

Reference 8.2
August 12, 2020

**Program Update: Professional Development and
Professional Development Program Plan**

Background:

Karen Snethen will address the annual Professional Development report and be able to respond to questions on the Professional Development Program Plan.

Senate Bill 380 mandated that one percent of foundation formula monies be allocated annually for staff professional development. Recommendations for how to spend those dollars must be initiated by the Professional Development Committee (PDC) in each school district in consultation with the superintendent and must be approved by the local Board of Education. In addition, SB380 restricts the spending of professional development monies in each district to items addressed in the School Improvement Plan.

The PDC plan for professional growth and development for certificated staff members of the district for the 2020-2021 school year was developed with the consideration of the district's Strategic Plan (CSIP). It includes professional development activities planned for PDC, Title II, local and some Title I funds.

FY 21 Professional Development expenditures are estimated at \$251,020. State required expenditures are \$82,000.

Recommendation:

The Administration recommends the Board approve the 2020-2021 Professional Development Program Plan.

Ty Crain, Ed.D.
Superintendent

PROFESSIONAL DEVELOPMENT REPORT

Evaluation Criteria –

1. Does the staff-elected Professional Development Committee coordinate and direct the professional development activities for the district?

District initiatives have been laid out - PLC, PBIS, and aligning the curriculum to the state standards. This Staff Leadership Team and PD Committee will focus on these initiatives.

2. Does a written professional development manual exist which has been approved by the Board?

Yes.

3. Are professional development activities directly related to areas of needed student improvement and aligned with the district's Strategic Plan?

Yes. Our Professional Development Plan/Budget is aligned with Strategic Plan Goals and Objectives.

4. Has the Professional Development Committee been allocated one percent of the basic formula appropriations, and have they spent at least seventy-five percent of this allocation in appropriate ways?

Yes. \$82,000 is the current estimate for state required PD expenditures.

5. Does the district commit additional funds above the one percent requirement for professional development?

Yes. The FY 20 budget included approximately \$232,032.52 for Professional Development activities. For the 2020-2021 school year, the budget is \$251,020.00.

6. Does the PDC conduct an evaluation of the program and a bi-yearly needs assessment as required?

Yes. The most recent survey was done in January 2019. FPS is scheduled for the next survey in the spring of 2021.

7. Is time provided for the staff to participate in staff development activities?

Yes. Built into the calendar are 6 full-days of teacher led PD, one day of Administrative training, and 3 days prior to the beginning of school. New teachers have 7 days prior to the beginning of school.

8. Are professional development activities effectively meeting the needs of staff members?

The Staff Leadership Team and the PD Committee will work to collaborate on ways to make sure we are meeting the needs for every staff member. We were unable to have the Summer PD program due to COVID-19. The Instructional Task Force has been working this summer to produce PD for distance learning. There are also training materials for Parents with Google Classroom, Google Meet, Remind, and SIS 360. For Teachers, there are tutorials on Remind, Google CR, Google Meet, distance learning how to's, and a variety of other topics.

9. Is there evidence of effective planning for professional development days?

The building PLC Leadership Team and the principals are the driving force behind what goes on during our professional development days. PLC and PBIS are the focus with some curriculum work still being completed. Karrie Millard, Julie Bower, Kristi Langendoerfer, and Dee Peneston lead the Special Ed teams on PD Days.

PROFESSIONAL DEVELOPMENT PROGRAM



Fulton Public Schools

Fulton, Missouri

Revised: August 2020

The mission of the Fulton Public School District is to prepare all students to function as successful, responsible, and productive citizens.

Fulton Public Schools Professional Development Program

I. Overview

One provision of the Excellence in Education Act of 1985 was the “Beginning and Practicing Teacher Assistance Program.” This provision of the law, which became effective in September 1988, requires Missouri school districts to provide professional development programs for both beginning and practicing teachers. These programs must also include the establishment of a district “Professional Development Committee” (PDC) to assist in the professional growth and development of beginning and experienced teachers. Additionally, in 1993, the passing of SB380 placed increased emphasis on the importance of professional development. This law requires districts to spend 75% of 1% of the state minimum guarantee monies on professional development activities.

In defining professional development programs in the broad sense, they refer to any activity that is intended to advance a faculty member’s professional status and performance on the job. Other terms often used interchangeably with professional development are staff development, in-service education, continuing education, training on the job, and professional growth.

