



**RAYTOWN
QUALITY
SCHOOLS**
Expect the Exceptional

2019-2022
PROFESSIONAL LEARNING PLAN
For the Purpose of Providing
High Quality Professional Learning to Advance
Student Achievement

Approved by the Board of Education:
Date:

**Raytown Quality Schools
District Professional Learning Plan
Table of Contents**

	<u>Page</u>
I. Mission and Purpose	3
A. Raytown Quality Schools Mission Statement	
B. Professional Learning Mission and Goals	
II. Guidelines, Process and Procedures	4
A. District Committee of Professional Learning	
B. Building Committee of Professional Learning	
III. Teacher Support & District Initiatives	8
A. Missouri Professional Certificate Guidelines	
1. Educator Performance Standards	
B. Curriculum & Instruction Goals	
1. Mathematical Reasoning	
2. Data Review Teams	
3. Cultural Competency	
4. Argumentative Writing	
5. Questioning	
IV. New Teacher Support	14
A. New Teacher Induction and Mentoring	
V. Professional Learning Funding	15
A. Approximate Budget	
B. Budget Guidelines	
1. Food and Travel Reimbursement	
2. Stipends	
3. Building Funds	
VI. Evaluation	19
1. Professional Learning Standards	
Appendices:	21
A. Forms and Resources	
1. My Learning Plan	
2. Travel Guidelines	
3. Travel Expense Worksheet	
4. Evaluation Resources	
B. Building Professional Learning Plans	

SECTION I
PROFESSIONAL LEARNING
MISSION and PURPOSE

Raytown Quality Schools Mission

A unified learning community leading individuals to achieve the exceptional.

PROFESSIONAL LEARNING

Professional learning in Raytown Quality Schools is designed to advance student achievement through improved teacher practice. Professional learning addresses the implementation of curriculum and instructional practices related to needs identified in the Comprehensive School Improvement Plan (CSIP), Curriculum and Instructional Goals (**C & I Goals**), and student performance data. Continuous improvement and growth is an integral part of every certificated teacher's job responsibilities and expectations.

Professional Learning Mission

The mission of Raytown Quality Schools is to create an academic community of excellence for students by developing and supporting instructional expertise in Raytown educators. Professional learning increases the effectiveness, efficiency, and equity of professional learning initiatives ensuring educators participate in continuous learning within productive data review teams and are equipped to implement and actively engage students with the content standards, related curriculum, and formative/summative assessments needed to prepare all students for college and careers.

Mission Goals

- Ensure student success through evidence-based instructional practices
- Provide a strong instructional foundation for beginning teachers
- Provide a mentoring program that promotes success for new teachers and supports staff retention
- Promote techniques and strategies to ensure teachers meet the challenges and changes of the current academic community
- Support district initiatives and curriculum through ongoing professional learning aligned to professional growth plans

SECTION II PROFESSIONAL LEARNING GUIDELINES, PROCESS and PROCEDURES

All professional learning in Raytown Quality Schools is aligned with the district's Comprehensive School Improvement Plan (CSIP) and district initiatives. All professional learning is aligned with the Missouri School Improvement Plan (MSIP) Standards and Guidelines for Professional Learning.

All professional learning follows Missouri's criteria for high quality professional development (HQPD):

- actively engages teachers
- improves student learning so all children may meet the Missouri Learning Standards at the proficient level
- aligns to district and building professional plans
- includes participation of teachers, parents, and administrators
- provides time and other resources for learning, practice, and follow-up
- supports district, building, and teacher leadership
- provides teachers with the opportunity to give the district feedback on the effectiveness of professional learning activities

District Committee for Professional Learning (CPL)

The District Committee for Professional Learning (CPL) supports the professional growth of both new and experienced teachers in order to advance student learning. Each District CPL elected member will receive an annual stipend.

CPL Responsibilities

Responsibilities of the District CPL include:

- Assess teacher needs and bring instructional concerns to the committee.
- Review and revise the District and Building Professional Learning Plans.
- Obtain Board of Education approval for the District Professional Learning Plan and budget.
- Coordinate professional learning to improve teacher practice and increase student achievement.
- Communicate to building educators the criteria of high quality professional learning.
- Approve and review expenditures.
- Promote positive school cultures that are conducive to student learning and staff professional growth.
- Serve as a professional learning facilitator upon a teacher's request.
- Provide training for new CPL members.

CPL Guidance

All actions taken by the CPL and expenditures of professional learning funds are in compliance and aligned to:

- CSIP
- Board of Education's Policies and Procedures
- MSIP Standards
- State Guidelines and Requirements
- Learning Forward Standards for Professional Learning

CPL Membership

Membership Guidelines:

- CPL membership consists of:
 - One teacher representative from each high school
 - One teacher representative from Herndon Career Center
 - One teacher representative from Raytown Success Academy
 - One teacher representative from Northwood School
 - One teacher representative from each middle school
 - One teacher representative from each elementary school
 - One teacher representative from each preschool
 - Assistant Director of Professional Learning
 - Building administrator(s) from each level (ex-officio)
 - Central office administrator(s) (ex-officio)
- Teacher representatives are chosen in April by their respective school staffs for a three year term. Their terms begin on May 1.
- The role of teacher representatives is to provide two-way communication between their buildings and the CPL.
- If a teacher building representative is unable to fulfill his/her duties, another representative is chosen by the respective school staff.
- Teacher representatives approve and review building expenditures including ledgers, building committee meeting notes, and My Learning Plan responsibilities.
- If a CPL member is unable to attend a meeting, an alternate should be in attendance.
- All district CPL members must be members of their building CPL.

CPL Meetings

The following are guidelines for CPL Meetings:

- Regular meetings are held throughout the school year at a location agreed upon by the committee. Special meetings are called, as needed, by the Chairperson.
- An annual summer retreat is held when needed.
- Meeting norms are set.
- Minutes from the meetings are shared.

CPL Officers and Responsibilities

CPL Officer Guidelines include:

- CPL members elect a ***Chairperson (or people)*** for a 3-year term. The Chairperson may serve as many terms as elected.
- The following are the responsibilities of the CPL Chairperson:
 - Facilitate regular meetings
 - Call additional meetings as needed
 - Create the agenda for all meetings
 - Direct and monitor the activities of the CPL
 - Appoint sub-committees as needed
 - Appoint an Assistant to the Chair
 - Share minutes and information
- CPL members elect a ***Secretary*** for a 3-year term to record and maintain the minutes of each meeting. The Secretary may serve as many terms as elected.
- Officer elections are held at the April meeting. Officer terms begin May 1.

