

St. James R-1 School District Professional Development Plan 2011-12

The Excellence in Education Act of 1985 requires Missouri school districts to provide professional development programs for beginning and practicing teachers effective September 1, 1988. A major goal of this program is to ensure that beginning teachers receive the help and guidance they need through a mentoring program during those critical first two years in the classroom. Another goal is ensuring that experienced teachers have access to quality in-service training and opportunities for professional growth that instill personal satisfaction and renewed commitment to their work.

The St. James R-I School District values professional development for its faculty and is committed to providing systematic professional development for beginning and practicing teachers. For individual teachers, professional growth shall be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education. The basic purpose of professional growth, as it applies to an educational system, is that students will receive an even better, more meaningful education.

State Mission Statement

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the 4th Cycle Missouri School Improvement Plan (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional development offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?

Philosophy

Exposure to new information gaining insight into new ways of thinking and behaving is integral to all educational experiences. As teachers, we create educational opportunities for students that facilitate their growth. All teachers also endeavor to make each student a "life-long" learner. As

a part of this process, it is necessary that we involve ourselves in the continued effort to refine our skills and expand our expertise. The Professional Development Committee is a vital source of linking teachers to workshops and in-service information that will make this professional growth possible. This, in turn, will give the students at St. James Schools a better and more meaningful education.

District PD Job Description

As of the 2011-12 school year, the District Professional Development Committee has divided its authority to each building, as each building has specific professional development needs. The three buildings have developed a leadership team where building participants work at data team mining and leadership within their specific grades or departments. As a building, they develop goals for each school year. Funding is provided at the district level for professional learning communities and for full days of professional development throughout the school year. Building representatives are selected differently at each building, but each team adequately represents its respective building.

Each building has an administrative liaison who works closely with the building team to assess strengths and weaknesses of student achievement and who helps develop the plan for the upcoming school year. Following building approval of the plans, each administrative liaison provides the plan to the Assistant Superintendent and inputs the information into the DESE ePEGS.

The Assistant Superintendent serves as the Coordinator of Professional Development, and serves as an advisor for the development and implementation of the plans. Plans are revised and presented to the Assistant Superintendent prior to the end of the school year.

Building Professional Development teams provide the following to each building:

- A. Attending at least 80% of regularly scheduled building-level meetings, allowing for medical and emergency family leave.
- B. Compiling a list of peers who have been approved to serve as mentors. The Administrative Liaison will assign mentors, ensuring that all mentors have received the required district training, making informal checks throughout the year to see that new teachers are receiving mentoring, and serving as confidante and/or mentor if needed. The Administrative Liaison is also responsible for keeping the district committee informed of status of the mentors/mentees in their respective building.
- C. Distributing information about district and appropriate statewide meetings and encouraging peers to attend.
- D. Serving as a confidante for all teachers in instructional or professional matters.
- E. Updating the professional development handbook and mentor handbook as needed to keep them aligned with state standards.
- F. Planning an annual Professional Development budget and overseeing the disbursement of the PDC funds.
- G. Consulting with administration to plan in-service training for school site and/or the district, based on the needs survey and the district CSIP plan.
- H. Aligning annual professional development goals with the district goals.

I. DISTRICT STRUCTURE

- A. The district structure has changed to become three building structures with an administrative liaison on each team. The administrative liaisons meet regularly to discuss issues which might affect multiple buildings in the way of professional development.
- B. Members shall be certified staff members with at least two years of teaching experience, including classroom teachers, librarians and counselors.
- C. Members shall be elected at each building, based on the building's criteria and term requirements.
- D. A chairperson, vice chairperson/record keeper shall be selected on an annual basis by each building committee.
- E. St. James R-I Schools will offer training for PDC members.

