

Professional Development Handbook Hamilton R-II School District 2026-27



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Professional Development Committee Members 2025-26

Amy Kanoy, Director of Curriculum & Assessment
Continuous member

Beth Lewis, Hamilton Middle School / 7-8 math
2025-28

Brian Murell, Hamilton Middle School / 6th grade
2025-28

Sara Lasher, Penney High School / high school SPED
2025-28

Kalen Prothero, Penney High School / K-12 district librarian (representative of high school)
2025-28

Emily Sanderson, Hamilton Elementary School/ 5th grade
2026-29

Kelli Claypool, Hamilton Elementary School / Title Reading
2026-29

Sara Ohlberg, Hamilton Elementary School / 2nd grade (at-large member)
2025-27

Amy Cook, DITC
2025-27

2026-27 meeting dates

August 18, 2026 -- after BOY meetings

September 9, 2026 -- High School

October 14, 2026 -- Middle School

November 11, 2025 -- Elementary

January 13, 2027 -- High School

February 10, 2027 -- Middle School

March 10, 2027 -- Elementary

April 14, 2027 -- Middle School

Board of Education Policy

Administrative Procedure GCL

Professional Staff Development Opportunities

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

In support of this commitment the Board will:

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

Professional Development for Teachers

The professional development program for teachers will:

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

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group.

Professional development for administrators will align with the Missouri Leader standards and focus on support of classroom instruction.

Administrators will participate in the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

Program Evaluation

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

Professional Development for Certification

Many certificated employees are required by state law to continue their professional development to maintain their certificates. The state-required professional development may include completion of additional college credit hours, district-provided or district-recognized professional development, and other training acceptable to DESE. In addition, the following activities will qualify for professional development hours for the purposes of maintaining a certificate in accordance with law:

- 1.The district may supervise a teacher in a local business externship for professional development hours. The externship must provide the teacher practical experience at a business in the local community in which the teacher is employed through observation and interaction with employers and employees who are working on issues related to subjects taught by the teacher (§ 168.024, RSMo.).
- 2.District-offered training on dyslexia and related disorders will count for up to two hours of professional development (§ 167.950, RSMo.).

Administrative Procedure GCL-AP(1)

Professional Staff Development Opportunities

In accordance with Board policy, the professional development committee (PDC) is responsible for implementing the district's professional development plan (PDP).

Professional Development Committee

Responsibilities

The professional development committee shall:

1. Create a professional development plan that is:
 - ▶ Tied to the district's Comprehensive School Improvement Plan (CSIP).
 - ▶ Based on identified needs.
 - ▶ Created in consultation with the administration.
 - ▶ Submitted to the Board for approval.
2. Evaluate the PDP annually and make appropriate recommendations for change.
3. Work with beginning teachers to:
 - ▶ Coordinate and facilitate the mentoring program.
 - ▶ Coordinate and facilitate assistance from the teacher education program where the teacher graduated if such assistance is provided.
 - ▶ Assist beginning teachers in developing and completing the Individual Professional Development Plan (IPDP) required of all teachers with an Initial Professional Certificate (IPC). The mentor will initiate preparation of the plan and will assist the teacher in tailoring the plan to his or her needs. Goals identified in the plan will relate to the evaluation criteria used in the district, and copies of the initial plan and all subsequent revisions will be readily available to the teacher and mentor for review and revision.

4. Work with all teachers to:
 - ▶ Identify instructional concerns and remedies.
 - ▶ Serve as a confidential consultant upon a teacher's request, as allowed by law.
 - ▶ Arrange training programs for mentors.
 - ▶ Assess needs.
 - ▶ Develop in-service opportunities.
 - ▶ Present the superintendent or designee staff suggestions, ideas and recommendations pertaining to classroom instruction.
5. Work with support staff to:
 - ▶ Identify needs.
 - ▶ Develop in-service opportunities.
6. Consult with district administration on all facets of the PDP.
7. Select programs that:
 - ▶ Reflect the results of any needs assessments survey.
 - ▶ Coordinate with the district's CSIP.
 - ▶ Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Council.