For the purposes of this program, terms are defined as follows:

A. Beginning Teacher—An individual employed full or part-time by a school district who is certificated under the rules governing teacher certification to serve as a classroom teacher, librarian or guidance counselor and who, as verified by a school district, is in the first two (2) years of teaching with no prior teaching experience.

B. Practicing Teacher—An individual employed full or part-time by a school district who is certificated under the rules governing teacher certification to serve as a classroom teacher, librarian or guidance counselor and who, as verified by a school district, has more than two (2) full years teaching experience.

C. Professional Development Plan—A systematic plan of professional growth activities that includes clearly stated goals for improvement and enrichment.

D. Professional Development Committee—A committee selected by the teachers of a school district to assist in the professional growth and development of beginning and experienced teachers as specified in Section 168.400.4 and 168.400.5, RSMO.

II. Beliefs

The Fulton Professional Development Committee believes that:

- Professional growth is a developmental process that occurs through continual exposure to research data and educational trends coupled with a concerted effort toward refinement of skills.
- Professional growth is the key to true systemic change within the education organization.
- Professional growth must be ongoing and must include both short- and long-term activities and a variety of experiences.
- Professional growth is the responsibility of each educator.
- Professional growth is fostered through an environment that encourages change, provides support and respects innovation.
- The design of an effective professional growth plan is best accomplished through collaboration between administrators and teachers.

Based on these beliefs, the Professional Development Committee will annually develop a plan for professional growth and development for certified staff members of the Fulton Public Schools which addresses the needs as identified through survey of staff, analysis of student performance data, the Missouri School Improvement Program, and the district's Strategic Plan (Comprehensive School Improvement Plan or CSIP). School reform and restructuring efforts should also be considered in this professional development plan. The National Staff Development Council Standards will serve as a reference for the plan.

III. Statement of Purpose

The major purpose of the Professional Development Program is to encourage and provide ongoing, job embedded professional development opportunities and activities for faculty members to maintain and improve their professional skills with the ultimate goal of enhancing the learning process for all district students. Many educators define any effort to improve job performance as in-service education. This is the broad definition applied in this program, as we feel that an in-service education program should provide a variety of experiences for staff members that will enable them to grow professionally as individuals, and to strengthen the school district as a whole. This might be done through a five-minute individual conference as well as a semester's work in a college course.

It is part of the school district's mission to provide these opportunities for professional growth and to encourage a school climate that promotes an attitude of wanting to improve. To accomplish this mission, the district will follow the regulations and guidelines set forth by the State Legislature and the Department of Elementary and Secondary Education regarding the establishment of a Professional Development Committee, and in the design and implementation of the district's Professional Development Program.

In developing and providing an effective Professional Development Program, the Fulton School District recognizes the following factors as important considerations:

- The program must be comprehensive and, at the same time, specific, as the individual needs of faculty members vary widely.

- All personnel, to stay current and effective, should be involved in in-service activities through their careers.
- Significant improvement in instructional procedures takes considerable time and is the result of a planned, long-range effort.
- New research findings and new technologies place continual demands on teachers to keep current.
- Professional growth requires both personal and group commitment to new performance norms.
- Constant changes in home, family, and society require educators to learn new approaches toward human relations as well as new methodology.
- Effective change is the result of the cooperation and coordination of the individual and the district.
- Staff development activities should be directly linked to district and/or building goals, as well as to individual needs.
- No longer can school districts rely on colleges to provide teachers with the upgraded skills needed in today's schools, hence the greater need that exists for local districts to continue the training and development of teachers.

IV. Goals of the Professional Development Program

In an effort to improve student achievement and teacher effectiveness, professional development will:

1. Improve the quality of classroom instruction through a variety of effective teaching and learning strategies.
2. Gather, process, and act upon current educational research and appropriate data in ways best suited to improve classroom instruction.
3. Generate and support continuous efforts to improve and align the written and taught curriculum.
4. Provide a structure for giving all teachers, particularly new teachers, professional assistance when needed.
5. Provide continuous and collaborative learning.
6. Provide organized methods for assessing individual, building and district needs.
7. Enhance leadership capacity and encourage staff participation in leadership opportunities.

