

**REPUBLIC R-III SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
2022-2023**



**Prepared by the District Professional Development Committee
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Republic R-III School District
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District Professional Development Plan

As stated in *Learning Forward's Standards for Professional Learning*, "**When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning.**"

Mo-DESE'S REQUIRED COMPONENTS OF DISTRICT PLANS:

1. Identify student and educator learning needs.

At the district level, the district Needs Assessment Survey results and our overall student data patterns determine the focus. The chosen focus goals detailed on the next pages also align to Learning Forward Standards, MSIP (Missouri School Improvement Program) standards, and support a continued focus on literacy, numeracy, technology and NEE Indicators for the 2022-2023 school year.

2. Specify who will benefit from the professional learning.

All certificated educators (including teachers, counselors, building and district leaders) benefit from the district professional development plan with the implementation of the learning benefitting all students. The purpose of a district plan is to support site professional learning during early release times and make it part of a system of planning, implementation, and results.

Differentiation is necessary and will be provided in 2022-2023 a variety of learning opportunities to meet the needs of various audiences. For example, a kindergarten teacher and a high school science teacher can benefit from common knowledge of district focus and expectations, but the modeling and application differs.

3. Identify learning outcomes, benchmarks and observable/measurable evidence of change in teacher practice and student learning.

The district plan intentionally limits the number of goals and success criteria to keep a focus and to keep measurement realistic. At the district level, there are the OSR (Ongoing Systems Review) and Systems Check for the CIA (Curriculum, Instruction and Assessment Department), and at the site level there is the BSIP (Building School Improvement Plan).

4. Specify the learning opportunities and sustained follow-up planned to support implementation.

Time is built into the district calendar to provide weekly early release time and five SI (School Improvement) Days for the 2022-2023 school year. The emphasis on job-embedded collaborative learning at the site level is intentional and is accompanied by district expectations for professional learning. Sessions that are provided at the district level will align with district goals and initiatives, as well as support the adopted curriculum.

5. Identify resources needed to support the professional learning.

The Departments of Elementary Learning, Secondary Learning and Professional Learning have a budget that is used to support the district plan and disperses funds among all sites to support each site's plan. Together with the building administrator, each site has a PDC (Professional Development Committee) representative(s) who is responsible for managing site PD funds. Personnel in the Departments of Elementary Learning, Secondary Learning and Professional Learning are ongoing resources for educators in the district. In-district learning opportunities may take various forms including online modules in Canvas, seated or hybrid.

6. Identify how professional learning will be evaluated.

Every professional learning opportunity will include a feedback component. Additionally, each half- or full-day professional learning opportunity will include a reflection for educators to complete to provide feedback to the Departments of Elementary Learning, Secondary Learning and Professional Learning. The PDC Needs Assessment will be administered yearly and data analyzed for growth to determine potential areas of revision for the following year's Professional Development Plan.

Source: Missouri Professional Learning Guidelines for Student Success, SECTION IV:

The Planning, Implementation, and Evaluation of Professional Learning, pp. 88-89, DESE, August 2013.

Goal I: Assessment Strategies

The goal of professional learning as related to assessment strategies is to improve student and educator achievement, performance and accountability across the curriculum by implementing Response to Intervention, various differentiated assessments, instruction and documentation strategies to monitor and adjust instruction.

Goal II: NEE Indicators

The goal of professional learning as related to the NEE indicators is to improve student achievement and performance by providing a relevant and rigorous curriculum to increase and support educators' integration of district NEE indicators (such as technology integration, critical thinking and formative assessment) as an ongoing classroom practice.

Goal III: Educator Support

The goal of professional learning is to provide educators support for implementation of differentiated instructional strategies, Response to Intervention strategies and virtual instruction to better meet the needs of our students and educators.

Educators recognize the importance of differentiated instructional strategies to reach ALL students at their level. These may include school culture initiatives (CHAMPS, Leader in Me, LEAD, Lead the Way, Conscious Discipline); social emotional learning, and behavior intervention strategies; blended learning; and numeracy/literacy instruction. Funding may be provided for additional training/resources as needed for various roles.