Structure

The committee shall have no more than eight members, with membership on the committee spread across disciplines and attendance centers. Committee membership will include teachers from elementary, secondary and specialty teaching areas as well as support staff representatives. While both certified and noncertified staff members will serve on the committee, only teachers will be allowed to select committee members.

Committee members shall be staff members with at least 3 years of experience and at least 2 years in the Hamilton R-II School District. Professional development committee members will be selected for 3 year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

District Mission Statement

The Hamilton R-II School District is committed to providing a positive environment with a variety of challenging opportunities for pre-K through post-graduate learners. Therefore, educators will promote diverse academic, personal and professional endeavors that will culminate with students becoming positive productive members of an ever-changing society.

I. Participants' Responsibilities

A. Committee Members

- *Provide information to all staff members pertaining to workshops and in-services
- *Act as confidential consultants to teachers when the need arises
- *Act as a resource for teachers' professional development needs
- *Encourage staff members to attend and actively participate in professional growth that enhances their knowledge and benefits the students' learning experiences.
- *Design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities.
- *Report annually to the Hamilton R-II Board of Education on the program's strengths and weaknesses
- *Communicate PD opportunities to faculty, as well as, maintaining current information regarding the committee's activities

B. Administration

- *Review teacher requests for professional development opportunities and provide approval based on the annual budget, available resources, and release time.

C. Faculty Members

- *Follow the guidelines for conference/workshop requests set forth by the Professional Development Committee:
 - 1) Complete a request form prior to the activity
 - 2) Submit form to building principal for approval
 - 3) Note PDC code on form when returned to you and use code on all POs regarding the training.
 - 4) After attending the PD, complete an evaluation form

*Attend district in-services and complete evaluation forms at their conclusion

*Use district purchase orders for lodging bills if possible. Coordinate room assignments when possible. If the conference/workshop begins at 9 a.m. or earlier and is not in close proximity, the staff member may choose to check in the night prior to the meeting.

II. Committee Structure

A. Selection of Members

1. The committee shall be composed of seven, Missouri certified Hamilton R-II faculty members. There shall be 2 members from each building and a member-at-large.
2. Members must have a minimum of three years teaching experience.
3. Be employed by the Hamilton R-II district for a minimum of two years.
4. Terms of service are 3-years, but a member may be elected to successive terms.
5. New members are to be elected no later than March 1st annually and will take office immediately.
6. Committee members are to be elected by certified staff.
7. In February, committee members will solicit nominations for new members from the faculty.
8. Committee members shall appoint a replacement if a member is unable to complete their term.

B. Committee Function

1. Chairperson will be elected each year by the members of the committee.

*He/she shall have a minimum of one year's experience as a member of PDC.

*He/she may serve as many years as elected.

*He/she will call meetings as needed, create the agendas and conduct the meetings.

*He/she will be in charge of sorting and posting all mailings and information on seminars, etc. for the staff.

2. The secretary will record the minutes of the meetings and publish a monthly newsletter to be posted at each building.
3. The documentarian will handle and maintain all necessary PDC forms
4. The treasurer will maintain an account balance of the PDC funds and communicate with the district bookkeeper regarding the budget.
5. The PDC will meet at least once a month at a location agreed upon by the committee.

III. Program Evaluation

All PDC activities will be evaluated for effectiveness. Evaluations will be completed after each in-service or after returning to school after a workshop or conference. The evaluations may be varied depending on the PD.

IV. Communications

The Professional Development Committee (PDC) will serve as communicators between the administration and faculty on matters of professional concern. The Professional Development Committee (PDC) will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

V. Needs Assessment

The professional development committee will assess the in-service needs of all practicing teachers. Needs assessments will be conducted annually and professional development will be developed around the needs assessment results and the Comprehensive School Improvement Plan (CSIP).

VI. New Teacher Assistance

To provide special assistance for every teacher during their first two years, including guidance from an assigned experienced teacher.

1. Principals will assign mentors.
2. The professional development committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.

3. Results of the needs assessment will be analyzed to determine the procedures which will be of most benefit to assist teachers with their first two years of teaching experiences.