V. Evaluation of the Professional Development Program

The Professional Development Committee will evaluate the effectiveness of the Professional Development Program using criteria such as the following:

1. Staff Needs Assessment Surveys (in-house or Hook Survey), conducted at least every two years.
2. Professional Development Activity Evaluations, completed by teachers after attending every activity in or out of district.
3. Comprehensive School Improvement Plan (CSIP or Strategic Plan)
4. Building Improvement Plans
5. Individual Professional Development Plans

6. Minutes/reports of study groups and grade level/department meetings
7. Fulton Public Schools Student Performance Reports
8. Grant provisions
9. Reports from student forums, staff meetings, and other sources of information
10. Evidence of instructional practices reflecting professional development

VI. Components of the Professional Development Program

A. Beginning Teacher Assistance Program (1st and 2nd years)

The BTA program is designed for teachers in their first two years of teaching with no prior teaching experience. Can be extended beyond this period at the teacher's request

1. Designated Resource Teacher (Mentor) will be assigned to Beginning Teacher at start of the school year by the building principal. (**Note: This person is a helper, not an evaluator.**)
2. With the assistance of the mentor, the new teacher's Professional Development Plan (PDP) will be completed in stages (assisted by mentor and principal) by February 15. Most of the initial plan will be generic to all new teachers, since most have comparable training and similar needs at this point and there would have been limited opportunity to assess individual needs. During first semester, individual needs will be assessed, and the initial plan will be re-designed to meet the individual teacher's needs (plan to be completed no later than the end of the first semester).

B. Practicing Teacher Assistance Program

1. The Professional Development Committee will assess annually the in-service needs of the district's teachers.
2. A needs assessment instrument will be developed and distributed by the PDC. The PDC will compile the results of this survey.
3. The PDC will review the priorities of the district as outlined in the district's Strategic Plan.
4. After consultation with proper school authorities, the PDC should plan and organize the in-service activities for the following year, as well as revise and update any ongoing or long-range professional development plans for the district.
5. Ongoing and possible professional development activities:
 - a. Orientation for new teachers
 - b. Professional workshops
 - c. Vertical subject area committees
 - d. Departmental committees—when learning is involved
 - e. Grade level meetings—when learning is involved
 - f. Curriculum committees—when learning is involved
 - g. Study groups/Book Study
 - h. Inter- and intra-district visitations
 - i. Professional association meetings
 - j. DESE/ RPDC workshops/meetings
 - k. Extension college courses
 - l. College courses—evening, summer, online
 - m. Consultants—scheduled in district

- n. Professional training
- o. Online professional development, Twitter Chats, etc.

C. Professional Development Committee (PDC)

1. The PDC shall promote the district's professional development program.
2. The current PDC consists of six regular members, one teacher from each building.
3. The new members will be selected by the district's teachers (classroom teachers, librarians, counselors) prior to the March meeting. The members will be selected for a three-year period.
4. PDC will include two administrators as ex-officio members, to be appointed by the Superintendent. Their major purpose is to promote communication and facilitate the work of the committee. PDC reserves the right to elect other ex-officio members.
5. Compensation
 - a. Teaching faculty members on PDC will be paid an annual stipend of \$750.

D. Designated Resource Teacher (Mentor)

The Excellence in Education Act suggests and the new teacher certification standards require that "beginning teacher" support systems include a mentor program. A designated resource teacher or mentor has been described as a "coach, trainer, positive role model, developer of talent, and opener of doors." **As previously stated in the Beginning Teacher Assistance Program description, the role of the mentor teacher is "helper," not "evaluator."**

1. Qualification Goals
 - a. Four years of teaching experience
 - b. Bachelor's degree
 - c. Mentor teacher should be teaching the same or similar grade level (e.g. primary or intermediate) and/or the same subject area (e.g. social studies) as the beginning teacher he/she is assigned to help.
 - d. Such other qualifications as deemed appropriate by the building administrator.
 - e. An administrator certificated in the same level and subject area as the beginning teacher could serve as mentor. However, if this is the case, another administrator must do the beginning teacher's evaluation.
2. Selection Procedure
 - a. Principal may make mentor appointments.
 - b. Teachers who are interested in mentoring and who meet the qualifications should communicate with the principal.
3. Duties
 - a. To work with beginning teachers during the orientation workshops and throughout their first two years in the district to help them adjust to the building, district and community.
 - b. To initiate preparation of the beginning teacher's professional development plan (PDP) with help from the principal. The first section is to be ready by October 15.
 - c. To help the beginning teacher to redesign the initial PDP to better fit individual needs. This is to be completed by the end of first semester. (Principal will assist with this task).

