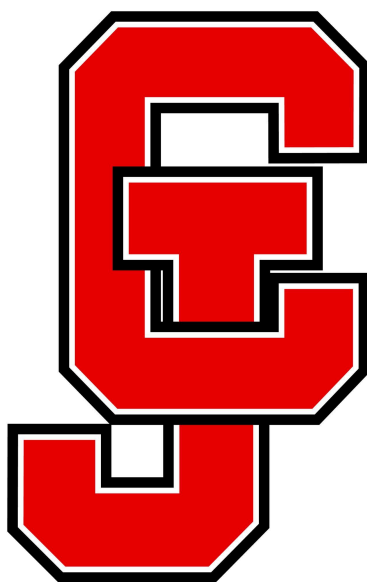




Professional Growth and Learning Handbook

2026-2027 School Year

**Approved by the Board of Education
April 20, 2026**

PROFESSIONAL GROWTH AND LEARNING PLAN

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**PROFESSIONAL GROWTH AND LEARNING COMMITTEE
2026-2027**

Julie Starr, Primary K-1
Kyla Eaker, Primary K-1

Alexis Lee, Primary 2-3
Amanda Reed, Primary 2-3

Tonya Nease, Intermediate
Chelsea Ware, Intermediate

Wendy Wachs-Denton, Junior High
Maeve Sahni, Junior High

Amanda Walker, High School
Amanda Royster, High School

Satellite School

Non-Voting Members
Dr. Nicole Keller
Administrative Representative

Dr. Theresa Wilson
Assistant Superintendent of Curriculum, Instruction, and Professional
Growth and Learning

MISSION STATEMENT

The mission of the Carl Junction R-1 School District Professional Development Plan is to improve student achievement by stimulating and encouraging the professional growth of teachers and administrators through High Quality Professional Development.

PGL COMMITTEE COMMUNICATION

PGL forms (fillable), opportunities, and committee member contact information are available on the [PGL Canvas Page](#), accessible from the CJR-1 homepage.

PROFESSIONAL DEVELOPMENT PLAN for HIGH QUALITY PROFESSIONAL DEVELOPMENT

Planning: The Professional Growth and Learning Committee develops the annual goals, plans the budget and implements job embedded professional learning that relates to the established goals. The following data sources are used in the development of the annual goals: MSIP, CSIP, MAP, ACT, i-Ready, Dropout/Attendance/Graduation Rates, Needs Assessments, Surveys, Teacher Perception, and ongoing school initiatives. *These professional growth and learning goals are directly linked to the district's CSIP goals and building school improvement plans. They have been developed with extensive participation of teachers, parents, principals, and other administrators.* The committee will meet for a full day annually to evaluate the program, special issues, determine goals, and plan for the coming year.

District Support: *The Professional Development Plan is supported by the Carl Junction R-1 Board of Education, building administrators, and staff and provides teachers with the opportunity to give the district feedback on the effectiveness of participation.* The Carl Junction R-1 Board of Education values High Quality Professional Development for its faculty and is committed to providing systematic professional growth and learning for all teachers and administrators. *The Board will support the Professional Growth and Learning Committee, will provide a professional growth and learning plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time, funds, and other resources for learning, practice, and follow-up, are included in the district's yearly calendar and budget to support the programs.* Following the Missouri state teacher certification guidelines effective August 28, 2003, the district requires each teacher to complete a minimum of 15 hours of professional growth and learning each year. Guidelines for documentation and the verification form are in this booklet on Pages 36 & 37. The school board approves the district Professional Development Plan and its goals annually.

Implementation: *All staff will participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan.* The district professional growth and learning goals are tied directly to the district CSIP goals. *Professional growth and learning is job embedded and promotes evidence-based instructional practice.* Professional Growth and Learning days have been built into the calendar to provide for in-house training. In addition, teachers may access professional growth and learning funds for teacher observations or collaborative work. *The development and implementation of effective practices are supported through ongoing coaching, mentoring, and collaboration.* District instructional coaches are available to observe, model and work with teachers on a regular basis. Collaboration time is built in but can be requested as well. *Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.* Teacher evaluations will be focused on specific instructional practices as defined by the district and CSIP. *Professional learning is regularly monitored for evidence of commitment, practice and impact.* Teachers must complete evaluation forms at the conclusion of each professional growth and learning activity in

which they participate. A district-wide professional growth and learning evaluation form is completed at the end of each school year. *School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.* Each building has created a schedule which accommodates for regularly scheduled collaboration throughout the school day and district schedule. *Time and resources for the professional learning of each staff member is given.* The district calendar provides for professional growth and learning in-service days throughout the school year and each principal provides staff a schedule for collaboration throughout the school year.

Professional growth and learning will be offered for the stated goals through in-services that *engage teachers over time* (study groups, action research teams, collaborative groups, peer coaching, in-district workshops, and speakers, etc.) and through outside agencies (conferences, workshops and observations). Teachers have input into the implementation of activities provided by the PGL through an annual needs assessment, survey, and discussions with building PGL representatives and are encouraged to make recommendations for staff development through surveys, individual contacts with committee members, and staff meetings. *All activities are directly linked to improved student learning so that all children may meet the proficient level* and must have measurable objectives that can be evaluated with data such as specific changes in student achievement, behavior, attendance, etc. The definition of High Quality Professional Development is included in this booklet on Page 33.

Evaluation: Participants of conferences, workshops, or in-services must complete an evaluation of the conference/workshop/in-service that was attended. The Professional Growth & Learning Committee reads a sample of the completed evaluations at every meeting. Participants are also required to schedule and present the information obtained from out-of-district workshops to faculty and staff and show how they used what was learned in their classroom and its effect on student achievement once they return from the workshop/conference. Overall effectiveness of the previous year's professional growth and learning program and its activities is evaluated through measurable goals and final evaluation forms. The Professional Growth and Learning Evaluation and Needs Assessment are included in this booklet on Pages 15-32. Assessment data is used to determine if progress has been made in student achievement and is evaluated at the beginning of the following school year.

Focus for the 2026-2027 Teacher Professional Growth and Learning Days: Based upon district CSIP goals, current research, and best practices, the district will utilize professional growth and learning-designated time to focus on professional learning for district initiatives. These will include specific professional learning covering Reading, Writing, Mathematics, implementing Standards-Referenced Instruction and Assessment, including writing proficiency scales, and methods to improve the social/emotional welfare of students and staff. In addition, professional growth opportunities will continue to focus on Behavior Intervention Support Team (BIST) strategies, monitoring student growth through i-Ready and teacher-created materials, technology implementation and integration with a focus on PowerSchool, curriculum, assessment, RtI, PBS, CBL, and Co-teaching. Building CSIP plans will drive the specific building activities.

Required Training: All teachers are required to receive training on sexual abuse, bullying, internet safety, mandated reporting, health & wellness, discrimination & harassment, armed intruder, dyslexia, seclusion & restraint, suicide prevention, and other state mandates as they become law. Training will be provided at the beginning of the school year to cover each of these areas. Additional training will be provided as needed.

PROFESSIONAL GROWTH AND LEARNING GOALS

LONG TERM GOAL 1:

The Professional Growth and Learning Plan will provide direction to improve curriculum, instruction, assessment, and enhance teaching strategies to improve student achievement. (CSIP Objective 1)

Short Term Goal Focus for 26/27:

- Professional learning in data analysis, interim assessments (e.g., i-Ready, FUNdations, IXL), and ongoing performance review will strengthen instructional decisions and improve student achievement.
- Professional learning focused on rigor, problem-solving, critical thinking, and cognitive engagement will increase student achievement.
- Professional learning aligned to the Missouri Learning Standards will prepare students for success on state assessments.
- Professional learning that supports collaboration and curriculum alignment (vertical and horizontal) across all subjects will improve student achievement.
- Training in research-based best practices in math, reading, and writing will strengthen student performance in core content areas.
- Professional learning in assessment strategies and standards-referenced grading will improve instructional effectiveness and student outcomes.
- Professional learning in differentiated instruction, co-teaching, equitable access, and Special Education (e.g., Core and More) will increase engagement and improve outcomes for all learners, including students with IEPs and other student groups.

