

WRIGHT CITY RII



Professional Development Handbook 2025-2029

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PDC MEMBERS 2024-2025

Early Childhood

Sadie Talley - Term ends Fall of 2027

East Elementary

Stephanie Baker - Term ends Fall 2025

Becky Schreiner - Term ends Fall 2027

West Elementary

Kindra McAfee - Term ends Fall 2027

Angie Hollander - Term ends Fall 2026

Ashley McRoy (President) - Term ends Fall 2028

Wright City Middle School

Beth Nourse - Term ends Fall 2027

Mindy Heuser - Term ends Fall 2026

Allison Barnhart - Term ends Fall 2025

Wright City High School

Whitney Scheuenemeyer - Term ends Fall 2027

Jennifer Sommer - Term ends Fall 2026

Hannah Pohl - Term ends Fall 2028

District/Administration

Dr. Holly Broadway-Yates

DISTRICT MISSION AND VISION

Wright City R-II Mission

Dedicated to our students' success.

Wright City R-II Vision

The Wright City R-II School District will be a Professional Learning Community that promotes high expectations of student achievement as assessed by Annual Performance Report (APR) and by consistently improving stakeholder involvement.



PROFESSIONAL DEVELOPMENT PLAN

Professional Development Vision

The faculty, staff, and administration of the Wright City R-II School District, in partnership with students, parents, and community are committed to providing our students with the best education possible. With a focus on student achievement, the district will provide well-trained and highly qualified teachers. Our staff will be equipped to ensure each student will excel and reach their full potential.

Professional Development Purpose

The purpose of the Wright City R-II School District professional development plan is to stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education. As professional educators reflect on their practices, they should develop and articulate their beliefs about teaching and learning while applying them in their classrooms. The professional development plan recognizes a need for commitment from teachers, administrators, school board members, higher education and community members. They must collaborate as a team with the common goal of improving instruction for enhanced activities, professional materials, continuous opportunities for workshops and classes, and appropriate follow-up activities are needed to support the Wright City R-II Comprehensive School Improvement Plan (CSIP).

Goals and objectives:

- To offer support and training for all new teachers to the district (new to the profession and new to the district).
- To encourage staff members to attend/participate in workshops, interviews, seminars, etc. that will assist staff in meeting individual professional development goals, with a focus on, but not limited to assessment and analysis, research-based instructional strategies, instructional technology, curricular alignment, curriculum writing, and educational best practices.
- To continually evaluate and provide support for the mentor and new teacher program.
- To continuously evaluate, update, and improve the written curriculum.
- To continuously evaluate, update, and improve the professional development provided to staff.

Staff Development Code of Conduct

We, as educators, must adhere to a high standard of behavior with regard to staff development. The following Professional Code of Conduct is designed to foster professional responsibility, respect for the rights of others, and to ensure that all adult learners are provided with opportunities to hone their knowledge and skills for the purpose of improving instruction and student achievement.

The following behaviors are considered professional and consistent with the goals of district staff development.

- Attentiveness during professional development
- Active participation in professional development activities
- Arriving promptly and remaining until the end of the professional development
- Attending out-of-district workshops (district paid) in their entirety
- Collaboratively share information/techniques learned in a professional setting

LOCAL BOARD POLICY

The Board of Education of the Wright City R-II School District recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level. (GCL)

In support of this commitment the Board will:

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

Professional Development for Teachers

The professional development program for teachers will

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

Program Evaluation

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

Professional Development Committee Responsibilities

The PDC shall:

