

# MOBERLY SCHOOL DISTRICT



*We're building a better world  
...one student at a time.*

***Professional Development  
Procedural Manual  
2011-2012***

# **PROFESSIONAL DEVELOPMENT PLAN**

**AND**

**HANDBOOK**

**“Weaving a Tapestry of Student Success”**

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### **Moberly School District Professional Development Committee Meeting Dates 2011-12**

The committee will meet the third Thursday of each month as listed at the Moberly School District Administration office at 4:00 p.m.

September 15, 2011

February 16, 2012

October 20, 2011

No March Meeting

November 17, 2011

April 19, 2012

December 15, 2011

May 17, 2012

January 19, 2012

**Moberly School District  
Professional Development Committee  
2011-12**

<u>Representative</u>	<u>Building</u>	<u>Term Ends</u>
Jay Beets	Technical Center	2012
Janet Gladstone	Sr. High School	2014
Linda Lute	North Central Regional HS	2013
Debbie Carroll	Middle School	2012
Liz Crutcher	South Park	2014
Aundrea LeGrand	North Park	2014
Dana Ross	Gratz Brown Elementary	2012
Laura Beeler	Representative at Large	2012
Leah Stein	Chair	2012
Kim Gaines	Central Office Representative Assistant Superintendent	
Tara Link	SHINE Coordinator	2012
Ken Bailey	Director of Assessment	2012



# MOBERLY SCHOOL DISTRICT

## 2011-2012 Calendar



### - DATES TO REMEMBER -

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- August 4, 5, and 8: Registration at Gratz Brown Elementary (Aug 4 & 5 10am-6pm, Aug 8 8am-4pm)
- August 12-15: New Teacher Work Days
- August 16-22: Teacher Work Days
- August 23: First Day of School - Full Day
- September 5: No School - Labor Day
- September 21: Mid-Quarter (Progress reports sent home Sept. 26)
- September 30: Early Dismissal for Homecoming Parade
- October 20: End of First Quarter
- October 27: Early Out - Parent/Teacher Conferences, 2 pm - 8 pm
- October 28: No School - Parent/Teacher Conferences, 8 am - 12 pm
- November 18: Mid-Quarter (Progress reports sent home Nov. 28)
- November 23-25: Thanksgiving Vacation
- December 22: End of First Semester (Grades sent home Jan. 6)
- December 22: Early Out
- Dec. 23-Jan 2: Christmas Vacation
- January 2: No School - Teacher Work Day
- January 16: No School - Martin Luther King, Jr. Birthday
- February 2: Mid-Quarter (Progress reports sent home Feb. 6)
- February 20: No School - President's Day
- March 7: End of Third Quarter
- March 15: Early Out - Parent/Teacher Conferences, 2 pm - 8 pm
- March 16: No School - Parent/Teacher Conferences, 8 am - 12 pm
- March 19: No School - Spring Break
- April 6-9: Easter Break (Progress reports sent home)
- April 13: Mid-Quarter (Grades sent home April 18)
- May 18: NCRS Commencement, 7:00 pm
- May 20: Commencement, 2:00 pm
- May 22: Early Out - Last Day of School - End of Fourth Quarter
- May 23: Extended Contract Day for Staff - Grades distributed by 6/01

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Incident Weather Make-Up Days

- Day 1: Built In
- Day 2: Built In
- Day 3: Built In
- Day 4: Built In
- Day 5: Feb 20
- Day 6: May 23

### Late Start Mondays - Arrival Schedule

- Moberly High School - 8:30
- Moberly Middle School - 8:40
- North & South Park - 9:45
- Gratz Brown Elementary - 9:35

### Early-Out Dismissal Schedule

- Moberly High School - 12:00
- Moberly Middle School - 12:15
- North & South Park - 1:00
- Gratz Brown Elementary - 12:50

### - LEGEND -

- 00 First & Last Day of School
  - 00 Late Start Mondays
  - 00 Teacher Contract Days
  - End of Quarter
  - No School/Vacation
  - Early-Out Days
- \*All Mondays that school is in session are late-start days

Moberly Board of Education reserves the right to revise the school calendar when necessary to accommodate for unforeseen circumstances.

# Moberly School District PDC/CLT Evaluation 2010-2011

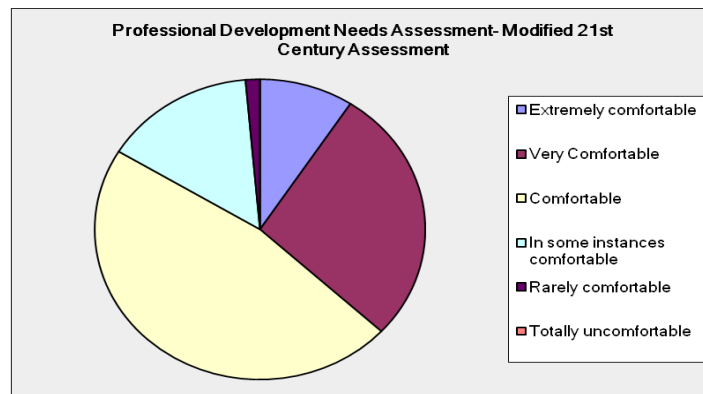
Recorded by Kim Gaines, Assistant Superintendent of C&I

## PD Needs Assessment – 21<sup>st</sup> Century Survey

Questions:

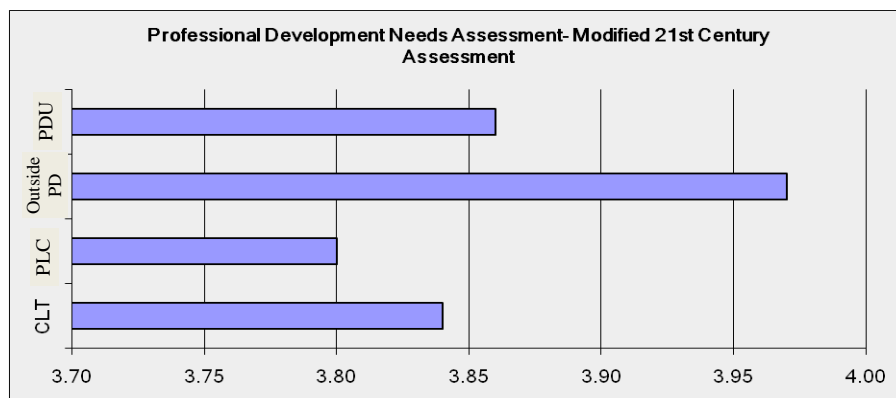
### 1. What would you say is your comfort level in dealing with data?

	Response %	Response Count
Extremely comfortable	9.2%	13
Very comfortable	27.7%	39
Comfortable	46.8%	66
In some instances comfortable	14.9%	21
Rarely comfortable	1.4%	2
Totally uncomfortable	0%	0



### 2. How would you rate your overall satisfaction with the Professional Development in the following areas that you have available to you?

	Very Poor	Poor	Average	Good	Very Good	Excellent	Rating Average	Response Count
CLT	4	14	43	29	40	10	3.84	140
PLC	5	13	46	23	41	9	3.80	137
Outside PD	5	7	39	37	38	13	3.97	139
PDU	5	5	47	29	36	9	3.86	131



**Moberly School District  
2011-2012  
Professional Development Plan**

**Focus:**

- Continue researching/implementing PBS K-12.
- Continue to implement differentiated instruction through the PLC process (Integrated technology, math strategies, etc.)
- Pursue effective use of data management – (Web SIS, EAT Online, SWIS, etc.)

Each staff member of the Moberly School District is responsible for understanding the Missouri Professional Development Guidelines. These guidelines are available at the Moberly School District website: [www.moberly.k12.mo.us](http://www.moberly.k12.mo.us). Each building level Professional Development Committee Member has a hard copy of these guidelines for review.

**Evaluation of the Plan:**

An evaluation of each activity outline will be accomplished through the use of evaluation sheets, group discussions and future Needs Assessments surveys. The PDC will meet in February, 2012, to evaluate the strengths and weaknesses of the 2011-2012 Professional Development Plan as well as the CLT model. The evaluation process will involve CLT weekly evaluations, Parent Surveys, and Staff CLT Surveys. Information gained from this meeting will be used to develop the 2012-2013 Plan.

# PROFESSIONAL DEVELOPMENT

## Explanation and Forms

This handbook contains information and forms that may be needed by any staff member to be involved in various professional development activities during a school year.