Evaluation Criteria:

- MAP Index scores will be at or above the state average.
- MAP scores will increase yearly.
- End of Course assessment scores will be at or above the state average.
- MAP Index scores for each Cohort group, and student group will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in i-Ready, FUNdations, IXL, and on SLO's.
- Students will make progress toward or meet IEP goals.
- Students will demonstrate proficiency on content-specific proficiency scales.
- Teacher perception will show that student achievement has increased.

People Responsible:

- Professional Growth & Learning Members, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Special Education Director Instructional Coaches, Classroom Teachers

LONG TERM GOAL 2:

The Professional Growth and Learning Plan will promote teacher effectiveness with students who are at-risk of educational failure. (CSIP Objectives 1, 2 & 3)

Short Term Goal Focus for 26/27:

- The percentage of students who graduate will be greater than the district's four-year graduation rate percentage from the previous year due to Professional Growth and Learning using effective, research-based strategies.
- Professional growth and learning on strategies in support of identified student groups will increase student achievement.

- Professional growth and learning on equitable access of curriculum, instruction, and assessment for the student groups will improve the achievement of the subgroup student.
- Professional Growth and Learning on BIST and PBIS strategies will improve student achievement.

Evaluation Criteria:

- The four-year graduation rate will increase for all students and for student groups.
- The attendance rate will increase.
- The cohort group and student group dropout rate will remain below state average.
- Cohort group and student group attendance rate will improve.
- Cohort group and student group EOC, MAP, Foundations, i-Ready, and IXL scores will increase.

People Responsible:

- Professional Growth and Learning Committee, Alternative School Director, Principals, Certified Staff

LONG TERM GOAL 3:

The Professional Growth and Learning Plan will provide teachers with the skills and opportunities to integrate and utilize technology. (CSIP Objective 1 & 2)

Short Term Goal Focus for 26/27:

- Teacher perception will indicate increased competency in virtual tools, instructional technology, and AI application in relation to professional growth and learning.
- Student achievement will increase due to professional growth and learning on technology integration strategies and incorporation of technology in the classroom.
- Teachers will effectively utilize various reporting systems that support curriculum and the school environment and prepare students for online assessments. i.e. PBIS, i-Ready, IXL, NEE, Embarc, Canvas, Google Classroom, PowerSchool, and SkillStruck.
- Teachers will understand how to effectively utilize AI in the classroom.
- Teachers will provide instruction to students on effective, ethical, and appropriate use of district-approved AI as a learning tool in the classroom.

Evaluation:

- Teachers will consistently utilize various reporting systems.
- Teacher perception will show an increase in student achievement due to training on technology use and integration, including AI.
- Teachers will successfully submit grades through the district's electronic gradebook system.
- MAP/EOC Index scores will be at or above the state average.
- MAP/EOC scores will increase yearly.
- MAP Index scores for each Cohort group, IEP, and Free and Reduced Lunch subgroups will be at or above the state average.
- ACT scores will be at or above state and national averages in all content areas.
- Students will meet their projected growth targets in i-Ready and IXL.

People Responsible:

- Professional Growth and Learning Committee, Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning, Principals, Technology Coordinator, AI Committee, Classroom Teachers.

LONG TERM GOAL 4:

The district Professional Growth and Learning Plan will provide training and professional development for staff to establish a positive learning environment and to improve student achievement. (CSIP Objectives 1 & 3)

Short Term Goal Focus for 26/27:

- Teacher perception indicates that student achievement will improve due to the Mentor/Beginning Teacher Program.
- Teacher perception indicates that student achievement will improve due to the Individual Professional Development Plans of teachers.
- Teachers will effectively utilize Behavior Intervention Support Teams.
- Teachers will learn strategies to effectively work with students who have emotional trauma.
- Teachers will learn strategies to effectively motivate students in the classroom.

Evaluation Criteria:

- The district Attendance Rate will improve.
- Each teacher in the district will maintain and utilize an individual professional development plan.
- Survey results will continue to show that due to professional development about a positive learning environment, student achievement will improve.
- Survey results will show that beginning teachers had a positive mentoring program experience.

People Responsible:

- Professional Growth and Learning Committee, Principals, Classroom Teachers, District Mentors

PGL COMMITTEE FUNDED ACTIVITIES FOR MEETING 2025-2026 GOALS

PD Goal 1: Curriculum, Instruction, and Assessment

- Personalized Learning/Standards-Referenced Grading Training
- Assessments For and Of Learning
- EdHub online Professional Development through NEE
- Reading/Writing Instruction (K-8)
- Curriculum Leadership Team meetings
- Professional Learning Community Training (PLC's)
- Peer Observations
- Poverty Training/Trauma-Informed Schools Training including social/emotional issues
- LETRS Training
- PLTW Training
- Co-Teaching Book Study
- Elevate Academy Science of Reading
- AP Art & Design Institute
- MOACTE Summer Conference
- FLAM Conference
- New, Innovative Strategies for Increasing Comprehensive Input in your World Language Classroom
- Curriculum Roundtables at SWC
- MAEA Fall Art Conference
- National Assoc. For Co-Teaching Conference

- Eugenics in the Progressive Era
- SMCAA Fall Conference
- GOCSO Innovation Summit
- MO Library Fall Conference
- Middle School Magic Workshop at MSU
- Registered Youth Apprenticeship 101 Workshop at MSU
- MTDS Teacher Academy
- MSU Fall DC English Conference
- Powerful Learning Conference
- MO Music Educators Conference
- MO Art Educators Spring Conference
- KS Music Educators Assoc. In Service
- How Elementary Math Specialists Transform Teacher & Learning
- Unpacking the Math Practices at MSU
- Write to Learn Conference
- Learning Forward MO Show-Me Conference
- Focus on Math Fluency
- MO Assoc. Of School Librarians Conference

PD Goal 2: At-Risk

- Behavior Intervention Support Team (BIST) Training
- How to work with At-Risk Students Training
- Bullying Prevention Training
- Suicide Prevention Training
- Poverty Training/Trauma-Informed/ Social - Emotional Schools Training

PD Goal 3: Technology

- Teacher training on various reporting systems that support curriculum and school environment. i.e. AIMSweb, PBIS-SWIS, SIS, Embarc, NEE, i-Ready, ALEKS, USA Test Prep, 95% Group
- Technology Safety Training
- Standards-Referenced Grading Training
- LMS Training (Canvas and Google Classroom)
- AI x Public Education: Possibilities & Perils Workshop
- Chap GPT & Generative AI
- The AI Classroom - Book Study

PD Goal 4: Positive Learning Environment

- Beginning Teacher/Mentoring Program
- New Teacher Orientation/Training
- Additional Professional Growth & Learning Committee meetings for planning & implementation
- Positive Behavior Intervention Support training and implementation
- Behavior Intervention Support Team training and implementation
- Sexual Abuse Training
- Mandated Reporting
- School Safety Training
- Allergy Prevention & Response Training
- Armed Intruder Training
- Dyslexia Training
- Seizure Training
- Power of Resilience Training
- Growing Tomorrow's Citizens in Today's Classroom - Book Study

- Building Thinking Classroom Showcase
- De-Implementation: Creating the Space to Focus on What Works - Book Study
- Surviving to Succeeding at SWC
- MO School Counselors Assoc.

PROFESSIONAL COMMITTEE

Responsibilities: *The Professional Growth and Learning Committee shall work with beginning teachers and experienced teachers to identify instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange or provide training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional growth and learning activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.* Committee members are liaisons between their building and district and are responsible for disseminating information between the two entities. Professional Growth and Learning Committee members will focus on communicating the purpose of professional development. Each building representative will make an effort to discuss current professional growth and learning information with the building administrator and fellow staff during their building's staff meetings.

Committee member responsibilities in regard to the expenditure of 1% of state aide are to *consult with administrators, determine purposes for expending professional growth and learning monies, secure school board approval for expenditures that meet the district's CSIP objectives, and expend at least 75% of the annually allotted money for professional growth and learning no later than June 30 of the current fiscal year.*

Professional Growth and Learning Committee members will provide an end-of-year report to each building indicating how building funds were spent throughout the school year.

