

Professional Growth and Learning Handbook

2024-2025 School Year

**Approved by the Board of Education
May 20, 2024**

PROFESSIONAL GROWTH AND LEARNING PLAN

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**PROFESSIONAL GROWTH AND LEARNING COMMITTEE
2024-2025**

Julie Starr, Primary K-1
Kyla Eaker K-1

Candace Tracy, Primary 2-3
Patrick Bromley 2-3

Tonya Nease, Intermediate
Chrissy Plumlee, Intermediate

Wendy Wachs-Denton, Junior High
Maeve Sahni, Junior High

Lindsey Conway, High School
Amanda Royster, High School

Katheryn Rohr, Satellite School

Non-Voting Members
Dr. Nicole Keller
Administrative Representative

Dr. Theresa Wilson
Assistant Superintendent of Curriculum, Instruction, and Professional
Growth and Learning

MISSION STATEMENT

The mission of the Carl Junction R-1 School District Professional Development Plan is to improve student achievement by stimulating and encouraging the professional growth of teachers and administrators through High Quality Professional Development.

PGL COMMITTEE COMMUNICATION

PGL forms (fillable), opportunities, and committee member contact information are available on the [PGL Canvas Page](#), accessible from the CJR-1 homepage.

PROFESSIONAL DEVELOPMENT PLAN for HIGH QUALITY PROFESSIONAL DEVELOPMENT

Planning: The Professional Growth and Learning Committee develops the annual goals, plans the budget and implements job embedded professional learning that relates to the established goals. The following data sources are used in the development of the annual goals: MSIP, CSIP, MAP, ACT, i-Ready, Dropout/Attendance/Graduation Rates, Needs Assessments, Surveys, Teacher Perception, and ongoing school initiatives. *These professional growth and learning goals are directly linked to the district's CSIP goals and building school improvement plans. They have been developed with extensive participation of teachers, parents, principals, and other administrators.* The committee will meet for a full day annually to evaluate the program, special issues, determine goals, and plan for the coming year.

District Support: *The Professional Development Plan is supported by the Carl Junction R-1 Board of Education, building administrators, and staff and provides teachers with the opportunity to give the district feedback on the effectiveness of participation.* The Carl Junction R-1 Board of Education values High Quality Professional Development for its faculty and is committed to providing systematic professional growth and learning for all teachers and administrators. *The Board will support the Professional Growth and Learning Committee, will provide a professional growth and learning plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time, funds, and other resources for learning, practice, and follow-up, are included in the district's yearly calendar and budget to support the programs.* Following the Missouri state teacher certification guidelines effective August 28, 2003, the district requires each teacher to complete a minimum of 15 hours of professional growth and learning each year. Guidelines for documentation and the verification form are in this booklet on Pages 36 & 37. The school board approves the district Professional Development Plan and its goals annually.

Implementation: *All staff will participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan.* The district professional growth and learning goals are tied directly to the district CSIP goals. *Professional growth and learning is job embedded and promotes evidence-based instructional practice.* Professional Growth and Learning days have been built into the calendar to provide for in-house training. In addition, teachers may access professional growth and learning funds for teacher observations or collaborative work. *The development and implementation of effective practices are supported through ongoing coaching, mentoring, and collaboration.* District instructional coaches are available to observe, model and work with teachers on a regular basis. Collaboration time is built in but can be requested as well. *Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.* Teacher evaluations will be focused on specific instructional practices as defined by the district and CSIP. *Professional learning is regularly monitored for evidence of commitment, practice and impact.* Teachers must complete evaluation forms at the conclusion of each professional growth and learning activity in

which they participate. A district-wide professional growth and learning evaluation form is completed at the end of each school year. *School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.* Each building has created a schedule which accommodates for regularly scheduled collaboration throughout the school day and district schedule. *Time and resources for the professional learning of each staff member is given.* The district calendar provides for professional growth and learning in-service days throughout the school year and each principal provides staff a schedule for collaboration throughout the school year.

Professional growth and learning will be offered for the stated goals through in-services that *engage teachers over time* (study groups, action research teams, collaborative groups, peer coaching, in-district workshops, and speakers, etc.) and through outside agencies (conferences, workshops and observations). Teachers have input into the implementation of activities provided by the PGL through an annual needs assessment, survey, and discussions with building PGL representatives and are encouraged to make recommendations for staff development through surveys, individual contacts with committee members, and staff meetings. *All activities are directly linked to improved student learning so that all children may meet the proficient level* and must have measurable objectives that can be evaluated with data such as specific changes in student achievement, behavior, attendance, etc. The definition of High Quality Professional Development is included in this booklet on Page 33.

Evaluation: Participants of conferences, workshops, or in-services must complete an evaluation of the conference/workshop/in-service that was attended. The Professional Growth & Learning Committee reads a sample of the completed evaluations at every meeting. Participants are also required to schedule and present the information obtained from out-of-district workshops to faculty and staff and show how they used what was learned in their classroom and its effect on student achievement once they return from the workshop/conference. Overall effectiveness of the previous year's professional growth and learning program and its activities is evaluated through measurable goals and final evaluation forms. The Professional Growth and Learning Evaluation and Needs Assessment are included in this booklet on Pages 15-32. Assessment data is used to determine if progress has been made in student achievement and is evaluated at the beginning of the following school year.

Focus for the 2024-2025 Teacher Professional Growth and Learning Days: Based upon district CSIP goals, current research, and best practices, the district will utilize professional growth and learning-designated time to focus on professional learning for district initiatives. These will include specific professional learning covering Reading, Writing, Mathematics, implementing Standards-Referenced Instruction and Assessment, including writing proficiency scales, and methods to improve the social/emotional welfare of students and staff. In addition, professional growth opportunities will continue to focus on Behavior Intervention Support Team (BIST) strategies, monitoring student growth through i-Ready and teacher-created materials, technology implementation and integration with a focus on PowerSchool, curriculum, assessment, RtI, PBS, CBL, and Co-teaching. Building CSIP plans will drive the specific building activities.

Required Training: All teachers are required to receive training on sexual abuse, bullying, internet safety, mandated reporting, health & wellness, discrimination & harassment, armed intruder, dyslexia, seclusion & restraint, suicide prevention, and other state mandates as they become law. Training will be provided at the beginning of the school year to cover each of these areas. Additional training will be provided as needed.

PROFESSIONAL GROWTH AND LEARNING GOALS

LONG TERM GOAL 1:

The Professional Growth and Learning Plan will provide direction to improve curriculum, instruction, assessment, and enhance teaching strategies to improve student achievement. (CSIP Objective 1)

Short Term Goal Focus for 24/25:

- Professional Growth and Learning on interim assessments and data analysis will improve student achievement. (i-Ready, FUNdations, IXL)
- Professional Growth and Learning on problem-solving, rigor, relevance, critical thinking, and cognitive engagement will improve student achievement.
- Professional Growth and Learning activities will prepare students to be successful when taking state assessments tied to the Missouri Learning Standards.
- Professional Growth and Learning opportunities for collaboration and curriculum alignment (vertical, horizontal, full) in all subject areas will improve student achievement.
- Math, reading and writing skills will improve through training on research-based best-practice math, reading and writing strategies.
- Professional growth and learning opportunities will increase the use and quality of assessment strategies to improve student achievement.
- Professional growth and learning on differentiated instruction will increase student engagement and achievement.
- Professional growth and learning opportunities on co-teaching strategies will improve assessment scores of IEP students.
- Professional Growth and Learning opportunities for ongoing analysis of student and district performance will improve student achievement.
- Professional growth and learning opportunities on effective strategies for working with students living in poverty will be implemented.
- Professional growth and learning on equitable access of curriculum, instruction, and assessment for the subgroup populations will improve the achievement of the subgroup student.
- Professional growth and learning opportunities will be provided for standards-referenced grading to improve student achievement.

Evaluation Criteria:

- MAP Index scores will be at or above the state average.
- MAP scores will increase yearly.
- End of Course assessment scores will be at or above the state average.
- MAP Index scores for each Cohort group, and student group will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in i-Ready, FUNdations, IXL, and on SLO's.
- Students will make progress toward or meet IEP goals.
- Students will demonstrate proficiency on content-specific proficiency scales.
- Teacher perception will show that student achievement has increased.

People Responsible:

- Professional Growth & Learning Members, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Instructional Coaches, Classroom Teachers

LONG TERM GOAL 2:

The Professional Growth and Learning Plan will promote teacher effectiveness with students who are at-risk of educational failure. (CSIP Objectives 1, 2 & 3)

Short Term Goal Focus for 24/25:

- The percentage of students who graduate will be greater than the district's four-year graduation rate percentage from the previous year due to Professional Growth and Learning using effective, research-based strategies.
- Professional growth and learning on strategies in support of identified student groups will increase student achievement.
- Professional growth and learning on equitable access of curriculum, instruction, and assessment for the student groups will improve the achievement of the subgroup student.
- Professional Growth and Learning on BIST and PBIS strategies will improve student achievement.

Evaluation Criteria:

- The four-year graduation rate will increase for all students and for student groups.
- The attendance rate will increase.
- The cohort group and student group dropout rate will remain below state average.
- Cohort group and student group attendance rate will improve.
- Cohort group and student group EOC, MAP, i-Ready, and IXL scores will increase.