- d. To work with the beginning teachers to help accomplish the goals identified in the PDP and acquire needed professional skills during the first two years.
- e. To observe and conference with beginning teacher a minimum of two times per year. Information collected during these observations is not to be used for the purpose of evaluation.
- f. To continue to provide assistance in the essential elements of classroom instruction.
- g. To continue to provide assistance with classroom/building procedures. Topics include but are not limited to grading, attendance, budget, beginning and end of year procedures.
- h. To be available for training and classroom visitation.
- i. To make recommendations for workshops which could be beneficial to staff.
- j. To keep confidential the information gathered. Teacher performance from the mentor program will be kept separate from the teacher evaluation process.
- k. To work with the building to coordinate observations of model teachers for two half-day sessions that focus on classroom management and areas of concern/interest.
- L. To utilize the mentor/mentee checklists designed by Fulton Public Schools.

4. Mentor Resources

- a. Teachers
- b. Higher education institutions
- c. Central Office personnel
- d. Building administrators
- e. State Department of Education
- f. Others as needed

5. Mentor Training

- a. All mentors must complete a Mentor Training Program provided by the district beginning in early August.

6. Release Time/Compensation

- a. Mentor teachers will receive a stipend annually per mentee to be paid throughout the year. Mentors of a first year teacher will be compensated \$750 and a mentor to a second year teacher will receive \$500 in compensation. Increased expectations will exist for mentors of 1st and 2nd year teachers. The responsibilities and expectations are available from the BTAP Coordinators.
- b. Mentors and beginning teachers will be granted two half-day sessions for classroom observations of other teachers and peer coaching. Observations and peer coaching will be provided through flexibility that includes but is not limited to providing a substitute teacher.

7. Length of Service

- a. A mentor will most often be assigned to a beginning teacher for a two-year period. However, in some cases, it may be advisable to reassign mentor teachers (e.g. the new teacher wants to strengthen his/her skills in a second area of certification; the PDC and/or principal believe a reassignment would be in the best interest of the beginning teacher and mentor).

E. Resource person for experienced teacher transferring into or within the Fulton Public Schools (Buddy)

1. Qualifications

- a. Any teacher who has two years experience and is willing to serve may serve as a buddy with a \$100 stipend.

2. Selection Procedure

- a. Principal may make buddy appointments.

3. Duties

- a. To work with new teachers in the orientation workshops and throughout their first year in the district/building to help them adjust to the building, district and community.
- b. To utilize the mentor/mentee checklists designed by Fulton Public Schools.

4. Buddy Resources

- a. Teachers
- b. Higher education institutions
- c. Central Office personnel
- d. Building administrators
- e. State Department of Education
- f. Others as needed

5. Compensation

- a. Buddies will have the option of receiving a \$100 stipend.

6. Length of Service

- a. A buddy will be assigned for one school year to an experienced teacher new to the building/district.

Professional Development Committee 2020-21

Kayla Garwood, Bartley Elementary School (term expires: 2023)

Kristin Clark, Fulton Middle School (term expires: 2023)

Melissa Speer, McIntire Elementary School (term expires: 2023)

Heidi Ebersole, Bush Accelerated School (term expires: 2022)

Sharon White, Fulton High School (term expires: 2021)

Jen Meyerhoff, Fulton Early Childhood Center, (ex-officio – term commences: 2020-21)

Karen Snethen: Community Relations & District PD director, ex-officio (term commences: 2020-21)

Missouri's Revised Teacher Certification Process

State legislation passed in 2003 replaces the previous three-tier teacher certification system with a two-tier system comprised of an initial four-year professional certificate and a career continuous professional certificate.

The Missouri Department of Elementary and Secondary Education have developed certification procedures. For information about certification, refer to the DESE homepage at dese.mo.gov: Educator Certification and/or Teacher Quality/Professional Development sites. You will find the new online application process at the below web site link.

<http://dese.mo.gov/divteachqual/teachcert/forms.html>

Active/Inactive Certificate of License to Teach

Missouri law requires individuals with Initial Professional Certificates (IPC) to complete 30-contact hours of professional development during the first four years of teaching. Individuals with Career Continuous Professional Certificates (CCPC) must complete 15-contact hours each year. The professional development may include hours spent in class in an appropriate college curriculum (one college credit = 15 contact hours) or district-approved professional improvement activities.

If a certified staff member fails to meet the professional development requirement in a given year, his/her certificate may become inactive. *Fulton Public Schools has the option to terminate employment if staff members fail to meet STATE PD requirements and possess an inactive certificate.*

Staff members are **exempt** from STATE PD requirements if they meet two of the three criteria listed as follows: they have 10 years teaching experience, they have a masters degree or higher, or they have received national board certification.