**Matters discussed by a teacher and the Professional Growth and Learning Committee 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.*

Structure: The Carl Junction R-I School District Professional Growth and Learning Committee consists of elected committee members and two non-voting ex-officio members: Building Assistant Principal and Assistant Superintendent of Curriculum, Instruction, and Professional Growth and Learning. There are eleven voting members representing six buildings and each building should always be represented by at least one voting member. A Professional Growth and Learning Chairperson and secretary are elected yearly. Members are certified teachers with at least (2) years teaching experience and are elected for three-year terms. Terms shall be staggered so that approximately one-third (1/3) of the committee will be new each year. Certified staff members will elect committee members each spring. A special election is held under PDC supervision should a member resign or move out of the district. Temporary long-term vacancies may be filled at the discretion of the Professional Growth and Learning Committee but must be approved by a vote of the certified staff members from the affected building.

Committee members are trained annually. Committee members will attend the Missouri Learning Forward Conference at least once during their tenure on the committee. The committee meets at least once a month to review policies, expenditures, upcoming professional growth and learning opportunities, and professional growth and learning needs and wants from each building. The Professional Growth and Learning Committee presents committee decisions, suggestions, ideas, and recommendations to their building principals and fellow teachers.

BEGINNING TEACHER ASSISTANCE PROGRAM

Beginning teachers will participate in the Beginning Teacher Assistance Program for two years, required by the state of Missouri, and an additional two years for the district and will be assigned a common district mentor. This program will meet all state certification requirements and is designed to support the beginning teacher through collaboration and modeling of best teaching practices. In addition to a mentor, each new teacher will be assigned a building buddy. The district mentors and buddies will be trained.

First-year teachers and teachers new to the district will meet with the mentor(s) during the summer prior to their first school year and will receive district-specific training. First year teachers will participate in the mentoring program and will receive part one of a comprehensive handbook. Second year teachers will continue in the mentoring program and will be given part two of the handbook and third & fourth year teachers will also receive handbooks and meet with the district mentors at a decreased rate. District buddies will meet with their beginning teacher before school and on an ongoing, informal basis to assist with needs/questions regarding the specific school in which they are employed. In addition, experienced teachers new to the district are given a training packet to orient them to district policies and procedures and are assigned a buddy to assist throughout the year.

The Mentor Program will provide information regarding the DESE required attendance at a Beginning Teacher Assistance Program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA.

In order to help beginning teachers enhance their skills, improve their chances for success, and encourage them to stay in the profession, the Carl Junction R-I School District will assist each beginning teacher in writing a Professional Development Plan. The mentor(s) will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his or her needs as soon as appropriate. The goals identified in the plan must relate to the evaluation criteria used by the district or other areas based on the professional growth needs of the individual beginning teacher. Copies of the plan shall be kept by the new teacher and be readily available for review and update.

District Mentors should be master teachers with teaching experience and are the district Instructional Coaches. Ideally, a buddy should be teaching the same grade level and/or in the same area of certification as the beginning teacher. The building principal will be responsible for selecting and placing buddies with input from the Professional Growth and Learning committee. The PGLC will support the mentor program through release time and compensation if desired. The program will be evaluated yearly. During the first teaching year, beginning teachers are given release time a minimum of three full days for formal observations of Master Teachers. During the second teaching year, beginning teachers are given release time at least once a semester for formal observations of Master Teachers. Third and fourth-year teachers will be given release time for one formal observation of a Master Teacher. Additional release time for teacher observations can be given when requested by the teacher or administration and if funding is available. Beginning teachers will meet with the mentor quarterly to discuss topics related to the first year of teaching. Second-year teachers will meet with the mentor four times during the year to discuss topics related to the second year of teaching. Third and fourth year teachers will meet with their mentors two times throughout the year.

BUDGET

With the passage of SB380, a school district is required to expend a minimum of 75% of the 1% of the total amount of state foundation school monies received by that school district for professional development.

Carl Junction R-I School District has earmarked professional development funds to address local concerns and improvement in instructional strategies. Professional development funds will be spent addressing the goals set by the Professional Growth and Learning Committee that align with the district's CSIP goals.

- The Carl Junction R-I Professional Growth and Learning Committee will budget district funds to be used for district-wide Professional Growth and Learning initiatives and the remainder to be divided proportionally among the building levels for both job embedded and out of district activities.
- Mentor/Beginning Teacher program fees, guest speaker fees, district-wide fees, and PGL expenses (including training at the annual Missouri Show-Me Learning Forward Conference) are deducted from the budgeted funds for professional growth and learning activities before allocation to individual buildings.

Stipends for certified personnel participating in curriculum-related work outside of contracted time must be pre approved by administration and range from a set amount per activity up to \$25 per hour for a maximum of 8 hours (lunch time not included) with PGL-approved exceptions. The bright pink "Request for Funds In-District" PGL form must be completed with principal signature and sent to the PGL committee before the work is done. The work must be done on the district campus with 2 or more certified staff members working together per core area. Before the stipend is paid, an administrator must sign a district timesheet showing approval for the work done.

- Stipends for certified personnel for teacher training outside of contracted time which is at the request of administration will be \$25/hour with PGL-approved exceptions. In addition, In-District workshop presenters employed by the school district will receive a planning honorarium of \$50 for the first time the workshop is presented, \$30 for the second time the same workshop is presented, and \$20 for subsequent presentations of the same workshop.
- Each teacher maintains an individual Professional Development Plan. Teachers will be reimbursed the cost of books ordered and used for individual professional development plans up to \$50. Professional Development Plans should be approved by the building administrator prior to reimbursement of books.
- If the district requires a teacher to obtain additional certification in an area of critical need, professional development funds may be used to fully or partially reimburse the teacher for completed college educational courses or certification exam fees, however, if Title IIA money is available, Title IIA should pay first. Prior approval by an administrator and professional growth and learning committee is required.
- Funds are allocated for out-of-district professional growth and learning activities as follows:
Food allowance with itemized receipts is \$35 per day. Transportation is paid at \$0.55 per mile, and Substitute Teacher pay is at the current board-approved level. If funding is limited, district professional development monies will be allocated in the following order:
Registration Fees, Substitute Pay, Lodging, Mileage, Meals.

Budget for 2026-2027 Allocations:

Goal 1: Curriculum & Instruction	Approximately 35%
Goal 2: At-Risk Strategies	Approximately 20%
Goal 3: Technology	Approximately 25%
Goal 4: Positive Learning Environment	Approximately 20%

Expenditures which are not allowable:

1. *Individual membership dues to associations or organizations.*
2. *Travel, food, substitutes, and registration fees to conferences and workshops of general interest that*

- do not support the Professional Development Plan and Comprehensive School Improvement Plan.*
- 3. Travel, food, substitutes, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.*
 - 4. Equipment and materials for administrative use or for the instruction of students.*
 - 5. Salaries (Professional Development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.*
 - 6. Travel as a form of professional development.*
 - 7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)*
 - 8. Training of school board members--the Department of Elementary and Secondary Education subsidizes the cost of training new school board members by using state-level professional development funds.*
 - 9. Training of Parents as Teachers.*
 - 10. Stipends for teachers working in areas other than curriculum, instruction and/or professional growth and learning in preparation for a local MSIP review.*
 - 11. Professional Growth and Learning activities for non-certified staff.*
 - 12. As a supplement for teacher health insurance premiums.*
 - 13. Certified staff CPR training.*

Additional Considerations for PGL Requests

1. If multiple individuals request to attend the same training/conference, the PGL committee will take the following into account:
 - a. Relevance to current teaching assignment
 - b. Building assignment
 - c. Past attendance to the same event
 - d. Budget constraints
 - e. Number of requests previously approved for that individual
 - f. Substitute availability
2. Approval for professional development requests is not guaranteed for individuals seeking to attend the same event in consecutive years. Priority will be given to new learning opportunities or to staff who have not previously attended the event.
3. Staff members who receive PGL-funding are strongly encouraged to share knowledge and insights gained from conferences with colleagues. This may include presenting at district training sessions, building-level meetings, or other professional learning opportunities.

