SCHOOL DISTRICT OF WASHINGTON

Professional Development Handbook

2013-2016

School District of Washington

220 Locust Street

Washington, MO 63090

Contents

Professional Development Committee

2015-16

Melissa Feldmann – Early Learning Center (exit year 2018)

Lori Peirick - Campbellton Elementary (exit year 2018)

*Alison Snider – Clearview Elementary (exit year 2018)

Terri Thweat – Labadie Elementary (exit year 2018)

Jocelyn Schluss – Marthasville Elementary (exit year 2018)

Jennifer Miller – South Point Elementary (exit year 2016)

*Trisha Ley – Washington West Elementary (exit year 2016)

Erin Gough - Washington Middle School (exit year 2018)

Russ Beckman - Washington High School (exit year 2018)

Iesha Maloney – Four Rivers Career Center (exit year 2018)

*Rekke Berges – Technology and Learning Center (exit year 2016)

*Melissa Ziegler – Instructional Coordinator (exit year 2016)

*Dr. Judy Straatmann – Assistant Superintendent of Curriculum, Assessment, and Instruction (non-elected)

*Chris Marquart – Administrative Assistant of Curriculum, Assessment, and Instruction (non-elected)

*Denotes approval committee members for 2015-2016

Mission

The mission of the School District of Washington Professional Development Committee is to provide educational opportunities for teachers to improve instruction so that each student achieves higher levels of success. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. The PD Committee will draw upon the resources of higher education, the Department of Elementary and Secondary Education, professional organizations, and the community.

Summary of Professional Development Goals

These goals have been taken from the District 21st Century Learning Plan
www.washington.k12.mo.us

1. Integrate technology competencies in the district curriculum at all levels. Review of annual survey of students will demonstrate a 10% increase in daily computer usage.

2. The District will advance the technological learning environment for all students and teachers. An annual review of the Census of Technology will demonstrate a 15% increase of technology penetration into district classrooms.

3. Provide STEM (science, technology, engineering, and mathematic) courses or content integration, K-12 by 2016, (pilot through WMS Encore, and/or Campbellton and Labadie Elementary), two courses over the next five years.

4. The School District of Washington will encourage teachers to attend workshops/conferences to gain ideas and innovations (1 per year) to increase the rigor and programs/courses available to our students.

5. Professional development activities will be expanded to assist teachers in developing technology skills and integrating technology into the curriculum.

6. The district will provide 1-4 hours of high-quality professional development opportunities for all staff teaching ELL students to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English Language development programs for English Language learners.

District Professional Development Goals

1. Educate staff on the professional development goals.

2. Identify needs of teachers in the district regarding types of in-service needed for their professional development to meet district/building goals.

3. Provide support for implementation of research based strategies.

4. Provide appropriate and ongoing training for mentors of beginning teachers and those teachers new to the district.

5. Initiate the distribution of funds that support professional learning.

6. Provide opportunities for teachers to collaborate in vertical teams to develop, revise, and align curriculum.

7. Potentially serve on their Building Leadership Team as determined by the building administrator. The Building Leadership Teams (BLT) will assist instructional coaches by serving as trainers where applicable.

8. Analyze and reflect on data in order to determine changes needed throughout the instructional process.

9. Classroom teachers will work to incorporate instructional technology (with support from IT) as a means of differentiating instruction to meet the needs of all students.

10. Construct and revise the Professional Development Plan as needed based on district data.

11. Plan appropriate workshops/seminars for the district's staff based on the Need's Assessment Survey, building goals, and CSIP. Current educational trends, curriculum changes, and state and federal mandates will be considered when defining staff development needs.

12. Review monthly expenditures of professional development budget.

13. Receive suggestions, ideas and recommendations from the faculty.

14. Teachers in the district will be paid $20/hour for planning for each hour of facilitating and $20/hour for presenting in-district workshops with the PDC budget allowance. When the presentation is not during contract hours.