VII. Guidelines for Mentor Teachers

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, the building principal will assign a mentor whose teaching experience will best benefit the new teacher in fulfilling his/her instructional assignment. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans. Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the Professional Development Committee (PDC).
 - The techniques of coaching and counseling.
 - The format and content of the professional development plan.
 - How to use teacher evaluation to help beginning teachers.
 - Resources (people and publications) available to beginning teachers.
 - Techniques of classroom observation.
 - Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

VIII. Expenditure Guidelines

1. Related to PD opportunities: Staff members utilizing PDC funds for substitutes, travel, registrations, etc. must have prior approval and authorized purchase orders with appropriate PD codes. Members may request reimbursement for meals and travel at the prescribed district rate. Staff members will utilize the following guidelines for reimbursement of meals and travel.
 - a. Meals: \$15 per meal - (Receipts for all meals must be turned in at the time of reimbursement request).
 - b. No reimbursement will be made for the following: a meal that is provided, a snack or beverage (other than with meals) or alcoholic beverages.
 - c. Travel will be reimbursed if a district vehicle is not available and at the current district mileage rate. Staff members are expected to carpool when possible.

2. Mentoring Program

- a. Of first year teachers will be paid a stipend of \$250
- b. Of second year teachers a stipend of \$150
- c. Buddies of new employees not requiring a mentor will receive a stipend of \$50

3. Job-embedded Activities

- a. Study group stipends will be paid at \$160 for four hours of study. These hours are meeting hours and should not include any preparation for the study group meeting.

IX. Budget Plan

Allowable expenditures are:

- 1. Activities consistent with the PDP and CSIP for staff with teaching certificates
- 2. Consultant and presenter fees and expenses
- 3. Stipends for teachers' participation in curriculum development, for in-service and PD events, and mentor teachers as long as the activity occurs after contracted school time
- 4. Reimbursement for travel, food, and registration fees to in-service training and PD events
- 5. Pay for substitute teachers
- 6. Tuition and fees for college courses that are consistent with the PDC goals
- 7. Library resources

Expenditures which are not allowable:

- 1. Individual membership dues to associations or organizations
- 2. Travel, food and registration fees to conferences and workshops of general interest, which do not support the professional development plan and comprehensive school improvement plan
- 3. Travel, food, and registration fees to conferences, workshops, clinics, etc., which pertain to extracurricular activities and sponsorships
- 4. Equipment and materials for administrative or instructional use
- 5. Salaries (professional development funds may not be used to pay for extra-duty activities, sponsorships, summer school or evening school activities)

6. Travel as a form of professional development
7. Any expenditure of funds for Title 1, Title 2, Incentives for School Excellence or any other program presently funded with state or federal funds
8. Training of school board members
9. Training of Parents as First Teachers
10. Stipends for teachers to work on MSIP preparation
11. CPR Training

X. College Reimbursement

Stipends may be paid to teachers taking college courses which will coordinate with the goals of the school district. This may help a staff member progress towards a master's degree or above if identified in the district professional development plan and the degree is in the teacher's subject area. Classes may be taken which will enrich the teacher's subject or grade level teaching. Stipends will be \$100.00 per credit hour. A form for submitting college stipends is provided each fall by the bookkeeper.

CSIP goals & action steps

Data-based Decision Making 1

SMART goal: Hamilton R-II staff will annually analyze district-wide assessment data to guide decision making.

	2021-22	2022-23	2023-24	2024-25	2025-26
Date of District analysis during in-service day	Item analysis 9/27/21 Vertical teams 11/01/21 3/14/22	Item analysis 1/3/23 Vertical teams 10/31/22 PLC meetings 3/23-5/23	Item analysis 9/25/23 Vertical teams 9/25/23 02/16/24 PLC meetings 3/24-4/24	Item analysis 9/18/24 11/01/24 Vertical teams 9/18/24 11/20/24 PLC meetings 3/25-5/24	Item analysis 9/29/25 01/05/26 Vertical teams 01/05/26 02/16/26

Evidence-based strategy 1

Improve use of assessment data to promote academic success.