PGLC money covers these staff:

Certified teachers
Counselors
Library Media Specialists
Administration

PGLC money does not cover:

Paraprofessionals
Parents as Teachers
Secretaries
Custodians & bus drivers

Additional district funds spent on professional development:

The district commits additional funds beyond the required one percent for all staff and administration to attend in-service activities and workshops. These funds include district funds, Title II, and building funds. The district supplies contracted teacher professional growth and learning days and “early-out” Fridays. The district provides non-certified staff such as paraprofessionals, bus drivers, etc. opportunities to attend training and workshops. The Professional Growth and Learning Committee believes that non-certified staff should receive training in the areas of curriculum/instruction, technology and positive learning environment as necessary for their position. The cost of these professional growth and learning activities is funded through other available monies.

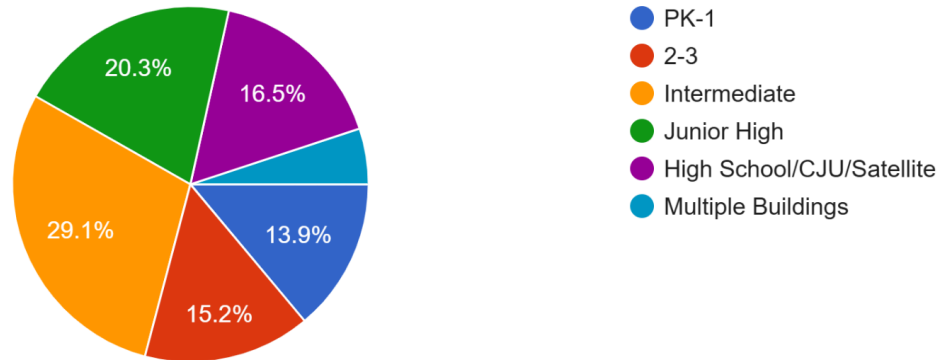
Note: Italics indicate federal and state legal requirements.

Evaluate Overall Professional Growth & Learning (PGL) Program

2025-2026

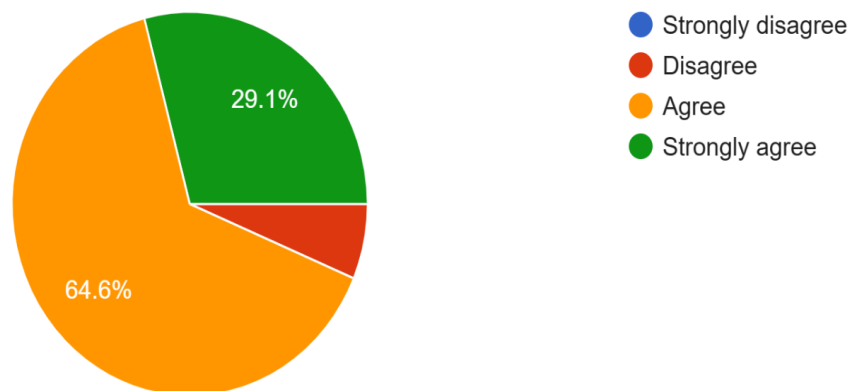
1. In what building(s) do you work?

79 responses



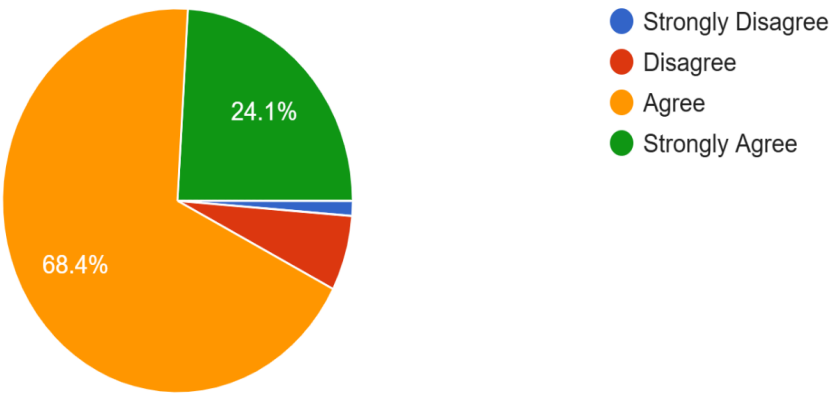
2. The PGL program allows me to take part in Professional Learning that is useful to me.

79 responses



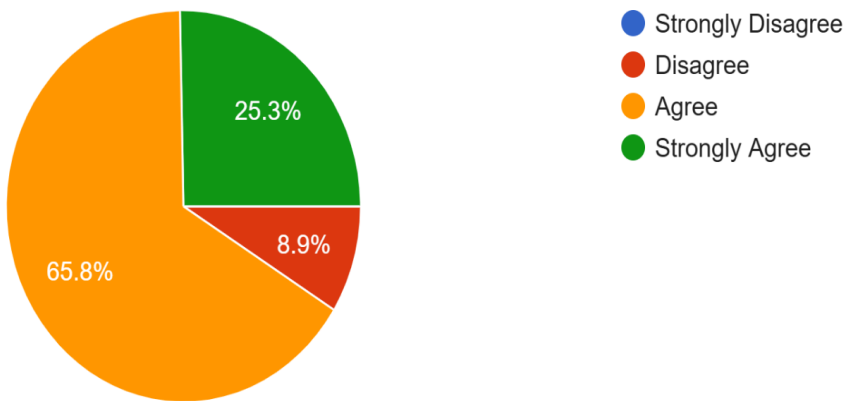
3. Remembering that the PGL committee must monitor its budget throughout the year, the procedure used for approval and reimbursement of funds is appropriate.

79 responses



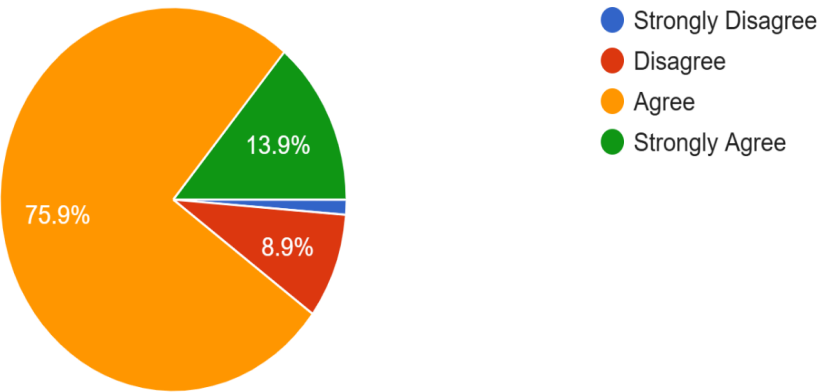
4. The PGL Committee communicates effectively with staff.

79 responses



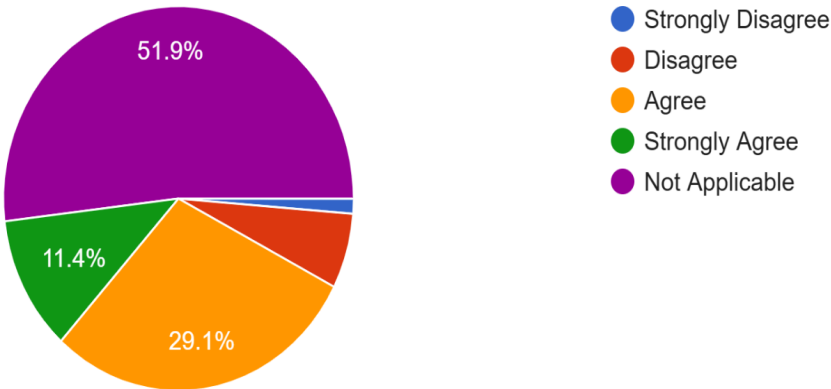
5. The PGL Canvas Page/Google Classroom is useful for locating PGL materials and information.

