Professional Development Procedural Manual

*We’re building a better world...one student at a time.*
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Moberly School District
Professional Development Committee
2021-2022

<table>
<thead>
<tr>
<th>Representative</th>
<th>Building</th>
<th>Term Ends</th>
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<tr>
<td>Julie Wood</td>
<td>MATC</td>
<td>2022</td>
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<tr>
<td>Sabria El-Kurbu</td>
<td>Sr. High School</td>
<td>2023</td>
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<td>Tommy Powell</td>
<td>North Central Regional HS</td>
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<td>Christina Argent</td>
<td>Middle School</td>
<td>2024</td>
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<td>Jennifer Garnett</td>
<td>South Park</td>
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<td>Paula Coon</td>
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<td>Coree Stoecklein</td>
<td>Gratz Brown Elementary</td>
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<tr>
<td>Parisa Stoddard</td>
<td>Central Office Representative and Assistant Superintendent</td>
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<tr>
<td>Tara Link</td>
<td>Innovative Instruction Coach</td>
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<td>Ashley Patrick</td>
<td>Literacy Coach</td>
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<td>Sara McDowell</td>
<td>Mathematics Coach</td>
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<td>Ken Bailey</td>
<td>Director of Assessment</td>
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<td>Jessica Gross</td>
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Moberly School District
Professional Development Committee (PDC)
Meeting Dates 2021-2022

<table>
<thead>
<tr>
<th>Professional Development Committee (PDC) – 3rd Wednesday – 4:00 pm – MHS PD Room</th>
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<tr>
<td>September 15, 2021</td>
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<td>November 17, 2021</td>
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<td>January 19, 2022</td>
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<td>February 16, 2022</td>
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<td>April 20, 2022</td>
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9/1/21 jm
**PDC BUDGET 2021-2022**

Curriculum Work in Vertical Teams
As deemed necessary out of **Building Level funding**

**Supplies:**
- General Supplies $3,500

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<td>General Supplies</td>
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**Stipends/Subs:**
**SHINE Program for Beginning Teachers**
- 20 Mentor I @$250 = $7,500
- 18 Mentor II @$100 = $1,700
- 4 full days of subs $10,000

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**Substitutes**
- Subs for Professional Development $12,875

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<td>Subs for Professional Development</td>
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**Contracted Services:**
- Math Design Collaborative $13,000
- Trauma Informed Training $5,000

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<td>Trauma Informed Training</td>
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**Purchased Services:**
**Professional Development District Travel**
- General PD travel $20,000

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<td>General PD travel</td>
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**Building—Travel and Subs**
- North Park $3,000
- South Park $3,000
- NCRS $900
- Gratz Brown $4,875
- Middle School $4,875
- High School $4,875
- Tech Center $1,125

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<td><strong>Total</strong></td>
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### MOBERLY PUBLIC SCHOOLS
#### SCHOOL CALENDAR
**2021/2022**

**BOE approved 1/12/2021**

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<th>AUGUST (6)</th>
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1st quarter has 43 days
2nd quarter has 38 days Sem 1 81
3rd quarter has 45 days
4th quarter has 48 days Sem 2 93
174 student contact days

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#### Teacher Contract Days (185 Day Contract)
- August: Required Staff Training 1
- August: School Prep Days 5
- October: PD half day 1
- October: Parent/Teacher Conf. 1
- January: Professional Development 1
- March: PD half day 1
- March: Parent/Teacher Conf. 1

The calendar is subject to change as necessary.
The Professional Development Committee conducted and compiled a faculty professional development perception survey and reviewed district assessment data—from this information, the following is the 2021-2022 PD focus.

Focus:
- Continue implementing/refining PBS.
- Continue to implement differentiated instruction through the PLC process (Integrated technology, math strategies, RTI, Assessment for Learning, etc.)
- Continue to refine the data team process to improve instructional practices (Assessment for Learning, Standards-referenced grading/practices) in the classroom and improve student achievement.

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

Philosophy:
- PD needs to CONNECT current classroom teaching practices and student achievement data to desired classroom teaching practices and student achievement data.
- PD needs to be the DRIVING FORCE behind improved classroom instruction and therefore student achievement.
- PD needs to be an opportunity for teachers to INVESTIGATE areas of weakness, REFLECT on solutions, and PLAN actions for improvement.
- PD through PLC needs to be a continuous CYCLE OF CHANGE that is data driven.
Mission Moberly: Designing the Future
The Strategic Plan of Moberly Public Schools

Goals and Priorities:

Career and College Readiness
All students will be educated to develop strong foundational and analytical problem solving skills to graduate ready for post-secondary success.

