

## PROFESSIONAL DEVELOPMENT EXPENSE/REIMBURSEMENT PROCEDURE

- STEP ONE:* Complete the Request for PDC Funds Form.
- STEP TWO:* E-mail the form as an attachment to Penny Beattie. The committee meets on the first Wednesday of every month.
- STEP THREE:* Gain approval from the PDC for the proposed activity. (The teacher will receive a PDC Funds Request Action Report indicating an approved or not approved activity.)
- STEP FOUR:* After the approval by the PDC, the committee will turn in the expense/reimbursement form to the office for payment. The teacher will receive notice of the PDC decision for the proposed activity.
- STEP FIVE:* Complete the Reflection Form describing an activity which you learned at the activity and *which you did with your students*. If you choose to share at CTA, etc. please provide a copy of your handout in place of the reflection form. E-mail the Reflection Form/Handout with mileage reimbursement form to Penny Beattie. You will need to turn in meal receipts for meal reimbursement. It will take a minimum of two months to receive any reimbursement.
- STEP SIX:* With board approval, a check will be drawn from PDC funds.

### NEW GUIDELINES

1. The District will NOT pay expenses over the amount approved on the form.
2. The District will NOT pay for meals included as part of the activity fee.
3. The District WILL pay for meals not included in the activity fee on the following scale:

Breakfast     \$5.00

Lunch         \$10.00

Supper        \$15.00

Or a daily total of \$30.00.

4. Use the Board approved mileage reimbursement rate form to compute mileage.

\*\*\*\*NOTE: Receipts are required for reimbursement.

# PDC Goals

## will conform and comply with

# CSIP Goals

### PDC Focus Areas

FOCUS 1: Bronaugh R-7 School District will offer high quality staff development opportunities aligned with research based instruction. 90% of the certified staff will participate in at least one activity during the 2009-10 school year.

FOCUS 2: Bronaugh R-7 School District will offer high quality staff development opportunities to enhance staff understanding of diversity and gender-fair practices. 90% of the certified staff will participate in at least one activity during the 2009-10 school year.

FOCUS 3: By the end of the 2010 school year, 95% of the certified staff will be proficient in technology skills as measured by staff surveys.

FOCUS 4: Bronaugh R-7 School District will offer certified staff high quality development opportunities on curricular initiatives to enhance instructional strategies. 90% of the certified staff will participate in at least two activities during the 2009-10 school year.

## HIGH QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. The following criteria can be used to identify high-quality professional development.

It—

- actively engages teachers in planning, skills, and information over time (Standard 2)
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level (Standard 8 & 10)
- is directly linked to district and building school improvement plans (Standard 1)
- is developed with extensive participation of teachers, parents, principals, and other administrators, (parent participation may be at the CAIP level) (Standard 1,2,9,12)
- provides time and other resources for learning, practice, and follow-up (Standard 3&7)
- is supported by district and building leadership (Standard 2)
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity (Standard 5)

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

- study groups (Standard 1)
- grade-level collaboration and work (Standard 1 & 9)
- content-area collaboration and work (Standard 1 & 9)
- specialization-area collaboration and work (Standard 1 & 9)
- action research and sharing of findings (Standard 4 & 6)
- modeling (Standard 8 & 9)
- peer coaching (Standard 8 & 9)
- vertical teaming (Standard 1 & 9)
- Other \_\_\_\_\_

Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction (Standard 11)
- instructional strategies related to content being taught in classroom (Standard 7)
- improving classroom management skills (Standard 9 & 10)
- a combination of content knowledge and content-specific teaching skills (Standard 7 & 11)
- the integration of academic and vocational education (Standard 9)
- research-based instructional strategies (Standard 6 & 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills (Standard 10)
- strategies to assist teachers in creating and using classroom assessments. (Standard 5)
- instruction in the use of data to inform classroom practice (Standard 4 & 11)
- instruction in methods of teaching children with special needs (Standard 10)
- instruction in linking secondary and post-secondary education (Standard 9)
- involving families and other stakeholders in improving the learning of all students (Standard 10 & 12)
- strategies for integrating technology into instruction (Standard 10)
- research and strategies for the education and care of preschool children. (Standard 6)
- research and strategies for closing achievement gaps between diverse groups of students (Standard 10)
- other

- To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III
- Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
- All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.
- Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning. (Standard 5).

**Note:** References to Standards indicate links to the National Staff Development Council's Standards for Staff Development.

REQUEST FOR PROFESSIONAL DEVELOPMENT FUNDS

Teacher's Name:

Name of Activity:

Professional Development Alignment (Activity must align with at least one PDC Focus Area **AND** your Professional Development Plan):

PDC Focus Area: 1  2  3  4

Attach a copy of your Professional Development Plan and highlight the alignment.

Describe the nature of the Activity\* and attach a copy of the published description:

Location:

Dates and Times:

PDC support requested: (Check appropriate items and estimate costs)

|  |             |           |                      |    |
|--|-------------|-----------|----------------------|----|
| <input type="checkbox"/> Activity Fee  |             |           |                      | \$ |
| <input type="checkbox"/> Transportation @ <input type="checkbox"/> \$.40(for 1) <input type="checkbox"/> .45(for 2)/mile |             | miles     |                      | \$ |
| <input type="checkbox"/> Substitute @ \$76.00  |             |           |                      | \$ |
| <input type="checkbox"/> Lodging   | night(s) @  | per night |                      | \$ |
| <input type="checkbox"/> Meals   | breakfasts, | lunches,  | dinners              | \$ |
|  |             |           |                      | \$ |
|  |             |           | Total estimated cost | \$ |
|  |             |           |                      | \$ |
|  |             |           | TOTAL APPROVED COST  | \$ |

Administrator approval: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PDC Approval: \_\_\_\_\_ Date: \_\_\_\_\_

REFLECTION FORM for activity used with students

NAME:

Personal Reflection (Write what you think about that activity?)

|  |   |
|--|---|
| 1. PD Activity attended and Date                                       | 2. How do I think student achievement will be affected? |
| 3. What data will I use to show that student achievement was affected? | 4. What did the data show?                              |

## **Staff Absence Report for PDC Funded Activities**

**Directions:** Fill the form out completely. Both staff member and principal need to sign form.

Staff Member's Name:

Date of Absence:

Name of Activity:

Is a substitute needed:    Yes    No

Signature of Staff Member:

Date:

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**PDC Use:**

Approved by PDC:    YES    NO

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**Principal Use:**

Name of substitute:

Approved    Not Approved

Signature of Principal:

**MILEAGE REIMBURSEMENT SHEET**

Turn the Reflection Form\* and Mileage Reimbursement forms to Kathy Wait or Penny Beattie.

It will take a minimum of two months to receive any lunch/mileage reimbursement.

Date:

Location traveled to:

Mileage charged: PDC

Miles traveled:

Did you take someone or pickup for the school? Yes No Who?

Signature:

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PDC Use:

Reflection Form\* turned in: YES NO

\*Must be completed and signed to receive reimbursement on trips.

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Office Use:

Mileage @ /mile = \$