This section will need to be updated after the CSIP is revised.

funded:	State, local		MSIP indicators	DB2.A
Action steps	Start date	End date	Responsible parties	District plan
Quarterly in-service time will be scheduled for grade level analysis of benchmark testing and other district assessments	June 2021	June 2026	Administrators, PDC	District calendar
Annual in-service time will be scheduled for vertical analysis of district assessments	June 2021	June 2026	Administrators, PDC	Professional development plan

Alignment of Standards, Curriculum, & Assessment 1

The district will have written curriculum procedures in place.

funded:	PD, title IIA		MSIP indicators	AS1A, AS2F
Action steps	Start date	End date	Responsible parties	District plan
K-12 vertical content teams will meet biannually for for curriculum review and/or content-specific PD	June 2021	May 2026	Curriculum director, PDC	Professional Development Plan
All faculty will receive PD on effective, rigorous assessment practices and instruction.	June 2021	May 2026	Curriculum Director, PDC	Professional development plan

Mission of Hamilton R-II Mentoring

“Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists reading human learning and the means by which they assess student progress in achieving high academic standards.”

National Staff Development Council

The Hamilton Mentoring Program strives to provide on-going, quality learning experiences that:

- 1) support mentors and new teachers, and
- 2) develop instructional leaders at all levels

because students deserve teachers who can teach them how to think deeply and solve problems cooperatively.

Definition of a Mentor

A mentor is an experienced adult who befriends and guides one who is less experienced. In so doing, mentors can serve many roles: teacher, coach, role model, developer of talent, protector and sponsor.

Administrators have carefully considered the qualities of a good mentor in planning the mentor/mentee relationship. An effective mentor

- Is a competent teacher,
- Shares the joys of teaching,
- Integrates student perspectives into mentoring conversations,
- Displays passion for lifelong learning & personal professional development,
- Listens well, speaks compassionately, and anticipates concerns,
- Provides nonjudgmental feedback,
- Schedules regular meetings with the mentee,
- Brings a positive disposition to the mentor/mentee relationship,
- Respects confidentiality of the relationship,
- Commit fully to mentoring!

Mentoring Commitment

Late May to Early June

Attend one day Onboarding with mentee, scheduled by Director of Curriculum & Assessment