- Expand programming to increase opportunities for all students to engage in relevant learning and achieve success.
- Provide students at all grade levels multiple pathways to post-secondary education programs and career opportunities through career exploration.

High Quality Staff
Recruit, attract, develop and retain quality staff to effectively carry out the mission, vision, values, and goals of MPS to meet the needs of each student in every classroom.

- Provide a supportive work environment, competitive compensation and benefit packages to attract and retain quality staff.
- Develop partnerships and promote collaboration with community stakeholder groups, involving staff in the community.

Safe School Environments (Social / Emotional)
Develop a Multi-tiered System of Supports (MTSS) to support student social and emotional needs.

- Optimize classroom learning environments to include programming to support the diverse needs of our students.
- Increase coordination of mental health services/supports to address the growing mental health needs of our students across all grade levels.

Efficient Systems and Governance
Govern the school district in an efficient and effective manner, demonstrating fiscal responsibility and good stewardship of resources

- Engage in reflective practices that promote District improvement.
- Without negatively impacting the goals of the district, identify targeted efficiencies, cost reductions, cost avoidances, and possible alternative revenues annually in the development of a budget.
- Collaborate with appropriate stakeholders to advocate for policy at the local, state, and national levels in the best interest of public schools.

Engagement for Student Success
Engage stakeholders in reinforcing the importance of education and creating unique school experiences driven by student areas of interest.

- Promote high levels of student engagement in class and school programming.
- Create programs to partner with parents to be involved in the school day and to promote the value in education.
PLC/CLT Activities and Focus Areas:

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

- **A Guaranteed and Viable Curriculum PK-12**
  By examining and conducting professional conversations regarding student data for strengths and areas for improvement, the professional development committee will work with teachers to analyze the written and taught curriculum. Bringing the written curriculum, the taught curriculum, and the assessed curriculum together has been a focus. The intent of this focus will be to capture and include in the curriculum research-based, technology-focused instructional strategies and common assessments (both formative and summative assessments). The curriculum will be available electronically for district staff and community stakeholders. Using PLC as a guiding principal, action research will occur during CLT to insure that data is driving the instruction.

- **Utilization of Effective Instructional Practices**
  Teachers will focus on development of performance assessments to prepare students for the Missouri Assessment Program. Recognizing that students are unique individuals with their own strengths, weaknesses, and learning styles, teachers will explore techniques to help each student succeed through a data driven process facilitated by PLC’s. Data analysis training to effectively utilize data to drive instruction will be a focus. Teaching strategies, questioning techniques and authentic assessments will be applied to better meet the needs of all the students in each classroom.

- **Classroom Management Techniques (PK-12)**
  Teacher will explore a variety of strategies which will increase the efficiency, and effectiveness of their learning environment. Positive Behavior Support Training (PBS PK-12) will continue this year.

- **Enhancement of Professional Learning Communities to a Three Tiered Model of Interventions**
  Moberly School District will continue to enhance a Professional Learning Community (PLC) which will focus on learning and cultivating a collaborative culture with a goal of learning for all. The CLT will serve as the major force utilized for PLC’s but with a switch to action orientation dedicated to continuous improvement driven by data and designed for classroom change based on results. The true measure will be increased student achievement.
PROFESSIONAL DEVELOPMENT PROCEDURAL MANUAL

I. Statement of Purpose

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

II. Philosophy of Professional Development

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

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

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

III. Role of the Professional Development Committee

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

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

**Standard 1: Engaging and Supporting All Students in Learning**

Indicators:

A. Teacher uses multiple instructional strategies consistently to meet the needs of diverse learners.
B. Teacher provides clear and timely feedback to students about their learning.
C. Teacher makes connections to prior learning and creates interest in learning.
D. Teacher works toward facilitating students to become self-directed and provides opportunities for students to reflect upon their learning.
E. Teacher instruction is interactive, engaging and motivational for students.
F. Teacher makes appropriate use of technology to engage students.

**Standard 2: Effective Learning Environment**

Indicators:

A. Teacher provides a positive environment and demonstrates positive interactions with all students.
B. Teacher establishes and maintains standards for student behavior in a fair and consistent manner through classroom rules, procedure and routines.
C. Teacher promotes social development and group responsibility.
D. Teacher creates a safe, neat, and orderly classroom.
E. Teacher demonstrates instruction using the effective instruction principles and high expectations for learning.
F. Teacher maximizes the amount of class time students are engaged in learning.

