

Public Schools of Robeson County Professional Development Toolkit

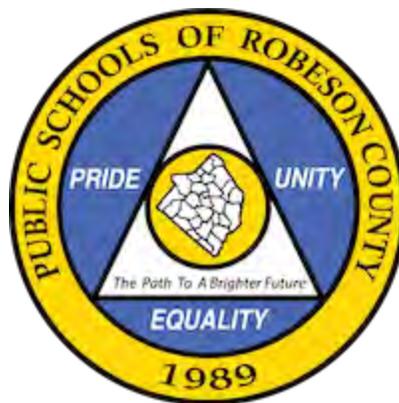


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Mission

The mission of the Professional Development Planning Committee is to provide professional learning opportunities that align with North Carolina state standards, teacher evaluation, and established best practices. Provided resources and opportunities will actively engage all members of the school community in continuous professional growth designed to increase the success of all students. All employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction through this transparent process.

Purpose of Professional Development Toolkit

The purpose of this document is to provide information regarding the professional development process and professional learning opportunities in the Public Schools of Robeson County School District.

Best Practices

As a result of the research and investigation that the Professional Development Committee conducted over the last year, we have determined the following characteristics embrace best practices of professional development. The work of the PDPC is guided by these best practices.

Professional development should:

- be individualized, based on teacher's needs, interests and goals
- be driven by student outcomes and data
- directly link to improve student learning
- be ongoing, actively engaging teachers over time
- be included in collaborative learning communities
- provide time and other resources for learning practice and follow up
- include reflection and evaluation

Explanation of Professional Development for PSRC

Our goal is to provide our educators with access to the tools, resources and professional development opportunities necessary to meet educator goals and improve student achievement. It is our intention to draw a distinction between the necessary but required inservice pieces that help our district to function successfully, and the professional development that will help educators evaluate their practices and meet their unique needs to improve student achievement. We want this to be a transparent process that embraces best practices, educator involvement, and equity. After much deliberation, the Professional Development Committee determined that the most feasible way to meet these goals is by establishing an ongoing Professional Development Planning Committee (PDPC).

This committee oversees the PD for the district, working closely with administrators and teachers to provide quality, data-driven PD on both a district-wide level and also to meet the unique needs of individual educators. In addition to the professional development opportunities that are provided to all of the teachers in the district, such as access to PSRC, we have developed a bank of resources that are also available to support our educators. Many of these pieces are available at no cost to the district or the individual, and the pieces that do require funding are accessible through our Professional Development Funding Request process.

As determined through the Public Schools of Robeson County School District Contract negotiations, the purpose of the committee includes but is not be limited to:

1. Oversee district professional development activities
2. Align professional development with evaluation as required by Policy Code: 1610/7800
3. Make recommendations to the District about the allocation and use of Professional Development funds.
4. Evaluate effectiveness of professional development.
5. Coordinate and align the professional development needs of teachers across the district.
6. Develop PLC (Professional Learning Community) guidelines for consistent and effective implementation across the District

Professional Development Planning Committee Members 2018-19

Erica Setzer	Chief Finance Officer
Myra Warriax	Staff Development Coordinator
Anthony Barton	Principal, Pembroke Middle
Isabel Jones	Principal, Rosenwald Elementary
Dr. Jill Hathaway	Principal, St. Pauls Elementary
Herman Locklear	Director, CTE
Andrew Davis	Social Studies Supervisor
Jason Suggs	Principal, St. Pauls High
Karen Jacobs	EC Director

Professional Development Process

Our evaluation and professional development (PD) plans are aligned ultimately through interpretation of a teacher's placement on the Summative Teacher Evaluation Matrix (see pg. 22-23 of Evaluation handbook). In this way PD needs are directly influenced by all the elements of the evaluation system. Our professional development cycle includes a teacher's assessment of their PD needs and goals, finding appropriate PD opportunities to address those needs, application of the learning that occurred in the PD, interim review of PD's effectiveness in meeting PD goal, and final review of PD outcomes. The cycle of PD mirrors the evaluation cycle.



1. Self-Assessment

At the beginning of each school year, teachers will revisit their Self-Assessment and reflect on their current practice. Teachers will identify areas on the rubric where they would like to target their professional growth.