Professional Development Action Plan

Improvement Strategies	Timeline	Data Collection	Funding	Additional District Support
GOAL 1: Assessment Strategies	2022-2023 school year	- Annual Needs Assessment Survey - Student Data	A) Elem & Sec Learning; District PL B) Site PDC	- Utilize early release time, SI Days, Canvas, faculty meetings - Continued collaboration with Elementary & Secondary Learning and other departments district wide, i.e. weekly collaboration time, data training, providing feedback, Canvas and co-teaching with SPED - Support buildings in RtI
GOAL 2: NEE Indicators	2022-2023 school year	- Annual Needs Assessment Survey - District NEE data - Student data	A) Elem & Sec Learning; District PL B) Site PDC	- Continued collaboration in early release - Utilize SI Days and Canvas - New teacher training - Critical thinking training - Calibration for administrators and teachers - Technology integration
GOAL 3: Educator Support	2022-2023 school year	- Annual Needs Assessment Survey - Student Data	A) Elem & Sec Learning; District PL B) Site PDC	- Utilize early release time, SI Days, Canvas - Topics might include RtI, virtual learning, school culture initiatives (CHAMPS, Leader in Me, LEAD, Lead the Way, Conscious Discipline), social and emotional learning, behavioral interventions, classroom management, literacy, numeracy, PBL, blended learning, teacher-led tech, student groups achievement gaps, STEAM - Note: Additional time will be spent addressing needs specific to sites, departments, content

Needs Assessment Comparison Data for 2021-2022 Plan

Needs Assessment Item	Descriptor	Goal(s) Addressed	Outcome Agree/Strongly Agree %
14-15: Q5 15-16: Q6 16-17: Q6 17-18: Q5 18-19: Q4 19-20: Q4 20-21: Q4 21-22: Q4	I believe professional learning is an essential component for achieving site and district goals.	1, 2, 3	14-15: 96.58 15-16: 96.94 16-17: 97.69 17-18: 97.35 18-19: 95.94 19-20: 96.44 20-21: 96.61 21-22: 96.48
14-15: Q6 15-16: Q7 16-17: Q7 17-18: Q6 18-19: Q5 19-20: Q5 20-21: Q5 21-22: Q5	I feel more empowered and supported after participating in district/site professional learning. <i>18-19 Wording Change: I feel more empowered and supported after participating in DISTRICT professional learning. (Examples include SI Days, CIA support meetings, curriculum development, APEX, Fuse, summer learning options, STAR summit)</i> <i>21-22 Wording Change: I feel more empowered and supported after participating in DISTRICT professional learning. (Examples include SI Flex Days, meetings with instructional specialists, curriculum development, APEX, Fuse, summer learning options, new teacher support)</i>	1, 2, 3	14-15: 76.5 15-16: 82.51 16-17: 80.52 17-18: 83.53 18-19: 80.00 19-20: 80.26 20-21: 84.31 21-22: 76.41
14-15: Q6 15-16: Q7 16-17: Q7 17-18: Q6 18-19: Q6 19-20: Q6 20-21: Q7 21-22: Q7	I feel more empowered and supported after participating in district/site professional learning. <i>18-19 Wording Change: I feel more empowered and supported after participating in SITE professional learning. (Examples include Leader In Me/LEAD, weekly collaboration, faculty meetings)</i> <i>21-22 Wording Change: I feel more empowered and supported after participating in SITE professional learning. (Examples include Leader in Me/LEAD, weekly collaboration, faculty meetings, professional learning led by principals and specialists, SI Days)</i>	1, 2, 3	14-15: 76.5 15-16: 82.51 16-17: 80.52 17-18: 83.53 18-19: 77.40 19-20: 74.43 20-21: 82.15 21-22: 84.86
14-15: Q7 15-16: Q8 16-17: Q8 17-18: Q7 18-19: Q7 19-20: Q7	District/site professional learning helps me equip students for a successful future.	1, 2, 3	14-15: 80.35 15-16: 82.51 16-17: 83.17 17-18: 88.23 18-19: 88.98 19-20: 83.82