**Standard 3: Understanding and Organizing Content**

Indicators:

A. Teacher demonstrates knowledge of subject matter content.
B. Teacher aligns instruction with the Moberly School District curriculum.
C. Teacher organizes curriculum to support student understanding of subject matter and create relevance and rigor for all students.
D. Teacher demonstrates interrelating of ideas and information within and across subject matter.
E. Teacher uses content by directing students’ natural curiosity into an interest in learning.

**Standard 4: Assessment of Student Learning**

Indicators:

A. Teacher knows and communicates learning goals for all students.
B. Teacher uses multiple sources of information to assess student learning.
C. Teacher uses results of assessments to guide instruction.
D. Teacher communicates with students, families and school personnel regarding student progress & assessments.
E. Teacher provides opportunities for student assessment of their own learning.
### Standard 5: Leadership and Professional Development

**Indicators:**

A. Teacher demonstrates leadership among colleagues, a positive attitude and professional conduct with integrity.

B. Teacher demonstrates leadership as a representative of the school district in attendance of community and school activities.

C. Teacher establishes professional goals and pursues opportunities to grow professionally.

D. Teacher works with colleagues to develop positive working relationships and improve professional practice to support learning for all students.

E. Teacher shows willingness to examine and implement change when appropriate.

F. Teacher follows all policies, procedures, and regulations of the building and district.

### Standard 6: Communication

**Indicators:**

A. Teacher demonstrates a strong commitment to ensuring that parents are a partner in the educational process.

B. Teacher communicates and collaborates with colleagues in a manner that is confidential and is in the best interest of every child.

C. Teacher communicates to all stakeholders in a professional manner.

Board Approved 5/11/2010
I. MEMBERSHIP

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

B. Membership Term
Committee members shall serve a term of three years. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than May 1.

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

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

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

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

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

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

- **The roles and responsibilities** of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.

- **Guidelines** and suggestions for effective group interaction including the committee’s role in improving communication among teachers, administrators and higher education representatives. Conversations, panel discussions and round table discussions could be planned.

- **The ethical responsibilities** of members including the need for confidentiality.

- Effective **assessment methods** for determining learning needs of practicing teachers and how to use assessment information to establish priorities.

- Good **resources** (people and publications) that provide information and services related to professional development. For example, the *Standards for Staff Development* from the *Learning Forward Organization* is an excellent resource for Professional Development Committee (PDC) member training.

- Effective **tools** for evaluating professional development activities in order to promote teacher development and improve student learning.

- An overview of **theoretical foundations of teaching and learning** to help committee members design programs for their districts.

- **Needs** identified in the district’s Comprehensive School Improvement Plan (CSIP).

- National, state and district **models of school improvement**.

- **Case studies** of best practices.

- **Characteristics** of effective staff development.

- **Effective models** of staff development.

- Principles of **adult learning** and **group dynamics**.

- Stages of **change**.

- Data based **decision-making**.
Meetings

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

Elected Offices

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

DUTIES OF THE OFFICERS

CHAIRMAN

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

RECORDING SECRETARY

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

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

MENTOR TEACHERS:

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

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

MENTOR SELECTION:

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

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

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

Beginning Teachers:

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

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

The plan must address at least the teacher’s first two years in the classroom. The goals identified in the plan should be related, in part, to the competencies outlined in the Missouri Model Teacher and Leader Standards. The plan also may reflect the findings of other education research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and may take into account results of the fourth-year college assessment, if provided.

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

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

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

Copies of the initial plan and all subsequent revisions should be filed in the new teacher’s building where it will be readily available for review and updating. Convenient access to the plan is important since progress often depends on frequent review and mid-course adjustments.
S.H.I.N.E.
( Supporting, Helping, and Inspiring New Educators)
New Teacher Induction Program

Philosophy

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

Mission

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

Goal

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

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

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

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

Program Components

Components of the Program include:
Two days of induction before school begins. This includes time with a mentor and familiarizing with district expectations.

A bus tour conducted by the Assistant Superintendent which familiarizes new teachers with the culture and community of the district.

A graduation celebration with BTA certificates for each new teacher presented by the superintendent.

A mentor in the same grade level or content area.

Four coaching sessions a year and weekly contact with the full-time district SHINE coordinator.

Monthly seminars for networking, support and collaboration.