CPL Review of Guidelines

A review of CPL Guidelines will be conducted annually. However, revisions to the guidelines may be made at any scheduled CPL meeting.

CPL Review of District Professional Learning Plan

A review and/or revision of the District Professional Learning Plan is conducted annually as needed. However, revisions to the plan may be made through the consensus process at any scheduled CPL meeting.

Building Committee for Professional Learning GUIDELINES

The Building Committee for Professional Learning is developed according to the following guidelines:

- Membership: Members are chosen by the staff in the building.
 - One administrator (ex-officio)
 - Equal representation from members of the school community (disciplines and/or grade levels should be represented)
 - A member of the building committee will serve as the building representative on the District CPL
- Roles of committee members:
 - Conduct an annual needs assessment based on student achievement data, teacher feedback, and data from the High Quality Professional Learning Survey
 - Support high quality professional learning aligned to the SIP and CSIP
 - Align the spending of professional learning monies with the SIP and CSIP
 - Conduct a Building Year-End Reflection:
 - outlining how building activities and expenditures align to high quality professional learning
 - assess the impact of the activities
- Officers:
 - A chairperson elected for a three year term and serves as a representative to the district CPL.
 - The chairperson will fulfill the CPL membership responsibilities.
 - Other officers can be selected as needed.
- Meetings:
 - The building committee meets as often as needed, at least once a month.
 - Ledger updates and minutes of building meetings are submitted monthly.

SECTION III PROFESSIONAL LEARNING TEACHER SUPPORT & DISTRICT INITIATIVES

Raytown Quality Schools employs teacher leaders and other professionals to facilitate professional learning and ensure educator effectiveness. Professional learning that improves the learning of all students deepens educators' content knowledge, provides research-based instructional strategies to assist students in meeting rigorous academic standards and prepares educators to use a variety of classroom assessments appropriately.

Section A: Missouri Professional Certificate Requirements

The INITIAL PROFESSIONAL CERTIFICATE (IPC) is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date. During the four (4) years educators with this classification must complete the following requirements to advance to a Career Continuous Professional Certificate (CCPC) or Continuous Career Education Certificate (CCEC):

- Participate in a district-provided and approved mentoring program for two years
- Successful completion of 30 contact hours of professional learning* (may include college credits; 1 semester hour equals 15 contact hours of professional learning)
- Participation in a Beginning Teacher Assistance program
- Successful participation in a performance-based teacher evaluation
- Complete four years of Department of Elementary and Secondary Education (DESE) approved teaching experience
- Successfully participate in an annual Missouri Educator Evaluation System
- Develop and implement an approved professional growth plan

*Teachers can document their hours of professional learning through their personal portfolio in My Learning Plan.

Educator Performance Standards

The RQS District CPL Plan supports the growth of educators through its alignment with RQS Professional Growth Performance Standards utilized in the performance based teacher evaluation system. This alignment and cohesiveness provides a consistent rationale for continual improvement through professional learning.

- **Performance Standard 1: Content Knowledge, including Varied Perspectives, Aligned with Appropriate Instruction**
 - The teacher understands the central concepts, structures and tools of inquiry of discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging **for students.**
- **Performance Standard 2: Student Learning Growth and Development**
 - The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
- **Performance Standard 3: Curriculum Implementation**
 - The teacher recognizes the importance of long term planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
- **Performance Standard 4: Critical Thinking**
 - The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.
- **Performance Standard 5: Positive Classroom Environment**
 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
- **Performance Standard 6: Effective Communication**
 - The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.
- **Performance Standard 7: Standard Assessment and Data Analysis**
 - The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
- **Performance Standard 8: Professionalism**
 - The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
- **Performance Standard 9: Professional Collaboration**
 - The teacher has effective working relationships with students, parents, school colleagues and community members.

Section B: Curriculum and Instruction Goals (C&I Goals)

The C&I Goals were developed through the collaboration of Teacher Leader Teams, CPL Chairs, and administration. Feedback was gathered from teachers regarding the action steps and methods of measurement for each goal.

Goal 1- Use instructional practices in math that focus on conceptual understanding and fluency in order to improve student **mathematical reasoning.**

Action Steps:

- Continue and expand professional learning with Greg Tang and dedicate professional learning time for teachers to share ways they have successfully incorporated effective instructional strategies into their math lessons and units of instruction.
- All teachers responsible for teaching students mathematics will implement common structured models, language, tools, manipulatives, and applied mathematics into whole group Tier 1 instruction as well as in support classes and intervention services.
- Vertical team discussions and collaboration will occur consistently within buildings or departments and at district level to ensure vertical math model progression alignment.
- Incorporate opportunities for students to engage in “math talk”/academic conversations, explain their reasoning, and justify their answers.

Evidence:

- Students possess pre-requisite/requisite skills and deep conceptual understanding in mathematics as demonstrated by state assessment (MAP) performance, interim assessments (STAR) growth and curriculum based assessment (common unit assessments, formative assessments, and RTI benchmarks) progress.
- Students consistently engage in lessons focused on math reasoning and the use of models and manipulatives as demonstrated through walk-through and peer class visits.
- Teachers collaborate to develop meaningful lessons incorporating instructional strategies that promote fluency, conceptual understanding, and academic conversations for math reasoning.

Goal 2- Collaborate in **Data Review Teams (DRT)** to improve instructional practices and student learning.

Action steps:

- Focus dedicated professional learning time on instructional practice and improving student learning.
- Provide professional learning opportunities to assist staff with creating goals aligned to learning standards and instructional practices.
- Provide opportunity for collaboration within buildings, across district, and across content areas to set goals and use data to improve instruction.
- Create a common agenda form and process for saving and sharing the forms.

Evidence:

- Students demonstrate an increase in learning measured by state assessment (MAP), benchmark assessments (STAR), and curriculum-based formative and summative assessments.
- Improve DRT process as assessed on the [Raytown C-2 Collaboration Data Team Scoring Guide](#).
- Unified implementation of the DRT Agenda/Meeting Summary Form as reviewed in the District DRT Drive folders.