For information about the professional development requirement, refer to the DESE site:

<http://dese.mo.gov/divteachqual/teachcert/active-inactive.html>

INSTRUCTIONAL DESIGN AND PRACTICES

The district implements written curriculum for all its instructional programs.

Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

Teachers use current assessment information to plan instruction and have received specific training on this process.

The district has written assessment plan which includes:

- provisions for staff development activities directly related to the assessment program

The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

A balanced, research-based reading program in place for grades K-3.

Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

Training in the use of instructional equipment and technology is provided.

The district has created a positive climate for learning and established a focus on academic achievement.

Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention.

The schools are orderly; students and staff indicate they feel safe at school.

A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.

Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.

Professional development is an integral part of the educational program and all school improvement initiatives.

The district has a written plan for professional development that includes the following components:

- PDC policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.)
- professional development programs' objectives are aligned with the Comprehensive School Improvement Plan (CSIP)
- evaluation criteria for the overall professional development program

- descriptions of the planned professional development activities which are directly related to areas of needed student improvement and aligned with the district's CSIP
- specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants' responsibilities, and evaluation processes and procedures)
- provisions for complying with specific professional development program requirements, and all rules, regulations, and legislation related to professional development funding.

The district provides intensive, on-going professional development activities that address the curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).

For all staff members, professional development is an integral part of their job responsibilities and expectations.

The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus on professional development activities on implementing and reinforcing these strategies.

The district collects and utilizes information regarding the effectiveness of its professional development programs in improving instruction and student achievement.

The district provides substantial time and resources for the professional development of all staff members.

SCHOOL SERVICES

The district's facilities are safe.

Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.

The district has developed, implemented, and documented safety procedures, which include:

- violence-prevention training for the staff

The district has developed and implemented a program for school health services, which includes goals and objectives, service activities, and an evaluation design.

The district has a written health services plan and health care services which include:

- board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for school children, confidentiality of health records, and child-abuse reporting.
- procedures for first aid and emergency care (including accident-reporting procedures and records of students served)

FULTON PUBLIC SCHOOLS STRATEGIC PLAN GOALS

ACHIEVEMENT

General Academic Achievement- The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement and can demonstrate improvement in the performance of its students over time.

The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.

The percent of students tested on the MAP in each subject/grade is maintained at a high level.

Districts with students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population.

Reading Achievement- The district's students achieve a high level of performance in reading or demonstrate improvement.

Scholastic Preparedness- The percent of students scoring at or above the national mean on the American College Testing (ACT) program is high or increasing.

Career Preparation- The percent of students demonstrating adequate preparation for postsecondary education and/or employment is high or increasing.

The percent of credits taken by juniors and seniors in Department-designated advanced classes is high or increasing.

The percent of credits taken by juniors and seniors in Department-designated vocational classes is high or increasing.

The percent of students who attend postsecondary education within six months of graduating is high or increasing.

The percent of students who complete vocational education programs approved by the Department of Elementary and Secondary Education and are placed in occupations relating to their training, continue their education, or are in the military services is high or increasing.

EDUCATIONAL PERSISTENCE

Graduation Rate- The percent of students who persist in their efforts to complete an educational program is high or increasing.

Attendance Rate- The percent of students who regularly attend school is high or increasing.

FILE: GCL
CRITICAL

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board of Education of the Fulton School District No. 58 recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

In support of this commitment the Board will:

1. Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's Strategic Plan. The PDP must be approved by the Board prior to implementation.
2. Allocate adequate funding for high-quality professional development activities as defined by law.
3. Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to conferences and visitations.
4. Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training in accordance with Board policies and procedures.
5. Provide opportunities for collective participation by staff members in the same school community, subject area, grade level or department.

Professional Development for Teachers

The professional development program for teachers will:

1. Be sustained over time.
2. Focus on specific content areas or instructional practices.
3. Support the collective learning of teachers.
4. Align with district, school and teacher goals.
5. Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with Interstate School Leaders Licensure Consortium (ISLLC) standards and focus on support of classroom instruction.

Administrators will participate in the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

Program Evaluation

The PDC will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional strategies. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

Adopted: 06/15/2011

Cross Refs: ADF, District Wellness Program

MSIP Refs: 6.1.2, 6.2.2, 6.4.3, 6.7

Legal Refs: §§ 160.530, 163.021.4, 168.400, RSMo.