Comprehensive on-going staff development and collaborative learning time to meet the needs of novice to expert level teachers.

Ongoing opportunity and release time to observe other teachers

Community business support.

Opportunity to obtain graduate credit hours toward a Master’s Degree from Central Methodist University.

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

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

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

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

DEFINITIONS:

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

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

PROCEDURES:

Courses must be preapproved to receive in-district credit.

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

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

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

EXAMPLES OF WORKSHOPS AND SEMINARS:

- Conservation Workshops
- National Geographic Workshops
- Technology Workshops
- State and Regional Meetings of State or National Organizations
- Incentive Grant Workshops
- Extension offered courses
- Workshops offered but not required by the District
- RPDC Workshops
- Common Core Standards Workshops
- Community Education applicable to curricular areas

EXAMPLES OF UNACCEPTABLE WORKSHOPS:

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

Requirements of the Externship Program are:

1. The extern participant is to spend a required total of 120 hours (20 days at 8 hours per day) at the host industry site. This will equate to two (2) college graduate hours for possible advancement on the district’s salary schedule. The site must be a prior district approved location.

2. Complete the outlined requirements that include the following:
   - Making daily journal/reflections (one page per day) during the experience;
   - Developing a unit plan, lesson plan, presentation, or improvement plan for implementation that the educator will share with instructors, administrators, board of education, or any other group as specified by the participant’s district at their direction.
   - Evaluating the externship experience.
   - Writing a thank you note to the host site.

3. Be punctual, appropriately dressed, and follow the host site instructions for working at the assigned facility.

4. Actively seek out opportunities to learn about the company and to identify company resources that may be useful to students and colleagues.

**Externships are on a teachers own time. The 120 hours must be completed outside of the regular workday. Teachers must have signed permission from their building supervisor and the Assistant Superintendent of Curriculum at least five days prior to beginning the externship.**

**You must have an approved Teacher Externship Request Form prior to starting your work. That document is in the forms section of the PDC manual.**
PD FORMS
PROFESSIONAL DEVELOPMENT
Explanation and Forms

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

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

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

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

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

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

- Deepens teachers’ content knowledge and pedagogical skills
- Provides opportunities for practice, research and reflection
- Is embedded in the educators’ work and takes place during the day

How do I apply for different Professional Development opportunities?
Professional development opportunities are made available through the PDC and suggestions of administrators and staff. Be certain to communicate your needs and desires to the PDC representative from your building.

- Release time to observe another teacher or teachers in district: Budget in the PDC plan will allow release time for teachers to observe one another, modeling best
practices in the classrooms. Submit your leave request in Weblink under the leave ID: PDCLEAVE completing all applicable/required sections.

- **Continuing Education Units:** These are hours granted on the district salary schedule as the result of sixteen approved contact hours. The information and necessary forms are included. See section IV-A.

* **Advance Approval of Graduate College Classes for Salary Increments:** The enclosed form needs to be submitted to the Superintendent’s Office prior to taking the class. See form #2 in the Staff Development Form Section.

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

It is necessary to seek approval of the professional opportunity desired first by your Professional Development representative and then by the administrator. This is done through an online leave request (through SUI Web Link) which includes the Moberly PDC Request Rubric. Your building administrator and PDC Representative may approve before the Assistant Superintendent receives it for final approval. If approved, you will be reimbursed for any expense *included on the leave request* but not covered by a purchase order. To request reimbursement, you must submit a completed MPS #3a and a MPS#3b to your building representative with an actual expense report with itemized receipts where necessary *within three days* of your return to the district. Further, you will need to discuss with your representative how you will share the information learned with your faculty or the district faculty. Expenses not included on your leave request may not be reimbursed, and mileage will not be reimbursed if a district vehicle is available for you to use.

**What are the Meal Reimbursement Procedures?**

The district will not reimburse an employee for the cost of any meal which was already included in the paid conference/meeting registration fee (e.g. if the employee chose to purchase a meal off site).

If the meeting attended is less than 150 miles round trip, the district will only reimburse for lunch.

Daily meal reimbursement limit is:

- Breakfast: $7.00
- Lunch: $8.00
- Dinner: $15.00

The meal reimbursements must be requested and approved on the PDCLEAVE leave request (in SUI Web Link) prior to the trip.

Within three days of your return to the district, the itemized receipt(s) must be attached and submitted with the completed MPS#3. *A credit card receipt will not be proof for reimbursement.* Both MPS3A and B must be completed for PDC reimbursement.

Taxes will not be reimbursed.