II. RESPONSIBILITIES: The Committee shall

- A. Work with beginning and experienced teachers in identifying instructional concerns and remedies when necessary or requested.
- B. Assist beginning teachers in developing a professional growth plan.
- C. Serve as confidential consultant upon a teacher's request concerning matters of instructional or professional nature.
 - a. The PDC members are obligated to keep **confidential** all communications between the requesting teacher and him/herself, except for suspicion of child abuse.
 - b. Any information obtained by confidential consultants in the process of assisting a teacher must not be incorporated in the teacher evaluation process of either new or experienced teachers.
- D. Consult with administration when planning in-service training programs for faculty and mentors.
- E. Assess faculty needs in the spring to aid in designing the professional development programs for the following year that aligns with the district CSIP plan.
- F. Conduct evaluations of any professional development provided by the PDC and assess the results.
- G. Prioritize the PDC activities with the PDC budget each spring for the following school year.
- H. Report to their respective building information obtained at the meetings and distribute information about district meetings and other conferences.

- I. Meet monthly, or as needed, during the school year and as needed during the summer.
- J. Assist the principals in assigning mentors and oversee the mentoring program.
- K. Update the PD and/or mentor handbooks each summer.
- L. Plan the annual PDC budget.

District CSIP Goals/Strategies for Professional Development

Goal 1: Student Performance – St. James Schools will develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.

Goal 2: The St. James R-1 School District will recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Definitions

Administrative Liaison – An administratively appointed individual who coordinates the PD committee and administrative areas, but who holds a non-voting position on the committee.

Advisory Teacher – A non-compensatory position for experienced teachers who will help support and give guidance to teachers who are new to the district, but experienced in the profession.

Beginning Teacher / Mentee – an individual employed full or part-time by a school district to serve as a classroom teacher, librarian, or guidance counselor and who is in the first two years of teaching with no prior teaching experience.

Experienced Teacher – an individual employed full or part time by a school district to serve as a classroom teacher, librarian, or guidance counselor and who has more than two years of full or part time teaching experience.

Faculty – includes classroom teachers, librarians, counselors and administrators.

Levels / Departmental Chairs – appointed position for three years to lead monthly meetings and report to levels liaison. Position based on applications chosen by the building principals.

Mentor Teacher – a teacher with three or more years of experience who volunteer to assist beginning teachers in their professional development.

Newly Hired, Experienced Teacher – an individual employed full or part time by a school district to serve as a classroom teacher, librarian, or guidance counselor and who has more than two years of full or part time teaching experience, but is new to the district.

Staff – Non-certified employees of the district.

Selection Committee – members of the Professional Development Committee.

Teacher – classroom teachers, librarians, and counselors, but not administrators.

NEW TEACHER ASSISTANCE

In order to help beginning teachers improve their skills and encourage them to stay in the profession, the St. James R-I Professional Development Committee will provide a developmental guideline for each faculty member who has no teaching experience. The guideline will address the teacher's first and second year in the classroom, and the goals identified in the guideline will relate to the evaluation criteria used by the district. The purpose of the guidelines is to assist, not evaluate the beginning teacher. Copies of the initial guideline and all subsequent revisions shall be filed in the new teacher's personnel file to be readily available to the teacher and mentor for review and updating.

First and second year teachers will be assigned a mentor by the Professional Development Committee and building principal who will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs.

Mentor Teachers

I. QUALIFICATIONS

- A. A mentor may be one of the following, in order of preference:
 - a. A teacher at the same grade level and in the same content area certification as the beginning teacher,
 - b. A faculty member with certification and experience in the same area as the beginning teacher.
 - c. Mentors should be in the same building as the mentee.

- B. Mentors will be a teacher with at least three years experience in the district. Mentors will be trained each semester for their position during the mentor program. Options for training could include:
 - a. In-service training workshops.
 - b. Related workshops or seminars offered by recognized educational/professional organizations.

II. PD building representatives/building administrators will recruit potential mentors for the upcoming years.

- A. Mentors will be asked to participate at the earliest possible date.
- B. No mentor may have more than one mentee and one buddy per year unless there is no other person trained or qualified to mentor in that building and unless approved by PD Committee.

III. The length of term shall be two years with the original assignee. In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor in that area could be assigned. More importantly, major personality differences or disagreements between a beginning teacher and mentor warrant assignment of a new mentor. In such cases, the principal and the PDC must work together to protect the dignity of those involved. Mentors may be reassigned through the end of first semester, if the need arises, with PDC approval.