### What is Professional Staff Development?

At one time, staff development was synonymous with “sit and get” sessions in which relatively passive participants were “made aware” of the latest ideas regarding teaching and learning from so-called “experts”. Today, staff development includes high-quality ongoing training programs with intensive follow up and support as well as other growth-promoting processes such as study groups, action research, and peer coaching, to name a few.

Staff development is for everyone who affects students learning, from the board of education, central office administration, principals, teachers, to classified/support staff and parents. Staff development is not the exclusive responsibility of the PDC. It is the responsibility of everyone.

### Why do we have Professional Development?

The belief that learning about one’s work is never finished-professional development is dynamic. It is every educator’s task to refine skills, inquire into practice, and construct craft knowledge while working with peers. The explosion of educational research in the last 15 years has meant that in order to become an effective educator, there is much more to know and apply concerning instruction, learning, and leadership. According to the Journal of Staff Development, “The minute educators stop their education; they start down the road to incompetence”.

Staff development supports the ongoing development of new skills. Staff development cannot be confined to a few specific days in the school calendar, but must be viewed as an ongoing, job-embedded examination and development of new methods. Effective implementation of new techniques takes time and early trials may not be perfect. New practices should be protected and nurtured rather than evaluated.

Teachers with lifetime certification from another state, and have not taught in Missouri previously, must write a professional development plan.

### What are some kinds of Professional Development?

Effective staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success. Although there are many ways in which educators may learn, training continues to be the dominant model. Examples of powerful designs follow:

### How do I apply for different Professional Development opportunities?

Teachers are frequently the target of reform, but they exert relatively little control over professional development. Professional development opportunities are made available through the PDC and suggestions of administrators and staff. Be certain to communicate your needs and desires to the PDC representative from your building.

- **Release time to observe another teacher or teachers in district:** Budget in the PDC plan will allow release time for mentors to observe mentee or for mentee to observe mentor or other teachers in district. Arrangements can be made by filling out a MPS#2 (see Staff Development Form Section). Submit to your administrator for approval.

- **Self-directed professional development:** Discuss with your administrator, fill out the form (Professional Development Opportunity Moberly Public School District), and submit to the Assistant Superintendent of Instruction. See MPS#9 in Staff Development Form Section.
- **Continuing Education Units:** These are hours granted on the district salary schedule as the result of sixteen approved contact hours. The information and necessary forms are included. See section IV-A.
- \* **Advance Approval of Graduate College Classes for Salary Increments:** The enclosed form needs to be submitted to the Superintendent's Office prior to taking the class. See form #2 in the Staff Development Form Section.

### **How do I apply for funding from the PDC?**

It is necessary to seek approval of the professional opportunity desired first by your Professional Development representative and then by the administrator. MPS#2a and MPS #2b, a Moberly PDC Request Rubric, must be filled out and submitted with your request. Your building administrator may approve and send it on to the Central Office. If approved, you will be reimbursed for any expense not covered by a purchase order by submitting MPS #3a and a MPS#3b to your building representative with an actual expense report. Further, you will need to discuss with your representative how you will share the information learned with your faculty or the district faculty.

# North Park CLT Form

Work in progress _____
Finished product _____
Artifacts attached _____

Department/grade level:

Members present:

SMART Goal:

Common artifact/assessment:

Notes:

Teacher names	# of students taking assessment		S Satisfactory		P Progressing		N Needs Improvement		U Unsatisfactory	
Totals:										

What is our action plan to improve quality instruction and student learning:

<p><b>Target</b> What do we want them to learn</p>	
<p><b>Measures</b> How do we know if they learned it</p>	
<p><b>Share classroom strategies</b></p>	
<p><b>Strategies</b> What will we do if they didn't learn it</p>	
<p><b>Strategies</b> What will we do if they did learn it</p>	

# South Park Elementary

## Team SMART Goal

### Data Analysis Worksheet

Department/Grade level: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

SMART Goal:

% of students scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given between \_\_\_\_\_.

<b>Strategies</b> Steps toward the completion of the goal.	<b>Responsibility</b> Who will get this done?	<b>Target Dates</b> When will the different stages be accomplished?	<b>Evaluation</b> What will I use to assess my students' success?	<b>Results</b> What happened because of my actions?
1.				
2.				
3.				
4.				

Collaborative Learning Time Action Plan

What did we accomplish during week 1 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 2 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 3 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 4 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 5 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 6 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 7 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 8 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

Data Collection

Teacher Name	# of students taking the assessment	% of students scoring proficient	% of students Non-proficient	Names of students who almost got it	Names of students who have a long way to go	Names of students who missed the boat
1.						
2.						
3.						
4.						
Totals						

We *did/ did not* meet our goal.

Analyze Strengths and Obstacles:

Strengths of proficient and above	Obstacles of non-proficient

Look for trends and patterns that will identify specific areas of need.

New and/or revised SMART Goal:

% of students scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given between \_\_\_\_\_.

## Gratz Brown Elementary

### Data Analysis Worksheet---Moberly Public Schools

Department/Grade level \_\_\_\_\_ Date \_\_\_\_\_

Members present \_\_\_\_\_

Previous SMART Goal:

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_ % to \_\_\_\_\_ % by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_.

**Collect Data**

Teacher Name	# of students taking the assessment	% of students scoring proficient	% of students Non-proficient	Names of students who Almost got it	Names of students who have a long way to go	Names of students who missed the boat
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
<b>Totals</b>						

We *did/ did not* meet our goal.

Analyze strengths and Obstacles:

Strengths of proficient and above	Obstacles of non-proficient

Look for trends and patterns that will identify specific areas of need.

New and/or revised SMART Goal:

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will  
increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_  
as measured by \_\_\_\_\_ given on \_\_\_\_\_.

SMART Goal Action Plan

Group Members \_\_\_\_\_

Department/Grade level \_\_\_\_\_ Dates of PLC start date \_\_\_\_\_ approximate end date \_\_\_\_\_

SMART goal to focus on % of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_  
will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by  
\_\_\_\_\_ given on \_\_\_\_\_.

What did we accomplish during week 1 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 2 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 3 of our study?

What will instruction look like in our classrooms next week because of today's discussion?

What did we accomplish during week 4 of our study?

What will instruction look like in our classrooms next week because of today's discussion?



Data Analysis Smart Goal Worksheet  
Moberly Middle School

Department/Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Members Present:

Previous SMART Goal:

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_.

Teacher Names	# Students Taking Assessment	% Students Scoring Proficient	% Students Non-Proficient	Almost Got It	Far to Go	Missed the Boat
1						
2						
3						
4						
5						
6						
7						
8						

We **DID** or **DID NOT** meet our goal.

New and/or Revised SMART Goal:

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_.



**Data Analysis Worksheet  
Moberly Senior High**

Department/Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_  
 Members Present: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Previous SMART Goal:**

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_.

**Collect Data:**

Teacher Names	# Students Taking Assessment	% Students Scoring Proficient	% Students Non-Proficient	Almost Got It	Far to Go	Missed the Boat
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
<b>Totals:</b>						

We *did* / *did not* meet our goal.

**Analyze Strengths and Obstacles:**

Strengths of Proficient and Above	Obstacles of Non-Proficient

Look for trends and patterns that will identify the specific areas of need:

**New and/or Revised SMART Goal:**

% of \_\_\_\_\_ scoring at proficiency or higher in \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_.



## Moberly Senior High School (April 2010) 2011-2012 Calendar Year Department Development Plan

Department: \_\_\_\_\_

Critical Learning Area: \_\_\_\_\_

Critical Learning Area: \_\_\_\_\_

Critical Learning Area: \_\_\_\_\_

School SMART Goal	Indicators of Success DATA that verifies achievement of SMART Goal	Action Steps	Person(s) responsible	Timeline	Monitoring/Progress toward Actions of SMART Goal	Prof. Dev. Activities <i>Dates, Costs, Topic</i>



# CLT Proposal, Reflection, Results Form

## Steps:

1. Identify a building goal to align your research.
2. Write your proposal and submit to the BLT mailbox by Tuesday at 2:25
3. Report results weekly, including relevant data after CLT
4. When your project is finished, reflect on how practices will change.

## Building Goals:

1. 62% of completers in sequenced tech programs will be able to pass their respective TSAs.
2. Teachers will be able to develop data pertinent to student achievement, through SIS, TSA attainment and Perkins achievement guidelines.
3. Prioritize and implement NCA recommendations with all goals being fully implemented by 2014's NCA visit.
4. All CTSOs will increase membership and participation in service activities as measured by advisors.
5. Increase program completer rate by 5% for this year.