2. Goal Setting

Educators will use the SMART Goal Process to set Student Learning Goals. They will also establish Professional Responsibility Goals and Professional Practice Goals when in “year two” of the evaluation cycle.

3. Professional Development Plan

Based on self-assessment, goals, and previous summative evaluation, educators will determine professional development needs and begin to devise a plan for the resources sought in order to meet learning needs and support needed from the administration and the district. (See Support Materials)

- Access the PSRC resources when possible, as this resource is highly effective and widely available to all district educators. If this program does not meet individual needs, explore other available PD options.
 - Utilize allocated Professional Learning Community time and resources to assess student data and growth with colleagues. PLC time is considered incredibly valuable Professional Development.
- If you are in need of support with finding PD to support your goals, please work with your building administrators.
- When applicable, apply for PD support through the PDPC Professional Development Funding Request Form. As part of this application and funding, you will be asked to complete a reflection which can become an integral artifact in your growing portfolio and will be submitted to the PDPC.

Best practices of PD highly suggests educators continue to review, revise, redirect, and re-teach throughout the professional development lifecycle.

Update Professional Development log with activities and PDUs.

4. Observations/Collection of Evidence

Collect and evaluate student data and evidence that will continue to inform professional development decisions. Keep a hard copy portfolio of evidence. If in year two of the evaluation cycle, review observations from evaluator.

Professional Development Plan

Teachers are responsible for participating in and documenting professional development activities that align with individual Professional Goals, Student Learning Goals, and the Professional Learning Standards.

Professional Learning Standards:

Activities must fall within one of the seven “standards” in order to earn credit.

1. **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.
2. **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.
3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **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.
5. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve intended outcomes.
6. **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.
7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

CEU Requirements

Professional Development Units (CEUs):

Educators do not have to complete college coursework in order to earn CEU credit. Although coursework is completely acceptable, there are other options, as well. If an educator chooses to complete coursework, credit may be earned from a community college, college, or university so long as the course number is 100 or greater; in other words, either undergraduate or graduate level credit is acceptable.

Coursework counts as follows:

- One quarter of college credit = 20 CEUs
- One semester of college credit = 30 CEUs

For activities that are not college coursework, CEUs will be counted as one hour of “seat time” = one CEU.

As of 1/24/14, for license renewal, you need 25 hours per year since last renewal. For example, if you have a 3 year license, you need to have documentation of 3 years x 25 hours a year=75 CEUs.

You may not submit temporary education employment opportunities where your license is required as CEUs for renewal.

The Process

For the calendar year that your license begins or is renewed, you will want to document CEU hours. For example, if your license began on April 11, 2013, you can count anything between April 11, 2013 and April 11, 2014. Talk to your HR Director, for specific CEU requirements for your license.

- Create a folder (electronic or print) to keep your CEU Form and Artifacts. Fillable or printable CEU Documentation Forms are available on the PDPC Website.
- Review the Professional Learning Opportunities described above. CEU activities should align with your Professional Goals, Student Learning Goals, and/or areas of the Marshall rubric identified through observations.
- Make an action plan to continue to update your CEU activities and artifacts throughout the year. For example, in preparation for your Initial, Mid-Year, and Summative evaluation conferences, you may want to log the CEU's that you have already completed. This will also help you align your Professional Development with your goals.

Potential PD Activities and Evidence

Professional Development for our district will utilize a variety of resources, determined, allocated and managed by the Professional Development Planning Committee. The list below provides a description of the PD options, the process for accessing, and resources for documentation.

PD Calendar

The Professional Development Calendar is a mechanism for announcing PD options. It is intended to be a dynamic and informative resource, outlining the available PD resources for the current school year. This will include announcements and resources sent to the committee by educators within the district, and other online webinars and seminars. We will do our best to include every PD Opportunity that is brought to our attention. This resource will be available through the PD page on the district website.

PSRC Professional Development Opportunities

The professional development activities which educators may undertake in fulfillment of their goals and renewal of licensure include a variety of both “traditional” and “job-embedded” activities.

Workshops, seminars, courses, institutes, and other similar activities are often referred to as “traditional” because until recent years, these were the primary recognized modes for professional development. These activities continue to be relevant and useful modes of learning for educators today particularly when the learning need is one of increasing awareness or building knowledge.