People Responsible:

- Professional Growth and Learning Committee, Alternative School Director, Principals, Classroom Teachers

LONG TERM GOAL 3:

The Professional Growth and Learning Plan will provide teachers with the skills and opportunities to integrate and utilize technology. (CSIP Objective 1 & 2)

Short Term Goal Focus for 24/25:

- Teacher perception indicates increased competency in virtual tools due to professional growth and learning provided.
- Student achievement will increase due to professional growth and learning on technology integration strategies and incorporation of technology in the classroom.
- Teachers will effectively utilize various reporting systems that support curriculum and the school environment and prepare students for online assessments. i.e. PBIS, i-Ready, IXL, NEE, Embarc, Canvas, Google Classroom and PowerSchool.
- Teachers will understand how to effectively utilize AI in the classroom.
- Teachers will provide instruction to students on effective and appropriate use of district-approved AI as a learning tool in the classroom.

Evaluation:

- Teachers will consistently utilize various reporting systems.
- Teacher perception will show an increase in student achievement due to training on technology use and integration, including AI.
- Teachers will successfully submit grades through the district's electronic gradebook system.
- MAP/EOC Index scores will be at or above the state average.
- MAP/EOC scores will increase yearly.
- MAP Index scores for each Cohort group, IEP, and Free and Reduced Lunch subgroups will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in i-Ready and IXL.

People Responsible:

- Professional Growth & Learning Committee, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Technology Coordinator, Technology Instructional Coach, Classroom Teachers

LONG TERM GOAL 4:

The district Professional Growth and Learning Plan will provide training and professional development for staff to establish a positive learning environment and to improve student achievement. (CSIP Objectives 1 & 3)

Short Term Goal Focus for 24/25:

- Teacher perception indicates that student achievement will improve due to the Mentor/Beginning Teacher Program.
- Teacher perception indicates that student achievement will improve due to the Individual Professional Development Plans of teachers.
- Teachers will effectively utilize Positive Behavior Intervention Support teams.
- Teachers will effectively utilize Behavior Intervention Support Teams.
- Teachers will learn strategies to effectively work with students who have emotional trauma.

Evaluation Criteria:

- The district Attendance Rate will improve.
- Each teacher in the district will maintain and utilize an individual professional development plan.
- Survey results will continue to show that due to professional development about a positive learning environment, student achievement will improve.
- Survey results will show that beginning teachers had a positive mentoring program experience.

People Responsible:

- Professional Growth and Learning Committee, Principals, Classroom Teachers, District Mentors

PGL COMMITTEE FUNDED ACTIVITIES FOR MEETING 2023-2024 GOALS

PD Goal 1: Curriculum, Instruction, and Assessment

- Personalized Learning/Standards-Referenced Grading Training
- Assessments For and Of Learning
- EdHub online Professional Development through NEE
- Reading/Writing Instruction (K-8)
- Curriculum Leadership Team meetings
- Professional Learning Community Training (PLC's)
- Peer Observations
- Poverty Training/Trauma-Informed Schools Training including social/emotional issues
- LETRS Training
- PLTW Training
- Co-Teaching Book Study
- Elevate Academy Science of Reading
- AP Art & Design Institute
- MOACTE Summer Conference
- FLAM Conference
- New, Innovative Strategies for Increasing Comprehensive Input in your World Language Classroom
- Curriculum Roundtables at SWC
- MAEA Fall Art Conference
- National Assoc. For Co-Teaching Conference
- Eugenics in the Progressive Era
- SMCAA Fall Conference
- GOCSO Innovation Summit
- MO Library Fall Conference
- Middle School Magic Workshop at MSU
- Registered Youth Apprenticeship 101 Workshop at MSU
- MTDS Teacher Academy
- MSU Fall DC English Conference
- Powerful Learning Conference
- MO Music Educators Conference
- MO Art Educators Spring Conference
- KS Music Educators Assoc. In Service
- How Elementary Math Specialists Transform Teacher & Learning
- Unpacking the Math Practices at MSU
- Write to Learn Conference
- Learning Forward MO Show-Me Conference
- Focus on Math Fluency
- MO Assoc. Of School Librarians Conference

PD Goal 2: At-Risk

- Behavior Intervention Support Team (BIST) Training
- How to work with At-Risk Students Training
- Bullying Prevention Training
- Suicide Prevention Training
- Poverty Training/Trauma-Informed/ Social - Emotional Schools Training

PD Goal 3: Technology

- Teacher training on various reporting systems that support curriculum and school environment. i.e. AIMSweb, PBIS-SWIS, SIS, Embarc, NEE, i-Ready, ALEKS, USA Test Prep, 95% Group
- Technology Safety Training
- Standards-Referenced Grading Training
- LMS Training (Canvas and Google Classroom)
- AI x Public Education: Possibilities & Perils Workshop
- Chap GPT & Generative AI
- The AI Classroom - Book Study

PD Goal 4: Positive Learning Environment

- Beginning Teacher/Mentoring Program
- New Teacher Orientation/Training
- Additional Professional Growth & Learning Committee meetings for planning & implementation
- Positive Behavior Intervention Support training and implementation
- Behavior Intervention Support Team training and implementation
- Sexual Abuse Training
- Mandated Reporting
- School Safety Training
- Allergy Prevention & Response Training
- Armed Intruder Training
- Dyslexia Training
- Seizure Training
- Power of Resilience Training
- Growing Tomorrow's Citizens in Today's Classroom - Book Study
- Building Thinking Classroom Showcase
- De-Implementation: Creating the Space to Focus on What Works - Book Study
- Surviving to Succeeding at SWC
- MO School Counselors Assoc.

PROFESSIONAL COMMITTEE

Responsibilities: *The Professional Growth and Learning Committee shall work with beginning teachers and experienced teachers to identify instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange or provide training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional growth and learning activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.* Committee members are liaisons between their building and district and are responsible for disseminating information between the two entities. Professional Growth and Learning Committee members will focus on communicating the purpose of professional development. Each building representative will make an effort to discuss current professional growth and learning information with the building administrator and fellow staff during their building's staff meetings.

Committee member responsibilities in regard to the expenditure of 1% of state aide are to *consult with administrators, determine purposes for expending professional growth and learning monies, secure school board approval for expenditures that meet the district's CSIP objectives, and expend at least 75% of the annually allotted money for professional growth and learning no later than June 30 of the current fiscal year.*

Professional Growth and Learning Committee members will provide an end-of-year report to each building

indicating how building funds were spent throughout the school year.

**Matters discussed by a teacher and the Professional Growth and Learning Committee will be held in confidence, but would not be considered “privileged information,” if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

Structure: The Carl Junction R-I School District Professional Growth and Learning Committee consists of elected committee members and two non-voting ex-officio members: Building Assistant Principal and Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning. There are eleven voting members representing six buildings and each building should always be represented by at least one voting member. A Professional Growth and Learning Chairperson and secretary are elected yearly. Members are certified teachers with at least (2) years teaching experience and are elected for three-year terms. Terms shall be staggered so that approximately one-third (1/3) of the committee will be new each year. Certified staff members will elect committee members each spring. A special election is held under PDC supervision should a member resign or move out of the district. Temporary long-term vacancies may be filled at the discretion of the Professional Growth and Learning Committee but must be approved by a vote of the certified staff members from the affected building.

Committee members are trained annually. Committee members will attend the Missouri Learning Forward Conference at least once during their tenure on the committee. The committee meets at least once a month to review policies, expenditures, upcoming professional growth and learning opportunities, and professional growth and learning needs and wants from each building. The Professional Growth and Learning Committee presents committee decisions, suggestions, ideas, and recommendations to their building principals and fellow teachers.

BEGINNING TEACHER ASSISTANCE PROGRAM

Beginning teachers will participate in the Beginning Teacher Assistance Program for two years, required by the state of Missouri, and an additional two years for the district and will be assigned a common district mentor. This program will meet all state certification requirements and is designed to support the beginning teacher through collaboration and modeling of best teaching practices. In addition to a mentor, each new teacher will be assigned a building buddy. The district mentors and buddies will be trained.

First-year teachers and teachers new to the district will meet with the mentor(s) during the summer prior to their first school year and will receive district-specific training. First year teachers will participate in the mentoring program and will receive part one of a comprehensive handbook. Second year teachers will continue in the mentoring program and will be given part two of the handbook and third & fourth year teachers will also receive handbooks and meet with the district mentors at a decreased rate. District buddies will meet with their beginning teacher before school and on an ongoing, informal basis to assist with needs/questions regarding the specific school in which they are employed. In addition, experienced teachers new to the district are given a training packet to orient them to district policies and procedures and are assigned a buddy to assist throughout the year.

The Mentor Program will provide information regarding the DESE required attendance at a Beginning Teacher Assistance Program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA.

In order to help beginning teachers enhance their skills, improve their chances for success, and encourage them to stay in the profession, the Carl Junction R-I School District will assist each beginning teacher in writing a Professional Development Plan. The mentor(s) will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as

appropriate. The goals identified in the plan must relate to the evaluation criteria used by the district or other areas based on the professional growth needs of the individual beginning teacher. Copies of the plan shall be kept by the new teacher and be readily available for review and update.