## Proposal:

Proposed Research Goal: \_\_\_\_\_

What team members will collaborate? \_\_\_\_\_

Will any technology training be needed to help the team accomplish its research in this goal area? Y N

What does your team need to accomplish the technology training (if needed)?

What is your meeting location? \_\_\_\_\_ When will you finish your project? \_\_\_\_\_

Date approved by the MATC BLT committee. \_\_\_\_\_

## Reporting:

DATA COLLECTED (either TODAY, or previous). You may attach additional charts if needed.

Was this week's goal met? Yes No

Do you anticipate finishing your research at your proposed timeline? Yes No

What will your next steps be to address the results of your research? (Be prepared to report a change in scores next week as a result of the new strategy attempted)

**Moberly Schools CLT Report Form**  
**North Central Regional School/North Central Regional Middle School**

Members Present: \_\_\_\_\_

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

Student Name	Credits Completed	Credits for PtG Pace	Number of Referrals	Attendance % of Hours	AM Teacher	PM Teacher

Sample SMART Goal: Student J. R. will improve hourly attendance percentage from \_\_\_\_\_% to \_\_\_\_\_% by the end of November as measured by SIS

Student Name	Strength or Concerns	SMART Goal

Student Name	Progress Since Last Discussion	Strategies to Meet SMART Goal or New Goal



## GUIDELINES FOR DISTRICT CREDIT HOURS

### DEFINITIONS:

District credit hour - The hour granted on the district salary schedule as the result of sixteen approved contract hours.

Contact hour - An hour spent studying in a subject with the goal of earning enough to count as one district hour. Sixteen contact hours at workshops, seminars, lectures, and other not-for-college credit courses are needed to earn one hour on the district salary schedule.

### PROCEDURES:

#### **Courses must be preapproved to receive in-district credit.**

Teachers who attend a workshop or conference outside of the district in an area applicable to their teaching field and that addresses PDC focus areas directly may request district credit. *The superintendent may also authorize credit for workshops within the district outside the normal workday.* District credit will be earned by any teacher attending a workshop that **1)** is not taken for college credit; **2)** a teacher is not being reimbursed to attend; and **3)** is not held during contract hours. District credit allows teachers movement on the Moberly Salary Schedule. However, these credits do not transfer to another district as college credit would.

Sixteen (16) contact hours of workshops, seminars, etc., are required to equal one district credit hour. However, the district may, at its discretion, provide one or more district credit hours to teachers for any district-wide workshop or seminar with fewer than sixteen (16) hours. Contact hours accumulated and not used toward the salary schedule will transfer from year to year.

Teachers will submit a request at least two (2) weeks in advance of the workshop, when possible, to the building principal who will approve and send it to the superintendent for final approval. (Although approval should be gained in advance, in rare instances exceptions may be made after the fact, if approval is given.) After the approval has been granted, the form will be returned to the teacher within a week. If the request is denied, an appeal can be made to the superintendent. A committee consisting of the Superintendent and the Executive Committee will re-examine the request. The teacher may present information to support his/her request. The committee will make the final decision.

### EXAMPLES OF WORKSHOPS AND SEMINARS:

- Conservation Workshops
- National Geographic Workshops
- Technology Workshops
- State and Regional Meetings of State or National Organizations
- Incentive Grant Workshops
- Extension offered courses
- Workshops offered but not required by the District
- RPDC Workshops
- Leadership Academy / Teacher's Academy / Math Academy / Science Academy
- GLE's Common Core Standards Workshops

### EXAMPLES OF UNACCEPTABLE WORKSHOPS:

- Workshops required by the District
- Workshops for which you are being reimbursed (this includes extra-duty pay)
- Meetings and workshops held during school hours (this includes early dismissal days)

# MOBERLY SCHOOL DISTRICT

# *Mission Statement*

ADOPTED FEBRUARY 18, 2010

Vision:

*Create a safe environment that fosters mutual respect & responsibility.*

*Inspire and value life-long learners.*

*The Spartan way is excellence for ALL!*

**I. Students**

In the Moberly School District, all students have a sense of community and accept responsibility for their behaviors and learning. In our district:

- A. A safe, secure school environment is created through mutual respect and responsibility.
- B. Students are provided with differentiated instructional methods.
- C. Positive relationships are fostered and valued.

**II. Staff**

An exemplary school district knows that it can only be as effective as the personnel it employs. Therefore, the Moberly School District is committed to recruiting, supporting, and retaining educators who can advance the district's vision. All members will:

- A. Have high expectations for achievement of all students while working to meet the individual needs.
- B. Strive to grow professionally and work collaboratively to make decisions in the best interest of students.
- C. Build and nurture positive attitudes that celebrate achievements and accomplishments.

**III. Leadership**

Successful school districts require leaders who will:

- A. Develop an atmosphere for all staff, students, and community of trust, support, and openness as well as the freedom for all to grow.
- B. Establish credibility by modeling behavior consistent with the vision and values of their school.

**IV. Curriculum & Instruction**

An exemplary school provides students with a diverse and balanced curriculum in a global society. The school curriculum and instruction will:

- A. Use concise, accessible, proven curriculum.
- B. Ensure a continuous review and implementation of best instructional practices in our schools.

**V. School Climate**

Moberly School District will create a school climate that provides an opportunity for all students to be successful by:

- A. Provide and maintain a safe, respectful, and responsible school environment.
- B. Recognize and celebrate individual efforts and achievements.
- C. Continue to provide an environment to meet the social, emotional, physical and intellectual needs of all students.
- D. Create a climate focused on student success measured by performance and facilitated by effective instruction.
- E. Develop a school culture to facilitate and nurture staff collaboration and participate in decision-making.

**VI. Parent/Community Involvement**

The successes and achievements of students are directly linked to parent/guardian and community involvement. Moberly School District will increase involvement between educators, parents/guardians, students and community members in the following ways:

- A. Build a partnership between our board, parents/guardians, students, staff, and community. Open communication. Improve customer service. Emphasize the positive.
- B. Inform parents and community on technological resources to enhance communication.

# Moberly School District Professional Staff Development 2011-2012



The Professional Development Committee, conducted and compiled a faculty professional development needs survey for Technology as well as district assessment data, received input from the District Administrative Team and staff through BSIP, the Regional Professional Development Center with PLC's, and discussed the Collaborative Learning Time activities in each building's faculty meeting. From this information the following was stated for 2011-2012 focus.

## Vision:

Create a safe environment that fosters the mutual respect and responsibility,  
Inspire and value life-long learners,  
The Spartan Way is excellence for ALL!

## Philosophy:

PD needs to **CONNECT** current classroom teaching practices and student achievement data to desired classroom teaching practices and student achievement data.

PD needs to be the **DRIVING FORCE** behind improved classroom instruction and therefore student achievement

PD needs to be an opportunity for teachers to **INVESTIGATE** areas of weakness, **REFLECT** on solutions and **PLAN** actions for improvement.

PD through PLC needs to be a continuous **CYCLE OF CHANGE** that is data driven.

## Comprehensive School Improvement Plan (CSIP) Strategic Plan:

1. The Moberly School District will meet or exceed State standards in all categories of the Annual Performance Report (APR) in order to achieve recognition for “Distinction in Performance”.
  - Objective 1.1** All students will read at or above grade level by the end of Fifth grade as measured by the DRA.
  - Objective 1.2** The District will reduce the dropout rate to 3% or below and the District will increase the persistence to graduation rate from 87% to 90% by 2010.
  - Objective 1.3** All students will engage in rigorous instruction driven by technology-enriched curriculum that meets student’s assessed needs, resulting in higher levels of academic achievement and performance, and foster life long learners. 6.1, 6.3
  - Objective 1.4** The District will achieve a 95% average daily attendance rate as measured by the MSIP Annual Performance Report
  - Objective 1.5** All Moberly School District graduates will be prepared to enter and succeed in post-secondary education and/or training programs or productive occupations as measured by student follow-up studies and the MSIP Annual Performance Report.
2. All Moberly School District staff will meet or exceed performance expectations as outlined in job descriptions, supervisor expectations, professional learning community standards and state and federal mandates.
  - Objective 2.1** The District will recruit, attract, develop, and retain a highly qualified staff at all times. We will decrease our average attrition rate of 18% to equal the National and State average of 16%.
3. The Moberly School District will provide and maintain appropriate instructional resources, support services, and safe facilities.
  - Objective 3.1** All District facilities will be constructed, renovated, and maintained in a safe, health-minded, attractive, and efficient manner.
4. The Moberly School District will promote, facilitate, and enhance parent, student, and community involvement in District educational programs.
  - Objective 4.1** The District will engage and collaborate with parents and the community to establish high expectations, and demonstrate clear lines of responsibility and accountability.
5. The Moberly School District will govern in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.
  - Objective 5.1** The District will continue to be in compliance with state regulations and remain financially secure.