At the heart of “job-embedded” professional development is the concept of educators as reflective practitioners who, through review and thoughtful contemplation on their daily experiences, learn ways to improve and refine their practice. Job-embedded activities provide opportunities for educators singly, or in groups, to engage in deliberate reflection and the focused refinement of their professional practice. There are many different types of job-embedded professional development. A list of examples and definitions of job-embedded activities is provided below. This is not a comprehensive list, but provides a foundation from which to start for individualized professional learning

In developing their professional development plans educators should select professional development activities which are appropriate to their goals and matched to their learning needs. Most traditional professional development activities are appropriate and helpful means for creating awareness and increasing knowledge. Job-embedded professional development activities assist teachers in translating new learning into classroom practice and in refining their practice over time.

PSRC

Traditional Activities

Courses

Seminars

Institutes

Workshop

Conferences

Potential Evidence: Syllabus, papers, projects, transcripts, handouts and other materials, certificate of attendance

Job-embedded Activities

Action Research

Examining ones own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (See further explanation of action research on page 34.)

Possible Evidence: Research plan, data collected, analysis and interpretation of results

Case Discussions

Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue. This context can also be used to discuss a case study of a particular student. In this instance, the student’s teacher would present the “case” and engage the group in discussion to determine ways to help the student.

Possible Evidence: Videos or description of cases, attendance lists, discussion notes

Classroom Observation Process

Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, observation (data collection), and reflecting conference.

Possible Evidence: Dates on which the process occurred, meeting notes, observation forms

Creating a “Product”

Developing some kind of “product.” Products could be something for the classroom, school, or district. Examples of products could include: instructional units, new classroom management approach, handbooks, lab manual, etc.

Possible Evidence: The “product,” a log of activities and time, sources of information used

Committee Work

District, Regional, or State Professional Committee Work Possible Evidence: Agenda, meeting minutes/notes, reflection, sign-in sheets, etc.

Coordinating Community Resources

Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.

Possible Evidence: Photos, flyers, voice memos, business cards, agendas, meeting notes, minutes, etc.

Curriculum Development, Implementation, Adaptation

Developing new curriculum, creating new instructional units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students and alignment to Core Standards.

Possible Evidence: Curriculum documents, lesson plans, log of activities and time

Examining Student Work and Student Thinking, Scoring Assessments

Carefully examining students' work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.

Possible Evidence: Copies of the student work which was examined, meeting dates, discussion notes

Independent Study

Engaging in study of a specific topic of interest either on ones own or as part of a formal university or college degree program.

Possible Evidence: Description of the study, log of activities, paper, projects, reflections

Mentoring

Serving as a formal mentor for another educator or participating as that recipient of formal mentoring by another educator. Formal New Teacher mentoring occurs in the first two years of a teacher's career and includes a minimum of 90 hours of contact time between the mentor and mentee.

Possible Evidence: Log of activities, discussion notes, observation forms, lesson planning forms

Parent Informational Meetings

Planning, facilitating, and/or attending parent informational and curriculum nights.

Possible Evidence: Photos, flyers, voice memos, curriculum, lesson-plans, agendas, meeting notes, minutes, etc.

Partnerships

Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills.

Possible Evidence: Photos, flyers, voice memos, business cards, agendas, meeting notes, minutes, etc.

Peer Observations

Peer observation is a collaborative tool for Professional Development to help improve teaching practices and student performance. Peer Observation is most effective when the observation is combined with discussion/collaboration/reflection. This is not a process of evaluation of the teacher BEING observed, however is intended to help teachers utilize the tools available to them by collecting information and ideas from observing peers.

Possible Evidence: Observation notes, agenda, reflection, sub-plans, lesson-plans, photographs, follow-up conversation notes, etc.

Presenting

Creating and/or presenting learning experiences for other educators.

Possible Evidence: Description of the professional development, copies of materials, dates of presentations, lists of participants, video or audio recordings of presentations

Professional Learning Community

A structured, collaborative, collegial approach to examining student work to improve instruction. Structure derives from the use of a discussion protocol and often the leadership of a group facilitator. PLC Time can be used for and is not limited to:

- *Collecting Student Data (as it applies to your goals)
- *Evaluating Student Data (as is pertains to your goal)
- *Action Research analysis and discussion
- *Collaboration to improve student outcomes

Possible Evidence: Meeting dates, attendance list, discussion notes

Professional Networks

Educators linking with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems.