IV. **RESPONSIBILITIES:** The Mentor shall:

- A. Work with beginning teachers in pre-workshop orientations.
- B. Continue to provide guidance in the elements of classroom instruction and duties.
- C. Assist beginning teachers in their efforts to meet the state and district requirements for their professional development plans.
- D. Keep confidential the information gathered. Teacher performance from the Mentor Program will be kept separate from the teacher evaluation process.
- E. Complete district required training.
- F. Complete all required forms (see attachments)

V. TERMINATION OF MENTOR

- A. If a majority of the PD committee determines that a mentor is not fulfilling his/her responsibilities, they may recommend removal. The mentor shall be granted a hearing to discuss any problems before the decision is finalized. A majority vote of the PD committee will remove an instructor from their mentor duties.
- B. A mentor who wishes to resign from that position must submit written statements to the PD committee.
- c. When a vacancy occurs, the PD committee shall recommend the replacement to complete the term and notify the mentee of the change.

Budgetary Issues Addendum to PDC Plan

Hotel Room Policy Revision - Number of staff per hotel room:

- There is a minimum of 2 people per room – if you want your own room and there are two people attending the conference, you will need to pay for half of the room fees.
- If 2 people are attending a conference and bringing a guest causes one other person to be in a room by him or herself, then the staff member bringing a guest must pay for the entire room.
- If only one person attends a conference, the district will pay for the entire room costs.
- If 2 people are attending a conference and one prefers a private room, that person will pay for his or her own hotel costs.

Mileage reimbursement policies – Mileage reimbursement will follow these priorities:

- If there is a school van available, any person attending must utilize the school van as a first mode of transportation. Mileage will not be reimbursed if there is a school van available and the conference attendee chooses not to use it.
- If there are four or less people, and no school van available, only one person may request mileage reimbursement.

11-12 Mentee/Mentor List by Building

Elementary:

1st year Mentee/Mentor:

Nathaneal Siders/Shea Meurer
Angela Fariole
Stephanie Stammers

2nd year Mentee/Mentor:

Sarah Hammonds/??? Was Fonda
Jennifer Bowen/Shelley Giacolone
Nathan Allen/Nancy Runyon
Stephanie Filardo/Nancy Runyon

High School:

1st year Mentee/Mentor:

Nichole McDonald?

2nd year Mentee/Mentor:

Katie Henry/Nikki Birkmann

11-12 Budget

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Description	Local funds	Title
eMINTS Annual Fee	750	0
Food/Training Supplies	0	0
Tuition - 25% cap	0	0
Tuition – board match for master’s programs	0	0
Elementary PD funds (50% of remaining funds)*	0	0
Middle School PD funds (20% of remaining funds)*	0	0
High School PD funds (30% of remaining funds)*	0	0
District Instructional Specialists (10% Title match)	0	80000
BGTM Professional Development	0	0
PD allocated for non-profit schools Title I		800
TOTALS		80800

Lucy W. James Elementary School

Vision –

Lucy W. James Elementary will be an outstanding school by focusing on student achievement and creating a culture of continuous improvement. This will be accomplished through the united efforts of staff, students, parents, and community leaders.

- Every child will perform academically to their highest potential.
- Every child will feel safe, welcome, and will be a contributing member of our school community.
- Every child will be here every day.
- Our school will be a source of pride for our community.