Tips up to 20% will be reimbursed if within the meal allowance amount.
Actual Report of Travel Expenses for Reimbursement

Name _____________________________________________     Account to Charge _______________________

Building ___________________________________     Department ______________________

Purpose of Trip _______________________________________________________________________________

Date of Trip  ________________________     Destination _____________________________________________

Actual Expenses & Receipts - (as included on leave request)

<table>
<thead>
<tr>
<th>Mileage:</th>
<th>Expenses (excluding taxes):</th>
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<tbody>
<tr>
<td>Date</td>
<td># of Miles*</td>
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</table>

**do not include tax; must have ITEMIZED receipt (not credit card receipt)

Total Due $__________

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

Employee’s Signature _____________________________________________     Date ______________

Supervisor’s Approval: Approved _____ Not Approved _____

Building PDC Rep.: ______________________________     Approved _____ Not Approved _____

Supervisor’s Signature _____________________________________________     Date ______________

This form must be turned in within three business days of trip and to the Central Office by the 20th day of the month in order for it to be approved for payment by the following month’s board meeting.

CENTRAL OFFICE USE ONLY

Superintendent/Asst Supt Approval for Payment: Approved _____ Not Approved _____

Superintendent/Asst Supt Signature _____________________________________________     Date ______________

Revised November 11, 2020

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# Professional Development Follow-up Questionnaire

Name:____________________________________________ Date:__________________________  
Activity attended:___________________________________ Date of activity:________________

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

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

*Revised Nov 11, 2016*

**MUST BE ATTACHED TO MPS #3A**
ALTERNATE PROFESSIONAL DEVELOPMENT OPPORTUNITY
MOBERLY PUBLIC SCHOOL DISTRICT

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

Attendee’s Name: __________________________  Date of Event: __________________________

School Building: __________________________  Location of Event: ______________________

Grade/Level: ______________________________

Subject/Department: ________________________ Expenses:
  Registration: ____________________________
  Travel: _________________________________
  Lodging: ______________________________
  Other: _________________________________

Title of Learning Opportunity: ________________________________

Circle one:  Inservice  Workshop  Conference (local, regional, national)
  Seminar  Class  Other: ________________________________

Objectives of Learning Event: _______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Description of Activities: ____________________________________________________________
____________________________________________________________________________________

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

Department/Gr. Level Chair’s Signature  Date  PDC Representative’s Signature  Date

Principal’s Signature  Date  Superintendent’s Signature  Date
MPS #13
(Submit in duplicate form – one copy will be returned to you and the original will be placed in your personnel file.)

REQUEST FOR CONTACT HOURS

Name ____________________________________ Date filed________________

Position ___________________________________ Building _________________

I expect to earn contact hours by participating in __________________________
_________________________________________________________________

Brief description of workshop and why you wish to attend___________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Does this workshop require a substitute? Yes No

Is the district paying any fees? Yes/No If yes, explain___________________
_________________________________________________________________

Number of Contact Hours of workshop____________________________________

Location of workshop __________________________Date of workshop________

Principal’s signature for approval _______________________________________

Reminder: Upon completion of previously approved contact hour workshop, you must submit a completed MPS #14 Contact Hour Report Form with accompanying documentation for workshop credit review.

*The official deadline for submitting all documentation for current year salary increment consideration is at 4PM on the first business day in September at CO.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
To be completed by Central Office - - - - - - - - - - - - - - - - - - - - - - - -

__________ Approved ____________ Denied

Superintendent’s signature _____________________________________________
Date ________________________________________________________________

Revised 04-09-13 kp
CONTACT HOUR REPORT FORM

Name ___________________________ Date ____________________

Name of workshop __________________________

Date(s) of workshop __________________________

Location of workshop _________________________

Number of Contact hours of this workshop _____________________

List three things learned:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

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

Teacher’s signature ___________________________ Date ________________

* Proof of attendance may include a copy of workshop bill, attendance certificate, or copy of information received while attending workshop on workshop letterhead or signature of instructor/teacher. The official deadline for submitting all documentation for current year salary increment consideration is at 4PM on the first business day of September at CO.