Possible Evidence: Names of participants, log of contacts, notes

Supervision of Student Teachers and/or Education Students

Performing as a cooperating teacher for pre-service teachers or opening classroom to education students for observations or practicum

Possible evidence: Meeting notes, reflections, lesson-plans, photographs, organization/employer documentation, agendas, etc

Evidence of Professional Learning

In its optimum form, developing a body of evidence should be a natural, integrated part of the educators' work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those which are natural to the professional development activities thus requiring that the educators "collect" rather than "create" evidence. Educators need to include evidence of their activities, but more particularly, evidence of their own learning and the impact of their activities on students' learning. Sometimes, brief written explanations accompany each evidence piece in the collection. A written summary reflection, as described above, provides an explanation and interpretation of the composite evidence collection. Optional reflection templates are available in the "Support Materials" section of the Toolkit.

Sample Evidence of Educator's Learning

- Written reflection on learning and what will result from this learning
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, formal observation by a supervisor, colleague, mentor, or consultant, etc.
- Samples of students' work
- Projects, papers, etc. from courses and seminars

Sample Evidence used to Examine Impact on Students' Learning

- Results of standardized assessments
- Results of classroom assessments
- Examples of students' projects, papers, daily work
- Student portfolios
- Video tapes of students' presentations or activities
- Skill inventories or checklists
- Anecdotal notes

Process for Accessing Professional Development Funding

1. If professional development requests will require funding, fill out the Professional Development Funding Request Form, located in the Form Bank on the PD Webpage accessed through the ASD website and in the “Support Materials” portion of this toolkit. Submit application to principal for approval and principal will then forward signed document to PDPC, copying the teacher in the email.
2. Principals will submit the request electronically to pdpc@Public Schools of Robeson County.k12.nr.us within the required timeline. The subject line of the email should read “Grant Funding Request.”
3. PDPC will send an email verifying receipt of application.
4. At pre-determined monthly meetings, the PDPC will review and respond to requests for funding. PDPC reserves the right to deny requests or ask for additional clarification. If your request is denied or requires additional clarification, you will be asked to appeal or adjust your request. The PDPC Review Process includes a panel of PDPC Committee members sharing the responsibility of this decision making process.
5. Complete follow-up reflection and include as evidence in your portfolio. Provide the PDPC with a copy of reflection.
6. Follow through on plan to share learning with fellow educators and integrate new learning into sustained practice.

PD Terms Glossary

PDPC: Professional Development Planning Committee. Unique to Public Schools of Robeson County, this committee has been designed to oversee district professional development. Made up of representatives from the administration and teaching staff, this committee has the best interests of our teachers and students in mind, and was agreed upon in bargaining.

PLC: Professional Learning Community. "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." - definition from Learning By Doing, Second Edition. PLCs are a valuable PD opportunity.

Peer Observation: Peer observation is a collaborative tool for Professional Development to help improve teaching practices and student performance. Peer Observation is most effective when the observation is combined with discussion/collaboration/reflection. This is not a process of evaluation of the teacher BEING observed, however is intended to help teachers utilize the tools available to them by collecting information and ideas from observing peers.

Support Materials

Professional Development Funding Request Form

About You

Name, building, position, years experience

Write a brief summary of the PD opportunity you are seeking.

Professional development must be tied to teacher evaluation.

Which of your student learning or professional goals will be addressed in this PD opportunity and how does it align with your goal(s)?

Student Learning or Professional Goal(s):

How PD activity aligns with above goal(s):

Best practices for professional development and growth involve collaboration and the sharing of knowledge.

How do you plan to share your learning with colleagues?

Technical Information

Name of PD Opportunity:

When will the PD happen?

What is the total cost associated with this PD activity?

Amount requesting?

Date funds needed, if different from date of PD?

Is a substitute required? If so, how many days?

Have you received PD funds from the PDPC before? If so, when?

Teacher:

I understand that accepting PD funding requires my completion of Professional Development Reflection Form and sharing of opportunity.