5 C.S.R. 20-400.380

Fulton School District No. 58, Fulton, Missouri

FILE: GCB-A^{SEP}
CRITICAL

PROFESSIONAL STAFF SALARY SCHEDULES

Instructional Staff

An adequate salary schedule is necessary to secure new teachers who are personally competent and professionally well prepared, to encourage the professional growth of teachers while in service, and to retain the most competent teachers while in the school system. The Board of Education shall annually adopt a salary schedule having the following essential features:

- ▶ A salary for those beginning in the system, which will be at or above the minimum salary established by state statute.

- ▶ Annual increments shall be added for each school year of successful experience up to the limits provided by the schedule.

The superintendent of schools shall prepare salary schedules for approval of the Board of Education and implement the salary schedules adopted by the Board of Education. The superintendent may consult with staff members in preparing the salary schedules.

Administrative Staff

The Board will annually determine the salaries for the administrative staff.

FILE: GCBA¹¹_{SEP}
CRITICAL

PROFESSIONAL STAFF SALARY SCHEDULES

The Fulton School District No. 58 needs highly qualified employees to accomplish its education mission and must offer competitive compensation to attract and maintain experienced professional staff in the district. The Board directs the superintendent or designee to annually research regional and statewide trends in employee compensation and consult with district employees to prepare competitive salary schedules and salary recommendations for the Board to consider, within the constraints of the district's finances. Only the Board has the authority to increase an employee's regular compensation or grant employees an extra-duty position or stipend.

As required by law, teachers will be paid in accordance with a salary schedule adopted by the Board of Education. All full-time teachers will be paid at least the minimum teacher's salary as required in state law. Noncertificated professional staff and certificated staff members other than teachers will receive the amount of compensation approved by the Board for particular positions.

All Professional Staff Salary Schedules

The Board is required to adopt salary schedules for the compensation of teachers and may use a salary schedule to compensate administrative and noncertificated professional staff. When creating a salary schedule, the Board may recognize characteristics beneficial to the district, such as certification in high-need areas, in addition to traditional factors, such as experience and education.

The following rules apply to all district salary schedules unless determined otherwise by the Board:

1. The Board will make every effort to adopt salary schedules prior to the statutory deadline for issuing teacher and administrator contracts, but salary schedules and other compensation must be determined along with the district budget no later than June 30. Any salary schedule adopted by the Board will remain in effect and continue to operate until Board action is taken to change or eliminate the salary schedule.
2. The Board may freeze the operation of the salary schedule when warranted by the financial condition of the district or other relevant reasons, as determined by the Board. Once a salary schedule is frozen, employees will not advance on the salary schedule until a vote is taken by the Board authorizing movement on the salary schedule.
3. An employee may not advance more than one step vertically and one column horizontally per year on the salary schedule unless such movement is allowed by the rules adopted by the Board and is uniformly applicable to that particular salary schedule or is otherwise approved by the Board.

4. An employee cannot progress on the salary schedule after entering into a contract for a school year unless such movement is specifically authorized in the contract.
5. Certificated salary schedule advancement vertically or by annual step requires completion of the State of Missouri Professional Development requirements for the area of certification and/or assignment.

Certificated salary schedule advancement horizontally or by column requires completion of an advance degree(s) in education.

6. The district will recognize up to ten years of similar, previous experience of an employee when placing that employee on the salary schedule. The Board delegates to the superintendent or designee the authority to set guidelines on which previous experiences qualify. In addition, the district may recognize military service or work experience that the district considers beneficial to the position. It is the employee's responsibility to fully apprise the district of his or her relevant background when first being employed in the position. Once the employee is initially placed on the salary schedule, the district is under no obligation to review the placement.

The salary a teacher will receive will be determined at the time the teacher contracts with the district, or prior to the start of the school year if compensation for graduate credit or professional development is allowed.

Compensation for Extra Duties

Additional duties, such as supervising activities, may be assigned to professional staff without additional compensation. In some situations and with Board approval, an employee may be provided extra-duty compensation or a stipend to compensate the employee for performing additional duties. In those situations, the amount of compensation will be determined by the Board and may be set by adopting an extra-duty salary schedule or approving a specific amount for the position.

Employee Responsibility

Employees are responsible for verifying that their salary schedule placement, compensation rate and paychecks are accurate. An employee is required to notify the district within 30 days of receiving an inaccurate payment, and failure to do so could lead to discipline, forfeiture of amounts owed or deductions for excess pay received, as allowed by law.