PDC Member Criteria

The Professional Development Committee will be comprised of elected members, one from each elementary building, one from the middle school, two from the high school, one from specials area teachers, one from Four Rivers Career Center, and one from Family Resource Center, Parents as Teachers, and Growing Place Preschool combined. The committee also has non-elected members including an administrative representative, instructional coordinator, and assistant superintendent. Elected members serve three year terms. New members are elected in April and begin their term in May at the annual workshop. Stipends of $300 will be paid to members in April. The Professional Development Committee will elect its own chairperson and secretary. The committee chairperson receives $500; the secretary, and instructional coordinator receive $400. Approval Committee members will earn an additional $100. The committee meets monthly with a May workshop for committee professional development. Regular attendance is vital to the success of the committee. If members cannot attend a scheduled meeting, they can request someone from their building to attend and bring notes back to the representative.

Duties for PDC Executive Team

Must be willing to serve as leaders of the professional development committee by working as a team with the assistant superintendant and instructional coordinator to plan for professional development based on the School District of Washington's professional development goals.

Chair

Term: One year

Elected: By professional development committee members.

- Plan monthly meetings and agendas
- Provide input and support for planning district PD days including summer and after school
- Research and make suggestions (without contact) for outside presenters
- Serve on the approval committee for out-travel approvals
- Keep staff informed of PD opportunities
- Provide input for and monitor the budget
- Assist with annually prepared Board Program Evaluation and presentation of data to the School Board
- *Optional* - Attend spring conference (expenses covered)
- *Optional* – Serve on District Leadership Team (check with your building administrator)

Secretary

Term: One year

Elected: By professional development committee members.

- Type and send meeting minutes within seven days
- Assist with creating flyers for workshops (templates provided)
- Assist with the creation of reports (sign-in sheets, evaluation sheets, etc.) for district PD workshops

Budget

The Professional Development Committee shall be allocated a budget to provide for the following items as described in Excellence in Education Act, Sections 168.400.4(1)(2) & 5 RSMO

    A. Funds to pay presenters for the district-wide component of professional development
    B. Funds to pay for building and individual professional development programs.

The PDC allocates funds district-wide for school based staff development. Each area receives approximately:

- Pre-School and Elementary 50% (based on SISFIN DATA 8-29-12)
- Middle School 14%(based on SISFIN DATA 8-29-12)
- High School and Four Rivers Career Center 36%(based on SISFIN DATA 8-29-12)

The Professional Development Committee voted in May of 2012 to reserve 50% of the budget for bringing trainers and facilitators in to the district so that all staff can benefit from specialized learning related to the Common Core and technology integration. In the past, approximately one-third of the budget was reserved for in-district training. As districts are able to clarify expectations of the Common Core State Standards, a variety of support is needed. Some teacher learning will occur with a model of "train the trainer" for helping staff to master the skills they need to support 21st century learning with their students. Some workshops will target a specific audience and may be facilitated with trainers from outside the district. A long-range plan should acknowledge that all teachers, not just a select few, understand the content and process changes necessary for implementing the Common Core State Standards and using technology effectively. Modified professional development days will focus on meeting teachers where they are in their understanding of Common Core Standards and technology use and will address specific gaps in knowledge and skills.

District Professional Development Procedures

There are two distinct definitions for a workshop and a conference.

	Conference: Multiple topics to choose from. Teachers choose which sessions to attend and are usually bigger in scale and length of time.	**Workshop**: one specific topic that may last one or two days. The schedule is set for and is usually smaller in scale.
A certified staff member can ask for up to $500 to attend a conference or workshop.	X	X
A department (Science, Social Studies, Music, Math...etc.) can ask for four staff members ($500 each) **or** $2000 to attend a conference - *$2000 for the district not just one level.*	X	
Staff members are only allowed **ONE** workshop or conference and this is FIRST COME FIRST SERVED.	X	X
Each elementary building can send one teacher, two teachers from the Middle School, and two teachers from the High School to the same workshop.		X

Priorities for Determining Funding Approval

An approval committee consisting of four or five members of the PDC will review and give approvals for all out-going professional development requests. This team should include the chairperson, instructional coordinator, and one elementary and one middle school/high school representative. This committee is voluntary and serves for one year. The terms are May to May to coincide with new budget requests.