Lucy Wortham James Elementary

Building Needs

2011-2012

Building Need/Concern	Student Data the Need is Based upon (What will be measured?)	Building SMART Goal to Address Need	Activities planned to Improve the Need (What will be done?)	District CSIP goal	Evaluation Instruments (How will we know if we succeed?)
1. Classroom management is a concern for teachers	Student data including: (DRA, Acuity, SWISS data, MAP) surveys, student referrals	The student learning environment will motivate students with consistent instruction using a positive discipline approach.	Fred Jones training, PBIS Support Intervention Training, Classroom observations, Student Support Team, Behavior Intervention Training	Goal 1	Parent survey, teacher/staff survey, SWISS data, MAP data, Acuity data, IPI, STAR
2. % of students in Basic and Below Basic (Communication Arts) is a concern	MAP, STAR, DRA's, Writing Assessments, Acuity Data, Pathways to Reading Assessment	Move more students out of the bottom two levels	MRI training for new teachers /refresher for veteran teacher with Mrs. Hartley, PLC collaboration efforts, Writer's workshop, Guided Reading, 6+1 Traits training (DVD), Pathways to Reading, Tiger Reading Club, Academic Support Program, after school tutoring, Student Support Team, Study Island, Perfect Attendance awards Classroom observations	Goal 1	Acuity Data, STAR, DRA, MAP, IPI
3. % of students in Basic and Below Basic (Math) is a concern	Acuity Data, MAP, STAR	Move more students out of the bottom two levels	Consulting with District Math Coach, Flexing, Formation of a Math Committee, Perfect Attendance awards, PLC collaboration efforts, tutoring, Math Club Classroom observations	Goal 1	Acuity Data, STAR, MAP, IPI
4. Student referrals/undesirable behavior increased	Student referrals documented in SIS	Students will learn to be more respectful and responsible	SW-PBIS in conjunction with RPDC Building level PBIS leadership team in level 2 training 4x's year SW-PBIS Coaches training PBIS Support Intervention Team Behavior intervention training for staff	Goal 1	SWISS data Teacher survey SW-PBIS data
5. Special Education students not meeting NCLB standards	MAP	Special Education students will improve achievement on MAP/NCLB	Inclusion in all classrooms Classroom observations, Data Analysis training, Study Island	Goal 1	Acuity Data, STAR, MAP, DRA, IPI

St. James Middle School

Vision –

Students, parents, and staff will have many opportunities for success by sharing various learning processes.

- All professional staff will participate in high quality professional development.
- Parents will participate in conferences.
- Students and parents will participate in Open House.
- Students will participate in after-school activities that encourage physical development.
- Parents will participate in Parent Advisory Council.
- Students, parents, and staff will utilize technology throughout all learning processes.
- Students will utilize tutoring to enhance classroom performance.
- Students will participate in clubs that encourage student intellectual and academic growth.
- Professional staff will participate in team planning and collaboration.

Learning shall be encouraged by a caring, cohesive staff in a safe environment.

- Small group counseling will be conducted by professional counseling center.
- Professional staff will participate in team planning and collaboration.
- St. James Middle School is well-maintained climate controlled, and has procedures for emergencies which are well known by students and staff.
- Students and staff will feel both physically and emotionally safe.
- The entire St. James Middle School Community is respectful of diversity and sets a tone of decency and trust.

Building Needs Assessment and Goals Middle School 2011-12

Building Need/Concern	Student Data the Need is Based upon	Building SMART Goal to Address Need	Activities planned to Improve the Need	District CSIP Goal	Evaluation Instruments
1. Improve student performance in Communication Arts.	MAP,STAR, DRA's, Writing Assessments, Acuity Data, Item Analysis, and Essential skills	Reduce the percentage of students reading below grade level. Missouri Reading Initiative (MRI)/Wilson reading plan will be implemented by utilizing training provided by District Literature Coach, PLC, staff collaboration, and MRI.	Administer Wilson Reading and MRI. Daily independent reading/student conferencing. Implement MRI Writing. Use Buckle Down. Use Acuity to individualize instruction. Implement balanced literacy program including: *MRI *Wilson Reading *Kagan Strategies (Student Centered Learning) *Differentiated Instruction *After school tutoring Develop a resource program embedded in the school day *RTI Tier II Interventions *Missouri S&T student support	Goal 1 Develop and enhance quality/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	Acuity Data STAR DRA MAP
2. Reduce percentage of students failing classes.	Student Attendance Reports Grades	Teachers will offer the opportunity for students to receive extra time and or partial credit for late or incomplete assignments. Teachers will utilize alternate classroom setting for additional student support during the school day.	Teacher Mentoring Implement pyramid of interventions subsequent to RTI Missouri S&T student support Parent contact will increase: *parent portal *newsletter *daily parent assignment e-mails *homework webpage *teacher website *parent teacher conferences *open house *parent nights *RTI Tier II Interventions	Goal 1 Develop and enhance quality/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	SIS Reports for grades MAP Results Acuity Results Parent Contact Logs

