

Tarkio R-I Professional Development Plan Updated/ Reviewed- May 2026



2026-2027 Committee Members:

- Ellie Graves
- Kara Vette
- Jennifer Showalter
- Marinda Liming
 - Troy Kull
- Markie Sundermann

Principals:

Dustin Barnes-Elementary
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**The mission of the Tarkio Professional Development Committee is to provide support for teachers during ongoing efforts to improve instruction, which enhances and sustains student learning.

I. Operations

The Professional Development Committee (PDC) will provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Tarkio R-I School District and the Missouri state statutes. The committee will help implement a systemic approach to providing professional development based on data driven decision making and best practices. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students' learning experiences.

The committee will review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC and administration will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district achieve its goal.

Staff members will complete a request form that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance staff will be required to report back information gained from the professional development opportunity and how it relates to the needs of the district. These reports will be used as references for staff members and possible in-district workshops for future in-services.

The administration on behalf of the PDC will report to the Tarkio Board of Education annually and report on the yearly goals and objectives outlined in the district's Professional Development Plan.

II. Committee Structure

The PDC will consist of members from the elementary and JH/HS staff. The committee will consist of 6 members. At a minimum there will be 1 elementary, 1 middle school and 1 High School classroom teacher. The committee members will serve a total of 6 years. One new member will be elected each year. Elections will be held annually, in the spring, for certified staff members to serve on the committee. The committee will meet once a month to discuss professional development requests and plan for in-services. The agenda will serve as an order of business and minutes of the meeting. Members will serve as a general committee member for their first two years. The member will then serve as secretary, treasurer, vice chair and PD Chair.

III. Program Evaluation

Staff needs along with data will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities in the district.

Evaluation will include assessments of student achievement and staff surveys. Student performance will be evaluated using state data reports and anecdotal records. Based on yearly evaluations of student achievement, the goals of the Professional Development Plan, in conjunction with the district's CSIP, will be reevaluated and revised as needed.

IV. Mentor Program

All beginning teachers will be assigned a mentor teacher with at least two years experience to assist in their first two years of professional growth. The administration and professional development committee will assign mentors. Training will be provided to mentors and protégés in order to foster a working relationship that will help them achieve their goals.

Mentors will meet with their protégé on a regular basis and be available to help their protégé as needed. The mentor should assist their protégé in identifying appropriate goals for their professional development. The mentor will also help their protégé to develop and implement strategies that will help them achieve their professional goals. Release time will be scheduled through the administration to provide opportunities for beginning teachers to observe master teachers in the classroom. In addition, the mentor will be given release time to observe beginning teachers during classroom instruction and provide feedback as needed.

Northwest RPDC will be contracted to service the district mentees and mentors during the first two years of teaching. In addition, mentors and mentees will utilize the district's Mentoring handbook to monthly discuss topics and information each new teacher needs during their first two years of teaching.

Mentors will be paid for their yearly service. Mentors of a first year teacher will receive a \$400 stipend. Mentors of a second year teacher will receive a \$200 stipend. These stipends will apply to new teachers to the profession only.

IF a mentor is assigned to a new teacher to the district who has more than 2 years of teaching service, that mentor will receive a \$100 stipend for in house mentoring.

The following is a list of responsibilities for mentors and beginning teachers:

1. Mentors:

- *Help beginning teachers develop a professional growth plan.
- *Assist beginning teachers in locating important district publications and/or information such as curriculum guides, course resources, bulletin boards, etc.
- *Meet with beginning teacher on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.
- *Observe and provide formal and informal feedback to the beginning teacher.

2. Beginning Teachers:

- *Develop and implement a professional development plan.
- *Take steps to complete 30 hours of in-service training.
- *Participate in a beginning teacher assistance program.

*Meet with a mentor on a regular basis (at least once a month) and document contact using the log provided in the Mentor Handbook.

*Observe “master” teachers during classroom instruction.

V. Objectives

Goal #1: Student achievement will increase.

*Objective: Student achievement scores will meet or exceed the state/national average on the MAP/standardized tests.

- The k-12 curriculum will be aligned to meet state learning standards and district goals.
- The staff will participate in assessment training with an emphasis on building common assessments to monitor student progress of essential learning standards.
- Professional development opportunities will be made available to staff in the areas of professional learning communities, assessment, differentiated instruction, highly effective questioning, and class management.
- Guidance counselor will provide resources and responsive services to support students' personal, social, academic, and career needs.
- Guidance counselor will provide staff with proper assessment procedures.
- The School Nurse will monitor students' health and collaborate with staff and parents in developing appropriate strategies to meet the students' needs in an effort to reduce barriers to academic progress.

Goal #2: Certified staff will participate in job-embedded, systemic, professional development activities which are focused on increasing student achievement and critical in developing a highly-qualified staff.

*Objective: The school district will provide opportunities for a minimum of 30 professional development hours per school year which can be used toward certification requirements.

- District-wide professional development activities will be available to staff (Example: data teaming, MAP/EOC training, developing cross-curricular lessons, developing scope and sequences, technology training, and differentiated instruction to improve student engagement).
- A two-year professional development program will be provided to teachers-new to the district.
- All Administrators will receive training in areas such as personal development, technology, legal issues, and policies & procedures.
- Staff will have the opportunity to attend “Specialized” workshops (autism, reading, children of poverty, instructional practices).

VI. Individual PD Requests: Teachers will turn professional development requests into the Professional Development chair or vice chair. The PD Chair will look over the request and will convene the PD Committee either in person or over email to review each request. Requests will be approved or disapproved by the committee based on criteria such as funding, topic chosen, teacher need, duration of training and frequency of request.

VII. Professional Development Activities for 2026-2027

The overall Professional Development plan was approved at the May 2026 school board meeting and is available for review.

VII. Funding

The Outstanding Schools Act of 1993 originally outlined that each school district shall allocate one percent of its revenue from the foundation program to the Professional Development Committee for professional development. Schools are required to spend at least 75% of these funds on activities that are aligned with the district's CSIP plan. Allocations of funds are to be determined by the PDC in consultation with administrators.

Budget-\$27,000