1. Create a professional development plan that is:
 - a. Tied to the district's CSIP.
 - b. Based on identified needs.
 - c. Created in consultation with the administration.
 - d. Submitted to the Board for approval.
2. Evaluate the PDP annually and make appropriate recommendations for change.
3. Work with beginning teachers to:
 - a. Coordinate and facilitate the mentoring program.
 - b. Coordinate and facilitate assistance from the teacher education program where the teacher graduated if such assistance is provided.
 - c. Assist beginning teachers, through the mentor program, in developing and completing the Individual Professional Development Plan (IPDP) required of all teachers with an Initial Professional Certificate (IPC). The mentor will initiate preparation of the plan and will assist the teacher in tailoring the plan to his or her needs. Goals identified in the plan will relate to the evaluation criteria used in the district, and copies of the initial plan and all subsequent revisions will be readily available to the teacher and mentor for review and revision.
4. Work with all teachers to:
 - a. Identify instructional concerns and remedies.
 - b. Serve as a confidential consultant upon a teacher's request, as allowed by law.
 - c. Arrange training programs for mentors.
 - d. Assess needs.
 - e. Develop in-service opportunities.
 - f. Present the superintendent or designee staff suggestions, ideas, and recommendations pertaining to classroom instruction.
5. Work with support staff to:
 - a. Identify needs
 - b. Develop in-service opportunities
6. Consult with district administration on all facets of the PDP
7. Select programs that:
 - a. Reflect on the results of any needs assessments survey.
 - b. Coordinate with the district's CSIP.
 - c. Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Council.

PROFESSIONAL DEVELOPMENT COMMITTEE

The Wright City R-II Professional Development Committee will be a standing district wide committee developed according to the following guidelines:

1. The PDC will consist of 12 members who are elected representatives of their Buildings. The superintendent or assistant superintendent will be asked to serve as an ex-officio member. They would be expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members within the district who are selected by teachers who are currently employed by the district. Committee members will be elected by the teachers in the buildings they represent.
3. PDC members will be elected for three year terms. The terms will be staggered so that one third of the representatives will be elected each year. New members will be elected prior to the first September meeting of each school year.
4. A special election under PDC supervision will be held within one month in the event that a member must be replaced during the school year.
5. A committee member who is assigned to an administrative or supervisory position within the district will surrender his/her committee position, and the affected building will elect a replacement within one month.
6. The members of the committee will elect a chairperson each year. The chairperson will call meetings as needed, create the agendas, conduct the meetings, act as a liaison to the central office, and present the Professional Development Plan to the school board.
7. The members of the committee will elect a secretary who will keep and record the minutes of the meetings.
8. The record keeper will maintain an account balance of PDC funds and related budget forms.
9. The PDC will meet once a month at a location agreed upon by the committee.

Responsibilities: The PDC will work with ALL staff in identifying instructional concerns and potential solutions, assessment of student needs and potential course of actions, support new teachers needs, and serve as a confidential* consultant upon a teacher's request; develop in-service opportunities for school staff, and coordinate professional activities based on an annual faculty needs assessment.

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

It should be emphasized that the PDC or sub-committees are not intended to relieve principals or district administrators of their responsibilities as instructional leaders.

NEEDS ASSESSMENT

Needs assessment is a continuous and ever-changing means of keeping the district responsive to current and future needs. The assessment instruments will be based on the district’s instructional goals found in the Comprehensive School Improvement Plan (CSIP) and criteria in the district’s Performance Based Teacher Evaluation (PBTE). The needs assessment shall be conducted annually using the following outline as a guide:

- Establish Domains related to the district CSIP
- Determine the population from which to collect data
- Determine data collection procedures
- Collect, compile, and analyze data
- Identify nature and magnitude of needs
- Prioritize needs
- Set objectives and desired outcomes
- Design professional development activities/programs to achieve outcome
- Communicate to all involved the results of the needs assessment and its link to the recommended professional development program and desired outcomes

PROCEDURES

In order to conservatively use funds and to provide an equal opportunity for staff to attend conferences, the following guidelines are established with respect to requests to be away from assigned duties in order to attend workshops and conferences:

1. Requests will be submitted in sufficient time to the Superintendent/designee and PDC for financial obligations.
2. The District will only pay membership registration fees, with nonmembers being reimbursed only for member fees.
3. Normally, no more than two persons from each school will attend conferences, depending upon available funding.

4. For major conferences held locally (reading, math, curriculum and instruction, etc.), normally only two (2) days of release time should be approved in order to permit attendance by as many teachers as possible.
5. The equitable allocation of travel funds to schools and offices will be the responsibility of the superintendent/designee and PDC.
6. Conference requests need to have an invitation or pamphlet attached for verification of activity and a brief rationale for the request.
7. Conference attendees will not be paid unless a “report of conference” and verification of expenses are submitted.
8. Requests to attend professional conferences in order to sell items or to man booths for professional organizations (for more than 10% of conference time) will not be approved.
9. Employees must state on application whether or not the sponsoring organization is paying the conference attendee any “honorarium” or travel expenses. An employee receiving an honorarium must use a vacation or personal leave day. Otherwise, the honorarium must be remitted to the District.
10. Other than Teacher of the Year professional development, out-of-state travel will only be considered for approval if there is no like or equivalent professional development opportunity within the state of Missouri.