79 responses



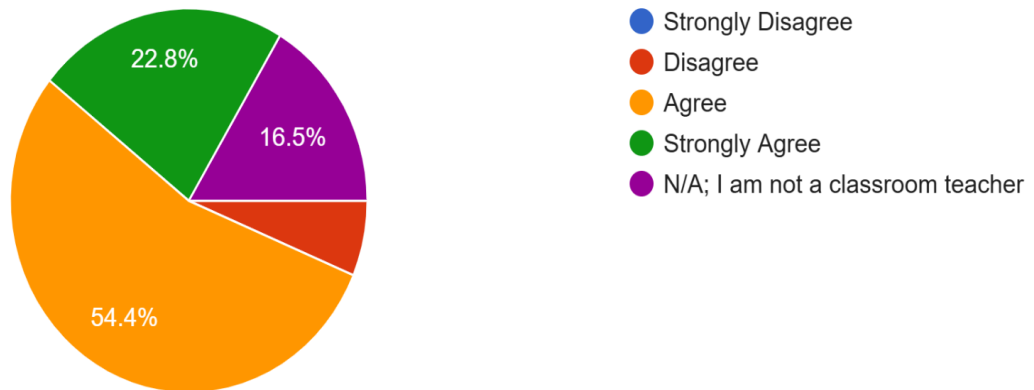
6. Beginning teachers receive adequate special assistance and mentoring.

79 responses



7. Student Achievement has improved in my classroom due to professional learning activities in which I have participated.

79 responses



8. What data did you use to assess this?

79 responses

- Formative and Summative Assessments
- I am not a classroom teacher, IEP goal data only
- IEP Goals
- DOK of responses
- iReady Scores/Writing Samples/Formative and summative assessments
- Common assessments
- SLO's
- comparing assessments from previous years
- my content area PD has helped increase my SLO data.
- PDP plan, classroom observations and scores on student work
- I-ready
- My SLO data
- PD Plan
- Proficiency scales aligned to standards
- Student assessments and my NEE scores.
- I'm not a classroom teacher
- PLC collaboration and book studies have helped me improve student achievement.
- Student assessments
- I assess students' literacy development using a combination of structured and informal tools. I use the Heggerty and started using Foundations curriculum to support and monitor their phonological awareness, as well as to build their understanding of stories. I follow a systematic process when introducing letters and sounds, ensuring students have multiple opportunities to practice and apply these skills.
- I assess their understanding through ongoing observation during daily activities and instruction. In addition, I use

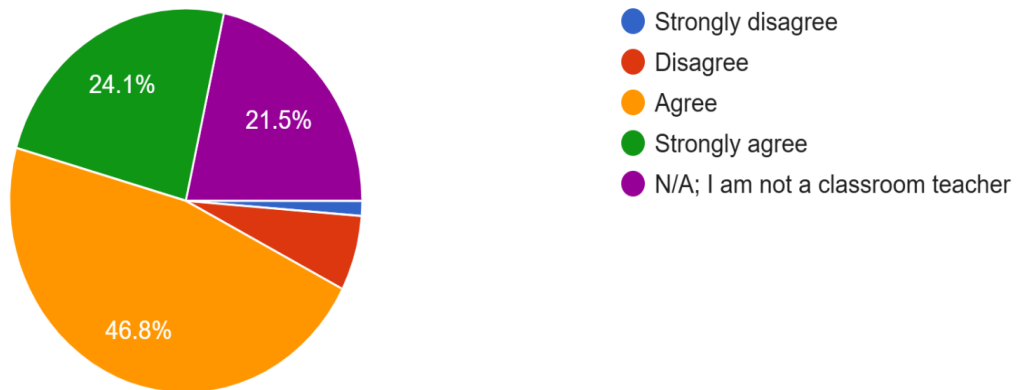
Brigance and other classroom-based informal assessments to gather data on each student's progress and guide my instruction.

- Student assessment data
- I am not a classroom teacher
- SLO Data
- summative assessments and SLO data
- classroom progress monitoring data and kindergarten reading assessment scores
- Student achievement in my science classroom has improved through professional learning focused on increasing engagement and problem-solving. I have implemented more hands-on, inquiry-based activities such as STEM challenges and labs, allowing students to apply concepts like energy transfer and forces in real-world contexts.
- By aligning lessons to Missouri Learning Standards and incorporating modeling, data analysis and reflection, students are developing a deeper understanding of content and improving their ability to explain their thinking. Ongoing use of checkpoint questions has also allowed me to adjust instruction and better support student growth.
- N/A; I am not a classroom teacher
- According to the book I used for my PD plan, I often use what the author calls the Lead and Support Model which allows me to channel my efforts towards supporting the needs of my targeted special education students. However, the supports are done in a way the whole class benefits from them. All of the students appear to feel comfortable enough to ask either myself or the general education teacher questions when they are unsure.
- My professional development plan
- Missing Assignments in Power School
- If I try a new skill set or activity I will often do a formative assessment during the activity, this may be a combination of observing students interacting and collaborating, as well as asking questions to determine level of understanding.
- NEE, assessment data, and amount of referrals/removing kids from classrooms.
- iReady
- observations and assessments
- It stayed the same.
- This is based off of out-of-district PD... such as workshops I've attended this year (choir clinics) and observing other choir teachers out of the district.
- Many of the topics we go through wouldn't help me with my classroom. We aren't a traditional classroom.
- classroom observations, formal assessments, i-Ready data
- assessment scores
- Common Assessments, iReady, Exit Tickets
- Tracking sheet
- I-Ready diagnostic scores
- I used multiple data sources to assess student achievement growth, including classroom formative assessments and unit assessments aligned to standards. I also analyzed i-Ready diagnostic and lesson data to monitor progress in targeted skill areas. Additionally, I tracked student performance on quizzes and assignments to identify trends in understanding and adjust instruction accordingly. This combination of data allowed me to see both overall growth and specific skill improvement over time.
- Pre/post tests and formative assessments.
- Turned in work, critical thinking responses, observational of group discussions

- With the use of AI, I have been able to readily give students extra support or enrichment quickly that aligns to our standards.
- I get the most out of professional development in my content area than any other source. Out of district conferences and workshops are WAY more useful than what the district has provided this year. I wrote specific examples of how my out of district conference impacts my instructional decision making and student work in my PD reflection document that I already submitted after the conference.
- I haven't used AI much in my classroom with students this year, and so that hasn't played a roll in achievement. However, our math team has worked on several things this year to help push students further in math. I've looked at our iReady data, classroom assessments, and overall performance in comparison to years past.
- participating in PD activities for my PD plan have increased student achievement
- Student Learning Outcomes
- I have used a variety of assessments and classroom activities.
- Assessments
- iReady, formal and informal evaluations.
- LETRS has impacted my foundations data for the better, math collaboration has helped me enforce small group math centers which has helped my math data, whole group breaks to do core work sensory breaks from the hit the floor PD has helped focus in my classroom.
- My map test scores went up
- The students were engaged and asked to do the activity again.
- Test scores, observation data for student engagement
- NEE scores on classroom observation
- I-ready
- students had clear instructions and knew what was expected of them
- For the specific things I have been working on I have seen assessment scores improve and I am more in line with my partner teacher. I also have had more effective parent communication with proficiency scales.
- NEE data, student surveys, grades in my classes.
- I teach Title reading...I use both iReady data, literacy tasks, and phonics screener to determine growth in my students.
- Diagnostic testing, quarterly assessments, and i-ready data
- benchmark assessments and weekly progress monitoring
- N/A not a classroom teacher
- Weekly progress monitoring of skills taught and strategies used from PD I have attended
- My own personal experiences
- goal sheets
- Department assessments and standardized assessments
- I don't really have any "data" .

9. I believe that content team meetings, curriculum workdays, and collaboration with instructional coaches have improved student achievement in my classroom.

79 responses



10. If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Content PLC's have been very beneficial this year.

Being able to collaborate within my department weekly allows us to discuss content and compare data. Comparing data lets us talk about what we are doing differently to get different results. Curriculum work days strengthen how we deliver content and vertical alignment within the district helps me know what kids are coming to the high school knowing, where they are weak, etc. THIS IS THE MOST VALUABLE USE OF MY TIME. I WOULD TAKE THIS OVER PD DAYS ALWAYS!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Common Assessments between the grade level

Creating curriculum and doing vertical alignment

Curriculum work days are always beneficial for me. I wish we had more intentional curriculum days as a department/class outside of PLC.