Goal 3- Understand student differences through **cultural competency** so we can better meet the diverse needs of all students.

Action Steps

- Provide professional learning opportunities on cultural competency in order to increase awareness, knowledge, understanding, and culturally appropriate practices.
- Gather data from stakeholders on their understanding of cultural competency through surveys.
- Designate a cultural competency representative in buildings.
- Promote and brand cultural competency, by strategically communicating our cultural competency emphasis and vision throughout the district.
- Review current curriculum as related to issues of cultural competency and provide professional learning on culturally responsive pedagogy.

Evidence:

- Determine individual awareness based on cultural competency self-assessment surveys to staff.
- Building survey data will be collected and analyzed in order to assess awareness of cultural competency in individual buildings & departments.
- Implementation of cultural competency activities occur in every building and are reflected in the building CPL plans.

Goal 4- Include non-fiction reading and argumentative writing
opportunities in all classes in order to improve students' reading and writing.

Action Step:

- Provide guidelines and professional learning opportunities for non ELA teachers in the areas of non-fiction reading comprehension and argumentative writing.
- Provide students the opportunity to orally explain/defend their position using text evidence and have developmentally appropriate discussions on argumentative topics across content areas.
- Establish and publish, by grade level, a PK-12 continuum of developmentally appropriate argumentative writing skills and expectations and grade level specific scoring guides for our students.
- Identify and supply quality non-fiction writing samples and high interest reading materials at all levels that connect to the curriculum and objectives.

Evidence:

- Score student argumentative writing samples in DRTs using district scoring guides to develop consistency in scoring and improve student writing.
- Use STAR results and classroom evaluation tools to show improved non-fiction reading performance.
- Improved student performance on constructed response items as demonstrated on classroom assignments and assessments.

Goal 5- Provide numerous high-level **questions** to students in formats that encourage active participation in order to improve students' depth of thinking in all classes.

Action Steps:

- Provide professional learning on questioning, critical thinking, and engagement strategies.
- During DRT, instructional planning, and collaboration, teachers will focus on high-level questioning and quadrant resources to formulate quality questions that increase critical thinking.
- Provide teachers the opportunity to observe in classrooms where high-quality questioning and instructional strategies are used as a part of the everyday culture in a classroom.
- Provide opportunities for students to engage in academic conversations, explain their reasoning and justify responses to high level questions.

Evidence:

- Students consistently engaged in academic conversations in response to high level questioning as demonstrated through walk-through and peer class visits.
- DRT notes demonstrate implementation of instructional strategies and planning of questioning to reach higher levels
- Improved student performance on high-level questions as demonstrated in classroom discussions, assignments, and assessments.

SECTION IV PROFESSIONAL LEARNING NEW TEACHER SUPPORT

The induction process provides an in-depth on boarding experience, ongoing professional learning, and support to all newly hired teachers to the Raytown School District. New Teacher Orientation, part of Raytown Quality Schools initiation experience, provides newly hired staff with insight into the district’s culture, vision, mission, and philosophy. New Teacher Orientation initiates the RQS induction process and continues through two years of mentoring for novice teachers (professionals with 0-4 years of teaching experience). RQS advances the growth of novice teachers ensuring success by providing intentional mechanisms and support structures.

Professional Learning New Teacher Induction and Mentoring

New Teacher Orientation and Mentoring acclimates newly hired staff to Raytown School District expectations and vision. The initiative provides a structure of support for any certificated teacher who does NOT have prior teaching experience (0 - 4 years) as well as support for experienced teachers (5+ years) that have transitioned to Raytown Quality Schools. The initiative includes on-site support, district sponsored professional learning, and building level professional learning. Experienced teachers play an active role as mentors and support for inexperienced teachers new to the district through comprehensive mentoring and support for experienced teachers new to the district located at the same building.

Program goals include:

- To ease the new teacher’s transition into our learning community
- To introduce the new teacher to district culture and expectations
- To increase teacher quality and effectiveness to advance student growth
- To increase teacher retention rates of highly qualified teachers

NEW TEACHER INDUCTION PROGRAM (Mentoring)

The district SWIM (Support with Intentional Mindset) is an extension of New Teacher Orientation and is integrated throughout the year. SWIM proactively and strategically supports and encourages new educators, strengthens district wide support efforts/resources, and builds teacher capacity through data analysis. The SWIM model develops a system for connecting new teacher learning with classroom practice, professional growth, and reflection. SWIM assists new hires in unpacking professional growth goals and performance indicators into specific “look fors” for data collection and reflection.

SECTION V PROFESSIONAL LEARNING FUNDING

Raytown Quality Schools allocates funds to the Committee of Professional Learning (CPL) for certified staff professional learning. Professional learning expenditures are spent for the purpose of meeting the objectives of Comprehensive School Improvement Plan (CSIP). Monies allocated to CPL are spent in the same fiscal year for purposes determined by the CPL after consultation with district administrators and approved by the Board of Education as meeting the objectives of the district's CSIP.

The CPL establishes an annual budget for the expenditure of professional learning funds. Funds are allocated in the following areas:

- District CPL
- Building CPLs
- District Initiatives

Approximate Annual Budget

PROJECTED YEARLY EXPENSES*		
<i>ACTIVITY</i>	<i>DETAILS</i>	<i>COST</i>
CPL Chairs	Stipends for building committee chairs, meeting materials, light meals	\$12,000.00
Building CPL Budgets	Approved projects, study materials, and professional learning for teachers as submitted by building CPL Committees (See Building Plans)	\$145,500.00
New Teacher Induction and Support	Costs for new teacher induction (Induction meeting week and 4 supplement mtgs), teacher observations, study materials, light meals	\$58,000.00
Teacher Leaders & New Teacher Mentor Support	Stipends for teacher leaders dedicated to improving teaching and learning practices	\$80,000.000
Curriculum Summit	District-wide professional learning used to develop and sustain communities of instructional practice and specific content pedagogy	\$50,000.00
TOTAL:		\$345,000.00

***This will be revised and updated on a regular basis.**

Professional Learning BUDGET GUIDELINES

Food and Travel Reimbursement

Employees are expected to exercise the same care in incurring meal, travel, and lodging expenses as any prudent person would exercise for the same items while traveling on their own personal business. Travel arrangements must be in accordance with established administrative procedures. Expenses for travel shall be reimbursed when the travel has advance authorization of the Board of Education and/or the superintendent or designee.