20-21: Q6 (District) 20-21: Q8 (Site) 21-22: Q6 (District) 21-22: Q8 (Site)			20-21: 89.54 (District) 20-21: 87.07 (Site) 21-22: 83.80 (District) 21-22: 86.27 (Site)
14-15: Q8 15-16: Q9 16-17: Q9 17-18: Q8 18-19: Q8 19-20: Q8 20-21: Q9 21-22: Q9	I am provided the professional learning needed to close the achievement gap for student subgroups. <i>17-18 Adapted Question: I am provided the professional learning needed to meet the needs for all students and student subgroups. (DESE defines subgroups to include free/reduced priced lunch, racial ethnic background, English language learners, and students with disabilities.)</i> <i>19-20 Adapted Question: I am provided the professional learning needed to meet the needs of all students.</i>	1, 2, 3	14-15: 50.85 15-16: 52.76 16-17: 60.72 17-18: 76.18 18-19: 74.20 19-20: 71.20 20-21: 76.92 21-22: 69.37
14-15: Q9 15-16: Q10 16-17: Q10 17-18: Q9 18-19: Q9 19-20: Q9 20-21: Q10 21-22: Q10	Department- or grade-level goals are consistently aligned with the BSIP.	1, 2, 3	14-15: 86.75 15-16: 92.95 16-17: 91.41 17-18: 94.70 18-19: 94.50 19-20: 91.59 20-21: 96.92 21-22: 96.12
14-15: Q10 15-16: Q11 16-17: Q11 17-18: Q10 18-19: Q10 19-20: Q10 20-21: Q11 21-22: Q11	Participation in professional learning activities has resulted in changes in my classroom practices. <i>19-20 Wording Change: Participation in professional learning has resulted in positive changes in my classroom practices.</i>	1, 2, 3	14-15: 85.05 15-16: 92.63 16-17: 88.78 17-18: 91.76 18-19: 88.40 19-20: 86.09 20-21: 88.92 21-22: 87.32
14-15: Q11 15-16: Q12 16-17: Q12 17-18: Q11 18-19: Q11 19-20: Q11 20-21: Q13 21-22: Q13	Student achievement has increased as a result of my implementation of professional learning. <i>21-22 Wording Change: Student achievement has increased as a result of my implementation of professional learning. (Examples include RTI, science of reading, summer professional learning, curriculum writing, SI Days)</i>	1, 2, 3	14-15: 75.64 15-16: 81.29 16-17: 80.53 17-18: 82.35 18-19: 83.19 19-20: 79.61 20-21: 86.77 21-22: 81.69
14-15: Q12 15-16: Q13 16-17: Q13	My instruction has improved as a result of collaborative planning.	1, 2, 3	14-15: 77.35 15-16: 80.06 16-17: 86.46

17-18: Q12 18-19: Q12 19-20: Q12 20-21: Q12 21-22: Q12	<i>18-19 Wording Change: My instruction has improved as a result of weekly collaboration/early release.</i>		17-18: 88.23 18-19: 71.02 19-20: 77.35 20-21: 80.31 21-22: 81.69
Needs Assessment Item	Descriptor	Goal(s) Addressed	Outcome Yes/No %
15-16: Q14 16-17: Q14 17-18: Q13 18-19: Q13 19-20: Q13 20-21: Q14 21-22: Q14	Answer only if you teach K-5 or 6-12 ELA: I utilize the literacy units of instruction (UBD curriculum guides) as a foundational piece for classroom instruction. Adapted Question 2017-18: Answer only if you teach K-5 or 6-12 ELA: I utilize the literacy units of instruction (UBD/PBL curriculum guides) as a starting point for planning and adapting instruction. <i>18-19 Wording Change: For K-5 and 6-12 ELA teachers: I utilize either the literacy units of instruction (UOI/UBD curriculum guides) or PBL curriculum units as a starting point for planning and adapting instruction.</i>	1, 2, 3	2015-16: Y 75.14 N 24.86 2016-17: Y 78.95 N 21.05 2017-18: Y 92.00 N 8.00 2018-19: Y 94.84 N 5.6 2019-20: Y 89.54 N 10.46 2020-21: Y 92.17 N 7.83 2021-22: Y 97.94 N 2.06
15-16: Q15 16-17: Q15 17-18: Q14 18-19: Q14 19-20: Q14 20-21: Q15 21-22: Q15	Answer only if you teach K-5 or 6-12 Math: I utilize the math units of instruction (UBD curriculum guides) as a foundational piece for classroom instruction. <i>17-18 Adapted Question: Answer only if you teach K-5 or 6-12 Math: I utilize the math units of instruction (UBD/PBL curriculum guides) as a starting point for planning and adapting instruction.</i> <i>18-19 Wording Change: For K-5 or 6-12 Math teachers: I utilize the math units of instruction (UOI/UBD curriculum guides) as a starting point for planning and adapting instruction.</i>	1, 2, 3	2015-16: Y 67.46 N 32.54 2016-17: Y 80.79 N 19.21 2017-18: Y 89.33 N 10.67 2018-19: Y 90.07 N 9.93 2019-20: Y 84.14 N 15.86