District content meetings with our department helps us the most- Curriculum workdays as well

Input given during Mentoring Meetings

It is so nice to be able to run your thoughts and ideas by other teachers that understand the content

Having curriculum workdays and coaching cycles.

We have weeded out things in our program that are not going to be beneficial or that would take more time than necessary.

curriculum works days help build/change to help the students better in the classroom with all needs

Content Team Meetings allows us to create and improve our curriculum.

Different writing activities for students to enhance their writing and stretch their learning.

Meeting with my mentor, teacher and MTO.

Content meetings and curriculum workdays have improved our instruction of material and the success of students on the MAP test.

Specific activities that have contributed to this growth include analyzing literacy data to identify student needs, planning targeted small group instruction for phonics and early reading skills, and aligning lessons to ensure a systematic approach to teaching letters and sounds.
The collaboration between coworkers is incredibly helpful in curriculum building as well as student wellbeing - one teacher may have or see different behaviors than another. Collaborating often helps us create more diverse lessons, challenging all levels and strengths of learning.
math days with instructional coach
Implementing RSPs and making sure that students on RSPs are getting all that they need
ELA curriculum work days to align standards with assessments and work. LETRS, BILT, Portrait of a Grad
PLC
Collaboration with instructional coaches for specific needs and areas of improvement
LETRS training and LET'S GET MOVING
Lessons were altered due to curriculum meetings/workdays.
content team meetings- discussing ideas
Janet Johnson has done an excellent job helping us with vertical alignment. The wipe boards have been a great way to keep students engaged.
Student achievement in my classroom has improved through collaboration with partner teachers and instructional coaches. Content team meetings and curriculum workdays have allowed me to align instruction, share effective strategies and design more engaging, standards-based lessons. Working with instructional coaches has strengthened my use of data, questioning strategies and student-centered practices. As a result, students are demonstrating deeper understanding, increased engagement and improved performance on assessments.
Specifically, curriculum workdays with my team teacher and our instructional coach have been the most beneficial, as they provide dedicated time to revise and refine our proficiency scales for the i-Ready program so they are meaningful, clear, and aligned to student learning goals. This collaboration has helped ensure consistency, strengthen instruction, and better meet the needs of my students.
Content Team Meetings are very helpful
collaboration with other teachers and content team meetings.
I believe it is important to collaborate with peers to improve and refine our procedures, lessons, etc...
Team meetings and work days
Revising proficiency scales, common assessments, learning what other grade levels are incorporating skills/concepts that can be used in our building
During the content team meetings, we were able to discuss what the other grade levels are doing and align better with one another in order to better prepare the students and/or build on previous learning.
Content team meetings help with vertical planning, workdays/coaches improved student assessments, pacing, and learning.
Curriculum planning to scope the year
AI knowledge
Janet Johnson has been significantly helpful.
Science Curriculum meetings, I-ready
content team meetings
OT/PT "brain break activities"
curriculum workdays and grade level content meetings

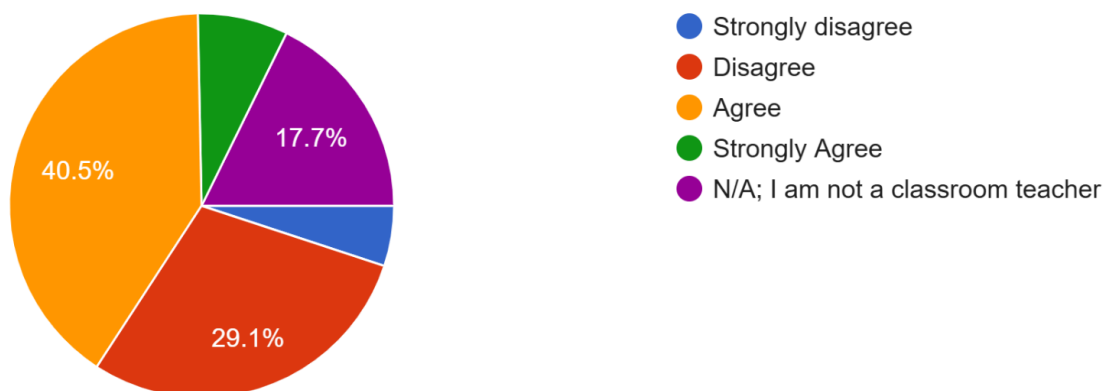
Collaborative time with content teams to plan, coordinate, brainstorm, and implement

curriculum workdays and collaboration with instructional coaches

I would prefer to meet with my content area or with other specialty contents than math or reading specialist teachers. Meeting them is not beneficial for what I teach.

11. I believe that professional learning on creating a positive learning environment (such as BIST, PBIS, and Portrait of a Graduate) has improved student achievement in my classroom.

79 responses



12. If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Behavior charts. CICO

BIST Training

Creates conversation around Durable Skills

I think the high school needs some additional motivation to buy into Portrait of a Graduate. It currently feels like "one additional thing". I know it can/will be beneficial, but I don't know if we have enough vision to buy into it yet. I know that's not what this question is asking, but want to make sure it's said.

PBIS

PBIS celebrations

Giving grace while also holding accountable

POG provides the objectives to work on to develop lifelong skills. Behavior skills are vital for the overall positive well-being and success of students in school and beyond.

When expectations are followed by all staff in the building the student behavior improves.

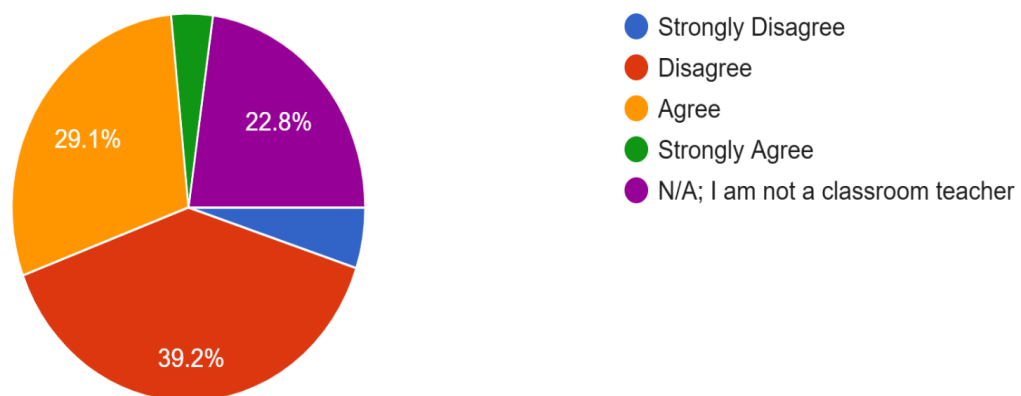
Activities such as morning meetings, explicitly teaching behavioral expectations, and reinforcing positive behavior have led to increased engagement and improved student achievement.

Our PBIS team has been so helpful in creating a positive environment for our school! I wouldn't have made it through this year without them!!

Focusing on social and personal skills in students
The follow up on student behavior through the think sheet
Kids that are too much of a disruption can be removed and worked with.
Clarification of how to utilize the Buddy Room.
I believe it works with the majority of students and that it can improve the overall school environment. It doesn't work with our top tier behavior students.
I like the concept of BIST and feel like it has improved relationships which improves achievement.
Some students appear to be motivated to make better choices due to getting to be a part of the PBIS celebrations.
Having common language and expectations has reduced some behaviors allowing for more learning.
Safe seat and further steps for behavior
BIST training at SW Center
BIST processing strategies
Internal planning, i.e. ways I have chosen to implement them in my classroom.
BIST training has helped me with how to speak to students who are not meeting behavior expectations.
I definitely use BIST all the time to affect my classroom learning environment.

13. It is my perception that Professional Learning on AI has improved student achievement in my classroom.

79 responses



14. If you answered Agree or Strongly Agree to the question above, what specific activity or activities improved student achievement?

Understanding and using the tools to help me plan effective instruction.