Expenses subject to request for reimbursement must be incurred and approved in line with budgetary allocations for the specific types of expenses as outlined in purchasing policy DJF-AP1 and AP2. The District CPL generally reimburses for meals at the rate that a reasonable and prudent person might spend when traveling on personal business. Food for in-district meetings should be limited to light snacks. Professional learning funds are not designed to provide significant food purchases.

Guidelines include:

- submission of a properly completed and approved purchase order including supporting ***detailed itemized receipts within 20 days of purchase.***
- To receive reimbursement, form DLC-AF2 and a purchase order must be submitted and approved with the appropriate budget codes(s).
- An **itemized and detailed** receipt(s) must be attached to the completed form (DLC-AF2) and purchase order then submitted to the business office.
- **SALES TAX WILL NOT BE REIMBURSED with the exception of restaurant meals. TIPS IN EXCESS OF 20% WILL NOT BE REIMBURSED.**
- Conference/meeting agenda must be attached to the reimbursement form and PO.

No reimbursement will be made for entertainment, personal telephone calls or telephone room connection charges, or alcoholic beverages at any time.

Professional Learning BUDGET GUIDELINES

Stipends

- \$100.00 per full day Attending Professional Learning Opportunities/workshops
- \$15.00 per hour Attending after school training up to three hours
- \$300.00 per full day Creating and teaching workshops/programs

Submit the *Time Sheet for Certificated Staff*.

Requests for budget use are submitted to the Building CPL for consideration through MyLearningPlan. The requests must be submitted prior to the activity.

Each request is considered using the following high quality professional learning criteria:

- Actively engages students and teachers over time
- Is directly linked to improved student learning so that all children may meet the Missouri Learning Standards
- Is directly linked to building, department, and/or district school improvement plans
- Considers the extensive level of involvement/participation by students, parents, teachers, and administrators
- Provides time and other resources for learning, practice, and follow-up including the dissemination of information
- Is supported by or connected to other building or district initiatives

Complete and submit the *Request Form*. Notification through MyLearningPlan will be returned from the CPL & Building Administrator to the request explaining why the request was either approved or denied.

Professional Learning BUDGET GUIDELINES

Building Funds

All professional learning (PL) activities funded with building funds must align with the goals of the building CPL plan and be allocated for certificated staff.

Acceptable use of funds:

- Consultant/presenter fees and expenses
- Pay for teacher participation/collaboration outside of contracted time
- Substitute teachers when PL activities are held during the contracted school day
- PL teacher resources (i.e. books, journals, videos)
- Light snacks for PL activities (must include itemized receipts for reimbursement)
- Reimbursement for travel, food, lodging, and registration fees to PL events
- Itemized receipts are required for all reimbursements (according to district policy and procedures)
- Mileage for employees who travel directly from home to somewhere other than their office/base school on official business for the distance in excess of their route from home to their office/base school (in accordance with Board Policy DLCA-API)
- Institutional memberships to associations and organizations

Funds may not be used for:

- Individual membership dues to associations and organizations
- Expenses related to extracurricular activities or interest groups (i.e. coaches' clinics)
- Equipment and materials for administrative use
- Equipment and materials for instruction of students
- Professional learning activities for only non-certificated staff

Suggestions for use of professional learning funds:

- Study groups
- Books/articles for study groups
- Workshops/workshop series with ongoing follow-up
- Grade level collaboration and work time
- Content area collaboration and work time
- Specialization area collaboration and work time
- Vertical team planning and discussion
- Interdisciplinary collaboration and planning
- Peer classroom visits and peer coaching
- Action research and sharing findings
- Modeling
- Curriculum review and revision

SECTION VI PROFESSIONAL LEARNING FEEDBACK and EVALUATION

Professional Learning is evaluated regularly for its impact on teacher effectiveness and improved student learning through:

- Board of Education's Professional Learning Program Review (annual)
- Missouri High Quality Professional Learning Survey (annual)
- Participant Reflection & Feedback forms
- Data Teams Meeting Feedback forms
- District Academic Data
- Additional Data Sources
- Building Year-End Reflection

Action Steps:

- Administer annual professional learning survey and use results to develop district and building professional learning plans for the next year.
- Monitor effectiveness of Data Review Teams by administering Raytown C2 Collaborative Data Teams Scoring Guide
- Include professional learning survey in MyLearning Plan for each learning opportunity using feedback form.

Measurement Methods:

- RQS General Professional Learning Feedback Form
- District Professional Learning survey
- District Year-end Reflection of professional learning

Professional Learning Standards

Learning Forward's Professional Learning Standards outline the characteristics of effective professional learning to ensure equity and excellence in educator learning. Drawn from research and based on evidence-based practices, these standards serve as indicators to guide RQS professional learning, facilitation, implementation, and evaluation of professional learning.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns to outcomes with educator performance and student curriculum standards.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Appendix A: FORMS and RESOURCES

A. Frontline Professional Learning: MY LEARNING PLAN(MLP)

- Using Staff Links on the District Homepage
- Sign in with District SSO (Single Sign On)
- Select the MyLearningPlan Icon
- Select Professional Growth in Frontline Education

SUBMITTING A REQUEST FOR PROFESSIONAL LEARNING

- On left Navigation Panel, select *Forms*.
- There are two forms to choose between: In-District Meetings or Professional Meetings
 - A District Meeting request form is used for all *in-district meetings* that may or may not have a sub expense. In-district meeting form is used for peer class visits, planning meetings, etc... any event held within the district that is not set up as a class or workshop.
 - A Professional Meeting request form can be used for any meeting held out of the district where travel expenses such as registration fees, mileage, lodging and meals will be incurred.

1. MLP: District Meetings request form:

Submit the request for pre-approval **at least two weeks** prior to the meeting.

- **Meeting Information:** Activity title, description and person in charge of the meeting
- **Meeting Dates:** Date, time and location of the meeting
- **Substitute Information:** Substitute required or not, number of full or half day(s) and total substitute expense. Time must be recorded for the absence even if a substitute is not required.
- **Provider:** Drop down tab of choices. Raytown School District most often is the provider of this form. Provider must be submitted. If the provider is not on the list, type the name of the provider in the appropriate box.
- **Curriculum Pay:** Record the amount requested if applies. If not, leave blank.
- **Budget to be charged:** This is very important. Indicate what budget is being charged for any expenses incurred for this meeting. If budget or funding source is not known, check with the person who is in charge of the meeting or who has asked you to attend before completing the form.
- **Instructional/PL Hours of Meeting:** Enter the number of hours you are seeking for this activity.
- **Goals and Objectives:** Select at least one goal and objective pertaining to the meeting.
- **Purpose:** Select one in the drop down menu.

