
Emily Long-Middle School
Katie Pense-Intermediate School
Lindy Edwards-Intermediate School
Rachel Tucker-Elementary School
Jennifer Miller-Elementary School
Missy Hampton-ALC

District Professional Development Dates 2019-20

September 16th
October 24th (Secondary only)
November 4th
February 3rd
March 12th (Elementary only)

FREDERICKTOWN R-1 MENTOR HANDBOOK

The Excellence in Education Act, the rule for teacher certification, and the Missouri Professional Development Guidelines require that school districts include a beginning year and second year mentoring program for new teachers in an effort to retain and develop high quality instructors. The new teacher will be paired with an experienced teacher to help them be successful.

Mentor Program

The mentoring program shall include but may not be limited to the following standards:

- A. An introduction to the cultural environment of the community, school district, school building and classroom.
- B. A systematic and ongoing review/evaluation by all stakeholders.
- C. An individualized plan for beginning educators that aligns with the school district's goals and needs.
- D. Collaborative selection of and support of mentors.
- E. Comprehensive mentor training and support.

All beginning teachers will be assigned a mentor teacher with a minimum of four years experience, Ideally, a mentor should be teaching in the same grade level, or the same areas certification, as a beginning teacher. The building principal, PD committee, and grade level or department chair will collaborate to identify and assign teachers to serve as mentors. The mentor will assist teachers with their first two years of professional growth. Training will be provided to mentors and beginning teachers in order to foster a working relationship that will help them achieve their goals. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

A Mentor Handbook will be provided that includes a log in which to record mentor/mentee meetings, observations, various workshops/in-service/trainings attended and include important procedures and information.

Mentors will meet with their mentee and be available to help their mentee as needed. The mentor will also help their protege to develop and implement strategies that will help them achieve their professional goals. Release time will be scheduled through the administrators to provide opportunities for beginning teachers to observe master teachers in the classroom. In addition, the mentor will be given release time to observe beginning teachers during classroom instruction and provide feedback as needed.

The Fredericktown R-1 Mentor Handbook will include the following information:

1. Mentor Selection
2. Mentor Training
3. Roles and Responsibilities of all stakeholders
4. Mentor/Mentee Log with calendar of suggested activities
5. Documentation of Professional Development/Learning
6. Mentor/Mentee Classroom Observation Form
7. Professional Growth Plan (tied to Model Teacher/Leader Standards) available online

Mentor Role and Responsibilities

The mentor teacher should plan to meet with the new teacher on a regular basis to go over curriculum guides, plan to work on goals for the individual professional development plan, help organize and manage materials, discuss research based instructional strategies, and go over time lines such as end of the quarter procedures.

The mentor teacher should be available to support the new teacher and help build support with the rest of the staff. State law specifically builds professional confidentiality into the mentor program, an acknowledgement that making mistakes is part of the learning process.

The mentor teacher must make time available on a regular basis to address the new teachers concerns and progress. The mentor must help the new teacher develop a system of documentation, discuss proper ways with parents, encourage them throughout the year, help them develop a classroom management system, develop classroom rules, discuss Missouri Learning Standards, give examples of lesson plans and unit plans, and go over district policies and rules.

Beginning Teacher Roles and Responsibilities

Beginning teachers must realize that they will not know everything there is about teaching when they receive their first job. They must communicate with the teacher assigned as their mentor on a regular basis (at least monthly). A calendar of activities is included in the Mentor Handbook to document recommended topics for discussion each month.

The beginning teacher should record documentation after student, parent, and other important meetings and situations throughout the year. The documentation should be reviewed on a regular basis throughout the year. The mentor and beginning teacher should work together and maintain confidentiality at all times.

The beginning teacher should meet with the mentor teacher at least once monthly to formally discuss their professional growth plan tied to the Model Teacher/Leader Standards and make adjustments as

they progress throughout the year. The plan should address the first two years in the classroom and guide the new teacher toward professional growth. The plan should address aspects found within the district's evaluation criteria.

Mentor Selection

The Fredericktown R-1 District may consider several factors when selecting mentors. Administrators will collaboratively assist in the selection and support for mentors. Mentors will be selected using the following criteria.