District Goals as aligned with the CSIP

- Student Achievement – workshops which focus on raising the academic performance of all students and the achievement of student sub-groups, teaching strategies, new programs adopted district-wide, or strengthening existing programs.
- Curriculum Development – workshops which focus on grade level/subject level area expectations, assessments, and learning activities.

Professional Development Plan Goals

- Teachers must have a Professional Development Plan on file which has been discussed with their building principal. The workshop must address a specific goal which is dealt with in the PDP. The principal's signature indicates approval of the workshop request.

  - Knowledge Levels
  - Essential Learner Outcomes (OUTS)
  - Formative Assessments
  - Summative Assessments
  - Data Analysis
  - Common Scoring Practices
  - Feedback to students
  - Student Progress Monitoring
  - Research Based Instructional Strategies
  - Developing Curriculum Units/Lesson Design
  - Differentiating Instruction
  - Behavior Management

Needs Assessment Goals

- As per the Needs Assessment Survey, the primary focus for district professional development will be technology.

**Out of state travel must be pre-approved in writing by the superintendent before submitting to the approval committee.

State Expenditure Guidelines

According to the Department of Elementary and Secondary Education guidelines for implementation of Senate Bill 380, costs for the following <u>WOULD BE allowable:</u>

- Consultant/Presenter fees and expenses.
- Travel/registration fees to in-service training and professional development events as per district allowable expenses and prior approval of building principal and approval committee.
- Stipends for teacher's participation in curriculum development, district leadership training, and related work during non-contract time.
- Mentor teachers for time spent working with first and second year teachers outside regular contracted school hours.
- Substitute teacher pay to permit teachers to participate in planned activities during the regular school day.

The following <u>ARE NOT allowable expenses:</u>

- Membership dues to associations/organizations
- Travel/registration fees to conferences or general interest (such as NEA/MSTA conventions)
- Equipment/materials for administrative or instructional use
- In-service for support staff
- Salaries for work within contract periods or extra duty pay for routine assignments (such as sponsorships)
- Salaries related to extended school year and summer school instruction
- Travel as a form of professional development
- Salary for a "Professional Development Director or Coordinator" position
- Expenses for non-certificated positions
- Training of school board members
- Training of Parents as Teachers staff
- Stipends for teachers to work on MSIP preparation
- Travel, food, and registration fees to conferences, workshops, clinics, etc., which pertain to extracurricular activities and sponsorships

<u>Specific to School District of Washington</u>

- College tuition will not be paid.
- Each building may invite the staffs of other buildings to any in-service or Professional Development activity being offered. It will be the PDC representative's responsibility to notify other buildings of any in-service or Professional Development activities being offered.

Timeline

- July 1 – new budget is available.

- Monthly meetings – first Wednesday of each month.

- September -co-plan district professional development days.

- January – determine if extra monies are available and decide whether to reopen funds for teachers who have already been approved for workshops/conferences.

- March – Plan for summer professional development. Allocate funds if necessary. **All requests for funds during April, May, and June must be completed by March 30.**

- April – Survey staff, analyze data from workshops, and prepare Board Program Evaluation. Stipends are paid.

- May – ½ day workshop to train members, elect executive team, review budget, develop in-service opportunities, adjust activities if necessary….

New Teacher Mentoring and Induction Activities

New teacher mentoring is a process that introduces new teachers to the culture, mission, philosophy and procedures of the School District of Washington and of the specific schools within the district.