District Mentors should be master teachers with teaching experience and are the district Instructional Coaches. Ideally, a buddy should be teaching the same grade level and/or in the same area of certification as the beginning teacher. The building principal will be responsible for selecting and placing buddies with input from the Professional Growth and Learning committee. The PGLC will support the mentor program through release time and compensation if desired. The program will be evaluated yearly. During the first teaching year, beginning teachers are given release time a minimum of three full days for formal observations of Master Teachers. During the second teaching year, beginning teachers are given release time at least once a semester for formal observations of Master Teachers. Third and fourth-year teachers will be given release time for one formal observation of a Master Teacher. Additional release time for teacher observations can be given when requested by the teacher or administration and if funding is available. Beginning teachers will meet with the mentor quarterly to discuss topics related to the first year of teaching. Second-year teachers will meet with the mentor four times during the year to discuss topics related to the second year of teaching. Third and fourth year teachers will meet with their mentors two times throughout the year.

BUDGET

With the passage of SB380, a school district is required to expend a minimum of 75% of the 1% of the total amount of state foundation school monies received by that school district for professional development. Carl Junction R-I School District has earmarked professional development funds to address local concerns and improvement in instructional strategies. Professional development funds will be spent addressing the goals set by the Professional Growth and Learning Committee that align with the district's CSIP goals.

- The Carl Junction R-I Professional Growth and Learning Committee will budget district funds to be used for district-wide Professional Growth and Learning initiatives and the remainder to be divided proportionally among the building levels for both job embedded and out of district activities.
- Mentor/Beginning Teacher program fees, guest speaker fees, district-wide fees, and PGL expenses (including training at the annual Missouri Show-Me Learning Forward Conference) are deducted from the budgeted funds for professional growth and learning activities before allocation to individual buildings.

Stipends for certified personnel participating in curriculum-related work outside of contracted time must be pre approved by administration and range from a set amount per activity up to \$25 per hour for a maximum of 8 hours (lunch time not included) with PGL-approved exceptions. The bright pink "Request for Funds In-District" PGL form must be completed with principal signature and sent to the PGL committee before the work is done. The work must be done on the district campus with 2 or more certified staff members working together per core area. Before the stipend is paid, an administrator must sign a district timesheet showing approval for the work done.

- Stipends for certified personnel for teacher training outside of contracted time which is at the request of administration will be \$25/hour with PGL-approved exceptions. In addition, In-District workshop presenters employed by the school district will receive a planning honorarium of \$50 for the first time the workshop is presented, \$30 for the second time the same workshop is presented, and \$20 for subsequent presentations of the same workshop.
- Each teacher maintains an individual Professional Development Plan. Teachers will be reimbursed the cost of books ordered and used for individual professional development plans up to \$50. Professional

Development Plans should be approved by the building administrator prior to reimbursement of books.

- If the district requires a teacher to obtain additional certification in an area of critical need, professional development funds may be used to fully or partially reimburse the teacher for completed college educational courses or certification exam fees, however, if Title IIA money is available, Title IIA should pay first. Prior approval by an administrator and professional growth and learning committee is required.
- Funds are allocated for out-of-district professional growth and learning activities as follows: Food allowance with receipts is \$35 per day. Transportation is paid at \$0.55 per mile, and Substitute Teacher pay is at the current board-approved level. If funding is limited, district professional development monies will be allocated in the following order: Registration Fees, Substitute Pay, Lodging, Mileage, Meals.

Budget for 2024-2025 Allocations:

Goal 1: Curriculum & Instruction	Approximately 35%
Goal 2: At-Risk Strategies	Approximately 20%
Goal 3: Technology	Approximately 25%
Goal 4: Positive Learning Environment	Approximately 20%

Expenditures which are not allowable:

1. *Individual membership dues to associations or organizations.*
2. *Travel, food, substitutes, and registration fees to conferences and workshops of general interest that do not support the Professional Development Plan and Comprehensive School Improvement Plan.*
3. *Travel, food, substitutes, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.*
4. *Equipment and materials for administrative use or for the instruction of students.*
5. *Salaries (Professional Development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.*
6. *Travel as a form of professional development.*
7. *Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)*
8. *Training of school board members--the Department of Elementary and Secondary Education subsidizes the cost of training new school board members by using state-level professional development funds.*
9. *Training of Parents as Teachers.*
10. *Stipends for teachers working in areas other than curriculum, instruction and/or professional growth and learning in preparation for a local MSIP review.*
11. *Professional Growth and Learning activities for non-certified staff.*
12. *As a supplement for teacher health insurance premiums.*
13. *Certified staff CPR training.*

PGLC money covers these staff:

Certified teachers
Counselors
Library Media Specialists
Administration

PGLC money does not cover:

Paraprofessionals
Parents as Teachers
Secretaries
Custodians & bus drivers

Additional district funds spent on professional development:

The district commits additional funds beyond the required one percent for all staff and administration to attend in-service activities and workshops. These funds include district funds, Title II, and building funds. The district supplies contracted teacher professional growth and learning days and “early-out” Fridays. The district provides non-certified staff such as paraprofessionals, bus drivers, etc. opportunities to attend training and workshops. The Professional Growth and Learning Committee believes that non-certified staff should receive training in the areas of curriculum/instruction, technology and positive learning environment as necessary for their position. The cost of these professional growth and learning activities is funded through other available monies.

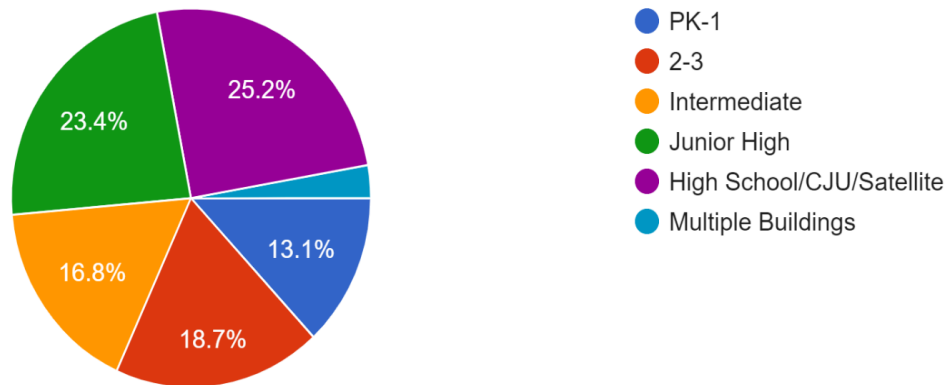
Note: Italics indicate federal and state legal requirements.

Evaluate Overall Professional Growth & Learning (PGL) Program

2023-2024

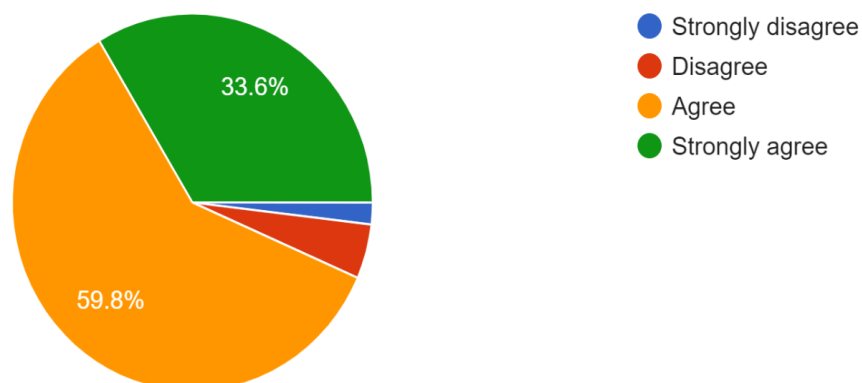
In what building(s) do you work?

107 responses



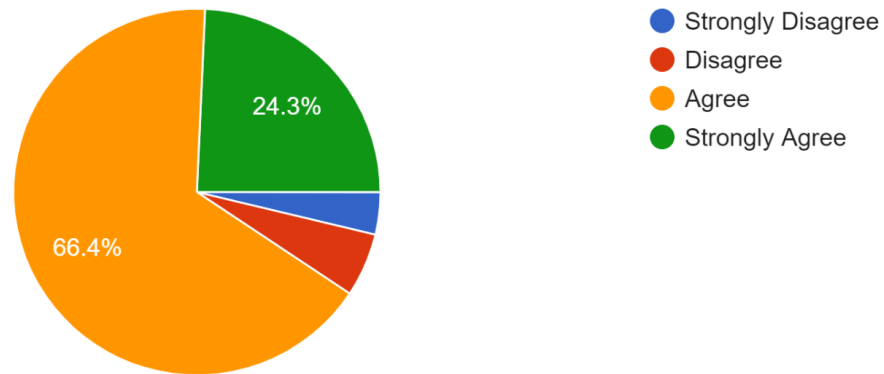
The Professional Growth & Learning (PGL) committee communicates effectively with staff.