Revised 04-09-13 kp
CONTACT HOUR APPEAL FORM

Name_________________________________________ Date__________________________

Building_______________________________________ Grade/Subject__________________

Workshop Title_________________________________________________________________

Date of workshop_______________________________ Date of denial___________________

Decision of Committee___________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signatures of Committee Members:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Date of Appeal Hearing__________________________________________________________

Please place this form in teacher’s file
REQUEST FOR APPROVAL OF GRADUATE COLLEGE CREDIT
FOR SALARY INCREMENT

Name ___________________________ Date submitted __________

Position ________________________ Building __________

Years in the district _______ Degree held __________________________

From what college/institution ________________________________

Degree working toward ________________________________

Graduate Course(s):

<table>
<thead>
<tr>
<th>Name of Graduate Course</th>
<th># Credit Hours</th>
<th>Term/Year</th>
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</tbody>
</table>

Total Graduate Hours Requested: __________

From what college/institution will classes be taken? __________________________

Upon course completion, official transcripts must be received in CO from college for proper review for salary increment. The current year deadline will be at 4PM on the first business day of September at CO.

- - - - - - - - - - To be completed by Central Office - - - - - - - - - -

__________ Approved # of credits Approved__________

__________ Denied

Superintendent’s Signature ________________________________

Date ________________________________
REQUEST FOR TEACHER EXTERNSHIP

Please complete this form once you have decided where you would like to do your externship. This step will provide you approval from the district so that you will be eligible for two college graduate hours toward the salary schedule.

Name ____________________________________ Date filed________________

Position __________________________________ Building _________________

I would like to complete a teacher externship with (company name) __________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Brief description of what the company does and why you wish to work with them
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Who is your company contact for this externship?
Name ____________________________ Phone number ________________

Dates you will be working on this externship_______________________________

Number of Contact Hours you will complete (minimum 120)______________

Principal’s signature for approval ______________________________________

Reminder: Upon completion of previously approved externship, you must submit completed documents as outlined in the externship program for credit review within 30 days of completed externship. These documents include: daily journal, unit plan with lesson plans and a presentation, evaluation of your experience and a thank you note to the partner company.

*The official deadline for submitting all documentation for current year salary increment consideration is at 4PM on the first business day in September at CO.

- - - - - - - - - - - -To be completed by Central Office - - - - - - - - - - - -

___________ Approved ____________ Denied

Superintendent’s signature ____________________________________________

Date ___________________________
Locating an Externship Host Sample Telephone Contact Sheet

Example: Hello, My name is ___________________________ and I teach at _______________. I would like to incorporate some real-world experiences into my class. I teach (name the class, a unit, a project) __________________________ and hope to learn more about _________________________________.

I understand from (how do you know this – colleague, internet, Chamber of Commerce) that ________________________________ (your company) is doing great work in this area. I’m particularly interested in observing (who or what do you want to see/do?) __________________________.

I would also like to find out about the range, required levels of education, salary ranges, typical workdays, and pros and cons of the jobs there. Would your organization be open to hosting me for an externship for (state amount of time, i.e., hours/days?) ________________________ (when?) __________.

Company Name________________________________________________________
Primary Product/Service _________________________________________________
Secondary Product/Service _______________________________________________
Contact Name___________________________________
Department____________________________________________________________
Main Telephone________________ Cell number______________ Fax____________
Address_______________________________________________________________
Externship Date(s)__________________________ Time_______________________
Check-In Location_______________________________________________________
Directions to Company___________________________________________________
Parking/Entrance/Security Information_____________________________________
Dress Requirements____________________________________________________
Teacher Externship Agreement –
To be completed by host site and submitted to supervisor prior to first day of externship

Host Site: _____________________________________________________________________
Site Contact Name: _____________________________________________________________
Address: ______________________________________________________________________
Phone: ________________________________________________________________________

Educator’s Name: _____________________________________________________________
Educator’s Phone Number: ____________________________________________________
Educator’s Email address: ______________________________________________________

School’s Name: ________________________________________________________________
School’s Contact Name: _________________________________________________________
School Phone Number: _________________________________________________________

Externship Start Date: ______________________ Externship End Date: ____________________

• Provide district with a point of contact for the teacher

• Impart knowledge of career opportunities, organizational issues, hiring trends and skills required for work in the industry by providing the teacher the opportunity to conduct informational interviews, shadow employees, make observations and collect appropriate material

• Give the teacher the opportunity to make observations and perform tasks that will enhance understanding and skills in specific areas related to their teaching

• Report to district any problems or concerns that may arise during the course of the externship

• Maintain an adequate and safe training station and tools, which meet state and federal health and safety rules and regulations

• Inform teacher externs of all applicable rules, regulations and safety precautions established by federal and state law, regulation or by the employer

• Complete an evaluation of the externship program