Teacher signature and date

Building Principal:

This request aligns with the teacher's professional goals, student learning goals, or is aligned with needs identified on the Marshall rubric.

Addresses focus area of school improvement efforts

Principal signature and date

PDPC Approval

Date received Date reviewed

yes no

If denied, provide an explanation.

Professional Development Reflection

(Required if funding was received from PDPC)

Name

Building

Assignment

Name of PD opportunity

Date of PD opportunity

Provide a brief response to each of the following questions:

1.) How do you see yourself applying this learning experience to your own practice?

2.) How will you share the information you learned?

3.) What are your next steps in this process?

4.) Would you recommend this PD resource to a colleague? Why or why not?

Professional Development Plan

Focus of Professional Growth Goals			
Desired Results		Evidence	
For my students		Of student results	
For myself		Of personal results	
Learning Plan			
Activities	Timeline	Evidence of Activities	CEU hours acquired

Professional Learning Reflection

Professional Learning Activity



What did I learn?



Now, what will I do? (Implications for my teaching)



**PUBLIC SCHOOLS OF ROBESON COUNTY
IN-SERVICE EDUCATION PROGRAMS (for Staff Development Coordinator)**

APPLICATION FOR PRIOR APPROVAL OF ACTIVITY

This form is to be used to secure prior approval of local courses and workshops that will not carry official college credit from a senior college or university. Credit earned in approved courses and workshops can be used toward renewal of the North Carolina teaching certificate subject to prior approval of employing superintendent in North Carolina.

****This form must be submitted to the Staff Development Coordinator at least two weeks prior to the activity. ****

Name of Person Submitting Request: _____ Date: _____

School/Department: _____ School Code: _____

NC Star Comprehensive Improvement Plan Indicator: _____

Circle Only One: Content, Digital Literacy; General; Literacy; Leadership; Media; Pre -K; Reading; Technology; Writing

Title of Workshop: _____

Date(s): _____ Time(s): _____ Place: _____

Total No. of Clock Hours: _____ No. of Units of Credit Requested: _____

Sponsor(s): _____

Minimum # of Participants: _____ Maximum # of Participants _____ Target Audience: _____ Grade(s) _____

Brief Description: _____

Type of evaluation of each teacher's performance that will be used as basis for granting credit: _____

Names of consultants, resource persons or presenters: _____

Plans for follow-up/monitoring participants' growth: _____

List estimated cost below: If this is a school level activity, the principal must sign indicating approval of the expenditure from the school budget

Instructor	Amount Requested	Source of Funds	Signature
_____	_____	_____	_____
Supplies	_____	_____	_____
Substitutes	_____	_____	_____
* Stipends	_____	_____	_____
Other	_____	_____	_____

(*All stipends are to be submitted on a Staff Development Stipend Roster and a copy of this prior approval must be attached.)

_____ School level sponsorship (if yes principal's signature below) _____ Approved _____ Disapproved

Principal's Signature _____ Date _____

_____ District Level Sponsorship _____ Approved _____ Disapproved

_____ Supervisor's/Principal's Signature	_____ Date	<u>Type of Funds Used (Check)</u> ___ State
_____ Staff Development Coordinator	_____ Date	___ Other (Identify)
_____ Superintendent's Designee	_____ Date	_____

**PUBLIC SCHOOLS OF ROBESON COUNTY
PRIOR APPROVAL FOR TRAVEL AND/OR IN-SERVICE ACTIVITY**

CIRCLE OR WRITE IN FUNDING SOURCE COVERING THE EXPENSE FOR THIS CONFERENCE

STATE TITLE I TITLE II OTHER _____

Forward completed form to the Staff Development Office Eight (8) weeks prior to the event

TO BE COMPLETED BY EMPLOYEE: SPECIFY THE GOAL THIS TRAINING ALIGNS WITH

NC Star Comprehensive Improvement Plan Indicator: _____

Academic/Content: _____; Digital Literacies: ___ EC ___, General: ___, Literacy: ___, Leadership: ___, Media: ___

Pre-K-8: ___, Reading: ___, Technology: ___, Writing: ___

Name: _____ Email: _____

Address: _____

P. O. Box/Street City State Zip

School: _____ Certification: _____ Grade: _____ Classified: _____

Name of activity: _____ Location: _____

*Dates of the Activity: Beginning Date: _____ Ending Date: _____

***THIS FORM MUST BE RECEIVED AT CENTRAL OFFICE EIGHT (8) WEEKS PRIOR TO THE ACTIVITY.**

Contact Hours: _____ Do you plan to request renewal credit? _____ (The individual is responsible for submitting the proper documentation or certificate from the sponsor to the Staff Development Coordinator.)