107 responses



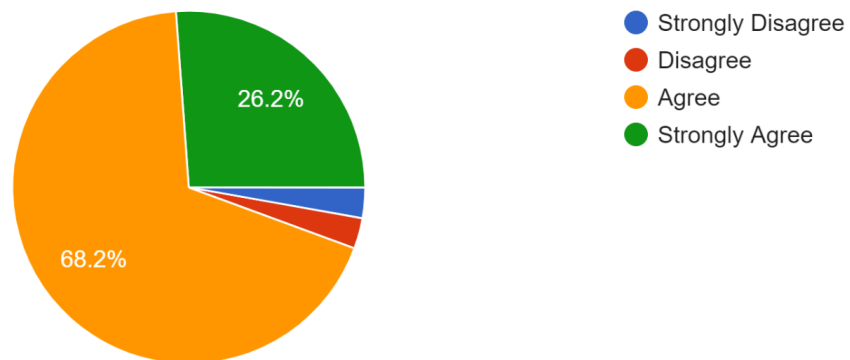
The PGL Canvas page is useful in finding PGL materials and information.

107 responses



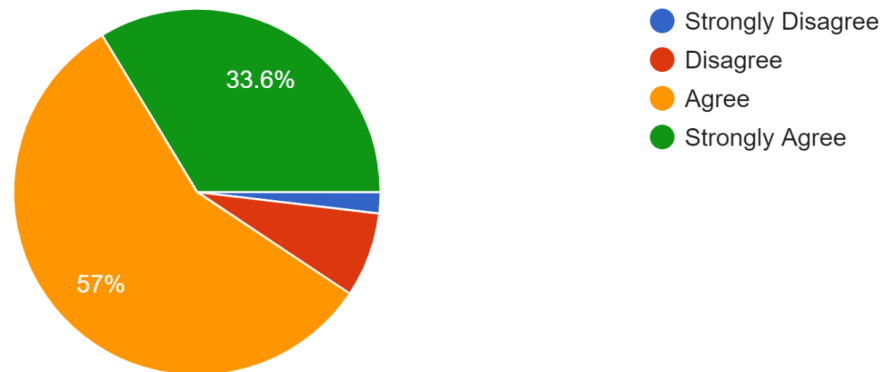
Remembering that the PGL committee must monitor its budget throughout the year, the procedure used for approval and reimbursement of funds is appropriate.

107 responses



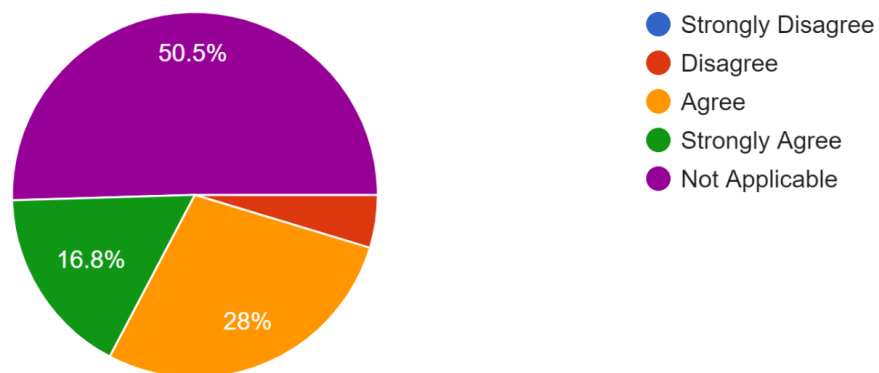
The PGL program allows me to take part in Professional Learning that is useful to me.

107 responses



Beginning teachers receive adequate special assistance and mentoring.

107 responses



What data did you use to assess this?

Classroom observations
Test scores
Student common assessments
iReady, running records, LETRS assessments
PDP, data from semester classes
Repeat offenders
Test Scores and Formative Assessment
I have utilized the instruction learned
Student achievement data after using newly learned instructional strategies

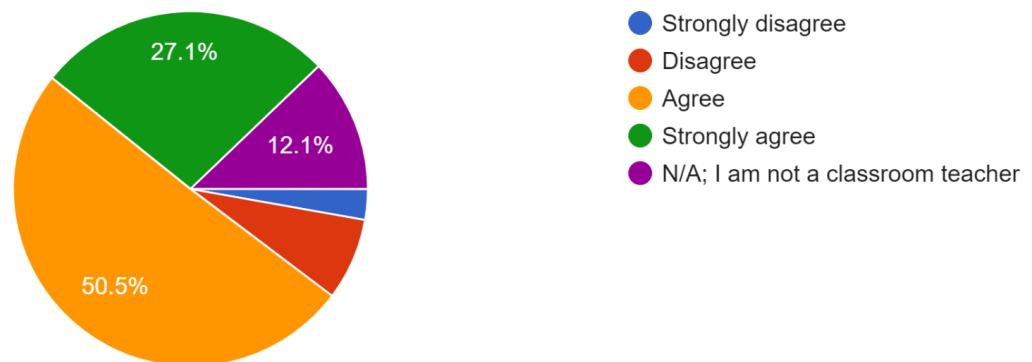
Reading scores on Foundations assessments
Observation data; student survey data
Effectiveness of teaching after each collaborative meeting
Iready
Student survey and student formative and summative assessments
NEE Evaluation Tool
Grade level data /summative quarterly tests
We are required to track our own data during that time and my classes are impacted by the strategies.
i-Ready diagnostic and literacy tasks, LETRS screeners
Student involvement - Task completion - Grades (per task)
Argumentative writing
Formative and summative assessments
I met with Abby Adamson to go over some new engagement strategies to use in the classroom, that I was able to use on more than one occasion when being observed. My scores did improve, and I felt like I was better able to access my students on the go throughout the lesson and provide feedback.
Observation
Information gained in LETRS training
iReady
Because I am a singleton, I think meeting weekly to discuss data that is not common data doesn't effectively help. However, the once a month book studies where we have mixed up departments and talked about shared strategies across departments has been helpful. I think meeting as a department once a month would also be more beneficial than weekly.
BIST
2023-2024 P.D.
Assessments and weekly progress checks
Classroom progress monitoring and benchmark assessments
Quantitative data from classroom engagement and student mental health issues
Data collected via documentation on Google Forms
PD Plan, classroom observations, assessments, standard based grades
Weekly checks and Foundations Unit tests
Number of missing assignments and students grade. Test scores have improved
Student engagement and motivation scores on observations
SLO data
NEE
Time to collaborate with my co-teachers
Participated in LETRS and this has been very helpful in the classroom
Engagement has increased and scores have increased
Answers based on personal experience
Student grades

I have seen higher assessment scores due to professional collaboration and shared resources with other grade level teachers
Classroom observations, assessment data, student performance tasks
Formative assessments
Teacher observation
By observing other teachers as well as the video observations of myself through the mentoring program, I have learned and utilized other classroom management strategies.
Formal and informal assessments; NEE observation data
Screening scores
Student test scores on iReady and BAS reading testing have improved
I-Ready data and progress monitoring
I guess it is somewhat anecdotal. I don't feel like our PG activities made any kind of major impact in my classroom. I do feel like the Ruby Payne book allowed me to be more aware of how some of my students might think, and that had positive impacts on my interaction with those students.
assessment scores and NEE scores, informal observation during class
Student engagement has improved during this time
It is super helpful to be able to meet with the other Librarians in the District to discuss student activities, etc.
The trainings and workshop PGL offers
NEE Teacher Observation Scores
Pre-test/post-test; classroom culture; anecdotal evidence
Student responses in comments and reflections to new practices
I'm a school counselor, but I still complete SLOs
There is not specific data that can isolate the effects of professional learning activities from the other variables in the classroom teaching environment.
I used the amount of professional development I have taken part in and applied to my classroom in the last few years. (quantitative & qualitative data)
iReady Scores
Being able to apply the counseling information I received from my professional development visits to the student and building population that I work with.
iReady score improvement and overall class engagement.
Nothing that we've done has helped in my student's achievement. We have lowered the bar for students in this building.
There have not been any professional learning activities that were applicable to improving student achievement.
Comparative year to year data from our test periods.
Spot on assessment
observational
Staff feedback, I-ready, and IXL
Attendance

Summative assessments
a pre and post test based on art projects students wanted to do. They always chose the one i learned a the art conference
iready scores and other formative/summative assessments
personal experiences
observations
Grade level common assessments
iready
Experience of seeing past years vs this year
Scores on classroom observations
I-Ready and assessment data
My testing data I have been keeping track of in class
reflection
Summative Assessments
Personal Data
Teacher observation, common assessments
Test scores
Classroom experience
I-Ready Data, assessments
Tests and quizzes
Used IXL

It is my perception that Professional Learning on curriculum, instruction, assessment and teaching strategies has improved student achievement in my... work days, and work with instructional coaches)