<p>3. Improve student performance in Math.</p>	<p>MAP Acuity Test STAR Test Daily Work</p>	<p>Teachers will develop a plan to meet student needs to improve math skills.</p>	<p>Use Acuity and MAP data to drive Individualized Student Instruction. Use Break Away and Skill Bridge for intensified essential skill practice. Offer on-line homework help. Use manipulatives for more hands-on learning. Provide text books with increased rigor that focuses on critical thinking skills. Implement math stations centered around higher DOK levels. Provide small group instruction. Implement Tier II RTI interventions. Work with District Math Coach and PLC.</p>	<p>Goal 1</p> <p>Develop and enhance quality/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.</p>	<p>Acuity Reports STAR Math Reports Individualized Assignments MAP Data</p>
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Middle School Budget

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John F. Hodge High School

Vision -

The St. James R1 School District, in cooperation with students, parents, staff, and community will provide a quality education which will produce students who will be productive citizens, understand the decision-making process, and develop/maintain a “sense” of community.

Building Goals -

John F. Hodge High School will enhance student achievement across the curriculum, maintain a low dropout rate, maintain a high graduation rate, and increase technological proficiency.

**Building Needs Assessment and Goals
2010-11 needs for 11-12 school year**

Building: High School

Building Need/Concern	Student Data the Need is based Upon (What will be measured?)	Building SMART Goal to Address Need	Activities Planned to Improve the Need (What will be done)	District CSIP Correlation	Evaluation Instruments (How will we know if we succeed?)
1. Increase the number of students scoring in the Top Two levels of the Comm. Arts EOC while decreasing the Bottom Two levels.	EOC data	During the 2011-12 school year, the Comm. Arts dept. will analyze data and investigate best practices in order to improve EOC scores. During the 2011-12 school year, Benchmark tests will be implemented and analyzed to guide instruction.	Utilize USA Test Prep, Study Island and ACT Test Prep to create Benchmark tests. Utilize MRI strategies Ferg. Flor. data analysis	Goal 1	EOC data Benchmark test results
2. Increase the number of students scoring in the Top Two levels of the Math EOC while decreasing the Bottom Two levels.	EOC data	During the 2011-12 school year, the Math dept. will analyze data and investigate best practices in order to improve EOC scores. During the 2011-12 school year, Benchmark tests will be implemented and analyzed to guide instruction.	Utilize USA Test Prep and ACT Test Prep to create Benchmark tests. Ferg. Flor. data analysis Other districts for best practices	Goal 1	EOC data Benchmark test results
3. Analyze subgroup IEP in Comm. Arts to create strategies to improve achievement with special needs students.	EOC data	During the 2011-12 school year, staff members will analyze EOC data to determine the needs of individual IEP students. Teachers will work on strategies to boost these students to the next performance level on EOC.	Sped teachers to become integral members of core depts. to improve student achievement. Continued teacher training in best practices for Inclusion classrooms. Investigate other districts for best practices	Goal 1	EOC data