August

Attend new teacher orientation with mentee, scheduled by building Principals

Attend external mentor training with mentee, scheduled by PD

September to May

Meet privately with mentee at least monthly & record meeting topics

Be accessible to mentee as needed

Seek assistance for mentee when appropriate

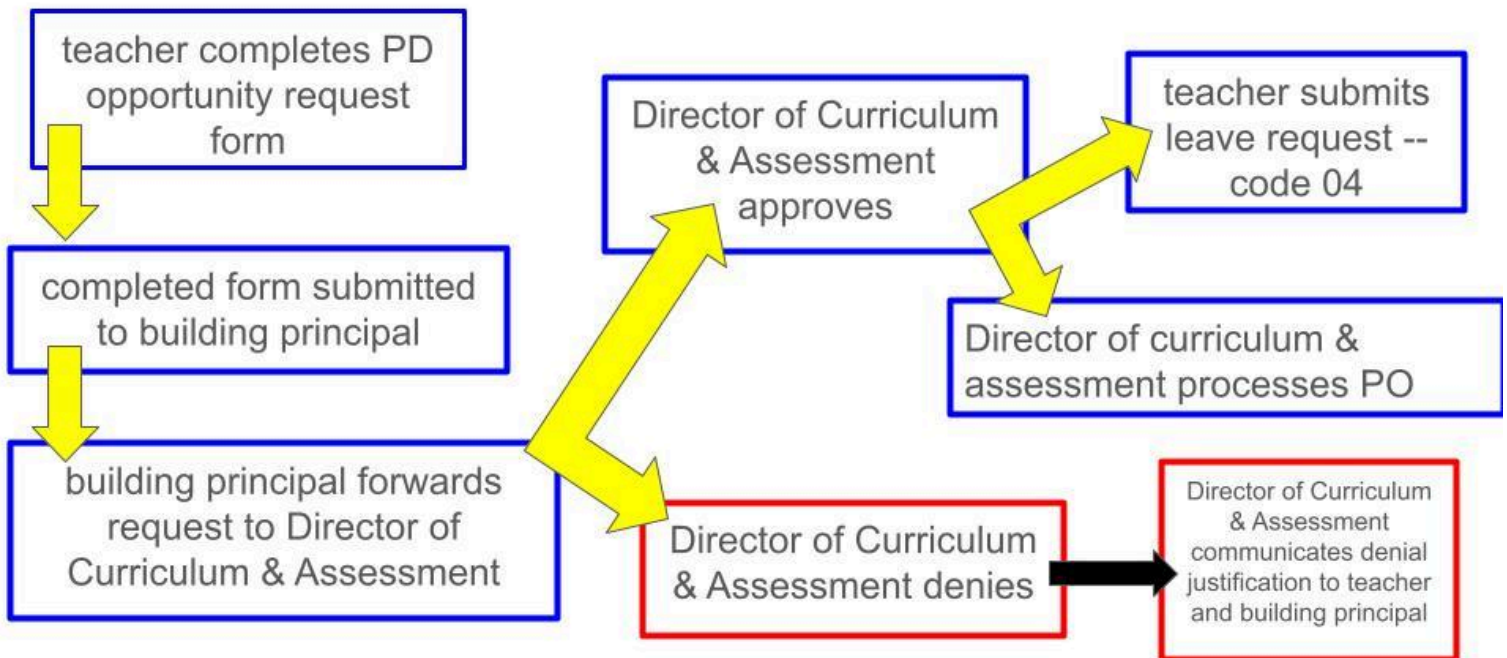
Quarterly (September-May)

Attend Lifesaver Meetings with mentee, scheduled by Director Curriculum & Assessment

End of May

Submit mentor paperwork to Director of Curriculum & Assessment

PD opportunity request flow chart



Professional Development Opportunity request

2026-27

Forward completed form to Amy Kanoy.

Teacher/Professional’s Name

Conference/Workshop Date

Conference/Workshop Name

Location of Conference/Workshop

CSIP -- choose the goal which best aligns with the professional development opportunities you are requesting to experience

- ☐ Effective Teaching & Learning 1 -- 100% of Hamilton R-II students meet or exceed the state standard and/or demonstrate measurable improvement
- ☐ Effective Teaching & Learning 3 -- Hamilton R-II utilizes data to ensure effective Language Arts instruction to 100% of students
- ☐ Data-based Decision Making 1 -- Hamilton R-II staff will annually analyze district-wide assessment data to guide decision making
- ☐ Alignment of Standards, Curriculum, & Assessment 1 -- 100% of the district curriculum will be written and regularly reviewed according to established district procedures.

How will this information be shared?

How will information from this workshop/conference improve your students’ achievement? (Be specific)

Principal’s Approval Signature _____ Date _____

Please complete the **estimate** column of the table below. Amy Kanoy will complete the **actual** column.

	rates	estimate	actual
Substitute	\$100/day		
Registration			
Mileage	.55/mile		
Meals	\$15/meal \$30/overnight		
Lodging			
Other	(specify)		
Total		\$	\$

*This form will be returned to you once the POs are complete. Once you have attended the meeting, **please complete a workshop evaluation and return to Amy Kanoy with any receipts (meals or gas) for which you need to be reimbursed.***

Director of Curriculum & Assessment Approval Signature _____

Date _____

Professional Development Opportunity evaluation

2026-27

Forward completed form to Amy Kanoy. **Failure to return completed evaluation could result in denial of future PD opportunity requests.**

Please circle one number for each statement:

1	Strongly Agree
2	Agree
3	No Comment/Not applicable
4	Disagree
5	Strongly Disagree

The workshop/conference was worth attending: 1 2 3 4 5

The workshop/conference was well organized: 1 2 3 4 5

The topics presented were relevant: 1 2 3 4 5

The best thing about the workshop/conference was:

Briefly describe one or more specific strategies which would be applicable to your classroom, building or department.