107 responses



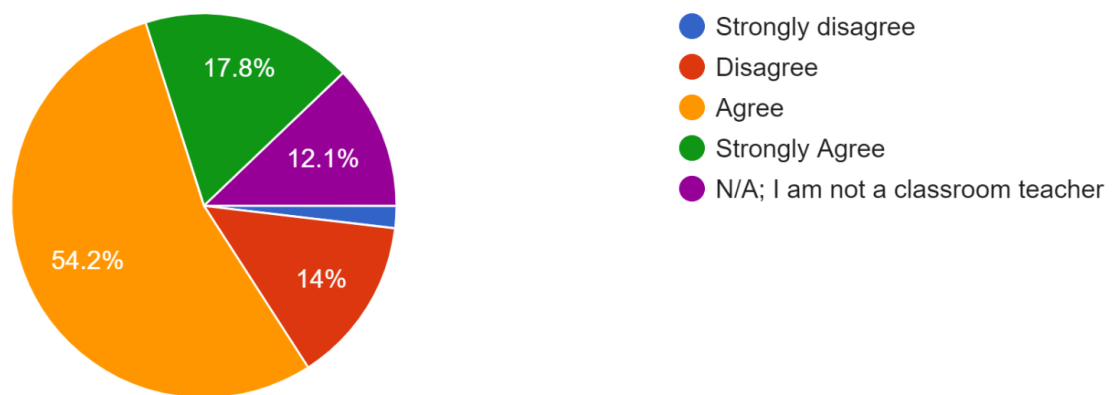
If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Curriculum work days
LETRS training as well as iReady training
Working across buildings to improve works
Vertical White Space, Defronted classroom, Hands-On partner tasks
Using IXL and iready to improve math and reading scores
Continually implementing new and updated instructional strategies improved student achievement
Curriculum team meetings, LETRS training
Curriculum workdays are most helpful
All activities improved student achievement
Master teacher observations
Coaching cycle
Working with Instructional Coaches
ELA curriculum/summative tests per quarter
We spent a significant amount of time drafting proficiency scales and no guidance on implementation
Curriculum planning
Direct instruction with an individual task to determine proficiency level
PLC
Vertical Whitespace as well as information that I was able to learn during out grade level PLC times
Meeting with Special teams and building teams
Curriculum work days for content updating
Work days
Working with instructional coaches to implement vertical whiteboards has been a great instructional strategy for my students and for me as an evaluator.
LETRS Training with Janet Johnson
Teaching heart words and daily decodable reading
SWC Counselor Roundtable
MSCA Fall Conference
LETRS training
the math team has worked together to improve the instruction given to the students through their weekly meetings
I have focused a lot more on connection with the students and building relationships first.
Class Discussion
We have time to coordinate as a subject level

LETRS
Curriculum work day
Curriculum work days have allowed for more specific guidance in certain subjects which provided and better educational experience for student with meaningful activities.
LETRS training and activities, useful practices for classroom
The feedback from my instructional coach through the mentoring program has been beneficial with helping vary my teaching strategies.
Teams, work days, and PLC time
The PLC Friday's were helpful in teacher communication, which positively impacts my students.
Hexagonal thinking is something I learned and will implement in my classroom.
Curriculum work days, curriculum teaming, roundtables
Tools and practices in subject specific trainings
Visual Time Management Strategies, Online Planning for Students, Engagement Strategies, Beginning of Class Activities to Help With Motivation, and How to "One-Up" My Lessons
Collaboration with others
Visiting professional services that work with my student outside of the building opened up better lines of communication.
The ability to work together to write and re work our curriculum is a big benefit along with the PLC time to plan and to look at data for what we do!
team
We problem solve on a tremendous amount of behavior issues, attendance, etc. that indirectly affect student achievement. This is done all week and sometimes during PLC time.
Summative assessments
Getting to attend Art related PD-MAEA conference
Working with curriculum teams and having curriculum work days
LETRS, curriculum workdays
Curriculum team vertical meetings during PLC
Coaches
PLC time to work with peers and veterans of the district to help guide my instruction
Meeting with my content team has helped provide difference teaching strategies and assessments
Increased rigor for vocabulary and formative assessment strategies
Collaboration
Master Teacher Observations
IXL

It is my perception that Professional Learning on establishing a positive learning environment has improved student achievement in my classroom. (Includes BIST)

107 responses



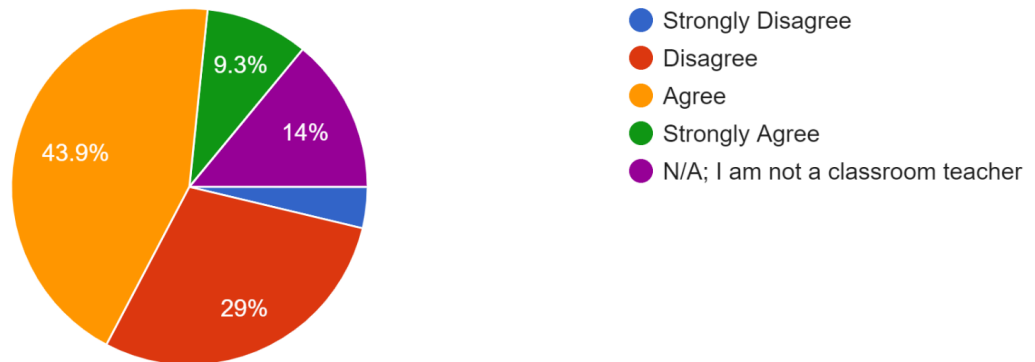
If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Specific language with students (BIST) and working in groups of 3.
Using the processing piece of BIST
Book study
ideas from numerous conferences/PD days regarding positive reinforcement in the classroom
Giving grace yet holding students accountable
I like using BIST, it has greatly improved my ability to deal with students in the classroom who are struggling. It is a great technique.
Positive classroom environment with consistent expectations/procedures
Ruby Payne book study
I have some students that putting them on a chart to monitor their behavior has helped them to be more successful at learning the skills needed to be successful.
Getting ideas from other art teachers
Use of positive referrals in our building
I am not saying BIST, however the poverty book study has helped me better understand students and ways to approach them. The overall climate is positive in my classroom and I am having more kids involved this year in extracurricular activities.
BIST has been a game changer because my students are able to reset themselves and process before they hit the overly frustrated mark.
Expectations are the same throughout the building
Conferencing with students and meeting them where they are emotionally
Pawsitive referrals, recognizing behaviors we want to encourage and increase
MSCA Fall Conference
More hands on activities

There has been a lot less sent to the safe seat and I have not had to use the buddy room
I have focused a lot more on connection with the students and building relationships first.
time on task improves with good class management
The PD plan developed within our grade level that we worked on together
weekly motivation activities for kiddos
BIST training with Marty Huitt
I am working on more consistency with BIST, so the students know the expectations stay the same even in my room where they may be pulled with only a small group.
PLC in particular
Reinforcing what is expected has helped lessen behavioral issues in my classroom.
BIST
Making changes to take into account students' shorter attention spans.
Visual Time Management Strategies, Online Planning for Students, Engagement Strategies, Beginning of Class Activities to Help With Motivation, and How to "One-Up" My Lessons
The Ruby Payne study
Book studies with other teachers, conversations/observations of other schools programs
Time with BIST leader
Problem Solving - We don't have enough staff to effectively use BIST at this time. Example - The Recovery Room or a place to process with students. Most of our behavior problems are too volatile to use a Buddy Room at this time.
Classroom management strategies
BIST/mindfulness
When teachers are prepared and know why they can be better which helps students with their goals
Quarterly meeting with BIST rep
Consistency with the BIST program in my own personal classroom
BIST
a positive learning environment has helped my students achieve by feeling safe and heard in my classroom.
Working at the whiteboards and small groups.
Student choice on some activities
Recovery Room

It is my perception that Professional Learning on At-Risk issues has improved student achievement in my classroom. (Includes Emotional Poverty book study)

107 responses



If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Better understanding of development and readiness
Understanding family backgrounds and how they affect student learning
Book study
The book study was not helpful
Being made more aware of the at risk situations that students come with on a daily basis.
The book is really good and informative and a good refresher to information that I learned about in college.
Direct interactions with students with a solution focused approach
I liked when Victori came and talked, the book study, the beginning of the school year information
The PLC whole group activity conversations have been extremely helpful
It helped me to understand the emotional issues that students may be facing.
The Emotional Poverty books allow me to think about what may be causing some student behavior
See above
Awareness of how at-risk issues impact learning.
MSCA Fall Conference
Knowing that trauma trumps learning.
Ruby Payne book study. (5 responses)
I agree, however, there hasn't been activities for this since last year so I cannot recall specific activities.
Providing grace and understanding
Having a district wide book study and looking at the different chapters has allowed me to acknowledge how emotional poverty plays a role in student's daily classroom struggles and behavior.
I am not aware of specific activities that have impacted achievement. I just realize that the information helps me to interact better with my students.
Just learning more about why they act the way they do has been beneficial.