			2020-21: Y 91.82 N 8.18 2021-22: Y 97.08 N 2.92
17-18: Q15 18-19: Q15 19-20: Q15 20-21: Q16 21-22: Q16	New Question 2017-18: Answer only if you teach K-5: I utilize the integrated units of instruction (UBD curriculum guides) as a starting point for planning and adapting instruction. <i>18-19 Wording Change: For K-5 teachers: I utilize the integrated units of instruction (UOI/UBD curriculum guides) as a starting point for planning and adapting instruction.</i> <i>19-20 Wording Change: For K-5 teachers: I utilize the integrated (science & social studies) units of instruction (UOI/UBD curriculum guides) as a starting point for planning and adapting instruction.</i>	1, 2, 3	2017-18: Y 82.44 N 5.34 NA 12.21 2018-19: Y 93.33 N 6.67 2019-20: Y 81.31 N 18.69 2020-21: Y 90.58 N 9.42 2021-22: Y 90.23 N 9.77
20-21: Q17 21-22: Q17	For 6-12 non core teachers: I utilize the units of instruction (UOI/UBD Curriculum Guides) as a starting place for instruction. <i>20-21 New Question</i>	1, 2, 3	2020-21: Y 74.65 N 25.35 2021-22: Y 74.99 N 25.01
20-21: Q18 21-22: Q18	For K-5 specials teachers: I utilize the matrices and resources as a starting point for planning and adapting instruction. <i>20-21 New Question</i> <i>21-22 Wording Change: For K-5 Specials Teachers and Counselors: I utilize the matrices and resources as a starting point for planning and adapting instruction.</i>	1, 2, 3	2020-21: Y 94.74 N 5.26 2021-22: Y 84.81 N 15.19
21-22: Q19	For K-12 SPED and Resource Teachers: I utilize the units of instruction (UOI/UBD curriculum guides) as a starting point for planning and adapting instruction. <i>21-22 New Question</i>	1, 2, 3	2021-22: Y 93.31 N 6.69
21-22: Q20	For 6-12 Counselors: I utilize the curriculum guides as a starting point for planning and adapting instruction. <i>21-22 New Question</i>	1, 2, 3	2021-22: Y 56.31 N 43.69

21-22: Q21	For K-12 Teachers: I utilize common assessments based on priority standards. <i>21-22 New Question</i>	1, 2, 3	2021-22: Y 95.34 N 4.66
21-22: Q22	For K-12 Teachers: I monitor the results of common assessments during early release or data team meetings. <i>21-22 New Question</i>	1, 2, 3	2021-22: Y 93.70 N 6.30

Needs Assessment Item	Descriptor	Goal(s) Addressed	Outcome Mastery / Integration %
14-15: Q 15-16: Q 16-17: Q 17-18: Q 18-19: Q 19-20: Q	Cognitively engaging students in content (NEE 1.2) REMOVED NO LONGER A DISTRICT INDICATOR - 4.2 b WILL BE ADDED IN 2018-2019 <i>18-19 New Question: For co-teachers: I understand and implement co-teaching. (Of those who co-teach)</i> <i>19-20 Question removed</i>	1, 2	14-15: 57.52 15-16: 66.45 16-17: 72.56 17-18: NA 2018-19: Y 100.00 N 0.0
14-15: Q14 15-16: Q17 16-17: Q17 17-18: Q16 18-19: Q17 19-20: Q16 20-21: Q19 21-22: Q23	Uses instructional strategies leading to student problem-solving and critical thinking (NEE 4.1) <i>18-19 Wording Change: I use instructional strategies which lead to student problem-solving and critical thinking (NEE 4.1)</i>	1, 2	14-15: 52.2 15-16: 62.9 16-17: 66.07 17-18: 61.64 18-19: 78.02 19-20: 77.13 20-21: 78.04 21-22: 77.01
14-15: Q15 15-16: Q18 16-17: Q18 17-18: Q17 18-19: Q18 19-20: Q17 20-21: Q20 21-22: Q24	Formative Assessment: monitors effect of instruction on individual and class learning (NEE 7.4) <i>18-19 Wording Change: I use formative assessment to monitor the effect of instruction on individual class learning (NEE 7.4)</i>	1, 2	14-15: 64.16 15-16: 69.68 16-17: 75.09 17-18: 77.36 18-19: 87.65 19-20: 88.74 20-21: 89.18 21-22: 86.86
20-21: Q21 21-22: Q25	I understand how to provide feedback to students after collecting assessment data (NEE 7.4) <i>20-21 New Question</i>	1	20-21: 84.59 21-22: 81.38
20-21: Q22 21-22: Q26	I understand how to use appropriate technology to facilitate student learning for my seated learners. <i>20-21 New Question</i>	,2, 3	20-21: 70.49 21-22: 74.45