- **Comments:** Comments can be entered here. For example: If you are requesting to attend a meeting in which some or all of your expenses are to be reimbursed by the conference sponsor this information would be noted on this section of the request.

If the request form is complete, click Submit. Requests can be saved as drafts to be submitted at a later date.

- **Awaiting Pre-Approval**
 - Once the request is submitted, it will appear under the Awaiting Pre-Approval tab within the MLP My Requests section. The request will remain there until it is approved.
- **Approved and In Progress**
 - Once the request has been pre-approved by all approvers, it will move to Approved and In Progress. At this point, the request is approved and you are approved to attend the meeting. All travel expenses are expected to be school appropriate. Requests for reimbursement must include original itemized receipts.
- **Marking Complete**
 - Once the meeting has been attended, mark the event complete in MLP.
 - Under My Requests, in the Approved and In Progress section, select the activity title to open up the Activity Status screen.
 - Select Mark Complete.
 - Enter any expenses incurred and select submit.
- **Awaiting Final Approval**
 - The MLP request will then move to the Awaiting Final Approval section within the My Requests page until it is given final approval. Once it has received final approval it will move to the Most Recently Completed section. Any expenses will be reimbursed at this point.

NOTE: Make sure to communicate with the building secretary the upcoming absence when the request is “Approved and in Progress.”

Once you attend the meeting, mark your request complete and fill in professional learning evaluation form for that meeting by managing the activity located in “My Requests.”

2. **MLP: Professional Meetings request form:**

Submit the request for pre-approval **at least two weeks** prior to the meeting.

- **Meeting/Activity Information:** Workshop title, location, description, and URL for description (optional)
- **Dates:** Start and end dates of meeting.
- **Substitute Information:** Substitute required or not and date(s) substitute required.
- **Workshop/Meeting Sponsor:** Drop down tab of choices. Type in choice if choice needed is not available.

- **Budget to be charged:** This is very important. Indicate what budget is being charged for any expenses incurred for this meeting. If budget or funding source is not known, check with the person who is in charge of the meeting or who has asked you to attend before completing the form.
- **State Requirements:** All approved staff professional learning activities must meet state requirements for high quality professional learning. Check all that apply.
- **Anticipated Expenses:** Enter all anticipated expenses in this section: Registration fee, lodging, meals, type of transportation, transportation cost, taxi/shuttle/parking, and substitute expense.
- **Pre-Registration Requested:** Select yes, if the District is expected to pre-pay your registration fee, if not select no. Pre-registration requires submission of the request four weeks prior to the registration deadline date. Submit a copy of your approved My Learning Plan request form and your completed registration form for the conference to the office of the budget that is being charged so they can process your request.
- **Hours/Credits:** Enter the number of hours or number of credits you are seeking for this activity.
- **Goals and Objectives:** Select at least one goal and objective pertaining to the meeting.
- **Purpose:** Select one of the following in the drop down menu: Certification, Induction, Relicensure or Graduate Credit
- **Comments:** Comments can be entered here.
- If all is complete, click Submit. Requests can be saved as a draft if you are not ready to submit.
- **Awaiting Pre-Approval**
 - Once the request is submitted the request will appear under the Awaiting Pre-Approval tab on the My Requests “home” page. The request will remain there until it is approved.
- **Approved and In Progress**
 - Once the request has been pre-approved by all approvers, it will move to Approved and In Progress. At this point, the request is approved and you are approved to attend the meeting. All travel expenses are expected to be school appropriate. Requests for reimbursement must include original itemized receipts.
- **Marking Complete**
 - Once the meeting has been attended, mark the event complete in mylearningplan.com.
 - Under My Requests, in the Approved and In Progress section, select the activity title to open up the Activity Status screen.
 - Select Mark Complete.
 - Enter any expenses incurred and select Submit.
 - Complete a travel expense worksheet to match your receipts. The travel guidelines and expense worksheet can be located on the RQS Curriculum Hub 2.0 through the District CPL link.

- Submit the completed request form, travel expense worksheet and itemized receipts to the office of the budget that is being charged to be reimbursed. District policy requires the receipts to be submitted for payment within two weeks of the trip.
- **Awaiting Final Approval**
 - The My Learning Plan request will then move to the Awaiting Final Approval section within the My Requests page until it is given final approval. Once it has received final approval it will move to the Most Recently Completed section. Any expenses will be reimbursed at this point.

3. District Meetings

District wide meetings such as workshops held within Curriculum Summit can be located in the District Catalog within the Activity Catalogs. Participants can enroll into professional learning activities through the catalog. DESE sponsored meetings are located within the DESE Catalog.

B. TRAVEL GUIDELINES:

MEAL, TRAVEL, AND LODGING EXPENSE PAYMENT AND REIMBURSEMENT PROCEDURES

General Information

All employees are expected to exercise the same care in incurring meal, travel, and lodging expenses as any prudent person would exercise for the same items while traveling on their own personal business.

All travel arrangements must be in accordance with established administrative procedures.

Expenses for travel shall be reimbursed when the travel has advance authorization of the Board of Education and/or the superintendent or designee. The superintendent or designee may grant this authorization without prior Board action when the travel expense has been anticipated and incorporated into the operational budget of the particular program involved and the Board shall later ratify such approval.

Expenses subject to request for reimbursement must be incurred and approved in line with the budgetary allocations for the specific types of expenses as outlined in purchasing policy DJF and procedures DJF-AP1 and AP2. Requests for reimbursements exceeding budgetary allocation will be denied and consideration for supplementing the budget will be determined by the superintendent or designee and the Board of Education.

These procedures pertain to both reimbursement as well as P-Card statement payment.