1. Mentor must have a minimum of 4 years of experience.
2. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues.
3. Be committed to continuous learning , reflection, and mentoring.
4. Hold or have held the same or similar position/job or grade/subject area (in or out of building/school district).
5. Understand broad educational issues as well as specific teaching/education issues.
6. Have a strong understanding of pedagogy, and instructional expertise in content areas(s).

Mentor Training

Fredericktown R-1 School District and PD committee will arrange for ongoing training of mentors. Comprehensive mentor training and support of mentors will include but not limited to the following:

1. Recognizing mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment).
2. Cognitive and coaching skills along with collaborative training.
3. Observation and feedback training/skills.
4. Providing an awareness of phases of first-year educators(stress, depression, etc.) > Training on mentor standards, performance-based evaluation requirements (NEE), certification requirements, and local expectations.
5. Providing available resources for beginning educators.
6. Focusing on exemplary teaching and assessment practices.
7. Building working strategies that encourage problem solving and independent thinking.
8. Providing understanding of student assessments and how educators can utilize them to guide instruction.
9. Self-assessment and reflection that identifies whether the mentoring is meeting both the mentor's and mentee's expectation.
10. Mentor/mentee written log of observations/meetings that include dates and times signed by both mentor and mentee.
11. A complete list of responsibilities for the mentor, beginning educator, and administrator(s).
12. Sufficient time for mentors to observe beginning educators, and the beginning educators to observe master educators.

Stakeholders Roles and Responsibilities

TOPIC	BEGINNING EDUCATOR	MENTOR OR PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)	ADMINISTRATOR	SCHOOL DISTRICT, CHARTER SCHOOL, PDC, and SCHOOL BOARD	COLLEGE OR UNIVERSITY	DESE, REGIONAL SERVICE CENTERS, ASSOCIATIONS AND OTHERS
MENTOR SELECTION		PDC collaboratively assists in selection and pairing	Administrator collaboratively assists in selection and pairing	PDC collaboratively assists in selection and pairing		Source for content specific mentors
MENTOR TRAINING		Mentor attends training; PDC responsible for arranging on-going mentoring training	Attends mentor training and supports mentor and mentee	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides on-going regional training for mentors with cognitive coaching support
INITIAL CONTACT	Seeks contact prior to beginning of school year	Contacts mentee and welcomes him/her to community. Confirms first meeting (date/time)	Contacts mentee and welcomes him/her to community. Arranges first meeting	Provides curriculum guides, handbooks and pertinent grade/subject level information	Instructs student teachers on expectation of mentoring program	
COMMUNICATION	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for mentee	Assures mentor and mentee communicate regularly	May provide school district-wide and charter school-wide opportunities for mentors and mentees	May provide minimum annual contact for 1st and 2nd year teachers	Supports communication between colleges and new educators
CONFIDENTIALITY	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/mentee confidentiality and does not undermine effort	Remains neutral party		
DOCUMENTATION OF PROFESSIONAL LEARNING	Maintains log/list of inservice, professional workshops, reading, collaborative development projects, and organizational activities.	Reviews documentation	Reviews formal professional growth plan.	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year educators	May assist in data collection and review
PROFESSIONAL GROWTH PLAN (Tied to Model Teacher/Leader Standards)	Maintains and regularly evaluates personal growth plan; shares with mentor	Assists in development of the professional growth plan and encourages growth and career advancement	Supports new educators' professional growth plans	Mentee and support team complete end-of-year school district and charter school checklist or assessment	May provide ongoing or advanced coursework/growth opportunities	Provides models and workshop opportunities
MENTOR PROGRAM SUPPORT/ NETWORKING	Networking in and outside district and charter school	Networking in and outside district and charter school	Supports time for observation, collaboration and compensation (Observation outside of school district and charter school may be needed)	Formalizes written guidelines, mentor time and resources.	Offer support to graduates from any Missouri college	Develops rules and standards. Develop on-going mentor training/support and networking opportunities.
EVALUATION OF MENTORING PROGRAM	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Participate in formal evaluation of mentoring program	Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions	May utilize information to improve preparation programs	Provides models; evaluates for MSIP purposes

Mentor/Mentee Activity Log

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

The mentor is responsible for facilitating and the mentee is responsible for documentation.