Professional discussion and solutions to those specific problems within our own building helps guide positive solutions for students.
What happened to Ruby Payne Book 2? Weren't we going to do a book study on it this school year?
Not sure how to answer this one, I am not sure it helps with achievement; however, it does help me to be aware of circumstances and environments others may come from
building discussions

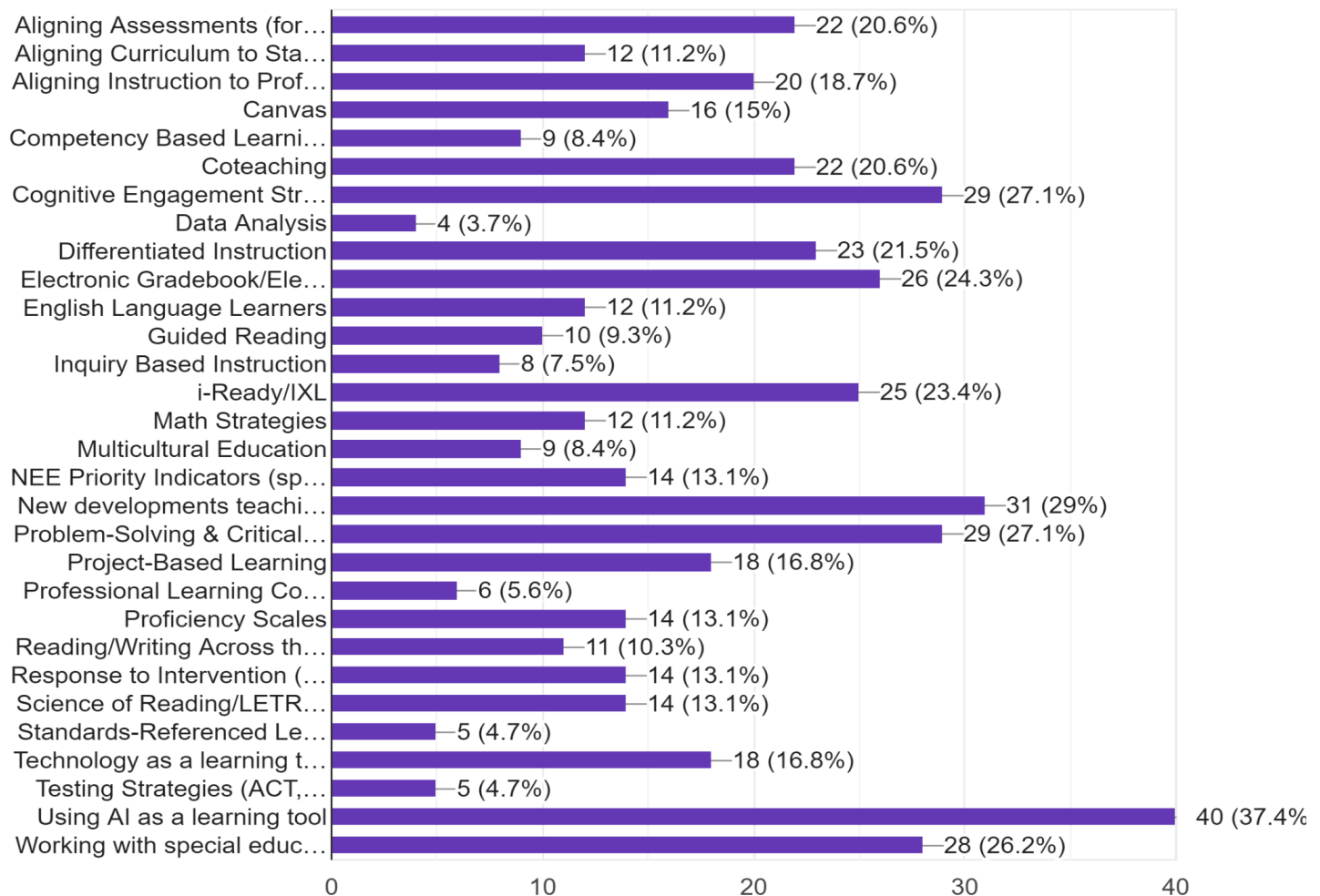
If you participated in high quality professional learning that you would like to see expanded to a larger audience, please share the activity here.

LETRS!!
I think that all the counselors in the district should have the opportunity to attend the MSCA Fall Conference in TanTarA every single year. We shouldn't have to take turns. It's a VERY good experience for counselors and provides wonderful NEW information every single year!
I always think that being more trauma informed and helping teachers understand trauma and how it effects our students and learning can be beneficial.
BIST training for all new teachers K-6
BER Online Conferences are a great way to find subject specific trainings.
Trauma Informed School Training
I was able to attend a PD day at Webb City with Garry Brooks. He kept everyone's attention, reminded me of why I love my job and I was motivated and encouraged. He would be amazing!
MTDS
Lost and Found Grief Center in Springfield is a great resource for all staff.
A Book study on mindfulness and how it can help the classroom.

Professional Growth & Learning Needs Assessment 2023-2024

Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development focused on curriculum, instruction, and assessment.

107 responses



Other curriculum, instruction, assessment topics you feel are most important.

social and emotional
Awareness of student/family trauma and mental health issues impacting student learning.
SEL curriculum for students outside of what's being taught in counseling lessons by the counselors. Each teacher in the Intermediate Building should be spending their "short specials" day to hit on an SEL skill in their classroom. I think this would benefit all students and allow them to learn how to be better socially and emotionally. Students do NOT know how to interact well with others these days, and they don't know how to handle conflict appropriately and on their own. We are also seeing MORE and MORE emotional issues every single day. Students do not understand emotions and they definitely don't know how to regulate them or cope with them all all or in a healthy way.
Social Emotional Lessons and or Character Education

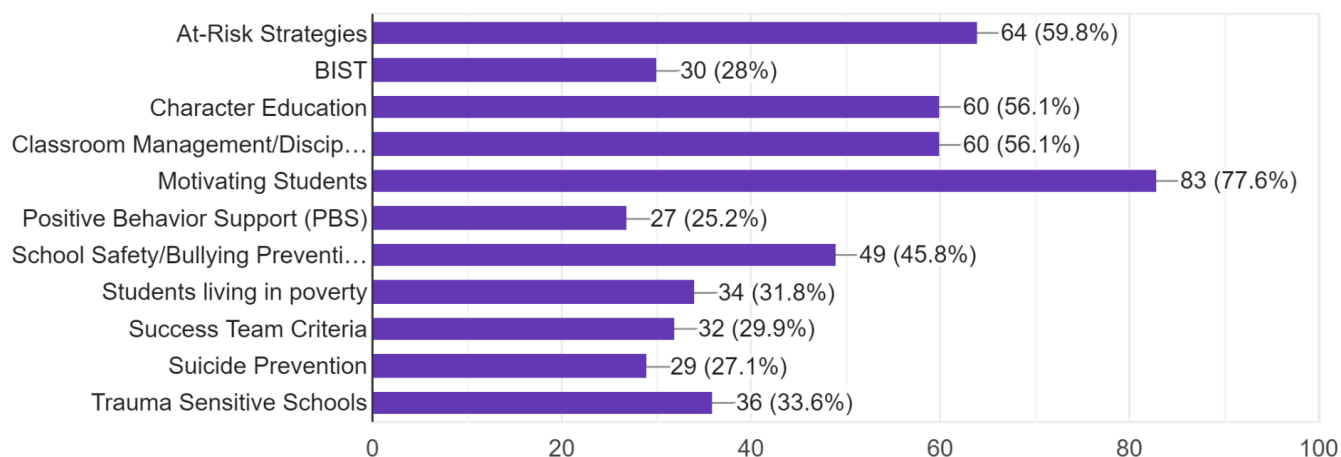
Trauma Informed Schools
Positive Climate and Culture
Character Ed best implementation practices for JH

Recommendations or requests for the PGL committee based on your previous Professional Learning related to curriculum, instruction, assessment.

differentiating for gifted students in the regular classroom
Power Schools training/workshops
Appreciated district-lead PGL days
More trauma instruction on how it affects brain development and student learning.
SEL and trauma training for teachers. SEL mini lesson curriculum for classroom teachers. MSCA conference availability for all counselors in the district.
Can we start looking at mental wellness like other schools are already doing? Sometimes a break from talking about education and caring for ourselves is needed.
Trauma Informed Schools
Check out Garry Brooks - I was told he was \$9000, but he takes care of his own travel, stay and food. I was told he was no hassle.
We should have a district wide PD over standards based grading and what it is suppose to look like. Many teachers/buildings are turning percentages into a 1, 2, or 3.
Whole Brain Teaching

Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development on positive learning environment or at-risk strategies.

107 responses



Other learning environments or at-risk strategy topics you feel are important.

social and emotional learning (2 responses)
students developing intrinsic motivation and goals
Trauma, suicidal ideation, self-harm, conflict resolution, coping skills, self-regulation, healthy social interactions among peers. communication, character education, at risk students
Addressing Anger in Students
BIST Consistency

Recommendations or requests for the PGL committee based on your previous Professional Learning related to positive learning environment or at-risk topics.

I feel that building rapport with my students and making sure they are emotionally prepared for learning is the most important piece in the education puzzle.
Greater Good in Education has a wealth of resources
Brain development and how it affects student's ability to process and learn new information and access prior knowledge and how this information affects working with students.

Top Five Areas in Curriculum, Instruction and Assessment

Using AI as a learning tool - 37.4%
New Developments Teaching Your Subject Area - 29%
Problem-Solving & Critical Thinking Skills - 27.1%
Cognitive Engagement Strategies - 27.1%
Working with special education students in the general ed classroom - 26.2%

Top Five Areas in Positive Learning Environment or At-Risk Strategies

Motivating Students - 77.6%
At-Risk Strategies - 59.8%
Character Education - 56.1%
Classroom Management/Discipline/Organization - 56.1%
School Safety/Bullying Prevention/Conflict Resolution - 45.8%

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:

- Actively engages teachers in planning, skills, and information over time
- Directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- Directly linked to district and building school improvement plans
- Developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level]
- Provides time and other resources for learning, practice, and follow-up
- Supported by district and building leadership
- Provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups
- grade-level collaboration and work
- content-area collaboration and work
- specialization-area collaboration and work
- action research and sharing of findings
- modeling
- peer coaching
- vertical teaming
- other

Part III: Topics for high-quality professional development may include:

- Content knowledge related to standards and classroom instruction
- Instructional strategies related to content being taught in the classroom
- Improving classroom management skills
- A combination of content knowledge and content-specific teaching skills
- The integration of academic and career education
- Research-based instructional strategies
- Strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
- Strategies to assist teachers in creating and using classroom assessments
- Instruction in the use of data to inform classroom practice
- Instruction in methods of teaching children with special needs
- Instruction in linking secondary and post-secondary education
- Involving families and other stakeholders in improving the learning of all students
- Strategies for integrating technology into instruction
- Research and strategies for the education and care of preschool children
- Research and strategies for closing achievement gaps between diverse groups of students
- other

To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.

Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.

All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, both may not report them via Core Data as high-quality professional development.

Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning.

Learning Forward Standards for Professional Learning

Learning Forward’s standards outline the essential elements of and conditions for professional learning that strengthens educator effectiveness and increases student learning. Widespread attention to the standards increases equity of access to high-quality education for every student, not just for those lucky enough to attend schools in more advantaged communities.

These eleven standards, working in partnership with each other, focus on educator learning that leads to successful student learning. They create professional learning that is interactive, relevant, sustained, and embedded in everyday practice. They ensure professional learning that contributes to educators’ expertise and the quality of their professional practice, regardless of their role in the education workforce.

Rigorous Content

EQUITY PRACTICES: ...understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION: ... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE: ... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Transformational Processes

EQUITY DRIVERS: ... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE: ... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS: ... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION: ... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Conditions for Success

EQUITY FOUNDATIONS: ... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY: ... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP: ... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES: ... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

A Master Teacher Is Someone Who...

- **Wants to teach and has passion/enthusiasm for teaching their content**
- **Is able to articulate what they're doing and why; articulate their decision-making process**
- **Is reflective of their teaching practice and able to troubleshoot challenges**
- **Understands their own strengths and weaknesses and has a growth mindset; Is a lifelong learner who continuously evaluates their skills and looks for ways to improve; sets personal goals with an actionable plan for achievement**
- **Has high expectations of excellence for themselves and their students**
- **Connects with each student; Builds appropriate relationships with students and helps them make personal connections to classroom material; enhance learning through a variety of mediums as appropriate/relevant to students (technology, manipulatives, etc.)**
- **Has established routines and procedures that support a positive learning environment and advances student learning**
- **Has a conceptual understanding of rigor and the process of planning rigorous units; connect standards (both content and process) to learning objectives and activities**
- **Is seamless in designing, administering, analyzing, and utilizing data from formative, benchmark, and summative assessments**
- **Is proactive in differentiating support and intervention for struggling students and for accelerated learning**
- **Is intentional in giving specific, descriptive feedback intended to move students forward in their learning**
- **Honors students' time and effort for coming to school; committed to success of all students by providing the very best education possible every day**
- **Is ethical, reliable, embodies soft skills such as kindness, respect, self-care, and time management**
- **Impacts the overall school culture in positive, meaningful ways**

Carl Junction R-1 School District
PROFESSIONAL DEVELOPMENT GUIDELINES
for Documentation of Professional Development Hours
Earning 15 hours yearly

- Professional Development is defined as:
 - Any activity that addresses one of the following goals: MSIP, CSIP, Professional Development, or individual Professional Development Plan, or any course taken for college credit.
- All certified staff members must document their professional development hours (a minimum of 15 hours required).
- If you attend a multiple day workshop, you may earn a maximum of six (6) professional development hours per day.
- Actual seat time should be calculated in all other cases and documented in 15 minute increments.
- Administrators, group leaders, etc. may notify you of PD hours earned during professional development with them.
- One (1) College Credit is equal to all 15 professional development hours.
- A Professional Development year runs from May 1 to April 30.
- Hours can be documented for any professional development activity including contract or non-contract time and even if a stipend is earned.
- Continue to document hours even after you have earned the 15 required.

*****The following forms can be found in Canvas and the Forms Drive.**

REQUIRED PROFESSIONAL GROWTH AND LEARNING FOR EDUCATORS CERTIFICATE DOCUMENTATION

(All teachers should complete Sections A & D and either B or C)

A: Carl Junction R-1 School District

Educator Name: _____ Year of first teaching contract: _____

Current School Year: _____ (May 1 to April 30) Expiration date of current certificate: _____

I currently hold the following certificate for the area in which I am teaching:

Lifetime: _____ Initial (PCI): _____ Career (PCII or CPC): _____ Provisional: _____ Temporary: _____ Other: _____

Date of Current Year's PBTE Summative Evaluation	Name of Evaluator

B: To Be Completed by Initial (or PC1) Certificate Holders only.

Mentor	Subject Area/ Grade Level	Observation Date(s)	Meeting/Discussions	Year

Beginning Teacher Assistance at:

Date(s):

C: To be completed by Career Continuous Professional Certificate (or PCII or CPC) holders only.

I have the following: (Check all that apply.)

	Ten Years of Teaching Experience
	A Master's Degree
	Rigorous National Certification

D: Professional Growth and Learning Documentation

Date/ Year	Name of Class/Course/Conf., etc.	Description	Contact Hours
TOTAL HOURS			

Initial Certification requires a total of 30-contact hours over a four-year period. (Attach additional form if needed)

Career Certification requires 15-contact hours yearly.

Print form on peach paper and give it to your PGL Representative on or before the second Friday in May. Educator keeps a copy.

Office Use Only: Educator _____ met the yearly requirements to continue his/her current certificate of license to teach. Yes _____ No _____

Mileage Chart
One-Way from Carl Junction

City	Miles (One Way)	City	Miles (One Way)
Altamont, KS	41	Lamar, MO	44
Aurora, MO	64	Lebanon, MO	134
Baxter Springs, KS	18	Lockwood, MO	50
Bentonville, AR	75	Logan-Rogersville	94
Bolivar, MO	105	Marshfield, MO	108
Branson, MO	119	McDonald County, MO	49
Camdenton, MO	152	Miami, OK	35
Carthage, MO	19	Monett, MO	53
Cassville, MO	72	Mt. Vernon, MO	54
Catholic H.S.	91	Neosho, MO	35
Central H.S.	83	Nevada, MO	56
Coffeyville, KS	80	Nixa, MO	90
Columbia, MO	270	Osage Beach, MO	172
Claremore, OK	94	Ozark, MO	95
Crowder College (Neosho)	39	Parkview H.S.	83
Diamond, MO	30	Pittsburg, KS	25
East Newton, MO	44	Republic, MO	78
Fayetteville, AR	100	Riverton, KS	14
Forsyth, MO	122	Rogers, AR	80
Fort Scott, KS	58	Sarcoxi, MO	35
Galena, KS	11	Sedalia, MO	170
Glendale H.S.	91	Seneca, MO	33
Golden City, MO	43	Springdale, AR	89
Grove, OK	60	Springfield, MO	83
Hillcrest H.S.	84	Strafford, MO	95
Jeff City, MO	220	St. Louis, MO	300
Joplin, MO	10	Tulsa, OK	115
Kansas City, MO	155	Webb City, MO	8
Kickapoo H.S.	85	West Plains	190
Lake Ozark	180	Willard, MO	86

STEP BY STEP

Directions to Request PGL Funds

1. **BEFORE ATTENDING ANYTHING USING PGL FUNDS.**

- Before attending any conference for which you wish to use Professional Growth and Learning funds, obtain a **Request for Funds Form** from the Canvas PGL site: PGL forms and Directions (button on homepage) → The Professional Growth and Learning Process (Module) → Professional Growth and Learning Forms → Request for Funds
 - It will direct you to “make a copy”, please go ahead and do so
 - If you have questions, contact one of your building PGL representatives

SECTION A: REQUEST

- Each person attending needs to complete their own form.
 - **Lodging:** If attending with a group, plan on two people per room when possible. One person from each room should include the cost of lodging on their request. Only their forms should have a completed Section C. The other person(s) will leave Section C blank. Obtain the exact cost of room(s) with Lodging Tax included. We are sales tax exempt so we do not pay sales tax.
 - **Transportation:** If attending with a group, carpooling is expected and only the driver(s) should include mileage reimbursement on their request.
- Please check **only one** District Goal. Many conferences may meet more than one goal, but please pick the one that you think **BEST** meets the district goal.
- Determine when you will present the information to staff and to whom before attending the conference.
- Plan how you will implement what you learned in your classroom and how you will show student achievement has been affected. Complete the appropriate sections.
- Obtain permission from your principal to be absent.
- Attach a copy of detailed workshop information.

AFTER COMPLETING FORM:

- Take the form with **attached workshop/seminar information** to a PGL Representative in your building. The representative will keep the forms and take them to the monthly meeting, where the entire Professional Growth and Learning Committee approves requests. The PGL Committee meets the second Tuesday of every month so plan accordingly.
- Your PGL rep will communicate with you when your request is approved/denied. ***Note: PGL funds are limited. The ideal situation is for one or two people to attend a conference and return and share with others.***

THIS PROCESS CAN TAKE SEVERAL WEEKS SO PLEASE PLAN AHEAD! IF YOUR ACTIVITY IS CANCELED OR YOU DO NOT ATTEND, CONTACT YOUR PGL REPRESENTATIVE ASAP.