Activities and Focus Areas: Each PLC will identify authentic and relevant research questions to guide CLT investigations. These may be distilled from the following focus areas or developed following initial research, and all questions must include baseline data.

- A Guaranteed and Viable Curriculum PK-12  
By examining and conducting professional conversations regarding student data for strengths and areas for improvement, the professional development committee will work with teachers to analyze the written and taught curriculum. Bringing the written curriculum, the taught curriculum, and the assessed curriculum together has been a focus. The intent of this focus will be to capture and include in the curriculum research-based, technology-focused instructional strategies and common assessments (both formative and summative assessments). The curriculum will be available electronically for district staff and community stakeholders. Using PLC as a guiding principal, action research will occur during CLT to insure that data is driving the instruction.
- Performance Tasks K-12 with a Comprehensive Literacy Plan  
Teachers will focus on development of performance assessments to prepare students for the Missouri Assessment Program. Recognizing that students are unique individuals with their own strengths, weaknesses, and learning styles, teachers will explore techniques to help each student succeed through a data driven process facilitated by PLC's. Data analysis training to effectively utilize data to drive instruction will be a focus. Teaching strategies, questioning techniques and authentic assessments will be applied to better meet the needs of all the students in each classroom.
- Classroom Management Techniques (PK-12)  
Teacher will explore a variety of strategies which will increase the efficiency, and effectiveness of their learning environment. Positive Behavior Support Training (PBS PK-12) will continue this year.
- Development of Professional Learning Communities to a Three Tiered Model of Interventions  
Moberly School District will work to develop a Professional Learning Community (PLC) which will focus on learning and cultivating a collaborative culture with a goal of learning for all. The CLT will serve as the major force utilized for PLC's but with a switch to action orientation dedicated to continuous improvement driven by data and designed for classroom change based on results. The true measure will be increased student achievement.



# PDC BUDGET 2011-2012

## **Curriculum Work in Vertical Teams**

As deemed necessary out of Building Level funding

### **CPI Training**

- Books \$1,200

**\$1,200**

### **“Mentor One” Program for Beginning Teachers**

- 23 mentors @ \$350 = \$8,500
- 20 mentor training @ \$75 = \$ 1,500
- SHINE I \$200
- SHINE II \$200

**\$9,950**

### **PDC Meeting (August 10, 2011)**

- Stipend 10 @ \$35 \$350
- Luncheon \$100

**\$450**

### **Professional Development Conference**

- Hilton Branson \$1,600
- Registration 11 @ \$240 \$2,640
- Travel \$300

**\$4,540**

### **Chairperson**

- Stipend =

**\$ 500**

### **Building Travel, Subs, Prof Dev.**

- North Park \$2,000
- South Park \$2,000
- NCRS \$600
- Gratz Brown \$3,250
- Middle School \$3,250
- High School \$3,250
- Tech Center \$750

**\$ 15,100**

### **Marcia Tate – August 19, 2011**

- Travel/Lodging/Meals \$1,000

**\$1,000**

### **PLC Training**

- BLT PLC Secondary Coaches \$6,000

**\$6,000**

### **Total**

**\$38,740**

08-09 Total \$64,732

09-10 Total \$66,754

10-11 Total \$42,930

Revised July, 2011

# PROFESSIONAL DEVELOPMENT PROCEDURAL MANUAL

## I. Statement of Purpose

It is the mission of the Moberly School District Professional Development Committee to provide planned professional development programs and activities which stimulate and encourage the professional growth of both new and experienced teachers.

## II. Philosophy of Professional Development

The professional teacher should possess skills and abilities which focus on the student beyond the traditional theoretical approach to a demonstration of the critical teacher requirements to promote successful teaching experiences creating a performance-based instructional environment. These concepts should not only be measured against the number of clock hours of instruction a teacher may acquire, but also provide for recognition of each professional's skills and abilities to be taught, assessed, valued, and recognized by their capacity to develop knowledge and skills in the students under their charge, and to adapt knowledge bases to address new challenges to their environment..

Certain principles should be addressed when a vision is developed of the teaching professional in relationship to career objectives. Accountability should be viewed as a cooperative evaluation of performance between the principles. It should equitably evaluate what a teacher must know, understand and be capable of doing in order to provide an authentic assessment that truly represents the knowledge, skills, and dispositions for the desired learning outcomes for programs and individuals.

The need to examine the teaching professional as a lifelong learner incorporates the assumption that a career's demands will alter with passage of time. Professional development opportunities should be viewed as a career investment. A system of service credit should be developed which recognizes the professional's experience and continuing education programs outside of the institution environment for professional licensure purposes to ensure 100% of staff are Highly Qualified .

### **Highly Qualified Teacher**

- Full State certification. Has obtained full State certification as a teacher or passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary or provisional basis.
- Bachelor's degree
- Passing a rigorous State Academic subject-matter test in each academic subjects in which the teacher teaches
- Uses the high objective uniform state standard of evaluation (HOUSSE) for Lifetime Certified Teachers and Special Education Teachers

### **III. Role of the Professional Development Committee**

The role of the Professional Development Committee is to define, assess, plan for and implement programs to meet the professional growth needs of teachers by carrying out the four responsibilities in the law.

- A. To work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.
- B. To serve as a confidential consultant upon a teacher's request.
- C. To assess faculty needs and develop in-service opportunities for school staff.
- D. To present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

## **I. MEMBERSHIP**

### **A. Board Policy**

The committee shall have no more than twelve members with membership on the committee spread across disciplines and attendance centers. Committee members shall be certified staff members with a minimum of three years of teaching experience and of at least two years experience in the Moberly School District.

### **B. Membership Term**

Committee members shall serve a term of three years. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than January 31. Annual training will be accomplished by March 31 and service will begin on April 1. New members are to attend the Show-Me Professional Development Conference.

### **C. Election of Members**

Committee members shall be selected by the classroom teachers, librarians and counselors of the district. Administrators may be selected to serve on the committee but may not participate in the selection process.

### **D. Appointed Members**

The Assistant Superintendent for Curriculum/Instruction shall appoint Ex Officio member to the committee as is deemed appropriate. Appointed members shall not be voting members.

**Those who serve as Professional Development Committee (PDC) members should be familiar with:**

1. How to identify the roles and responsibilities of the Professional Development Committee (PDC) and how members interface with other “key” people in the district as they relate to the professional development process and plan.
2. How to develop and use effective communication skills, conflict resolution skills, and collaboration strategies with teacher colleagues and administrators.
3. How to consistently treat individuals and teams fairly while employing sound ethics and maintaining confidentiality.
4. How to assess, prioritize, and align the professional development needs and candidates of the teachers, school sites, district and state.
5. How to access high quality resources to provide services and information to the district.
6. How to incorporate research-based “best practices” into curriculum, instruction and staff training.
7. How to design and use evaluation strategies to review and refine professional development plans and activities.

## Member Training

If Professional Development Committees (PDCs) are to be effective, they must plan, implement and evaluate their professional development programs. To accomplish this they may wish to seek help from one or more of the following services: the Heart of Missouri Regional Professional Development Center (RPDC), The Leadership Academy PD Series, PD 101, the Show Me Professional Development Conference, Readership Academy Missouri Council of School Administrators, colleges, universities, associations, and organizations.