<p>4. Analyze subgroup IEP in Math to create strategies to improve achievement with special needs students.</p>	EOC data	<p>During the 2011-12 school year, staff members will analyze EOC data to determine the needs of individual IEP students. Teachers will work on strategies to boost these students to the next performance level on EOC.</p>	<p>Sped teachers to become integral members of core depts. to improve student achievement.</p> <p>Continued teacher training in best practices for Inclusion classrooms.</p> <p>Investigate other districts for best practices</p>	Goal 1	EOC data
<p>5. Increase the percentage of students that will be proficient readers.</p>	STAR data	<p>District Reading Specialist will document and analyze reading data in order to train teachers to better meet the needs of students.</p>	<p>All students required to take one semester of reading. Incoming freshmen who score 12.9 STAR can opt for a higher level reading class.</p> <p>Continued efforts on more efficient articulation of student reading data.</p>	Goal 1	STAR data
<p>6. Improve overall student attendance</p>	Core Data SIS	<p>Staff will offer incentives to students in order to make attendance worthwhile. Attendance will increase monthly from last year's stats.</p>	<p>Continue to enhance the quarterly reward opportunity for all students with 97% or above attendance.</p>	Goal 1	Core Data SIS
<p>7. Improve the graduation rate</p>	Core Data APR	<p>Staff will work to provide options for credit recovery.</p> <p>During the 2011-12 school year, an Alternative Diploma will be instituted as an option for students attending the Alternative School.</p>	<p>Implement credit recovery hour for recovery of failed courses.</p> <p>Night school and zero hour offered for recovery of credits or seat time.</p> <p>Missouri Options and Flex Program will be utilized in the Alternative School.</p>	Goal 1	Core Data APR

**High School PDC Budget
2010-11**

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Mentor/Mentee Log

First Year – First Quarter (please turn in by end of first quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• Met and got acquainted	_____
• Discussed PDP and In-service hours	_____
• Set up weekly/biweekly meeting times	_____
• Shared materials/resources	_____
• Set date to observe in mentor's class	_____
• Set date to observe in mentee's class	_____
• Discussed the teacher evaluation process	_____
• Discussed first quarter grades and parent-teacher conferences	_____
• Held question/answer time	_____
• Completed required paperwork for first year teacher workshop	_____
• Discussed professional development opportunities	_____
• Other: _____	_____

NOTES:

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

Mentor

Mentee

**Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records.

Mentor/Mentee Log

First Year – Second Quarter (please turn in by end of second quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• We finalized PDP and made copies for both the principal and us	_____
• Met for informal discussions (i.e. lunch, hallway, work room, etc.)	_____
• Review/feedback about first quarter grades and parent-teacher conf	_____
• Discussed classroom problems	_____
• Scheduled second classroom observations	_____
• Observed teaching techniques in each other's classroom	_____
• Discussed feedback from both observations	_____
• Met with principal to discuss strengths and weaknesses	_____
• Held question/answer period	_____
• Discussed professional development opportunities	_____
• Scheduled a time to see another teacher in his/her classroom	_____
• Other: _____	_____

NOTES:

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

Mentor

Mentee

**Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records.

Mentor/Mentee Log

First Year – Third Quarter (please turn in by end of third quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• Continued informal contact (lunch, hallway, work room, etc)	_____
• Reviewed PDP and in-service hours	_____
• Review attendance at building and district events	_____
• Scheduled third observation	_____
• Discussed varied teaching strategies	_____
• Scheduled a time to see another teacher in his/her classroom	_____
• Reflection of growth and/or needs as an educator	_____
• Held question/answer period	_____
• Discussed professional development opportunities	_____
• Other:_____	_____

NOTES:

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

Mentor

Mentee

**Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records.

Mentor/Mentee Log

First Year – Fourth Quarter (please turn in by first week in May)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
<ul style="list-style-type: none"> • Finalized PDP; copy sent to building principal by April 1 	_____
<ul style="list-style-type: none"> • Finalized in-service log; copy sent to building principal by April 1 	_____
<ul style="list-style-type: none"> • Discussed strengths/weaknesses throughout the year 	_____
<ul style="list-style-type: none"> • Set PDP goals for next year 	_____
<ul style="list-style-type: none"> • Discussed end of year check-out procedures 	_____
<ul style="list-style-type: none"> • Other: _____ 	_____

NOTES:

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

Mentor	Mentee
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**Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records.