Attendees will be required to provide additional training to staff upon return from conferences.

Approval Process

Requests for approval to attend professional development activities must be filled out prior to the activity. PDC request forms with the principal’s signature (principal’s signature indicates he/she has knowledge the applicant will be absent) must be submitted to a PDC member prior to the first Tuesday of each month. After approval, those requesting funds must contact their school’s office to arrange for leave.

The following are criteria used to consider approving requests for professional development funding:

1. Does the request support the district’s CSIP?
2. Has the person been to the workshop before or been to a similar one before? If so, will different information be gained from attending again?
3. Is the applicant willing to share the information?
4. Are there other funds that could pay for the workshop?
5. How many other requests have been approved for this person?
6. Is there a better method for training on this topic?

Reimbursement

To receive reimbursement for expenses, the following must be submitted to the PDC chairperson:

- Request for Reimbursement for meals and mileage (found on the intranet under District Forms, Travel) and applicable receipts must be submitted within 45 days of the completion of the activity.
- Requests turned in by the first of the month will be reimbursed on the twentieth. Those turned in after the first are reimbursed the following month.
- Report given to staff with a Conference or Workshop Follow-up report given to the PDC.
- If the reimbursement request is for a PDC approved expense, the request must go to the PDC chairperson, not a building principal. The PDC chairperson will sign off and forward the request to Accounts Payable.

NEW TEACHER ASSISTANCE RULES AND RESPONSIBILITIES

Responsibilities of the New Teacher

The Initial Certificate (IPC) is a four-year certificate issued to new graduates or individuals with fewer than four years of teaching experience. It requires:

- Complete four years of successful teaching experience
- Participation in two years of a district-provided mentoring program
- Participation in a beginning teacher assistance program (the hours of which do NOT count as professional development)
- Completion of 30 contact hours during the four-year initial certification of professional development (may include college credit)
- Successful completion of annual Missouri Model Evaluation System
- Have a local Professional Development Plan
- There is no fee for the initial certification

The Career Certificate replaces the CPC level. It is a continuous certificate based on an applicant meeting the following:

- The requirements at the IPC level (four years experience)
- Yearly completion of thirty contact hours of professional development (may include college credit)
- Have a local Professional Development Plan

Responsibilities of the Mentor

- The mentor will help the beginning teacher develop a specific professional development plan.
- The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.

- The mentor provides resources to the new teacher.
- The mentor maintains confidentiality at all times and reinforces trust.
- The mentor must attend the initial mentor training meeting.
- The mentor helps the new teacher understand and apply policies, rules, and cultural norms.
- Mentors are to observe and provide feedback to the new teacher once per semester.
- Mentors will provide opportunities for observation of master teachers twice per school year.

Responsibilities of Administration

The administrator plays a vital role in implementation of a mentoring program.

Administrators need to be aware of such issues as:

- Ethical responsibilities, including the need for confidentiality
- Effective assessments methods for determining learning needs of practicing teacher and how to use assessment information to establish priorities
- Finding good resources (people and materials) for professional development
- Maintaining the role of instructional leader while working cooperatively with the PDC
- Supporting teachers by setting aside time for learning

Administrators' responsibilities include the following:

- Provide curriculum guides to the beginning teacher
- Provide time for teachers to observe
- Monitor new teacher and answer questions
- Provide support of mentoring program
- Select and assign qualified mentor when new teacher is hired
- Professional development regarding Special Education will be offered by appropriate administrative personnel
- Notify appropriate colleges and universities when graduates of their institution are hired

MENTORING PROGRAM

This program provides special assistance for every teacher during his/her first two years of teaching at Wright City R-II. They will have guidance from an assigned experienced teacher.

- Principals are responsible for identifying and asking teachers to serve as mentors. Any teacher who has at least three years of experience and is willing to be trained may be considered as a mentor.
- The PDC and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignments of a new mentor.