Name of Primary Instructor or Conference Organizer: _____

Are you requesting reimbursement? _____ If so, indicate amounts:

Select rate of Substitute 86.12 110.88 175.24 Non-Cert. Cert. Tea. Asst.	Expenses you expect to be reimbursed (Estimate)	Amount Approved	FOR OFFICE USE ONLY
Substitute			State _____
Registration Fee			Title II _____
Travel			Title I _____
Lodging			Other _____
**Food			
TOTAL			

Signature of Employee _____ Date _____ Social Security Number _____

Status Code: A=Approved B=Approved with no reimbursement C=Approved with noted Revisions D=Disapproved

Principal _____ Date _____ CODE _____

Staff Development Coordinator _____ Date _____ CODE _____

Program Supervisor _____ Date _____ CODE _____

Assistant Superintendent (Evaluator) _____ Date _____ CODE _____

Superintendent _____ Date _____ CODE _____

For Reimbursement and Renewal Credits: The reverse side of Form A and Form B must be completed and returned to the Program Supervisor within 10 days after the activity.

****MEALS ALLOWED ONLY IF OVERNIGHT STAY IS REQUIRED.**

FOR REIMBURSEMENT THIS FORM MUST BE RECEIVED AT CENTRAL OFFICE WITHIN 10 DAYS AFTER THE ACTIVITY.

REQUEST FOR REIMBURSEMENT OF TRAVEL AND OTHER EXPENSES INCURRED IN THE DISCHARGE OF OFFICIAL DUTY

Instructions: Prepare one copy (in ink). Attach receipts for registration and hotel.

Date: _____ Social Security #: _____	FOR OFFICE USE ONLY	
School/Department: _____	Vendor # _____	
Payee's Name: _____ Title/Subject Area: _____	Pay Code : _____	
Payee's Address: _____	Total Cost	_____
Period covered by this voucher (MUST FILL OUT) From _____ To _____ Date _____ Time _____ Date _____ Time _____	Less Advance	_____
	Reimbursement	_____

This is a true and accurate statement of expenses incurred in the service of the State.

I certify that the expenses incurred are necessary and proper and amounts claimed are just and reasonable.

Payee's Signature _____ Date _____

Principal/Program Supervisor _____ Date _____

Travel (Show Each City Visited)			Transportation		Subsistence			Other Exp.	Amount
Day	From	To	(1) Mode	Private Car Mileage Daily	Amount	(2) Type	Amount	(3) Daily Totals	Explanation
			P			B			Registration
			A			L			Hotel Tax
			S			D			
			R			H			
			P			B			
			A			L			
			S			D			
			R			H			
			P			B			
			A			L			
			S			D			
			R			H			
			P			B			
			A			L			
			S			D			
			R			H			
TOTALS									

Mode of travel (1)	Type of Subsistence (2)			In-state:	Out-of State:	To Qualify for Meals
P-Private Car (0.545)	B-Breakfast	Breakfast - \$8.40	Breakfast - \$8.40	must leave by 6:00 a.m. on day of departure		
A-Air	L-Lunch	Lunch - \$11.00	Lunch - \$11.00	must leave by 10:00 a.m. on same day		
S-Staff	D-Dinner	Dinner - \$18.90	Dinner - \$21.60	must return after 8:00p.m. on day of return		
R-Rental	H-Hotel	Hotel - \$71.20	Hotel - \$84.10			

**PUBLIC SCHOOLS OF ROBESON COUNTY
 TUITION PRIOR APPROVAL/REIMBURSEMENT FORM
 FOR LATERAL ENTRY/PROVISIONALLY LICENSED TEACHERS
 MEETING CERTIFICATION REQUIREMENTS
Fiscal Year is July 1 to June 30
 2018-2019**

RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form.

(Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied.)

Name _____	Social Security Number (last 4) _____
School Assignment _____	Current Position _____
Course _____	Pursuing Certification in _____
Term Beginning Date _____	Term Ending Date _____
College/Institute _____	Email _____
_____	_____
Applicant's Signature	Date

Status Code: A = Approved B = Approved If Funds Are Available C = No Funds Are Available

Principal/Supervisor _____	Date _____	Code _____
Superintendent's Designee _____	Date _____	Code _____
Staff Development Coordinator _____	Date _____	Code _____

REQUEST FOR TUITION REIMBURSEMENT

*After completing the course submit this form to Central Office with **(1) one RECEIPT (1) one COPY** of Official/Final grade. (Must pass the course with a Grade C or above). Please note each applicant is limited to \$900.00 per year.*

Social Security Number: _____

Name: _____

Mailing Address: _____

Amount Requested: _____

_____	_____
Applicant's Signature	Date

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved _____ Budget Code **35110103352** _____

_____	_____
Staff Development Coordinator	Date

(Submit forms immediately after coursework is complete for processing)

**PUBLIC SCHOOLS OF ROBESON COUNTY
 TUITION PRIOR APPROVAL/REIMBURSEMENT FORM
 FOR PARAPROFESSIONALS MEETING NO CHILD LEFT BEHIND
 REQUIREMENTS
Fiscal Year is July 1 to June 30
 2018-2019**

RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form.

(Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied)

Name _____	Social Security Number (last 4) _____
School Assignment _____	Current Position _____
Course _____	Pursuing Certification in _____
Term Beginning Date _____	Term Ending Date _____
College/Institute _____	Email _____

Applicant's Signature

Date

Status Code: A = Approved B = Approved If Funds Are Available C = No Funds Are Available

Principal/Supervisor _____	Date _____	Code _____
Superintendent's Designee _____	Date _____	Code _____
Staff Development Coordinator _____	Date _____	Code _____

REQUEST FOR TUITION REIMBURSEMENT

After completing the course submit this form to Central Office with **(1) one RECEIPT (1) one COPY of Official/Final grade. (Must pass the course with a Grade C or above).** Please note each applicant is limited to **\$800.00** per year.

Social Security Number: _____

Name: _____

Mailing Address: _____

Amount Requested: _____

Applicant's Signature

Date

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved _____ **Budget Code** 35110103352

Staff Development Coordinator

Date

(Submit forms immediately after coursework is complete for processing)

PUBLIC SCHOOLS OF ROBESON COUNTY
TUITION PRIOR APPROVAL/REIMBURSEMENT FORM
FOR GRADUATE STUDENTS-MASTERS OR DOCTORATE
Fiscal Year is July 1 to June 30
2018-2019

RETURN TO STAFF DEVELOPMENT DIRECTOR

NOTE: These funds are not advanced. Funds are for full-time employees working directly with students, and who are working toward certification in education. Principal/Supervisor must sign this form.

(Complete forms prior to taking classes to encumber funds. If not prior approved request may be denied)

Name _____ Social Security Number (last 4) _____
 School Assignment _____ Current Position _____
 Course _____ Pursuing Certification in _____
 Term Beginning Date _____ Term Ending Date _____
 College/Institute _____ Email _____

 Applicant's Signature

 Date

Status Code: A = Approved B = Approved If Funds Are Available C = No Funds Are Available

_____ Principal/Supervisor	_____ Date	_____ Code
_____ Superintendent's Designee	_____ Date	_____ Code
_____ Staff Development Coordinator	_____ Date	_____ Code

REQUEST FOR TUITION REIMBURSEMENT

After completing the course submit this form to Central Office with **(1) one RECEIPT (1) one COPY** of Official/Final grade. **(Must pass the course with a Grade C or above).** Please note each applicant is limited to **\$1000.00** per year.

Social Security Number: _____

Name: _____

Mailing Address: _____

Amount Requested: _____

 Applicant's Signature

 Date

TO BE COMPLETED BY CENTRAL OFFICE

Amount Approved _____ Budget Code **35110103352** _____

 Staff Development Coordinator

 Date

(Submit forms immediately after coursework is complete for processing)