Compensation Disbursement

In general, professional staff will be paid in equal installments over 12 months, even if the employee's regular work schedule is less than 12 months. However, payment for extra duties that are seasonal or limited to a specific timeframe may be paid in the month the work was performed.

Application for Tuition Reimbursement

NOTE: Tuition reimbursement requests must be submitted prior to the first class session. Reimbursement will not be provided for registration, travel, or other related expenses. A copy of your grade report must be turned in to the professional development director within the following semester for which reimbursement is requested. Funds will be distributed at the end of the year and may be prorated. Coursework will not be reimbursed if these procedures are not followed.

Name: _____

Date submitted: _____

Current area (s) of certification: _____

Current teaching assignment: _____

Course name/brief description: _____

How does this course support the district Professional Development Plan? (Address a specific goal – see District PDC Goals): Goal # _____ Explanation _____

Number of credit hours: _____ Beginning and ending dates: _____

Institution: _____ Cost per credit hour: _____

Please submit to: Karen Snethen, Director of Professional Development

For PD Office Use Only

Date: _____

Approved: _____

Not Approved: _____

Total Amount of Reimbursement _____

Tuition Reimbursement

Tuition reimbursement is a method to support certificated staff advancing their professional credentials. Eligibility for tuition reimbursement is extended to all certificated staff members. Annually, up to three credit hours of A or B grade from an institution accredited by the North Central Association, the Higher Learning Commission, the National Council of Teacher Education or similar recognized agency. Reimbursable courses should apply to the individuals work area. Generally eligible course work in the area of curriculum and instruction, reading, or special learning skills are reimbursable to classroom teachers. Please submit notification of class by April 15 and final grade card by June 10—unless circumstances prevent.

Reimbursement guidelines

- Up to three credit hours of A or B grade at \$200 per credit hour.
- Course approval is required from the Director of Community Relations and Professional Development prior to completion of the course.
- A course ensuring a teacher meets 'Highly Qualified Status' will receive reimbursement priority.
- Upon completion of the course a copy of the grade slip, from the granting institution must be on file with the course approval application.
- Reimbursement will be made at the end of May for the preceding school year.
- Should reimbursement requests exceed budget allocations, the credit hour cost may be prorated.

The Tuition Reimbursement allocation is determined annually by the Board of Education through adoption of the annual budget.

Irrespective of receiving Tuition Reimbursement additional education related hours from an institution accredited by the North Central Association, the Higher Learning Commission, the National Council of Teacher Education or similar recognized agency apply to advancement on the Certificated Salary Schedule.

Implemented:

Fulton School District No. 58, Fulton, Missouri

Professional Development Goals

1. Improve the quality of classroom instruction through a variety of effective teaching and learning strategies.
2. Gather, process, and act upon current educational research and appropriate data in ways best suited to improve classroom instruction.
3. Generate and support continuous efforts to improve and align the written and taught curriculum.
4. Provide a structure for giving all teachers, particularly new teachers, professional assistance when needed.
5. Provide continuous and collaborative learning.
6. Provide organized methods for assessing individual, building, and district needs.
7. Enhance leadership capacity and encourage staff participation in leadership opportunities.

Study Group/Book Study Guidelines

Purpose: Provide professional growth opportunities in which groups of teachers (veterans and novices) with similar goals work together in study teams to collaborate within and across grade levels and disciplines to positively impact teacher instruction and student achievement.

- A. Form study groups in each building (or in grade level or interest groups) which meet a minimum of five (5) times per year.

Participants will be expected to:

1. Select a facilitator
2. Divide responsibilities and tasks, such as
 - a. communicate meeting time and place
 - b. send memos to members
 - c. set agenda for meetings
 - d. order materials, supplies, or food
 - e. schedule activities for meetings (make arrangements for speakers, visits, etc.)
 - f. keep attendance and summaries of meetings
 - g. create a notebook of handouts and resources
 - h. prepare and keep track of a budget
3. Engage in the following professional learning activities
 - a. read professional texts and handouts
 - b. dialogue at meetings
 - c. apply what is learned in their classrooms to impact teacher instruction and student achievement

- B. Interested teachers will determine topics or areas of study to explore. Examples are:

1. Reading and writing workshop
2. Differentiated instruction
3. Technology
4. Early literacy
5. Assessment practices
6. Math
7. Reading
8. Professional literature
9. Learning styles
10. Cooperative classrooms
11. Brain research

Study Group/Book Study Meeting Summary

Study Group Topic: _____

Meeting Date: _____

Meeting Time: _____

In Attendance:

Issues discussed:

Actions taken/decisions reached (if any):

Next
meeting _____
(Please submit one copy to the PD director and one copy to the building principal.)