- All mentors and mentees will attend a mentor/mentee training workshop provided by PDC before the start of the school year.
- The mentor must meet each month and monitor the items in the Mentor/Mentee Plan.
- The PDC will pay for substitutes upon committee approval.

Mentoring Chair

The Professional Development Committee will elect a member to serve as the mentoring chair. The mentoring chair will work with the administration to serve as a liaison to ensure that all paperwork is complete.

COMMUNICATION

The PDC will serve as a communicator between the administration and faculty on matters of professional concern. The PDC will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocation.

The PDC administrative liaison will communicate professional development opportunities to district building representatives for posting in each building staff room or by email.

District PDC representatives will communicate professional development opportunities on a regular basis to the staff members in their buildings.

PROFESSIONAL DEVELOPMENT BUDGET

Allowable expenditures are:

- Activities consistent with the PDP and CSIP for staff with teaching certificates.
- Consultant and presenter fees and expenses.
- Stipend for teachers' participation in curriculum development, for in-service and PD events, membership of the PDC, and mentor teachers as long as the activity occurs after contracted school time.
- Reimbursement for professional development expenses incurred during in-service training and PD events.
- Pay for substitute teachers.

A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.

Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.

Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board.

Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board. The penalty for not complying with requirements is loss of state aid during the next school year.

PROFESSIONAL DEVELOPMENT LOG

Each teacher working on his or her Continuous Professional Certificate will need to submit a proposed Professional Development Plan (PDP) to the Superintendent's office and PDC chair by **October 1**. The final professional plan needs to be turned in to the Superintendent's office by **May 1**.

All teachers shall fill out a Professional Development Log (Appendix B) and submit it to their building principal at the end of the year.

PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION

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

1. Staff Needs Assessment Surveys
2. Professional Development Activity Evaluations, completed by the teachers after attending every activity.
3. District Strategic Plan
4. Building Improvement Plans
5. WCSD Student Performance Reports
6. Grant Provisions
7. Evidence of instructional practices reflecting the professional development

CERTIFICATION REQUIREMENTS

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

Inactive Certificates

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

Resources

Several links from DESE are provided below related to certification.

Certification

<https://dese.mo.gov/educator-quality/certification>

Routes to Certification

<https://dese.mo.gov/educator-quality/certification/routes-certification>

Educator Certification Help Guide

<https://dese.mo.gov/educator-quality/certification/educator-certification-help-guide>

Renew Certificate

<https://dese.mo.gov/educator-quality/certification/renew-certificate>

PARAPROFESSIONAL TRAINING REQUIREMENTS

Per the Missouri Office of Special Education Compliance Standards & Indicators (100.280), “paraprofessionals who do not hold teaching certificates are required to have received fifteen (15) clock hours of training within six (6) months of hire including orientation and initial training prior to working with the student. A minimum of ten (10) clock hours each school year thereafter is also required.”

REQUIRED PROFESSIONAL DEVELOPMENT HOURS

1 college credit hour = 15 PD Contact hours

<i>Classification</i>	<i>Initial Certification Years 1-4</i>	<i>Reactivation</i>	<i>Career Certification Years 5-99</i>	<i>PD Exempt Status</i>
Professional Certification (most core areas and librarians)	30 hours total over 4 years	24 hours plus annual	15 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Career Education (formerly vocational)	90 hours total over 4 years	24 hours plus annual	30 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Student Services	40 hours total over 4 years	24 hours plus annual	20 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Administration (superintendent)	120 hours total over 4 years	24 hours plus annual	30 annually until exempt	Two of three: 10 years, next higher degree, or national certification
Administration (principals, special ed. directors and career ed. directors)	120 hours total over 4 years	24 hours plus annual	Years 5-10 must complete EdS degree in educational administration, C&I, or reading/literacy or 30 hours annually	Years 11-99 exempt with EdS degree or national certification
Provisional Certificate (2 years)	Must complete credits/requirements to move to Initial certification within 2 years	n/a	n/a	n/a

Temporary Certificate (2 years)	Must complete 9 college credits annually	n/a	n/a	n/a
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<https://dese.mo.gov/educator-quality/certification/required-professional-development-hours>