The induction process begins with orientation consisting of structured activities lead by the Assistant Superintendents, Instructional Coordinator and principals. It is designed with the purpose of ensuring a successful beginning for the new teachers during the first months of school. Follow-up activities conducted by the instructional coordinator will be scheduled each quarter to provide new teachers with information and understanding in the areas of teacher evaluation, continuation of state certification, and specific district-wide practices.

A major component of the induction process is the mentoring program. Building principals will secure mentors with input from the Assistant Superintendents and Instructional Coordinator. New teachers will participate in the mentor program for two years. Teachers not new to teaching but new to the district will participate for one year. Whenever possible, mentors should work in the same building as the new teacher.

Mentors will be trained in August. The training lasts 1-2 hours and covers expectations for mentors and protégés including the development of a professional development plan. Mentors will meet with new teachers during new teacher orientation. The responsibilities include:

Mentor/Advisor

1. Attend training and quarterly meetings.
2. Serve as a role model in all aspects of the profession including developing professional goals and a plan for implementing those goals.
3. Weekly contact with new teachers to answer questions, share advice and help with issues.
4. Keep a log of professional development hours.
5. Support, guide, encourage, and assist the beginning teacher in professional development.
6. Maintain documentation of meetings and topics discussed with the protégé.

Protégé

1. Attend New Teacher orientation and quarterly meetings.
2. Develop professional goals and a plan for implementing those goals.
3. Keep a log of professional development hours.
4. Seek support and assistance from mentor and/or instructional coach as needed.
5. Observe mentor or other experienced teachers.
6. Collaborate and reflect with instructional coach.

Principal

1. Respect the confidentiality of the mentor/protégé and the instructional coach/protégé relationships.
2. Support the mentor/instructional coaching process.
3. Advise on mentor/protégé pairings and assignments.
4. Support substitutes when mentors/protégés or instructional coaches are observing if needed.

All documentation is due to the Office of Curriculum, Instruction and Assessment by the first Friday in May each year. At this time, mentors are paid stipends for their participation.

Definition of Professional Development
Adapted from National Staff Development Council (2009)

The term "professional development" means a comprehensive, substantiated, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

NSDC Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.

A. Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:
   1.   is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
   2.   is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
   3.   primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that:
   > (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
   > (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
   > (iii) achieves the educator learning goals identified (above) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
   > (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
   > (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
   > (vi) informs ongoing improvements in teaching and student learning; and
   > (vii) that may be supported by external assistance.

B. The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:
   1.   must address the learning goals and objectives established for professional development by educators at the school level;
   2.   advance the ongoing school-based professional development; and
   3.   are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and association.

National Staff Development Council
Staff Development Standards
(Revised 2011)

Context Standards:

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.

Leadership: Staff development that improves the learning of all students, requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards:

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.

Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards:

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.

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.

Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Evaluation of the Program

Evaluation of the program will be both formative and summative. Formative data will be collected throughout each school year in order to improve delivery while summative data will be analyzed on a bi-annual basis to determine evidence of the impact of the program.

The first level of formative evaluation will be participant's reactions in relation to specific workshops. This data will be gathered through the workshop evaluation (see appendix) immediately following the workshop. Information gathered will provide the PDC with feedback regarding the content, process, and context of the workshop as well as whether the intended goals were achieved. The PDC will use the formative data in planning future workshops.

Evaluation data regarding organizational support will be collected at the end of each school year. The data will include an examination of the professional development budget and time provided for professional development. Survey data will also be used to determine administrative and collegial support of the implementation of new strategies and the perceived use of the new knowledge and skills.

The ultimate goal of professional development is to maximize student learning. Therefore, assessment data, analyzed bi-annually for this purpose, will be a major factor used to determine the overall effectiveness of the professional development program. In addition, the annual reviews of organizational support will be included in the overall bi-annual evaluation.