2. AFTER PGL APPROVAL

SECTION B: REGISTRATION

- After receiving notification of committee approval, each staff member attending the conference must complete their own event registration. The building's PGL P-Card should be used for payment whenever possible.
 - Send a copy of your registration confirmation/receipt to Mary Matney (intercampus mail or MMatney@cjr1.org).
- If paying by PO or check, the complete name and address must be provided in the “**Method of Payment**” section. Send this information to Mary Matney (intercampus mail or MMatney@cjr1.org).
- Make arrangements for your substitute by entering your absence in Frontline Absence Management (Aesop) and checking the PDC box if the absence will be paid from PGL funds.

SECTION C: HOTEL RESERVATIONS

- The person(s) who included Lodging on their request is (are) responsible for making the hotel reservation(s).
 - Provide complete hotel name and address information
 - Reserve and pay for the room with your building's P-Card.
- Make sure you **get a copy of the tax exempt letter** to provide in-person at the hotel.

3. AFTER RETURNING FROM CONFERENCE:

- Complete the required **Evaluation Form** from the Canvas PGL site.
 - PGL forms and Directions (button on homepage) → The Professional Growth and Learning Process (Module) → Professional Growth and Learning Forms → Evaluation Form
 - It will direct you to “make a copy”, please go ahead and do so
- Give the form to your building representative within two weeks of the workshop. The form must be returned in order to receive travel reimbursement and prior to requesting any additional professional development funds.
- Complete a **Professional Growth and Learning Reimbursement Claim** form for: Mileage and Meals (FOR REIMBURSEMENT, DETAILED RECEIPTS MUST BE ATTACHED.) We reimburse based on the mileage chart in your Professional Growth and Learning Handbook. We do not pay mileage once you are at your destination. Travel Reimbursement forms **MUST** be signed by a PGL member and your principal and then sent to, Mary Matney at Central Office.

REQUEST FOR FUNDS (Out of the District) 2024-2025

CARL JUNCTION R-1 PROFESSIONAL GROWTH AND LEARNING COMMITTEE

SECTION A: REQUEST

Name _____ (Each attendee must submit a form!)

Conference Name _____

Location of Conference _____ Date(s) _____

Registration.....

Meals with receipts (\$35.00/day limit).....

Lodging (This is TOTAL COST from Section C, otherwise leave blank).....

Transportation (.55 cents/mile) (ONLY the driver, otherwise leave blank/see mileage chart) _____

Substitute Teacher (\$100.00/day)

Other (Toll Fees, Parking Fees, etc.)

Total

In order for PGLC to fund expenditure, the above activity must meet one of the following Carl Junction R-1 District goals. **Check Only One. (See PGL Plan for specific goals.)**

- _____ 1. Provide direction to improve curriculum, instruction, assessment, and teaching strategies.
- _____ 2. Promote teacher effectiveness with students at-risk of educational failure.
- _____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.
- _____ 4. Provide training & PD to establish a positive learning environment & improve student achievement.

Which specific Short Term Goal (PDP Pages 6-8) does this request meet and how? _____

With whom and on what date will you share this information? _____

What do you hope to learn/implement from this workshop that will improve student achievement? _____

*****Attach a copy of the workshop/seminar information to verify how this activity meets the designated goal AND attach it to this completed Registration Form.*****

Permission granted for applicant to be absent on date(s) requested.

Principal's Signature

_____/_____/_____
Date

Approval by the PGLC that this activity meets Carl Junction R-1 District goals.

PGL Member Signature

_____/_____/_____
Date

Approved _____ Not Approved _____

Continued on Back

SECTION B: REGISTRATION (PLEASE FILL IN ALL SECTIONS!)

List name of each district staff member who will be attending this conference:

REGISTRATION DEADLINE: _____

Amount Per Person: _____

Registration Method:

PREFERRED Online _____ (Provide online confirmation after approval)

Paper _____ (Provide completed registration form after approval)

METHOD OF PAYMENT:

PREFERRED: Paid with district credit card (P-Card)	YES _____	NO _____
Purchase order	YES _____	NO _____
Check to be sent with registration	YES _____	NO _____

IF PAYING by PO/CHECK

Check Payable to: _____

Mail Registration and Payment to: _____

SECTION C: HOTEL RESERVATIONS

COMPLETE Section C only if the room is confirmed in your name.

HOTEL NAME: _____

ADDRESS: _____

Date you will arrive: _____

How many nights: _____

Cost Per Night: _____ TOTAL COST: _____

(Be sure to have the hotel give you the COST of the room PLUS Lodging Tax. We DO NOT pay sales tax.)

CONFIRMATION NUMBER: _____

PAYMENT: Held with building credit card (P-Card) _____ Other: _____ HOTEL

RESERVATIONS MADE BY: _____ **Following the trip,
please send itemized receipts with PGL Travel Reimbursement & Evaluation to Mary Matney.**

IN-DISTRICT
PROFESSIONAL GROWTH AND LEARNING PROPOSAL
Carl Junction R-1 School District
2024-2025

(To be completed by the leader of any group activity that will receive PGL funds.)

Activity Leader/Facilitator/Name _____

Activity Title _____

Location of Activity _____ Date (s) _____

Identify Staff Involved: K-1 2/3 Int. JH HS Alt. Sat. K-12

Type of Activity:

Study Group Classroom Observation Teacher Collaborative Other _____

REQUESTED FUNDS:

Stipends: No. of Participants (including presenter(s)) _____ X \$25/hour X No. of Hours _____ \$ _____

Presenter(s) fees: In-District: \$50 first time, \$30 second time, \$20 thereafter – Other: Outside Presenter Fees _____

Substitute: \$100 per day per participant _____

Materials and Supplies (not for student use) – Receipts required for reimbursement _____

Total Funds Requested: _____

In order for PGLC to fund expenditure, the above activity must meet one of the following Carl Junction R-1 District goals. **Check only one.**

- _____ 1. Provide direction to improve curriculum, instruction, assessment and teaching strategies.
- _____ 2. Promote teacher effectiveness with students at-risk of educational failure.
- _____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.
- _____ 4. Provide training and PD to establish a positive learning environment & and improve student achievement.

Activity Description: Describe the objectives of the workshop, how it meets the building/district goal, and how it will improve student achievement.

Activity Evaluation: Describe how you will assess the effectiveness of this workshop in meeting the objectives and how you will evaluate the effect it had on student achievement.

List the certified staff members that plan to attend this workshop.	Request Stipend?	Request Substitute?	List the certified staff members that plan to attend this workshop.	Request Stipend?	Request Substitute?

Permission granted for the activity.
 _____ / ____ / ____
 Principal's Signature Date

Approval by the Professional Growth and Learning Committee.
 _____ / ____ / ____
 PGL Member Signature Date



PROFESSIONAL GROWTH AND LEARNING EVALUATION FORM

2024-2025

This evaluation form is REQUIRED and MUST be completed within two weeks after returning from a conference or completion of activity. Travel reimbursement and consent for future PGL functions will not be approved until this form has been returned.

1) Name: _____

I am a (circle one): classroom teacher administrator special educator other: _____

I work in the following building(s) (circle all that apply): PK-1 P2-3 Int. JH HS Sat. Alt. CO

I teach the following grade level(s) and/or subject(s): _____

The number of years I have been an educator is (circle one): 1-5 6-10 11-15 16-20 20+

2) Activity Name _____ Date of Activity _____

Location (circle one): Out-of-District In-District

Professional Growth and Learning Clock Hours of Activity (actual hours spent in activity/workshop) ____

Which of the four DISTRICT GOALS did you designate this activity as meeting (check only one)?

____ 1. Provide direction to improve curriculum, instruction, and assessment and teaching strategies.

____ 2. Promote teacher effectiveness with students at-risk of educational failure.

____ 3. Provide teachers with the skills and opportunities to integrate and utilize technology.

____ 4. Provide training & PD to establish a positive learning environment & improve student ach.

Did this workshop/conference meet your short term goal? YES NO

Why/Why Not? _____

WHEN and WITH WHOM did you share the information gained from this activity? _____

Continued on Back

3) Respond to the statements below by circling the appropriate number.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
The content was relevant to me	1	2	3	4
Overall, the program was worthwhile to me	1	2	3	4
Would you recommend this activity/workshop to another person?	Yes	No		
Why/Why Not?	<hr/> <hr/>			

4) Things I intend to remember/start doing in my classroom/school from this activity/workshop:

5) How will this activity/workshop help improve student achievement (either directly or indirectly)?

Circle all that apply: Student Work Classroom Assessments Attendance Fewer Referrals

Other (please specify): _____

Return to a PGL representative in your building within two weeks after activity/workshop.

Travel Reimbursement Claim

Carl Junction R-1 School District

(Please Print in blue or black ink. Attach receipts to verify expenditures.)

EMPLOYEE

Building _____ Date Submitted _____

Purpose of Expense

_____ PGL Expenses (Requires PGL Representative signature then give to principal)

Name of Conference _____ Date of Conference _____

PGL Representative Signature: _____

____ OTHER PURPOSE OF TRIP: _____

Dept. _____ Expense Code: _____

Date	To	P-Card	Miles	Meals	Hotel	Misc.	Totals
TOTALS							

PRINCIPAL: _____ SUPERINTENDENT: _____

RECEIPTS SHOULD BE TURNED IN **NO LATER THAN** ONE WEEK AFTER TRAVEL EVENT