Board members and employees who incur expenses in carrying out their authorized duties will be reimbursed upon submission of a properly completed and approved purchase order including supporting *detailed itemized receipts*. **THE DISTRICT WILL NOT REIMBURSE EXPENSES FROM A CREDIT CARD RECEIPT UNLESS IT IS ITEMIZED AND DETAILED!**

To receive reimbursement, form DLC-AF2 and a purchase order must be submitted and approved with the appropriate budget codes(s). An **itemized and detailed** receipt(s) must be attached to the completed form (DLC-AF2) and purchase order then submitted to the business office. **SALES TAX WILL NOT BE REIMBURSED with the exception of restaurant meals. TIPS IN EXCESS OF 20% WILL NOT BE REIMBURSED.**

All reimbursements (regardless of the amount) must be signed by a Budget Supervisor and/or the Central Office Administrator.

Documentation Requirements for Travel Reimbursements

Requests for travel reimbursement must include original itemized receipts. Receipts must be submitted for travel reimbursement within 20 days of the purchase date. If a travel reimbursement to an employee is the only possible way to obtain the needed good or service, the reimbursement request must meet the following requirements for auditing purposes:

- The request must include:
 - The account number from which the reimbursement will be paid;
 - The name of the employee requesting the reimbursement;
 - The signature of the principal, department chair or activity account holder approving the reimbursement request. o
 - Conference/meeting agenda must be attached to the reimbursement form and PO.
- All receipts accompanying the travel reimbursement request must be taped onto an 8½ " x 11" sheet of paper and must include:
 - Date of purchase (must be within 20-day window for reimbursement);
 - Name of vendor and place services rendered;
 - Type of payment (cash, credit or debit card); for online purchases, see #3 below;
 - Itemized list on the receipt of goods or services received. This information is required for coding purposes.

Proof of payment for online purchases must include a copy of the employee's debit or credit statement showing the charge for the goods or services purchased.

Meals

Meals for local and out-of-district travel will be reimbursed only if **original itemized receipts** are provided.

The maximum reimbursement for meals while traveling is:
\$10 for breakfast (excluding tips)
\$15 for lunch (excluding tips)
\$20 for dinner (excluding tips)

The established meal amount may vary depending on the location of the conference or meeting. Any variation must be approved by the employee's direct supervisor. **TIPS IN EXCESS OF 20% WILL NOT BE REIMBURSED.**

The reimbursement amount will be prorated for partial days during travel or the appropriate amount deducted if the meal is provided as a part of the event. For example, if the traveler arrives home at 2:00pm on the last day of travel the District will not reimburse for dinner.

Additionally, if a conference or meeting provides a meal then the employee will not be reimbursed for that meal.

If the place of lodging provides a hot complimentary breakfast, breakfast will not be reimbursed.

If a meeting is held over a meal that doesn't qualify for reimbursement (see above), that reimbursement request must include the purpose of the meeting, meeting agenda, who attended, time, date, location, and itemized receipt.

For meal reimbursements to an individual, that is not part of overnight travel, specific documentation guidelines must be followed. If not observed, the District could be required to report the value of meals on the W-2's of employees as compensation. **Documentation should include: business purpose of meal, date, and names of persons attending. If the expenditure is for a group lunch, etc., please list the names of persons attending, business purpose, meeting agenda, date, number of individuals in attendance, and itemized receipt.**

Employees will only be reimbursed for the cost of their own meals. If unusual circumstances require an employee to pay for more than their own meal, then a list of those whose meal was paid for and why will be provided with the itemized receipt.

Travel

Employees must utilize the most cost effective travel option when traveling on district business. All relevant factors such as: urgency; nature of travel required; type of vehicle required for the number of passengers, tool or equipment load; employee time and effort; official domicile; and other administrative costs should be considered when selecting the most cost effective travel option.

All travel must receive prior approval from the employee's direct supervisor. In most cases employees will use My Learning Plan to make these requests.

If an employee chooses ground transportation over air transportation, when attending a conference, meeting, etc., and the cost of the airline ticket is less - the reimbursement will be based on the cost of the airline ticket. Employees are expected to secure the lowest available fares for airline, train or other modes of transportation. Air travel should be at economy, coach or other lower travel rates.

When private transportation can be pooled, only the employee who owns the vehicle being used is authorized to reimbursement at the annually-determined rate. When transportation pooling is possible but not desired by the employees concerned, each employee will be limited to an equal share of the annually-determined reimbursement rate per mile. Mileage will be paid at a rate the federal reimbursement rate annually authorized by the Board. A printout (such as MapQuest) must be attached validating mileage. Only mileage to and from the event will be reimbursed, not personal mileage (sightseeing, shopping, etc) incurred while traveling. Mileage reimbursement is not authorized for travel between home and office/base school. Employees who travel directly from home to somewhere other than their office/base school on official business are entitled to a mileage reimbursement for the distance in excess of their route from home to their office/base school. The same policy applies to return trips. Reimbursement requests must show that all mileage requested excludes the round trip mileage from the employee's home to the office/base school.

Parking will be reimbursed at the economy rate only.

Rental vehicles should only be utilized if it is the most economical form of transportation to get to and from the event. Every effort should be made to secure the lowest cost for rental vehicles and to share with other employees at the same event when possible. In the event a rental car is used, employees need to inquire about any additional charges that might be assessed by the vendor when the vehicle is returned. The vehicle should be refueled before it is returned to avoid the high fuel charges made by the vendor.

Travel incidentals such as water, soft drinks, coffee and snacks that are not part of a meal will not be reimbursed. Other unallowable expenses include but are not limited to; entertainment, alcohol, tobacco products, gasoline for a privately owned vehicle, fines, traffic tickets, gifts, phone calls, movies and other items for personal use or incurred by an accompanying spouse. Spouses and/or family members cannot be "paid" chaperones (unless there are extenuating circumstances approved by the business office). **ALL ALCOHOL PURCHASES MUST BE ON A SEPARATE RECEIPT OTHER THAN THE ONE TURNED INTO THE DISTRICT.**

Employees who use their own privately-owned vehicles for travel within the district on assigned job responsibilities as approved by the director of human resources and governed by the Fair Labor Standards Act are eligible for reimbursement from district funds for travel expenses at the annually-determined reimbursement rate as follows:

- Staff who are assigned to more than one (1) school building during the school day are eligible for travel reimbursement from one (1) school building to another.
- Administrators and supervisors who are required to travel in order to carry out the duties and responsibilities of their jobs are entitled to travel reimbursement.
- Staff who regularly travel within the district are identified to receive an annual stipend for travel. Staff members who receive an annual stipend for in district travel (within 50 miles round trip) are not eligible to request reimbursement for related travel.