PROFESSIONAL DEVELOPMENT DIRECTIONS

Begin using July 1, 2015

1st –Complete the reason for attendance. Please use blue or black ink on all forms. (Page 2)

2nd – Fill out the *Request Form* including your principal's signature. (Page 3) ==*Requests must be pre-approved by the committee and teachers MUST NOT register until contacted by Chris Marquart . Out of state travel must be pre-approved by Dr. VanLeer before submitting to the approval committee.*==

3rd – Instructor requesting funds will <u>scan</u> the *Reason for Attendance form, Professional Development Request Form,* the activity registration form, workshop advertisement/description and Mapquest documentation. Workshop paperwork should be completed prior to submitting for accuracy of registration by the CIA office.

4th –Instructor requesting funds will email all scanned items to all members of the approval committee.

2015-2016 Approval Committee

Trisha Ley	Alison Snider
Rekke Berges	Melissa Ziegler
Judy Straatmann	Chris Marquart

5th – The approval committee will review the request for funds. Decisions are based on building goals and if the professional development can be provided "in-district."

6th – Complete the follow-up form within one week of workshop date and send to Melissa Ziegler at BOE. (Page 4)

SDOW ALLOWABLE EXPENSES:

~ Conference/workshop registration fees.

~ Mileage will be reimbursed at $.45 per mile. Carpooling is strongly recommended. Be sure to include your total miles both to and from the conference. Documentation of miles is needed.

~ Lodging when overnight stay is necessary.

~ Substitute teacher costs (if required) at $90/day.

~ Total per teacher per workshop not to exceed $500/year.

SDOW NON-ALLOWABLE EXPENSES:

~ College tuition or Continuing Education fees and related expenses.

~ Membership fees for professional organizations.

~ Activities associated with extracurricular assignment.

~ Food & Incidental

Reason for Attendance

How will participation in this professional activity benefit student achievement and teacher effectiveness? This information must relate to the implementation of your building's goals. Include specifically which building goal this workshop or conference will address.

BUILDING or DISTRICT GOAL:

_____

_____

HOW WILL THIS ACTIVITY BENEFIT STUDENT ACHIEVEMENT RELATED TO THE GOAL?

_____

_____

_____

_____

_____

_____

_____

_____

_____

PERSON REQUESTING: _____

SCHOOL REQUESTING: _____

CONFERENCE/WORKSHOP TITLE: _____

DATE REQUEST WAS SUBMITTED: _____

PROFESSIONAL DEVELOPMENT REQUEST FORM

SHOULD BE SUBMITTED AT LEAST <u>TWO WEEKS</u> ***PRIOR*** TO THE ACTIVITY. INCOMPLETE FORMS COULD RESULT IN MISSING THE REQUESTED WORKSHOP.

PERSON REQUESTING:_____

SCHOOL REQUESTING:_____

CONFERENCE/WORKSHOP TITLE:_____

LOCATION:_____   DATES:_____

REGISTRATION FEE:_____

COMPLETED REGISTRATION FORM INCLUDED: _____

***ROUNDTRIP* MILES**:_____
(Current rate 50 cents per mile):$_____

DOCUMENTATION OF MILEAGE INCLUDED:_____

LODGING: YES   OR   NO

ROOM FEE:$_____ (Per night)

TOTAL ROOM COSTS:$_____

Hotel Name:_____

Hotel Phone #:_____

Check-in Date:_____

Check-Out Date:_____

SUBSTITUTE ($90/DAY):_____

SUBSTITUTE NEEDED   YES   OR   NO
 (please circle)

Completed by CIA Office:

PO#:_____

PO#:_____

PO#:_____

PAYROLL DEPT. NOTIFIED:_____

APPROVED TOTAL COST:$_____

REQUESTED TOTAL COST: $_____ (NOT TO EXCEED $500)
(Includes registration, mileage, lodging, substitute)

IF THE REQUESTED AMOUNT IS OVER THE ALLOWABLE $500, HOW WILL OVERAGES BE PAID? _____
Note: Expenses not listed on this form will not guarantee payment with PD funds. All expenses must be pre-approved on this form. Principal signature does not indicate approval.