The topics for Professional Development Committee (PDC) member training may include:

- ❑ The **roles and responsibilities** of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.
- ❑ **Guidelines** and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators and higher education representatives. Conversations, panel discussions and round table discussions could be planned.
- ❑ The **ethical responsibilities** of members including the need for confidentiality.
- ❑ Effective **assessment methods** for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
- ❑ Good **resources** (people and publications) that provide information and services related to professional development. For example, the *Standards for Staff Development* from the *National Staff Development Council* (NSDC) is an excellent resource for Professional Development Committee (PDC) member training.
- ❑ Effective **tools** for evaluating professional development activities in order to promote teacher development and improve student learning.
- ❑ An overview of **theoretical foundations of teaching and learning** to help committee members design programs for their districts.
- ❑ **Needs** identified in the district's Comprehensive School Improvement Plan (CSIP).
- ❑ National, state and district **models of school improvement** .
- ❑ **Case studies** of best practices.
- ❑ **Characteristics** of effective staff development.
- ❑ **Effective models** of staff development.
- ❑ Principles of **adult learning** and **group dynamics**.
- ❑ Stages of **change**.
- ❑ Data based **decision-making**.

## **Meetings**

The committee shall convene for monthly meetings throughout the school year. Monthly meeting dates and locations shall be published. Additional meetings or workshop sessions shall be scheduled if deemed necessary by a simple majority of the voting members. Monthly meetings shall be open to all certified staff members.

## **Elected Offices**

The committee shall elect a chairman, vice-chairman and recording secretary each school year. Candidates shall be nominated and the officers elected by simple majority of the members present. The election shall proceed during the first yearly committee meeting of the school year.

## **DUTIES OF THE OFFICERS**

### **CHAIRMAN**

The committee chairman shall be responsible for arranging meeting dates and locations; formulating monthly meeting agendas, convening and adjourning meetings and drafting an annual committee report to the Assistant Superintendent of Curriculum and Instruction prior to the September board meeting.

### **RECORDING SECRETARY**

The recording secretary shall record minutes of all regular and special committee meetings. The minutes shall be submitted for committee amendment and approval at the following regularly scheduled meeting. The recording secretary shall also be responsible for any correspondence between the committee and other agents.

### **MENTOR TEACHERS:**

The Excellence in Education Act requires that beginning teacher support systems include a mentor program. A mentor teacher has been described as a “coach, training, positive role model, developer of talent, (and) opener of doors”.

Any teacher who has five years of experience and is willing to be trained will be eligible to volunteer to serve as a mentor. Ideally, a mentor should be teaching the same grade level and in the same area of certification as the beginning teacher. A mentor also could be a faculty member with certification and experience in the same area as the beginning teacher, or one teaching at the same grade level as the beginning teacher. An administrator certificated in the same grade level as the beginning teacher could serve as mentor as well.

## **MENTOR SELECTION:**

The principal should be responsible for identifying mentor teachers. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal) and the higher education representative.
2. The role and responsibilities of the professional development committee.
3. Techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. How to use teacher evaluation to help the beginning teacher draw on areas of strength.
6. Resources (people and publications) available to beginning teachers at the district, higher education, regional and state levels.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

## **BEGINNING TEACHER ASSISTANCE**

The Excellence in Education Act requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, these programs should help beginning teachers polish their skills, improve their chances for success and encourage them to stay in the profession.

Tentative Meeting Dates to be held under the direction of Assistant Superintendent and Staff Mentor Instructional Facilitator (SHINE) are as follows:

**Year 1 Cohort:**  
TBD

**Year 2 Cohort:**  
TBD

Beginning Teachers:

- Develop and implement a professional development plan.
- Take steps to complete thirty (30) hours of in-service training.
- Participate in beginning teacher assistance program.
- Meet with mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- Observe "master" teachers during classroom instruction.

SHINE Coordinator:

- New teachers will have bi-weekly on-site contact during and after school hours with the SHINE who will observe and coach the new teacher in research-based instructional practice as well as basic classroom management techniques. The SHINE will also offer emotional support, assist with short and long-term planning as well.

### **Professional Development Plan**

According to law; school districts must provide a “professional development plan” for each faculty member who has no teaching experience. A district may wish to delegate to its professional development committee(s) responsibility for ensuring that each beginning teacher has a plan.

The plan must address at least the teacher’s first two years in the classroom. The goals identified in the plan should be related, in part, to the evaluation criteria suggested in *Guidelines for Performance- Based Teacher Evaluation in Missouri*, or the district’s own evaluation criteria. The plan also may reflect the findings of other education research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and may take into account results of the fourth-year college assessment, if provided.

The beginning teacher’s mentor should initiate preparation of the professional development plan. Ideally, this process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor and beginning teacher should occur prior to or during the first month of the school year.

These initial professional development plans will probably appear very similar, since most new teachers have comparable training and the mentors have had limited opportunities to assess individual needs. Each district also will have similar goals for its new teachers. At this stage, the plan should include goals that deal with areas such as discipline, understanding of district policies, and use of curriculum guides, equipment and materials.

As soon as appropriate, or at least by the beginning of the second semester, the beginning teacher should elaborate upon the original professional development plan, tailoring the goals to his or her needs. The new teacher’s mentor, supervisor (typically the building principal) and high education representative may wish to form a professional development team to help the teacher with this process. The beginning teacher should continue to adjust the plan as he or she gains experience during the first two years in the profession.

Copies of the initial plan and all subsequent revisions should be filed in the new teacher’s building where it will be readily available for review and updating. Convenient access to the plan is important since progress often depends on frequent review and mid-course adjustments.

**S.H.I.N.E.**  
**( Supporting, Helping, and Inspiring New Educators)**  
**New Teacher Induction Program**

**Philosophy**

Excellence in teaching is a journey, not a destination. In Moberly School District, we believe that ongoing professional growth is essential to cultivate excellence in teachers, and to maximize student achievement. New teachers are expected to perform many duties from the moment they enter into the classroom. They are expected to step into a variety of roles such as educator, motivator, guide, counselor, coach and manager, to name a few. The enormity of it all can be overwhelming as they move from knowing subject matter and instructional theory to actual practice

**Mission**

The primary purpose of the Moberly Public Schools New Teacher Induction Program is to assist and support new teachers as they enter the teaching profession and to advance their skills and knowledge in relation to effective instructional practices built around the curriculum. This collaborative model focuses on improving classroom practice and on developing reflective teachers who are responsive to the needs of all students.

**Goal**

The Moberly School District's Induction and Mentoring Program serves to bridge the gap between initial preparation and the realities of teaching. The program is based on the premise that the professional development of a new teacher is best achieved through a systematic and supportive program. Beyond the first two years of teaching, the district continues to provide teacher's opportunities to add to their repertoire of learning through deliberate efforts to provide professional development.

The S.H.I.N.E. program has worked to develop an interactive and authentic model of teacher support in order to provide the most effective support to beginning teachers. This is to include:

- To develop teacher capacity and recruit while retaining quality teachers
- To direct support toward improving student achievement
- To model and encourage ongoing self-assessment and reflection
- To foster collaboration and leadership among teachers

Teachers who complete the induction program in its entirety, along with 4 years of teaching experience, receive the hours, training, and guidance necessary for certificate renewal.

## **Program Components**

Components of the Program include:

- ❖ Two days of induction before school begins. This includes time with a mentor and familiarizing with district expectations.
- ❖ A bus tour conducted by the Assistant Superintendent which familiarizes new teachers with the culture and community of the district.
- ❖ A graduation celebration with BTA certificates for each new teacher presented by the superintendent.
- ❖ A mentor in the same grade level or content area.
- ❖ Four coaching sessions a year and weekly contact with the full-time district SHINE coordinator.
- ❖ Monthly seminars for networking, support and collaboration.
- ❖ Comprehensive on-going staff development and collaborative learning time to meet the needs of novice to expert level teachers.
- ❖ Ongoing opportunity and release time to observe other teachers
- ❖ Community business support.
- ❖ Opportunity to obtain graduate credit hours toward a Master's Degree from Central Methodist University.

**New Teacher Facilitator**-New teachers have weekly on-site contact during and after school hours with an advisor, who is an exemplary veteran teacher released full-time specifically to support new teachers. The New Teacher Facilitator serves as an instructional coach to observe and coach the new teacher, offer emotional support, assist with short and long term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal. Coaches and new teacher keep an interactive journal to enhance communication, problem solve and reflect.

**The District's traditional Mentoring program** will continue. The mentors are a veteran teacher located within the building assigned and are responsible for all duties and paperwork found within the Mentor/Mentee handbook presented to the teachers before the school year. The Mentor is a primary support for the new teacher within the building. They also will work on observations, assist with problems or concerns that arise, and be a resource for building and district policies.