Public Transportation

Travel may be accomplished by plane, train, bus, private automobile, rented car, or taxi, whichever serves the requirements of the state most economically and advantageously.

Purchases of tickets are to be made by the employee using P-card, credit card or cash. Purchases may be made in advance where a savings to the district can be shown. Reimbursement for advanced purchases may through the normal reimbursement procedures. If the employee is unable to attend the meeting, repayment to the district for any advance payment is required. Exceptions will not be considered except for emergencies and must be approved by the Associate Superintendent of Operations. The original itinerary invoice accompany the reimbursement request. In the month the trip is actually taken, the reimbursement request must refer back to the previous purchase and a copy of the prior reimbursement request must be attached.

Reimbursement for public transportation will be made only on the coach, tourist, or basic least expensive unrestricted rate and by the most commonly traveled route. Unusual circumstances that warrant other less direct routes, requires travel during unreasonable hours, will excessively prolong travel, result in additional costs that would offset the transportation savings, or offer accommodations not reasonably adequate for the traveler's medical needs may be approved for payment. In the case of unusual circumstances, an explanation must be made on the reimbursement request. The original receipt is required for all public transportation.

MISCELLANEOUS EXPENSE:

All miscellaneous expenses are to be itemized separately and the amount listed in the column provided on the reimbursement report. These charges must be explained and attached to the reimbursement report. These expenses must be travel-related and do not include items which can be purchased and invoiced directly to the district.

Miscellaneous expenses may include:

- Taxis or other ground transportation only to or from the airport and only to or from meetings away from the employee's hotel.
- Tips for taxis/shuttles should be included as part of the cost of the taxi/shuttle.

- Rental cars not having unlimited mileage used during out of state travel to and from the airport or to and from meetings away from the hotel.
- Rental with unlimited mileage
- Parking
- Airport baggage fees
- Tips for baggage handling
- Toll charges for bridges and turnpikes
- Internet access at place of lodging

Receipts are required for incidental expenses such as postage, small emergency supplies, telephone, internet, fax, and other like charges when necessary for transacting district business while traveling.

Trip Cancellation

The department will reimburse an employee for expenses incurred when the employee must cancel a trip due to either conflicting district responsibilities or personal obligations beyond the employee's control. The employee should take those steps necessary to minimize the costs incurred due to the cancellation, including:

- Contacting his or her immediate supervisor regarding the trip cancellation as soon as reasonably possible.
- Canceling any airline or hotel reservations in a timely manner to minimize district expenditures, and
- Providing a statement explaining the circumstances surrounding the cancellation.

The District will not reimburse an employee for expenses incurred where trip cancellation was at the discretion of the employee.

Privately Owned and Rented Aircraft

Use of employee-owned aircraft, aircraft rented from a non-affiliated party, or chartered aircraft (with a pilot) will not be authorized.

Travel Paid by Outside Organizations Organizations may offer to reimburse an employee directly for travel expenses in order for the employee to attend their meeting. This is acceptable if the meeting is a job requirement and is approved by the Associate Superintendent of Operations. Questions regarding any possible conflict of interest should be brought to the attention of the employee's direct supervisor.

Travel Expense for Others

The employee may be reimbursed for travel expenses for other employees or nonemployees provided the employee documents the specific business reason for doing so and the names of those involved. This request must be related to district business.

Lodging

Some of the major hotel and motel chains in Missouri provide special governmental rates for Department employees. These rates are available upon request at the time of making reservations. Employees are encouraged to inquire, at the time of making reservation requests, about the possibility of a government rate. Additionally, if a conference has secured special lodging rates and that hotel/motel has rooms available, the employee will stay in that hotel/motel. If rooms are not available at the conference hotel/motel then the employee will seek to find lodging with similar rates.

All hotel or motel charges must be supported by an itemized invoice. The invoice must show a zero (\$0.00) balance. This itemized invoice must be submitted, even though the charges are paid by the employee's personal credit card.

When two or more persons occupy the same room,

- Employee and spouse, reimbursement will be made for the employee only and at the single occupancy rate. This rate must be obtained from the hotel and clearly stated on the itemized invoice.
- Two or more employees share the same room, the cost may be incurred by only one employee.

The employee must submit a receipted copy of the bill to claim reimbursement. The employee paying the bill must give the name of the other employee involved.

Hotel charges may only cover lodging, internet access, and meals not provided by the conference/meeting.

Employees generally will not be reimbursed for overnight lodging less than 50 miles from their official domicile or residence. Unusual expenses, including such overnight lodging, may be approved for payment if an exception is warranted based upon documentation that it is more economical and advantageous to the state. Convenience for the employee or early or late meetings is generally not satisfactory justification for reimbursement of such overnight lodging. Requests for such lodging must be approved by the Associate Superintendent of Operations.

“No Show” on confirmed hotel reservations is not a reimbursable state travel expense, except as outlined in the Trip Cancellation section of these guidelines.

Employee claiming reimbursement for poolside rooms will pay the difference between the regular room rate and the poolside room rate. However, if a poolside room is the only one available, the hotel or motel should make a statement to that effect on the billing.

C. TRAVEL EXPENSE WORKSHEET

DLC-AF1

RAYTOWN CONSOLIDATED SCHOOL DISTRICT NO. 2
6608 Raytown Road, Raytown, MO 64133

PROFESSIONAL TRAVEL AND EXPENSE WORKSHEET

*Meeting agenda must be attached.
Itemized receipts must be attached for all expenses.
Tip must not exceed 20%.
Please reference Board Policy (AP DLC)*

Name: _____ Building: _____

Destination City & State: _____

Professional Meeting Name: _____

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTALS
DATE(S) <i>/ /</i>	<i>/ /</i>	<i>/ /</i>	<i>/ /</i>	<i>/ /</i>	<i>/ /</i>	<i>/ /</i>	<i>/ /</i>	
Breakfast <small>(\$10 max. excl. tax)</small>								
Lunch <small>(\$15 max. excl. tax)</small>								
Dinner <small>(\$20 max. excl. tax)</small>								
Registration								
Hotel								
Airfare								
Taxi, Bus								
Mileage & amount @ IRS rate/mile	_____ Miles \$ _____							
Baggage Handling								
Parking								
Other								