_____
Principal's Signature

PROFESSIONAL DEVELOPMENT FOLLOW-UP FORM

(If you received Professional Development funds from your building level fund, you must complete a follow-up form and return it to Melissa Ziegler at BOE.)

NAME:_____ BUILDING:_____

ACTIVITY ATTENDED:_____

DATE(S) ATTENDED: _____ LOCATION OF EVENT:_____

Final Expenditure Amount:_____

(Please include all registration fees, lodging, meals, transportation, and substitute funds ($90/day) that you submitted to your building PDC committee.)

To which Professional Development Goal or Initiative per the Needs Assessment/Professional Development Enrichment Plan does this apply? Please check all that apply.

- ❑ KNOWLEDGE LEVELS
- ❑ ESSENTIAL LEARNER OUTCOMES (OUTS)
- ❑ FORMATIVE ASSESSMENTS
- ❑ SUMMATIVE ASSESSMENTS
- ❑ DATA ANALYSIS
- ❑ COMMON SCORING PRACTICES
- ❑ FEEDBACK
- ❑ STUDENT PROGRESS MONITORING
- ❑ RESEARCH BASED INSTRUCTIONAL STRATEGIES
- ❑ DEVELOPING CURRICULUM UNITS/LESSON DESIGN
- ❑ DIFFERENTIATING INSTRUCTION
- ❑ BEHAVIOR MANAGEMENT

How did this professional development activity relate to the implementation of the district's goals, your building or program goals, or your own professional enrichment goals?

How and when do you plan to share the new ideas/information from this workshop with your colleagues?

How would you rank the overall effectiveness of this workshop?

Extremely ineffective   1 2 3 4 5   *Extremely effective*

Explain how attending this workshop benefits your students

Out of state travel sample request form

http://sdow-mo.schoolloop.com/file/1323005962663/7988511419438697171.pdf

School District of Washington – Professional Development Evaluation

Title of workshop or activity: _____ Date: _____

Presenter: _____

Please complete the following statements regarding the recent professional development opportunity. Add comments, recommendations, or suggestions for the presenter next to any question for future presentations.

1. **The presenter(s) was/were knowledgeable about this subject.**

    Strongly Disagree   *Disagree*   *Agree*   *Strongly Agree*

2. **The workshop materials were clear and well organized.**

    Strongly Disagree   *Disagree*   *Agree*   *Strongly Agree*

3. **Bullet some of the things you learned or can use in your situation.**

    o
    o
    o

4. **The instructional/presentation skills were effective and appropriate.**

    Strongly Disagree   *Disagree*   *Agree*   *Strongly Agree*

5. **Would you recommend this workshop/presenter to others?**

    Strongly Disagree   *Disagree*   *Agree*   *Strongly Agree*

6. **One question or concern you still have...**

Needs Assessment for Planning Staff Development and Collaborative Activities for 2013-2016

Please complete the following survey to assist the Professional Development Committee in identifying needs for professional development so that we may plan for the next three (3) years. Check the form below to give us information regarding your position and experience.

2013 Teacher Technology Survey	No	Not sure, but likely	Yes
Can you log-on, log-off, open, use and close programs on your own?			
Do you understand and use the functions of the left and right mouse buttons?			
Do you know how to adjust a monitor (resize, change display properties)?			
Do you know what an icon" is and what to do with it?"			
Do you know how to use a mouse to drag" an item?"			
Can you reconnect the mouse, monitor, keyboard, speakers, network cable and SMART Board connections to get a computer up and running?			
Do you know how to reboot your computer?			
If you have a program on a CD or flash drive, do you know how to tell the computer to RUN it?			
Do you know how to open up more than one program at a time and move quickly between them?			
Do know how to search for a file on your computer?			
Do you know how to create a folder?			
Do you know how to create a shortcut on the desktop?			
Do you know how to save files to the desktop, home directory, shared folder and flash drive?			
Can you use compression software such as Winzip to compress and decompress files?			
Do you know how to remove unwanted files, empty the recycle bin and restore items sent to the recycle bin?			
Do you know how to copy or move documents from one location to another?			
Do you know what to do if you think your computer is infected with a virus?			
Do you know what computer practices put you at risk for virus infection?			
Can you diagnose and correct common hardware/software problems using self-help resources (manuals, online help, windows troubleshooter)?			
Do you know how to install or upgrade an application?			