# Moberly School District

2011-2012

## Mentor/Mentee Listing

### Mentee

Allen, Jameson – HS  
Axtell, Tabitha – SP  
Bare, Hillary – NP  
Barker, James – HS  
Bills, Matthew – MS  
Clougherty, Meredith – GBE  
Creel, Megan – SP  
Cummings, Clare – NP  
Dickinson, Krystal – GBE  
Ehrhardt, Tayler – NP  
England, Kimberly – NP  
Gunn, Maeghan – GBE  
Henke, Kelsey – SP  
Henton, Jenna – GBE  
Hess, Rebecca – GBE  
Holder, Lauren – NP  
Hruby, Kaitlyn – MS  
Jamerson, Ben – HS  
Johnson, Callie – SP  
Kelly, Cathy – MATC  
Kitchel, Laura – HS  
Kukal, Jessica- GBE  
LaCombe, Erica – MS  
Lopez, Cecilia – GBE  
Maize, Joshua – GBE  
Moore, Ashley – MS  
Ogden, Jennifer – NP  
Olson, Bethany – NP  
Quesal, Laura – GBE  
Rice, Lisa – MS  
Stanek, Shannon – HS  
Swift, Aimee – MS  
Taylor, Cara Beth – NP  
Webster, Callie – SP  
Wood, Ryan – MS

### Mentor

Jason Ambroson – Mentor I  
Robyn Taylor – Mentor II  
Anna Reid – Mentor II  
Nita Shipp – Mentor I  
Joan Snodgrass – Mentor I  
Brian Hudson – Mentor I  
Sheri Vestal – Mentor I  
Sheila Rusher – Mentor I  
Brian Hudson – Mentor I  
Ashley Patrick – Mentor I  
Lorrie Egesdal – Mentor I  
Cassidy Spaeder – Mentor I  
Liz Crutcher – Mentor I  
Amanda Power – Buddy  
Andy Roth – Buddy  
Lorrie Egesdal – Mentor I  
Jennifer Huggins – Mentor I  
Trent Tracy – Mentor I  
Teri Mayhew – Mentor I  
Sherry Cooksey – Mentor I  
Jordan Perry – Mentor  
Dana Ross- Mentor II  
Diane Poulin – Mentor I  
Amanda Power – Mentor I  
Melissa Vestal – Mentor I  
Tony Stoneking – Mentor I  
Aundrea LeGrand – Mentor I  
Denise Stewart – Mentor I  
Miranda Easley – Mentor I  
Emily Skaggs – Buddy  
Shari Barron – Mentor  
Peggy Paul – Mentor I  
Ashley Patrick – Mentor I  
Jennifer Holcomb – Mentor I  
Beccy Winn – Mentor II

Protégé Name \_\_\_\_\_

## Mentor/Protégé Collaboration

Date \_\_\_\_\_

<b>+ What's working:</b>	<b>◆ Current Focus-Challenges-Concerns:</b>
<b>Teacher's Next Steps:</b>	<b>Mentor's Next Steps:</b>

**Next Meeting Date:**

**Focus:**

**PBTE Areas of Focus:**

- I. **Instructional Skills-**a) Preparation b) Varied approaches to learning & effective teaching techniques c) Multicultural perspective d) Provides for individual differences & student interest
- II. **Classroom Management Skills-** a) Safe classroom conducive to learning b) Firm, fair, consistent c) Communicates expectations clearly d) Delegates responsibility & promotes self-discipline among students e) Follows policies d) Inviting environment
- III. **Human Relations & Communication Skills-**a) Positive relationships b) Oral/written skills c) Communication w/parents/staff/community d) Student acceptance e) Informs appropriate personnel of problems f) Involvement in School Functions
- IV. **Professional Responsibilities-** a) Implements building/district vision, mission, goals b) Adheres to policy & procedures c) Supports practices to ensure safety d) Uses PD to improve instructional practices e) Maintains accurate complete records f) Use procedure to address student/teacher concerns g) Complete paperwork by due dates

(Adapted from the Santa Cruz New Teacher Center)

# Analysis of Student Work (Circle) Quarter 1 2 3 4

<b>1. Describe your expectations for student work/performance and the curricular objective to which it aligns.</b>

**2. Select samples for analysis.**

**3. Sort the student work in to 4 piles**

- Group 1-students whose performance is more than 1 year below standard (Below Basic).
- Group 2-students whose performance is approaching standard. (Basic)
- Group 3-students whose performance is meeting standard (Proficient)
- Group 4-students whose performance is exceeding standard.(Advanced Proficient)

<b>4. Choose one sample from each pile for further reflection and respond to the prompts individually and/or with your mentor.</b>			
--	--	--	--

<b>A. Describe the performance of each student:</b>			
Below Basic	Basic	Proficient	Advanced

**5. How will you use this assessment information to guide your planning and what are next steps?**

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

## Professional Development Plan-1<sup>st</sup> Quarter

**Major area for focus for growth/Theme Goal:**

**Desired Impact on Student Learning:**

**District/Building Goal Alignment:**

<b>Instructional Skills</b>	<b>Classroom Management Skills</b>	<b>Human Relations/Communication Skills</b>
<p>Supporting Goal:</p>   <p>Plan:</p>   <p>Evidence:</p>	<p>Supporting Goal:</p>   <p>Plan:</p>   <p>Evidence:</p>	<p>Supporting Goal:</p>   <p>Plan:</p>   <p>Evidence:</p>
<p style="text-align: center;"><b>Professional Responsibilities</b></p> <p>Supporting Goal:</p>   <p>Plan:</p>   <p>Evidence:</p>	<p style="text-align: center;"><b><u>PD Plan Guide</u></b></p> <p><i>Step 1: Focus Question:</i> What are the learning needs of your students that will direct your professional growth choice? (This is your <b>theme</b> goal)</p> <p><i>Rationale:</i> What will your students be able to do as a result of your professional growth? (This is your <b>desired impact on student learning</b>)</p> <p><i>Areas of Focus:</i> Identify the District OR Building Level Goal to which your Professional Development Plan (PDP) is aligned.</p>	<p><i>Step 2: Critical Questions:</i> What new skills and knowledge or more practice will you need to build your capacity in this area? (See MSD Teacher Evaluation Criteria-this is your <u>Supporting Goal</u>)</p> <p>What specific growth activities will you engage in to obtain the identified new learning? (This is your <u>Plan</u>)</p> <p>What evidence will tell you that you have reached this goal? (This is your <u>Evidence</u>)</p> <p><i>Step 3:</i> Copy, then save your plan &amp; submit w/ checklist.</p>

**Mentor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

MPS #2A

**MOBERLY PUBLIC SCHOOLS**  
**Request For Professional / Educational Leave**  
**(Must be completed at least 48 hours prior to leave)**

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

Name \_\_\_\_\_ Date Filed \_\_\_\_\_

Building \_\_\_\_\_ Department or Activity \_\_\_\_\_

Reason for Leave \_\_\_\_\_ Title of Training \_\_\_\_\_

Destination \_\_\_\_\_ Phone Number \_\_\_\_\_

Date Leave Begins \_\_\_\_\_ A.M. or P.M. Date Leave Ends \_\_\_\_\_ A.M. or P.M.

Number of Days Absent: School/Duty Days \_\_\_\_\_ Non-School/Duty Days \_\_\_\_\_

Number of Staff on Trip \_\_\_\_\_ Number of Students on Trip \_\_\_\_\_

Is a Substitute Required For Your Leave: Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Substitute Funding Source \_\_\_\_\_

Method of Travel: (circle one) School Vehicle Personal Vehicle School Bus

Estimated Mileage – Round Trip \_\_\_\_\_

Name of Account to Charge \_\_\_\_\_ Budget Code \_\_\_\_\_

Estimated Expenses (If fee is covered by a PO, please circle **YES** and write in the PO#, if not please circle **NO**):

Mileage \$ \_\_\_\_\_ (round trip mileage x \$.30) Covered By PO: Yes / No PO# \_\_\_\_\_

Registration \$ \_\_\_\_\_ Covered By PO: Yes / No PO# \_\_\_\_\_

Lodging \$ \_\_\_\_\_ Covered By PO: Yes / No PO# \_\_\_\_\_

Other \$ \_\_\_\_\_ (specify below) Covered By PO: Yes / No PO# \_\_\_\_\_

Total Cost \$ \_\_\_\_\_

**For PDC reimbursement, the MPS #2B must be attached to this form**

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Approval: Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Bldg. PDC Rep: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

NOTE: MPS #3 (actual report of travel expenses for reimbursement), must be submitted within 3 days of return from trip. Employee will be reimbursed at the next check writing date. When filling MPS #3, RECEIPTS ARE REQUIRED for any reimbursable fee not covered by a purchase order (registration, lodging, etc.)