Letting the students have the freedom to ask the AI questions to help better understand the material. This was a nice addition.

Only implemented it for myself to make my job easier

It helped me organize my thoughts for a better presentation for students

The AI socratic tutor I set up for questioning

AI has provided many ideas and activities to try in the classroom aligned with our standards and content areas.

I have been able to give optional material and activities to students that need remediation or enrichment.

Specific activities that have improved student achievement include reviewing assessment data to group students by skill level, implementing targeted small group phonics instruction, and providing daily practice with letter recognition and letter-sound correspondence.

AI has been helpful in giving different ideas and different levels of learning

Using AI to help with lesson plans and activities within the classroom.

AI music song makers help with compositions.

IEP support for creating clear language on my IEPs

So many. I didn't know there was an age restriction for AI, and our students should not be using it! I am glad to know new ways to use it to help our students.

I have used it to provide critical thinking activities, which give my students a chance to think deeper.

I think we are too early to see the results.

Royster has worked with the ELA department to help us with various aspects of AI.

Creating activities and informal assessments

It allows me to be more productive and saves time.

Chatgpt, Co-pilot

more differentiated materials

I do not know as it isn't something that we use in class.

It helps me write IEP's and establish quality goals.

15. If you participated in high quality professional learning that you would like to see expanded to a larger audience, please share that activity here.

We have used the activities that OT/PT presented. Our students love them and they are easy to incorporate with learning.

Phil Boyte is the best speaker on school culture I have ever heard. It was a few years ago, but I strongly recommend him if you're looking for a speaker.

I think health and wellness should be implemented for staff. I think doing a day where staff can have some fun, but also help them mentally and physically would be beneficial. If we don't take care of ourselves we can't take care of others. It's also something that can be beneficial to learning how to help kids in that way as well.

The SPED seminar at MSU

ScienceToJobs

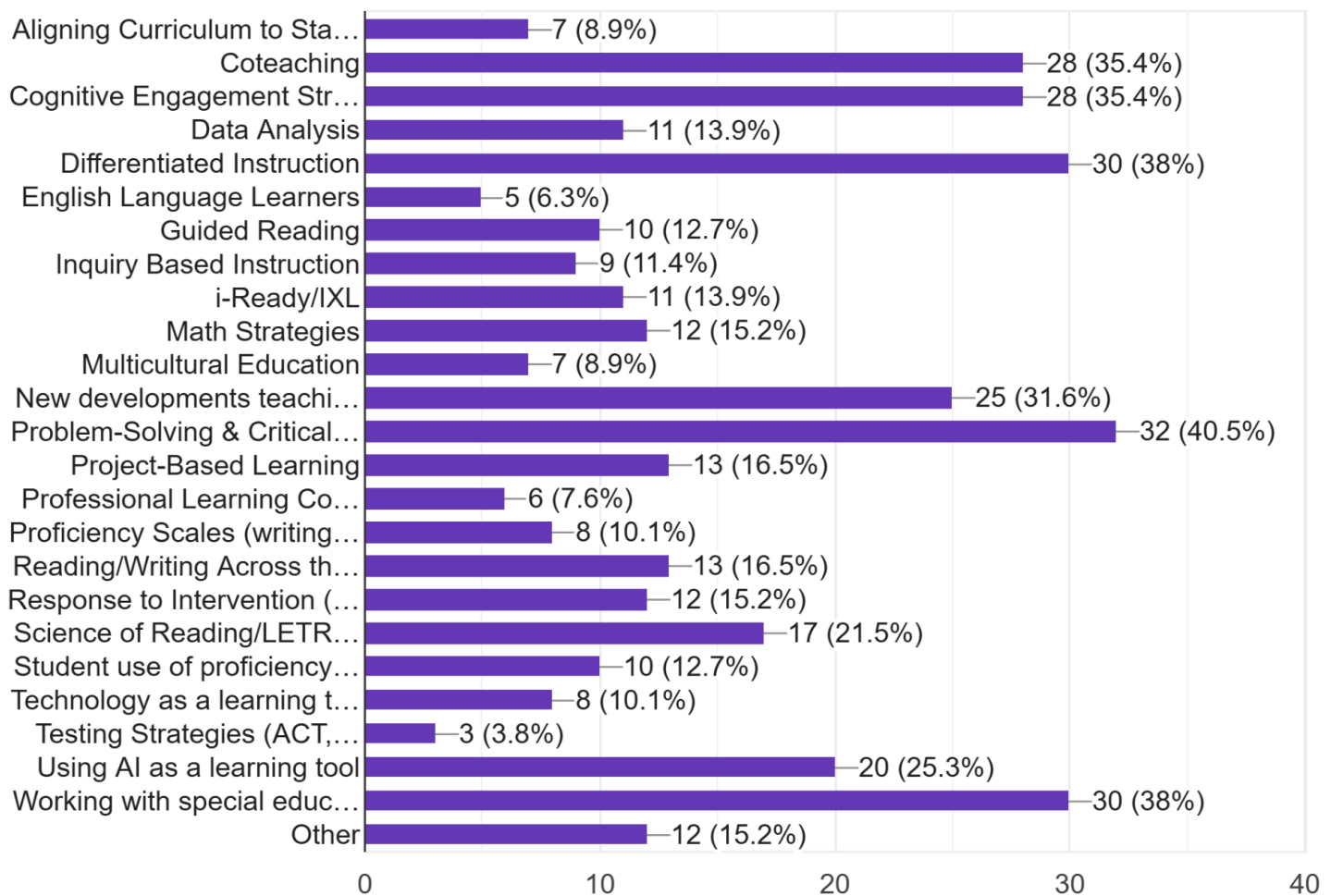
This training has deepened my understanding of the science of reading, particularly in the areas of phonological awareness, phonics, and language development. It has strengthened my ability to provide explicit, systematic instruction in letters and sounds and to better support struggling readers. Expanding LETRS training would benefit more educators by equipping them with research-based strategies that directly improve student literacy outcomes.

LETRS, Marzano Conference
Behavior matrix
Building thinking classrooms
Write to Ignite
Greater Ozarks Cooperating School Districts Innovation Summit
ASPIRE
Any and all trauma informed training - I don't think I've seen anything offered in recent years.

Professional Growth & Learning Needs Assessment 2025-2026

1. Choose 5 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development focused on curriculum, instruction, and assessment.

79 responses



2. If "other" was one of your responses above, please specify the curriculum, instruction, assessment topic(s) you feel are most important.

Behavior

Crisis response and trauma informed practices

Assessment tools that deal with Fitness gram testing; Weight lifting

The Anxious Generation Mental Health Issues

Modifying assignments/tests for mastery

I would like to look at differentiated instruction but more on pushing our high's even higher.

Behavior research as related to our tier 3 students and how that is being applied in public schools.

Trauma/Mental Health interventions

I feel we need TIME to work on our content and related strategies. If we had the plc time as a space to do all the things we should be doing as teachers to make our content and curriculum better, we would be better teachers.

de-escalation techniques

Trauma-informed teaching

Meeting and observing other teachers in my content area.

3. Do you have any recommendations or requests for the PGL committee based on your previous Professional Learning related to curriculum, instruction, or assessment?

Giving time once a quarter for teachers to work on curriculum

Teaching writing is the most significant area of weakness and challenge in the Junior High. All staff should receive reinforcement in teaching writing skills.

no

Let more teachers who want to attend conferences have the chance to, instead of letting someone go multiple years in a row and then no money for other teachers who have not been able to attend a professional conference for more than 5 years.

PLC!!!!

in and out of district teacher observations

Importance of play.