Do you know how to perform basic system maintenance using system tools (eg, scan disk, disk cleanup, disk defragmenter)?			
Can you build a basic SMART Notebook file of at least 5 slides?			
Can you open, save, and print a SMART Notebook file?			
Can you use the toolbar and tabs to work in the SMART Notebook program?			
Can you orient and change the orientation settings in the control panel for your SMART Board?			
Do you clean the filters on your projector regularly?			
Do you know how to trouble-shoot issues with the SMART Board before submitting a help desk ticket?			
Do you have the ability to access Moodle?			
Do you have a Moodle course?			
Do you update you Moodle course regularly?			
Do you use your Moodle course interactively with your students?			
Do you have an email address besides work that you regularly use?			
Do you know how to compose, send, reply, reply to all, and forward email messages?			
Have you used an electronic address book to store individual and group email addresses?			
Do you know how to set up email preferences related to delivery, formatting, spellcheck, security, message handling and file management?			
Do you know how to use VNC client to log onto another computer and use that computer as if it were your own?			
Do you know how to put an attachment as part of an email message?			
Do you know what a listserv or electronic discussion group is?			
Have you ever participated in a webinar, online chat group or news group?			
Have you ever customized a Web browser (security settings, tool bars, home page, etc)?			
Do you know how to use a search engine" (eg Google) to locate information?"			

If you found a site on the Web that you particularly liked, do you know how to easily save that site (bookmark, favorites) so you can go back to it later without having to re-enter the entire address?			
Once you have located data on the Web, do you know how to move it onto the desktop or save it to a folder?			
Have you accessed your library site to reserve or request materials?			
Have you emptied your cookies and memory cache on your browser to help with issues?			
The next 10 questions refer to your skill level with Word. Do you know what font or typeface is?			
Do you know how to insert and remove/modify margins, tabs, headers, footers, page numbers and line spacing in your word processor?			
Do you know how to edit, copy, cut and paste a block of text?			
Do you know how to use a mouse to drag" a block of text?"			
Do you know how to create a table in a word processing document?			
Do you know what the clipboard does?			
Can you use a spell checker?			
Do you know how to change text fonts, size, color and style?			
Do you know how to insert graphics and other files (spreadsheets, other documents) into a document?			
Do you know how to save as" in order to change the format of the document you are saving from one type of word processing program to another or from a word processing format to html?"			
The next 9 questions refer to your skill level with Excel. Do you know how to create a simple spreadsheet with rows, columns and headings?			
Can you move and scroll through a spreadsheet?			
Do you know how to insert and delete rows and columns?			
Do you know how to enter, edit, format and delete the contents of cells?			
Do you know how to use the Format Cells menu option to format numbers, align cell content, change fonts and add borders and patterns?			

Do you know how to write or create a formula (eg, using SUM, AVERAGE functions)?			
Can you change the format of a number in a spreadsheet from currency to comma and do you know what that means?			
Do you know how to copy a column of figures into a second column?			
Do you know how to select a range of spreadsheet rows and columns and create a chart, bar graph, pie graph, table and line graph?			
The next 10 questions refer to your skill level with Power Point or other presentation programs. Do you know how to create presentations using wizards, design templates or blank layouts?			
Can you create slides using standard layouts and designs?			
Do you know how to modify standard layouts and designs?			
Do you know how to edit slides, insert slides from other presentations and re-sequence slides?			
Do you know how to change text fonts, add bullets or numbers to slide content?			
Do you know how to use spell checker to check for typos and misspelled words?			
Can you add objects (eg, clip art, pictures, video clips, sound) to your slide show?			
Do you know how to add animations and transitions to slides?			
Do you know how to include tables and charts in your slides?			
Do you know how to navigate between slides and switch between different views (slide, outline, notes)?			
Do you know how to stream videos in your class room, i.e. Discovery Education, You Tube, School Tube, etc.?			
Have you used SMART Notebook to create a video of your lesson?			
Have you used other video producing software, i.e., iMovie, Windows Movie Maker, Photostory, etc.?			
Please select at least one area where you would like additional technology training?			
-Lesson Plans with Technology			
-Other (specify in comment box)			
-Lumen (Please comment which area in Lumen-Gradebook, Attendance, Running Reports...)			