**CENTRAL OFFICE USE ONLY**

Superintendent/Asst Supt. Approval: Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Superintendent/Asst Supt. Signature \_\_\_\_\_ Date \_\_\_\_\_

**MOBERLY PDC REQUEST RUBRIC**

Request made by: \_\_\_\_\_  
 Grade/Team/Dept.: \_\_\_\_\_  
 Name of Workshop: \_\_\_\_\_  
 Cost of Registration: \_\_\_\_\_  
 Number of days substitute needed: \_\_\_\_\_

Date: \_\_\_\_\_  
 Conference Date: \_\_\_\_\_  
 Conference Location: \_\_\_\_\_  
 Approved Funding: \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Approved Funding: \_\_\_\_\_ Yes \_\_\_\_\_ No

**FORMS NOT FULLY COMPLETED WILL NOT BE APPROVED**

	Yes	Indirectly	No
1. Does this meet a building goal? (building goals on back) Explain: _____ _____	_____	_____	_____
2. How does this relate to your learning questions? Explain: _____ _____	_____	_____	_____
3. Does this meet a strategy in our District CSIP (Strategic Plan)? Explain: _____ _____	_____	_____	_____

	No	Yes New Focus	Yes Same Topic
4. In the last year, have you attended a similar workshop?	_____	_____	_____

	Building/ District	Grade/Dept. Team/Entire Staff	Own Class
5. Who will benefit from your gained expertise?	_____	_____	_____
6. Specifically, how will you share the information gained? (must be interactive!! i.e., presentation in faculty meeting, department mtg., grade level mtg., after school round table, etc.)	_____	_____	_____

	None	\$0 - \$100	Over \$100
7. Have you received previous funding this year from PDC?	_____	_____	_____

Funding is : **Approved** **Pending** **Denied**

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Attach to your MPS #3A & B upon return. Information will be used for payment and PDC newsletter.**

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_ PDC Building Representative's Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Account to Charge \_\_\_\_\_

Building \_\_\_\_\_ Department \_\_\_\_\_

Purpose of Trip \_\_\_\_\_

Date of Trip \_\_\_\_\_ Destination \_\_\_\_\_

**Actual Expenses Receipts - (Form MPS #2 Must Be Attached)**

**Mileage:**

**Expenses:**

Date	# of Miles	x .30/mile	Equals
		\$0.30	
		\$0.30	
		\$0.30	
		\$0.30	
		\$0.30	

Mileage \$ \_\_\_\_\_

Registration \$ \_\_\_\_\_ Attach Receipts

Lodging \$ \_\_\_\_\_ Attach Receipts

Other Reimbursable Fees \$ \_\_\_\_\_ Attach Receipts

Total Due \$ \_\_\_\_\_

**For PDC reimbursement, the MPS #3B must be attached to this form**

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Approval: Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Building PDC Rep.: \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

This form must be turned in to the Central Office by the 20<sup>th</sup> of the month in order for it to be approved for payment by the following months board meeting.

**CENTRAL OFFICE USE ONLY**

Superintendent/Asst Supt Approval For Payment: Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Superintendent/Asst Supt Signature \_\_\_\_\_ Date \_\_\_\_\_

**Professional Development Follow-up Questionnaire**

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

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

Activity attended: \_\_\_\_\_

Date of activity: \_\_\_\_\_

*We would like to know the impact of the professional development you have received.  
Your responses will be greatly appreciated. Please be as honest as possible.*

1. What type of training did you receive?
2. What did you do differently in your classroom following the training?
3. From your perspective, what was the impact or benefit of using these new ideas?
4. Describe the training you received? _____ _____ _____ _____ _____ _____ _____ _____ _____
5. What additional support do you need to continue studying and implementing the concepts and key skills?
6. Would you be interested in a follow-up workshop?    Yes <input type="checkbox"/> No <input type="checkbox"/>
7. I will share my learning with the faculty by:

**Moberly Public School District  
Professional Development Opportunity Planning**

Building or area: \_\_\_\_\_

A brief statement of building focus for staff development plan for this school year:

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

Place: \_\_\_\_\_

Focus: \_\_\_\_\_

Areas:

Goals for student success:

Facilitator: \_\_\_\_\_

Practice Opportunities:

Further considerations and follow-up plan

**Moberly Public Schools  
Professional Development  
Facilitator's Survey**

Staff Development Topic: \_\_\_\_\_

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

Facilitator(s): \_\_\_\_\_

1. What aspects of the following areas went well at this staff development?

- Content
  
  
  
  
  
  
  
  
  
  
- Format
  
  
  
  
  
  
  
  
  
  
- Organization

2. What will you do differently next time to improve this staff development?

3. Other comments:

ALTERNATE PROFESSIONAL DEVELOPMENT OPPORTUNITY  
MOBERLY PUBLIC SCHOOL DISTRICT

Instructions:

1. Attach this form to MPS #2A and complete through "Description of Activities".
2. After the Professional Development Opportunity is complete, send a copy of the form to the PDC Chairperson with a completed MPS#3B.
3. Must be received in Central Office one week before Professional Development opportunity.

Attendee's Name: \_\_\_\_\_ Date of Event: \_\_\_\_\_

School Building: \_\_\_\_\_ Location of Event: \_\_\_\_\_

Grade/Level: \_\_\_\_\_

Subject/Department: \_\_\_\_\_ Expenses:

Registration: \_\_\_\_\_

Travel: \_\_\_\_\_

Lodging: \_\_\_\_\_

Other: \_\_\_\_\_

Title of Learning Opportunity: \_\_\_\_\_

Circle one:    Inservice                  Workshop                  Conference (local, regional, national)

                 Seminar                  Class                          Other: \_\_\_\_\_

Objectives of Learning Event: \_\_\_\_\_

\_\_\_\_\_

Description of Activities: \_\_\_\_\_

\_\_\_\_\_

Teaching and learning skills attendee will demonstrate as a result of this learning opportunity:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
 Department/Gr. Level Chair's Signature    Date                  PDC Representative's Signature                  Date

\_\_\_\_\_  
 Principal's Signature                          Date                  Superintendent's Signature                          Date



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

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

# Moberly School District Professional Development Training Evaluation

Please rate the presentation and presenter on a scale from Strongly Disagree to Strongly Agree by filling in the appropriate circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree NA=Not Applicable

	SD	D	N	A	SA	NA
1. The presenter(s) was/were knowledgeable about this subject .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The training materials were clear and well organized .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructional /presentation skills were effective and appropriate .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My questions and/or concerns were addressed .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The ideas, skills, and strategies will be useful in improving student learning .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The information and/or strategies presented will impact my teaching and/or leadership role .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I will recommend this presenter/workshop to others .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The overall program was worthwhile.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**We value your comments. Please enter comments within the boxes below.**

9. How will this Professional Development training directly relate to student learning/achievement?

10. Please identify how this training connects to your CSIP goals, School Improvement Plan, or Professional Development Plan?

11. Please write additional comments, questions, and/or suggestions that would be most helpful in performing your job.

**Which levels/positions below best describe your position? Please fill in circles beside all that apply.**

- Classroom Teacher     Principal     Superintendent     Building Administrator     Others
- Special Education     Board Member     Parent     Specials

**At what level? Please fill in the circles beside all that apply.**

- District     Elementary     Middle School     High School     Other

**Thank you for your time**

*Revised August 12, 2008*

**REQUEST FOR CONTACT HOURS**

Name \_\_\_\_\_ Date filed \_\_\_\_\_

Building \_\_\_\_\_ Position \_\_\_\_\_

I expect to earn contact hours by participating in \_\_\_\_\_

Brief description of workshop and why you wish to attend \_\_\_\_\_

Does this workshop require a substitute? \_\_\_\_\_

Is the district paying any fees? \_\_\_\_\_

Date of workshop \_\_\_\_\_

Teacher's signature \_\_\_\_\_

Principal's signature for approval \_\_\_\_\_

Superintendent's signature for approval \_\_\_\_\_

Date approved \_\_\_\_\_

Superintendent's signature, if contact hours not approved \_\_\_\_\_

Date of denial \_\_\_\_\_

## CONTACT HOUR REPORT FORM

Name \_\_\_\_\_ Date \_\_\_\_\_

Name of workshop \_\_\_\_\_

Date/dates of workshop \_\_\_\_\_

Location of workshop \_\_\_\_\_

1. Contact hours of this workshop \_\_\_\_\_

2. Contact hours for 20\_\_\_\_. \_\_\_\_\_

3. Contact hours carried over from previous years \_\_\_\_\_

4. Total Contact hour to date \_\_\_\_\_

List three things learned

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

How will you improve your teaching as a result of attending this workshop?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return one copy of this form to the Superintendent's Office.