Would you recommend this workshop for other teachers? Yes No

Would you be interested in attending this workshop/conference again? Yes No

Hamilton R-II School District

Employee Expense Reimbursement Form

employee printed name _____ date _____

Receipts must be submitted to receive reimbursement. This form must be submitted by the first day of each month to be eligible for reimbursement on the 20th of that month.

Meals

charge to: _____

*Effective 05/16/24, the maximum school board approved meal reimbursement rates are as follows,
this is not a stipend.*

one day trip -- \$15 overnight trip -- \$30

Itemized receipts MUST be attached in order to receive reimbursement. *Sales tax* will be reimbursed. Certain days of an overnight stay may be considered one day. If you have more than one trip on this reimbursement, please indicate the difference on your receipts.

Total meal reimbursement request for one day trip: \$ _____

Total meal reimbursement request for overnight trip: \$ _____

Number of days: _____ partial _____ full

Mileage

charge to: _____

Mileage is reimbursed at a rate of \$.55/mile, if it is necessary for you to drive your vehicle on a trip required for work. Please check first to see if a school van is available to use. Trips during the regular school week: mileage will be reimbursed from your home or the school, whichever is lesser.

Conference name/trip description: _____

Starting location: _____ Ending location: _____

Total miles to be reimbursed: _____

Total dollars to be reimbursed: _____

If this form includes information regarding multiple trips, please provide details.

Other

charge to: _____

Reimbursement requested which does not pertain to travel, such as food for a meeting or supplies.

Description: _____

Total other reimbursement request: _____

Travel

charge to: _____

Other travel reimbursement like airline tickets, rental cars, or parking fees.

Description: _____

Total other reimbursement request: _____

Grand Total Reimbursement Request _____

Employee signature: _____

Administrator approval: _____

Superintendent signature: _____

Hamilton R-II

College Reimbursement Form

Requires staff to provide a transcript (hard copy or electronic) for documentation. Due by September 1.

Name: _____

Date: _____

Current Degree Level: bachelor's degree ▾

Have you previously submitted hours for reimbursement? yes ▾

Are the requested reimbursement credits applicable to a Master's program? yes ▾

If yes, then to what program do the credits apply? _____

Please complete the following table.

course name	semester credit was earned	credit hours	CSIP objective
		TOTAL HOURS	

Employee signature: _____

Approved: yes ▾

PDC signature: _____

Date: _____

Superintendent signature: _____

Date: _____

Date _____ **Start time** _____ **End time** _____

Building _____ **Topic** _____

Study Group Daily Log

Group member Sign In

Which teacher will lead the session? _____

Who will be today's recorder? _____

Record a summary of today's discussion (Continue on the back):

Plan for next meeting:

Date of next meeting:

Hamilton R-II Program Evaluation Summary For Board of Education

I. Program/Service Information

Type of Program or Service: Professional Development

Personnel Responsible for the Program/Service Category Professional Development Committee

Date of Review April

II. Indicate by a check mark the following types of data used to evaluate the goals and objectives of the program or service.

- ☐ Surveys of staff, community, students, business
- ☐ Assessment statistic, participation or placement rates, standardized assessments
- ☐ Financial revenues/expenditures
- ☐ Internal evaluations by district staff
- ☐ External evaluations by others
- ☐ Attendance rates
- ☐ Dropout rates
- ☐ Suspension rates
- ☐ Expulsion rates
- ☐ Participation rates in co-curricular/extracurricular activities
- ☐ Special program participation rates
- ☐ College/vocational attrition rates
- ☐ College/vocational completion rates
- ☐ Student attitude and interest survey
- ☐ Longitudinal performance data
- ☐ Advisory group recommendations _____
- ☐ Other _____

III. Evaluation of Program/Service

Overall Assessment of Program/Service (circle one) (5 is the highest rating & 1 the lowest)

1

2

3

4

5

Strengths of Program	Concerns of Program	Recommendations for Program	Other Comments

Signature of Program/Service Personnel: _____

Date Shared with the BOE: _____