-Microsoft Word	
-Microsoft Power Point	
-Microsoft Excel	
-Internet Research	
-Moodle	
-Integrating Technology into the Classroom	
-SMART Boards/ SMART Notebook	
How would you prefer to receive technology professional development? (Select your top 3 choices)	
-Online	
-Videos	
-During early out time	
-Release time	
-Staff meetings	
-Plan time	
-After school	
-Other (specify in comment box)	
-Saturdays	

Building name: _____

I am: □ An early childhood teacher

      □ An elementary teacher   □ A high school teacher

      □ A middle school teacher   □ Speech/Language teacher

      □ A teacher with five years or less experience   □ Vocational Instructor

      □ A teacher with 6 to 15 years experience   □ Paraprofessional

      □ A teacher with 16 years or more experience   □ Parent Educator

Thank you for taking the time to complete this survey. We will tabulate the results and begin planning the training programs, PLC collaboration work, as well as determine the resources we may need to provide support in these areas for the next three years. The PDC representative from each building will assist in prioritizing building needs (aligned to building goals). The committee will then align building priorities to District goals before finalizing plans for future training. If you volunteered to be a facilitator, please include your name.

Required Professional Development Hours for the School District of Washington

1 college credit hour = 15 PD contact hours

Classification	Notes	PD Hours Required
Professional Certification - most core area teachers & librarians		15 hours each year
Career Education – (formerly vocational)		30 hours each year
Student Services		20 hours each year
Administration – superintendent		30 hours each year
Administration – principals, special ed. directors and career ed. directors		**Years 5-10** Have completed EdS degree in ed adm, C&I, or reading/literacy Once degree is completed then 30 hours each year
Provisional (2 years)	must complete credits/requirements to move to Initial certification within two years	15 hours each year
Temporary (1 year)	must complete 9 college credits annually	15 hours
Paraprofessional		15 hours initially; 10 hours each year after

School District of Washington Professional Development Log

This certificate documents continuous professional development for School District of Washington certificated staff.

2014-2015 Professional Development Activities

*Certified Staff are required to have 15 hours annually.

**Paraprofessionals are required to have 15 PD hours their first year of teaching and 10 PD Hours each year thereafter.

1 College Credit Hours = 15 PD Clock Hours

Name: **Teacher** _____   **Para** _____

_____

Date (s) Attended	Professional Development Activity	Topic / Agenda	Clock Hours
Include month, day, and year	*Name of workshop and location*	*Be specific with content PLC time is NOT enough*	*Only the time on task*
SAMPLE July 4, 2010	SAMPLE The American Dream Conference Lake of the Inspired, MO	SAMPLE How to recruit and develop talented teachers	SAMPLE 6.0
SAMPLE Aug. 32, 2010	SAMPLE Elementary staff meeting	SAMPLE Cooperative Learning strategies	SAMPLE 1.0
SAMPLE Sept. 32, 2010	SAMPLE Math team PLC	SAMPLE Discussed article on Impact of Mathematical Achievement	SAMPLE 1.0
		Please total and record Hours:	

Please make and keep a copy of this form.

Give original to your building rep. by Friday, May 6, 2015

_____

Employee Signature   Print Name   Date

_____

Building Administrator Signature   Print Name   Date