REQUEST FOR PROFESSIONAL LEAVE—Building Level Use Only

Date _____

Faculty Member's Name _____ Building _____

Name of conference _____

Location _____ Date(s) _____

A substitute teacher will will not be needed on the following days/times:

Name of the conference:

How does your attendance at this conference support the district Professional Development Plan? (Address a specific PLC Corollary Question).

Corollary? _____ Explanation _____

With whom will you share the information acquired when you return from the conference? (Reminder: You must complete Activity Evaluation Form and return to the PD director.)

Professional Development Committee support requested:
 (Check appropriate items and estimate costs. **Conference fee and lodging must be arranged in advance through the Purchase Order process.** Retain meal receipts for reimbursement and return Hotel receipt.)

Grant/special code for substitute (if applicable) _____

_____ Conference fee \$ _____

_____ Transportation @ .575 per mile \$ _____

_____ Lodging \$ _____

_____ Meals (\$30 per day maximum) \$ _____

TOTAL \$ _____

Teacher's Signature _____ Date _____

Principal's endorsement _____ Date _____

Director of PD endorsement _____ Date _____

PROFESSIONAL DEVELOPMENT
ACTIVITY EVALUATION FORM
Fulton Public Schools

Name (optional): _____ Building _____

Activity _____ Date(s) of Activity _____

Please indicate your opinion related to each of the following items by circling the most appropriate number . . . with 1 signifying the lowest and 10 the highest.

1. To what extent was the activity relevant to your needs?

1 2 3 4 5 6 7 8 9 10

2. Were you able to gain useful information about the topic?

1 2 3 4 5 6 7 8 9 10

3. How would you rate this activity overall?

1 2 3 4 5 6 7 8 9 10

4. I would recommend this activity to my colleagues.

1 2 3 4 5 6 7 8 9 10

5. What information did you learn? How will you use it in your classroom/position?

6. Which PLC Corollary Question(s) does this activity address? Circle all that apply.

1. What do we want kids to know?
2. How do we know if and when they have learned?
3. How do we respond when students aren't learning?
4. What do we do if they already know it?
5. How we work together?

How will you share the information?

Grade level or department meeting

Faculty meeting

Study group

Other _____

COMMENTS:

Complete and return to Karen Snethen, PD Director following each professional development activity

Fulton, Missouri Travel Voucher

Pay to: _____ Date: _____

Professional Meeting (or reason for expenditure) _____

Date of meeting (or expenditure) _____

Prior Approval from Central Office: Yes: _____ No: _____

**LODGING AND REGISTRATION FEES MUST BE TAKEN CARE OF WITH A PURCHASE
ORDER PRIOR TO MEETING.**

Itemized Expenditures Totals

Mileage: _____ miles @ \$.575 per mile \$ _____

Meals: _____
_____ \$ _____

Other Expenses: _____ \$ _____

TOTAL REMIMBURSMENT REQUESTED \$ _____

(Attach all receipts. Submit one completed form to the PD Director within thirty days following meeting or date of expenditure.)

Employee's Signature: _____

PD Director

Signature: _____ Principal's Signature: _____

C.O. Approval _____ Date _____

Fund	Function	Object	Unit	Source	Amount Paid	Check #

Personal & PD Leave Approval Process

Faculty Personal Leave

- 1) Receive initial verbal approval for Personnel Leave from your building Administrator.
- 2) Request Personal Leave approval and a substitute through Kelly Services.
 - a) Substitute Coordinator approval indicates a substitute is available. If substitute is not available the day will be rejected at this level. If denied the teacher will be notified.
 - b) Superintendent approval indicates the day may be used and teacher is notified.
- 3) Upon approval receipt enter Personal Leave in SISFIN. (Any Personal Leave entered in SISFIN without a Kelly Services approval will be rejected.)

Faculty Professional Leave

- 1) Professional Leave of any kind--including PLC work should be entered in SISFIN with the absence reason and costs in the memo box.
- 2) When entering information in SISFIN for professional leave, select the PD and your building name route. (i.e. choose PDBartley not just Bartley)
- 3) Upon principal approval the request is routed to Professional Development for review of the district maximum PD daily usage. If rejected a notice is sent to the faculty member.
- 4) Upon Professional Development approval the Superintendent approves.
- 5) Upon receipt of approval through SISFIN a faculty member should enter the leave request in Kelly Services.