Keep one copy for your personal files.

Please attach proof of attendance to Superintendent's copy.

Proof of attendance may include copy of bill, attendance certificate, copy of information received while at workshop, etc.

Teacher's signature \_\_\_\_\_

**CONTACT HOUR APPEAL FORM**

Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Workshop Title \_\_\_\_\_

Date of workshop \_\_\_\_\_ Date of denial \_\_\_\_\_

Decision of Committee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures of Committee Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Appeal Hearing \_\_\_\_\_

Please place this form in teacher's file

**MOBERLY PUBLIC SCHOOLS**

**Moberly, Missouri**

**REQUEST FOR APPROVAL OF GRADUATE COLLEGE CREDIT FOR SALARY INCREMENT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Position held in Moberly Public Schools \_\_\_\_\_

Number of years in system \_\_\_\_\_

Degree held \_\_\_\_\_ From \_\_\_\_\_  
(College)

Degree working toward \_\_\_\_\_

Name of Graduate Course \_\_\_\_\_ Sem. Hrs. Credit \_\_\_\_\_

\_\_\_\_\_ Sem. Hrs. Credit \_\_\_\_\_

\_\_\_\_\_ Sem. Hrs. Credit \_\_\_\_\_

\_\_\_\_\_ Sem. Hrs. Credit \_\_\_\_\_

Total Graduate Hours \_\_\_\_\_

Signature of Teacher \_\_\_\_\_

-----

**FOR OFFICE USE ONLY**

Number \_\_\_\_\_

Approved \_\_\_\_\_

Date \_\_\_\_\_

Approved \_\_\_\_\_

Date \_\_\_\_\_

# Missouri Educator Certification Classification & Renewals

The general qualifications for certification are identical for all teaching certificates, except for some areas of Vocational Education.

They are:

- A baccalaureate degree from a college/University having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college/university having a teacher education program approved by the state education agency in states other than Missouri;
- The applicant must have a recommendation for certification from the designated official for teacher education in the college/university where the program was completed;
- The applicant must have a grade point average of 2.5 on a 4.0 scale; both overall and in the content area;
- The applicant must complete the required Praxis test(s). (If you completed your teacher education program and were certificated before September 1, 1990, you are exempt from this requirement.) A list of the Missouri Specialty Area Tests with the qualifying scores can be found on the DESE website;
- The applicant meets the educational, professional, and subject area requirements.

Missouri **does not** have formal reciprocity for certification with other states; however, graduates from approved teacher education programs within other states may obtain a certificate in Missouri based on meeting certain requirements.

## Classifications

**LIFE CLASSIFICATION** refers to certificates issued and maintained without completing any further requirements after the initial issue. These certificates were issued until September 1, 1988.

This classification will continue to be valid for the life of the teacher. If a teacher who holds a lifetime certificate adds a new subject area, the new area will be placed in the initial or career continuous professional classification. For example, a teacher holds a lifetime elementary certificate and has taught for seven years and completes the requirements for a special reading certificate in 2003. Upon application, a new certificate is issued showing the Lifetime elementary education (1-8) and an initial professional classification (PC) special reading (K-12) which will expire in 2007.

**PROFESSIONAL CLASSIFICATION (PC)** began in September 1988, and included a four-level plan of certification which was based upon the academic preparation and teaching experience of the applicant.

The State Board of Education approved a revision effective 1993 and was rescinded in August 2003. It included a three-level plan:

**PCI (Professional Class I)** This certificate was valid for three (3) years and was assigned to teachers with less than three years of approved teaching experience and who met the minimum requirements and qualifications. To advance to the next level, during the valid dates of the classification, a teacher had to meet various requirements.

**PCII (Professional Class II)** This certificate was valid for seven (7) years and was assigned to teachers who held a valid PC I and who provided documentation of completing all requirements for advancement to this level of certification; or, to teachers who had three (3) years of approved teaching experience and who met various minimum requirements. \*Teachers who earned a master's degree in education or in a subject area were exempt from this requirement.

**CPC (Continuous Professional Certificate)** This classification was valid for 10 years and was assigned to teachers who had completed all requirements at the PCII level and had a minimum of 10 years of approved teaching experience a master's degree in education or in an area of certification. The CPC could be renewed an unlimited number of times upon the holder's request.

**In 2003, legislation created a two-tier plan or professional classification:**

The **INITIAL PROFESSIONAL CERTIFICATE (IPC)** is valid for four years and 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 the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years;
- Successful completion of 30 contact hours of professional development which may include college credits;
- Participation in a Beginning Teacher Assistance program;
- Successfully participate in a performance-based teacher evaluation;
- Complete four years of approved teaching experience; and
- Have a local professional development plan.

The **CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)** is valid continuously depending on an individual meeting the following:

- The 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 a local professional development plan

**OR**

- Two of the three following items:
- Ten (10) years of teaching experience;
- A master's degree; or
- National Board certification.

**PROVISIONAL CLASSIFICATION** refers to a two-year non-renewable certificate issued to teachers who do not meet all of the requirements for Professional Certificates. If additional coursework is needed to meet the minimum requirements, the deficiencies may not exceed 12 semester hours. Individuals enrolled in an alternative program for educators may qualify for a provisional classification.

**ADMINISTRATIVE CLASSIFICATION** refers to the certification of elementary school, middle school, and high school principals; superintendents; special education administrator's and vocational director's certificates are included in this classification.

- There are no provisional administrator's certificates. All administrators are required to hold a valid teaching certificate and to successfully complete the Administrator's Assessment prior to receiving an administrator's certificate.
- The principal's certificates are valid for five (5) years and may be renewed one time. The advanced principal's certificate is valid for 10 years with unlimited renewals.
- The superintendent's certificate is valid for 10 years and is renewable.
- The special education administrator's certificate is valid for five (5) years and is renewable. Full-time directors may renew for 10 years upon completion of certain requirements.
- Vocational School Director's certificates are valid for five (5) years and are renewable.

**STUDENT SERVICES CLASSIFICATION** includes certification for all areas of Pupil Personnel Services: Elementary and Secondary Counselors, School Psychological Examine, Speech Pathologist and School Psychologist. Guidance I classification is valid for five years and Guidance II classification is valid for 10 years.

**TEMPORARY AUTHORIZATION CLASSIFICATION** is a one-year certificate that may be requested jointly by a school district and an individual who holds a baccalaureate degree with a minimum overall grade point average of 2.5 on a 4.0 scale. An individual may hold more than one temporary certificate, it is renewable yearly, and enables a person to teach while earning the necessary requirements for a professional classification, including:

- Successfully passing the Praxis tests;
- Yearly completion of nine semester hours toward professional certification;
- Participation in a mentoring program; and
- Successful participation in a performance based teacher evaluation.

The temporary authorization certificate does not include elementary (1-6); early childhood; early childhood special education (B-3); blind and partially sighted (K-12); and/or deaf and hearing impaired (K-12) areas. Applicants for the areas of diver's education, English for speakers of other languages, gifted and special reading must already hold a certificate of license to teach or must seek a certificate of license to teach in a stand-alone area.

**VOCATIONAL CLASSIFICATION** refers to certificates granted for use in secondary and post-secondary vocational education programs. Trades and industries, consumer homemaking, occupational home economics, health occupations, marketing education, business education, and agriculture education are some of the subjects included. Vocational certificates are valid for either two or five years.

**DOCTORAL ROUTE TO CLASSIFICATION** may be applied for by an individual who has earned a doctoral degree from a college or university accredited by a regional accreditation agency. The certificate is limited to the major area of the applicant post-graduate study, must be in a subject area for which there is a Missouri teaching certificate, and the individual must pass a specified test.

**ALTERNATIVE ROUTES** to entering the teaching profession are available at some colleges/university for college graduates who have not completed a teacher education program. This certification is offered through an approved college/university and includes specific qualifications for acceptance. It also requires employment with a district prior to being accepted into the college's alternative program.