August

Date

- 1. Introduce new teacher to faculty and staff. _____
- 2. Attend building principal's staff meeting. _____
- 3. Review building policies, procedures, handbooks, and discipline policies. _____
- 4. Identify professional organizations. (MSTA, CARE, etc.) _____
- 5. Look over lesson plan. _____
- 6. Discuss staff development through PDC and procedures for filling out forms. _____
- 7. Discuss preparation for a substitute. _____
- 8. Discuss parent/teacher communication. _____
- 9. Discuss supervision of students. _____
- 10. Discuss school policies regarding holiday events and activities, _____
- 11. Discuss building systems and/or programs. (MTSS, PBIS, DCI, etc.) _____
- 12. Discuss classroom management and procedures. _____
- 13. Provide instruction on copiers, laminator, etc. _____
- 14. Provide instruction on Lumen - Instructor Suite, Office Discipline Referral _____
- 15. Provide instructions on building emergency procedures. _____
- 16. Provide instructions on process for reporting student concerns. _____
- 17. Provide instruction on building/district technology programs. _____

September

Date

- 1. Begin work on the Individual Professional Development Plan. _____
- 2. Provide instruction on Student Learning Outcome (SLO). _____
- 3. Discuss extra-curricular activities and supervision policies. _____
- 4. Discuss grading policies, progress reports, and quarterly grades. _____
- 5. Discuss standards and grade level expectations. _____
- 6. Discuss make-up/late work policies. _____
- 7. Set date to observe mentor's class. _____
- 8. Set date to observe mentee's class. _____
- 9. Discuss submission of Unit of Instruction with Principal _____

October

Date

- 1. End of first quarter grading procedures.
- 2. Analyze student data.
- 3. Discuss alternative intervention strategies.
- 4. Discuss student assistance procedures.
- 5. Parent/Teacher conferences
- 6. Discuss classroom management issues and solutions.
- 7. Turn in Professional Development.
- 8. Questions concerning formative evaluations using NEE.
- 9. Turn in Lesson Plan to Principal (to be done each quarter)

November

Date

- 1. Record keeping and/or artifacts in a file for fulfilling Initial Certification.
- 2. Curriculum/lesson plan review.
- 3. Discuss procedures for school closings for bad weather.
- 4. Discuss building events and activities.
- 5. Observe master teacher other than mentor.
- 6. Progress reports

December

Date

- 1. Discuss school holiday activities.
- 2. End of 1st semester. Review grade reporting procedures.
- 3. Analyze student data.
- 4. Discuss intervention strategies.
- 5. Turn in Lesson Plan to Principal.

First Semester Questions/Concerns: _____

January

Date

- 1. Review snow day procedures.
- 2. Continue in service and conferences for Initial Certification level.
- 3. Continue work on Professional Development plan.
- 4. Discuss budget planning procedures for next year.

February

Date

- 1. Curriculum review, planning for next year.
- 2. Complete SLO (Student Learning Outcome) posttest and record data.
- 3. Progress reports

March

Date

- 1. Teacher observations.
- 2. Finalize PD plan
- 3. Student awards and recognition.
- 4. Preparing for MAP 5. Academic contests.
- 6. Contract information
- 7. Requisitions for next year
- 8. Turn in Lesson Plan to Principal.

April

Date

- 1. MAP test procedures
- 2. End of year activities
- 3. Prepare for next year
- 4. Complete required Professional Development for Educators form
- 5. Turn in Lesson Plan to Principal.

May

Date

- 1. Classroom inventory
- 2. End of year procedures and activities
- 3. Check out procedures
- 4. Review year and set goals

End of Year Questions/Concerns:

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

Mentor signature

X _____

Date _____

Mentee signature

X _____

Date _____

**Mentor/Mentee
Classroom Observation Form**

Teacher Observed: _____

School: _____

Date: _____

1. Here is what I observed (descriptive, specific and relevant teacher and student location/behavior/actions/indicators):

2. Here is how what I observed connects to teacher's learning goal(s):

3. Here are some things to think about for future practice (for teacher or for me):

Professional Learning Activity Log

School District: _____

Teacher Name: _____

Number	Date	Title of Workshop/Activity/Strategy/Training	Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

12			
13			
14			
15			

I verify the above log of hours and trainings have been completed.

Signature: X _____

Date: _____