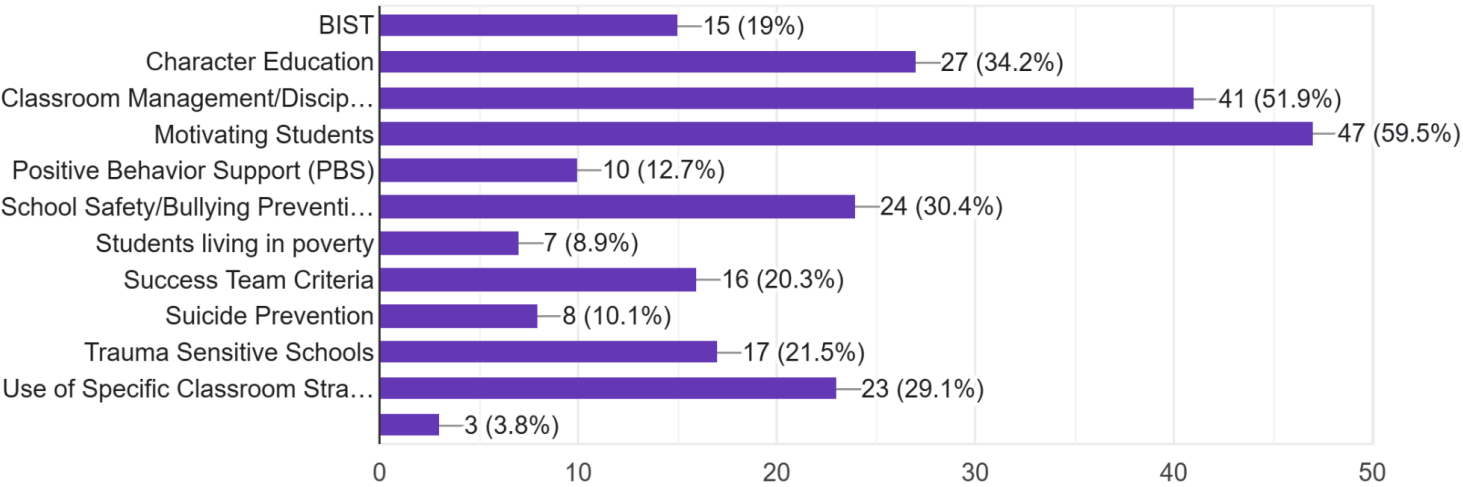
Self-care for teachers. Teacher burnout. Any information related to AI is paramount at this time.

de-escalation techniques

Can we please add some vertical alignment for specialty content areas.

4. Choose 3 topics in the list below that you feel are the MOST IMPORTANT to be addressed in future Professional Development focused on maintaining a positive learning environment.

79 responses



5. If "other" was one of your responses above, please specify the learning environment topic(s) you feel are important.
teaching self-regulation skills to students with sensory concerns
n/a
teaching self-regulation skills to students with sensory concerns
Teacher Self-Care so they can be strong for students.
social services (department of children services) informing all staff on how to hotline correctly.

6. Do you have any recommendations or requests for the PGL committee based on your previous Professional Learning related to positive learning environment topics?
Step Up to Writing
no
Give teachers time to work in their classrooms so they can have a good balance between work and home. We need time built in to keep up with the demands. More valuable than learning a new strategy.
I have a request that the meeting dates for our committee are sent to the district so that we are aware of meeting dates so that we know when to turn in our forms so that the PGL committee in our building can take that off their plate.
Gerry Brooks-Positive climate and culture, encouraging relationships, effective communication, and professionalism

Top Five Areas in Curriculum, Instruction and Assessment

Problem-Solving & Critical Thinking Skills - 40.5%
Working with Special Education Students in General Ed Classrooms - 38%
Differentiated Instruction - 38%
Coteaching - 35.4%
Cognitive Engagement Strategies - 35.4%

Top Three Areas in Positive Learning Environment or At-Risk Strategies

Motivating Students - 59.5%
Classroom Management/Discipline/Organization - 51.9%
Character Education - 34.2%

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. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:

- Actively engages teachers in planning, skills, and information over time
- Directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- Directly linked to district and building school improvement plans
- Developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the Comprehensive School Improvement Plan (CSIP) level]
- Provides time and other resources for learning, practice, and follow-up
- Supported by district and building leadership
- Provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

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

- study groups
- grade-level collaboration and work
- content-area collaboration and work
- specialization-area collaboration and work
- action research and sharing of findings
- modeling
- peer coaching
- vertical teaming
- other

Part III: Topics for high-quality professional development may include:

- Content knowledge related to standards and classroom instruction
- Instructional strategies related to content being taught in the classroom
- Improving classroom management skills
- A combination of content knowledge and content-specific teaching skills
- The integration of academic and career education
- Research-based instructional strategies
- Strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
- Strategies to assist teachers in creating and using classroom assessments
- Instruction in the use of data to inform classroom practice
- Instruction in methods of teaching children with special needs
- Instruction in linking secondary and post-secondary education
- Involving families and other stakeholders in improving the learning of all students
- Strategies for integrating technology into instruction
- Research and strategies for the education and care of preschool children
- Research and strategies for closing achievement gaps between diverse groups of students
- 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, both 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.

Learning Forward Standards for Professional Learning

Learning Forward's standards outline the essential elements of and conditions for professional learning that strengthens educator effectiveness and increases student learning. Widespread attention to the standards increases equity of access to high-quality education for every student, not just for those lucky enough to attend schools in more advantaged communities.

These eleven standards, working in partnership with each other, focus on educator learning that leads to successful student learning. They create professional learning that is interactive, relevant, sustained, and embedded in everyday practice. They ensure professional learning that contributes to educators' expertise and the quality of their professional practice, regardless of their role in the education workforce.

Rigorous Content

EQUITY PRACTICES: ... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION: ... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE: ... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Transformational Processes

EQUITY DRIVERS: ... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE: ... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS: ... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION: ... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Conditions for Success

EQUITY FOUNDATIONS: ... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY: ... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP: ... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES: ... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

A Master Teacher Is Someone Who...

- **Wants to teach and has passion/enthusiasm for teaching their content**
- **Is able to articulate what they're doing and why; articulate their decision-making process**
- **Is reflective of their teaching practice and able to troubleshoot challenges**
- **Understands their own strengths and weaknesses and has a growth mindset; Is a lifelong learner who continuously evaluates their skills and looks for ways to improve; sets personal goals with an actionable plan for achievement**
- **Has high expectations of excellence for themselves and their students**
- **Connects with each student; Builds appropriate relationships with students and helps them make personal connections to classroom material; enhance learning through a variety of mediums as appropriate/relevant to students (technology, manipulatives, etc.)**
- **Has established routines and procedures that support a positive learning environment and advances student learning**
- **Has a conceptual understanding of rigor and the process of planning rigorous units; connect standards (both content and process) to learning objectives and activities**
- **Is seamless in designing, administering, analyzing, and utilizing data from formative, benchmark, and summative assessments**
- **Is proactive in differentiating support and intervention for struggling students and for accelerated learning**
- **Is intentional in giving specific, descriptive feedback intended to move students forward in their learning**
- **Honors students' time and effort for coming to school; committed to success of all students by providing the very best education possible every day**
- **Is ethical, reliable, embodies soft skills such as kindness, respect, self-care, and time management**
- **Impacts the overall school culture in positive, meaningful ways**

Carl Junction R-1 School District
PROFESSIONAL DEVELOPMENT GUIDELINES
for Documentation of Professional Development Hours
Earning 15 hours yearly

- Professional Development is defined as:
 - Any activity that addresses one of the following goals: MSIP, CSIP, Professional Development, or individual Professional Development Plan, or any course taken for college credit.
- All certified staff members must document their professional development hours (a minimum of 15 hours required).
- If you attend a multiple day workshop, you may earn a maximum of six (6) professional development hours per day.
- Actual seat time should be calculated in all other cases and documented in 15 minute increments.
- Administrators, group leaders, etc. may notify you of PD hours earned during professional development with them.
- One (1) College Credit is equal to all 15 professional development hours.
- A Professional Development year runs from May 1 to April 30.
- Hours can be documented for any professional development activity including contract or non-contract time and even if a stipend is earned.
- Continue to document hours even after you have earned the 15 required.

*****The following forms can be found in Canvas and the Forms Drive.*****

[Required Professional Growth & Learning for Educators](#)

[In-district Professional Growth & Learning Proposal](#)

[Request for Funds: Out-of-District](#)

[Professional Growth & Learning Evaluation Form](#)

[Travel Reimbursement Claim](#)

[Professional Growth & Learning Time Sheet](#)

[Mileage Chart](#)