Reimbursement Due: \$ _____

Traveler's Signature: _____ Date: _____

D. EVALUATION RESOURCES

Use of Guskey's Five Levels to guide evaluation of PL in your workplace

Evaluation Area	Evidence	What is this measuring?	Example
Participant's reaction	Questionnaires Post-it notes on charts with heading provided Sentence starters Pair/share/feedback Rubrics	Initial satisfaction with the professional learning activity	<ul style="list-style-type: none"> ● Thinking about my learning ● Professional learning questionnaire ● RQS General Professional Learning Feedback Form
Participant's learning	Demonstration or presentation Oral or written reflections Journals, learning logs Portfolio Interviews Rubrics Focus Groups	<p>New knowledge and skills</p> <p>Degree of challenge</p>	<ul style="list-style-type: none"> ● Reflection and Feedback ● RQS General Professional Learning Feedback Form
Implementation Support	Feedback from the workplace Follow up meetings Portfolios/shared examples E-forums Classroom visits	<p>Organization's advocacy and support</p> <p>Opportunities to try new knowledge and skills with support</p>	<ul style="list-style-type: none"> ● Team Action Plan ● Sustaining PL ● RQS General Professional Learning Feedback Form
Transfer and use of learning	Questionnaires Interviews of participant and supervisor Reflections Observations Classroom Visits Case studies Portfolios	<p>Participant's application of new learning to workplace</p> <p>Impact of PL on practice</p>	<ul style="list-style-type: none"> ● Self-evaluation rubrics ● Lesson plans ● RQS General Professional Learning Feedback Form
Student learning outcomes	Student records Questionnaires Interviews Portfolios Student and teacher Learning logs Longitudinal study over predetermined period	<p>Impact of PL on student outcomes</p> <p>Impact on student engagement, performance, or attendance</p>	<ul style="list-style-type: none"> ● Moderated work samples ● Instructional Rounds ● Student feedback

Exhibit 31-High-Quality Professional Development (Screen 19)

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high quality professional development. The following criteria can be used to identify high-quality professional development. References to Standards indicate links to the *National Staff Development Council's Standards for Staff Development* which follows on the next page.

It:

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

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

- study groups - Standard 1
- grade-level collaboration and work - Standard 1, 9
- content-area collaboration and work - Standard 1, 9
- specialization-area collaboration and work - Standard 1, 9
- action research and sharing of findings - Standard 4, 6
- modeling - Standard 8, 9
- peer coaching - Standard 8, 9
- vertical teaming - Standard 1, 9

Topics for high-quality professional development may include:

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

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO SETS OF CRITERIA.

One-day workshops and short-term conferences or workshops are not considered high-quality professional development, unless they are part of an ongoing program or plan and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds they have, but they are not considered high quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, Standard 5.

Exhibit 31 (continued)

Context Standards

- 1. Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)
- 2. Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)
- 3. Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Process Standards

- 4. Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- 5. Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- 6. Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4)
- 7. Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.5)
- 8. Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2)
- 9. Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Content Standards

- 10. Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.5)
- 11. Quality Teaching:** Staff development that improves the learning of all students deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)
- 12. Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.5)

RQS General Professional Learning Feedback Form

1. The professional learning was relevant to my profession (work).
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
2. The professional learning was a good use of my time.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
3. The professional learning encouraged and required active participation.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
4. The professional learning involved effective examples, illustrations, models and practice.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
5. The professional learning content was presented an an effective pace.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
6. The facilitator was well prepared and respectfully shared/presented material.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
7. As a participant, I have increased confidence in applying this content to my profession.
a. Strongly Agree b. Agree c. Undecided d. Disagree e. Strongly Disagree
8. Some of the most important components of this professional learning include:
9. Some of the ways I hope to use/apply/share what I learned today include:
10. For follow up, I suggest:

RQS General Professional Learning Survey in MyLearningPlan

This professional learning was relevant to my profession (work).	<input type="radio"/> STRONGLY AGREE
	<input type="radio"/> AGREE
	<input type="radio"/> UNDECIDED
	<input type="radio"/> DISAGREE
	<input type="radio"/> STRONGLY DISAGREE
<hr/>	
This professional learning was a good use of my time.	<input type="radio"/> STRONGLY AGREE
	<input type="radio"/> AGREE
	<input type="radio"/> UNDECIDED
	<input type="radio"/> DISAGREE
	<input type="radio"/> STRONGLY DISAGREE
<hr/>	
This professional learning encouraged and required active participation.	<input type="radio"/> STRONGLY AGREE
	<input type="radio"/> AGREE
	<input type="radio"/> UNDECIDED
	<input type="radio"/> DISAGREE
	<input type="radio"/> STRONGLY DISAGREE
<hr/>	
This professional learning involved effective examples, illustrations, models, and practice.	<input type="radio"/> STRONGLY AGREE
	<input type="radio"/> AGREE
	<input type="radio"/> UNDECIDED
	<input type="radio"/> DISAGREE
	<input type="radio"/> STRONGLY DISAGREE
<hr/>	
This professional learning content was presented at an effective pace.	<input type="radio"/> STRONGLY AGREE
	<input type="radio"/> AGREE
	<input type="radio"/> UNDECIDED
	<input type="radio"/> DISAGREE
	<input type="radio"/> STRONGLY DISAGREE

The facilitator(s) was well prepared and respectfully shared and/or presented material.

- STRONGLY AGREE
- AGREE
- UNDECIDED
- DISAGREE
- STRONGLY DISAGREE

As a participant, I have increased confidence in applying this content to my profession (work).

- STRONGLY AGREE
- AGREE
- UNDECIDED
- DISAGREE
- STRONGLY DISAGREE

Some of the most important components from this professional learning include:



Characters left 2048

Some of the ways I hope to use/apply/share what I have learned today include:



Characters left 2048

For follow up, I would suggest:

**Appendix B:
2019-2020
BUILDING COMMITTEE OF PROFESSIONAL LEARNING PLANS**

Blue Ridge Elementary
Central Middle School
Eastwood Hills Elementary
Fletridge Elementary
Little Blue Elementary
Laurel Hills Elementary
Norfleet Elementary
New Trails Learning Center
Northwood School
Raytown High School
Raytown Middle School
Robinson Elementary
Raytown Success Academy
Raytown South High School
South Middle School
Spring Valley Elementary
Southwood Elementary
Three Trails Preschool
Westridge Elementary