MENTOR OBSERVATION FORM

Mentor _____ Date _____

New Teacher _____

Skills Demonstrated:

- | | |
|---|--|
| <input type="checkbox"/> Authentic Instruction | <input type="checkbox"/> Authentic Assessment |
| <input type="checkbox"/> Multiple Intelligences | <input type="checkbox"/> Depth of Knowledge (DOK) |
| <input type="checkbox"/> Knowledge of Content | <input type="checkbox"/> Knowledge of Learning Styles |
| <input type="checkbox"/> Knowledge of Development
Characteristics of Age Group | <input type="checkbox"/> Demonstrates Knowledge of Classroom
Management |
| <input type="checkbox"/> Other _____ | |

Notes from Observation:

Strengths:

To Work on:

BEGINNING TEACHER PROFESSIONAL DEVELOPMENT PLAN

Beginning Teacher: _____ School: _____

I. PROFESSIONAL GROWTH OBJECTIVE: _____

II. ACTIVITIES FOR ACHIEVING THIS OBJECTIVE:

During the first school year (_____ - _____), I will:

1. _____

2. _____

3. _____

4. _____

During the second school year (_____ - _____), I will:

1. _____

2. _____

3. _____

III. DOCUMENTATION (first year)

1. _____

2. _____

3. _____

4. _____

IV. AFFIRMATION:

We affirm that the professional-growth activities planned for the _____ - _____ school year were completed:

Beginning Teacher's Signature

Date

Mentor Teacher's Signature

Date

Principal's Signature

Date

Mentor/Mentee Log

Second Year – First Quarter (please turn in by end of first quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• Met and got acquainted	_____
• Discussed PDP and In-service log	_____
• Set up weekly/biweekly meeting times	_____
• Shared materials/resources	_____
• Set date to observe in mentor’s class; discuss growth	_____
• Discussed the teacher evaluation	_____
• Discussed first quarter grades and parent-teacher conferences	_____
• Held question/answer time	_____
• Completed required paperwork for first year teacher workshop	_____
• Discussed professional development opportunities	_____
• Attend ONE school board meeting with mentor during the year	_____
• Other: _____	_____

NOTES:

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

Mentor

Mentee

****Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records. keep the ORIGINAL for your records!**

Mentor/Mentee Log

Second Year – Second Quarter (please turn in by end of second quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• We finalized PDP and made copies for both the principal and us	_____
• Met for informal discussions (i.e. lunch, hallway, work room, etc.)	_____
• Review/feedback about first quarter grades and parent-teacher confs	_____
• Discussed classroom problems	_____
• Scheduled second classroom observations	_____
• Observed teaching techniques in each other’s classroom	_____
• Discussed feedback from both observations	_____
• Met with principal to discuss strengths and weaknesses	_____
• Held question/answer period	_____
• Discussed professional development opportunities	_____
• Scheduled a time to see another teacher in his/her classroom	_____
• Attend ONE school board meeting with mentor during the year	_____
• Other: _____	_____

NOTES:

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

Mentor	Mentee
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****Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records. Keep the ORIGINAL for your records!**

Mentor/Mentee Log
Second Year – Third Quarter
(please turn in by end of third quarter)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• Continued informal contact (lunch, hallway, work room, etc)	_____
• Reviewed PDP and in-service hours	_____
• Review attendance at building and district events	_____
• Scheduled third observation	_____
• Discussed varied teaching strategies	_____
• Scheduled a time to see another teacher in his/her classroom	_____
• Reflection of growth and/or needs as an educator	_____
• Held question/answer period	_____
• Discussed professional development opportunities	_____
• Attend ONE school board meeting with mentor during year	_____
• Other: _____	_____

NOTES:

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

_____	_____
Mentor	Mentee

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Mentor/Mentee Log

Second Year – Fourth Quarter (please turn in by first week in May)

Please check all activities accomplished and list the approximate date it occurred on the form below. Feel free to add any activities or events you feel appropriate.

WE:	DATE
• Finalized PDP; copy sent to building principal by April 1	_____
• Finalized in-service log; copy sent to building principal by April 1	_____
• Discussed strengths/weaknesses throughout the year	_____
• Set PDP goals for next year	_____
• Discussed end of year check-out procedures	_____
• Attended ONE school board meeting with mentor during year	_____
• Other: _____	_____

NOTES:

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

Mentor

Mentee

****Make two copies of this completed form. Give one to your mentor, send one to your building principal for their records. Keep the ORIGINAL for your records!**