	<i>21-22 Wording Change: I understand how to use appropriate technology to facilitate student learning for my seated learners (NEE 4.2b) (Examples include Google Classroom, Canvas, formative assessment tools, other digital tools)</i>		
20-21: Q23 21-22: Q27	I understand how to facilitate instruction of students in a virtual environment <i>20-21 New Question</i> <i>21-22 Wording Change: I understand how to facilitate instruction of students in a virtual environment (quarantine, AMI).</i>	2, 3	20-21: 60.98 21-22: 72.99
20-21: Q24 21-22: Q28	I adjust instruction based on district assessment data <i>20-21 New Question</i>	1, 2, 3	20-21: 83.28 21-22: 82.11
20-21: Q25 21-22: Q29	I differentiate instruction to benefit and challenge all students <i>20-21 New Question</i> <i>21-22 Wording Change: I differentiate instruction to benefit and challenge all students. (Examples include RTI, small group instruction, assignment choices)</i>	1, 3	20-21: 82.62 21-22: 83.94
14-15: Q16 15-16: Q19 16-17: Q19 17-18: Q18 18-19: Q19 19-20: Q18	Use of district assessments results to drive instruction (i.e. Engrade, SRI, Benchmarks, Common Assessments, Unit Assessments) <i>18-29 Wording Change: I adjust instruction based on district assessment data (i.e. Benchmarks, Common Assessments, Unit Assessments)</i> <i>20-21 Question removed</i>	1, 2, 3	14-15: 48.37 15-16: 61.61 16-17: 65.70 17-18: 68.56 18-19: 81.33 19-20: 84.64
14-15: NA 15-16: Q22 16-17: Q22 17-18: Q20 18-19: Q21 19-20: Q20	I understand and implementation of Blended Learning (BL)/Fuse (Blended Learning represents a fundamental shift in the classroom and involves leveraging technology to afford each student a more personalized learning experience, meaning increased control over the time, place, path and/or pace of his/her learning.) <i>20-21 Question removed</i>	2, 3	14-15: NA 15-16: 27.42 16-17: 34.66 17-18: 38.05 18-19: 46.68 19-20: 42.66
14-15: Q20 15-16: Q24 16-17: Q24 17-18: Q22 18-19: Q22 19-20: Q21 20-21: Q26 21-22: Q30	I understand and employ data walls or PDSA boards at the department level (DIP) or grade level (GLIP) <i>20-21 New Question</i>	1, 2	14-15: 31.85 15-16: 32.90 16-17: 33.94 17-18: 41.51 18-19: 50.00 19-20: 47.10 20-21: 48.85 21-22: 47.08

20-21: Q27 21-22: Q31	I am successful in the area of classroom management for my seated learners. <i>20-21 New Question</i>	3	20-21: 93.77 21-22: 90.88
20-21: Q28 21-22: Q32	I am successful in the area of classroom management for my virtual learners. <i>20-21 New Question</i>	2, 3	20-21: 59.02 21-22: 54.74
14-15: Q21 15-16: Q25 16-17: Q25 17-18: Q23 18-19: Q23 19-20: Q22	Employment of successful classroom management <i>18-19 Wording Change: I am successful in the area of classroom management.</i> <i>20-21 Question removed</i>	3	14-15: 76.99 15-16: 87.42 16-17: 86.28 17-18: 89.00 18-19: 95.18 19-20: 95.22
14-15: Q22 15-16: Q26 16-17: Q26 17-18: Q24 18-19: Q24 19-20: Q23 20-21: Q29 21-22: Q33	Intervention strategies for managing disruptive students <i>18-19 Wording Change: I utilize intervention strategies for managing disruptive students.</i> <i>21-22 Wording Change: I understand and utilize Tier 1 intervention strategies for managing disruptive students (Examples include daily classroom management strategies, LIM, CHAMPS, Discipline in the Secondary Classroom)</i>	3	14-15: 69.03 15-16: 76.77 16-17: 79.79 17-18: 76.73 18-19: 91.87 19-20: 91.47 20-21: 90.50 21-22: 83.21
21-22: Q34	I understand and utilize Tier 2/responsive intervention strategies for managing disruptive students (Examples include individual behavior plans, team meetings with the counselor) <i>21-22 New Question</i>	3	21-22: 74.81
18-19: Q25 19-20: Q25 20-21: Q30 21-22: Q35	17-18 New Question: I know the effective practices of a successful collaborative team. <i>20-21 New Question</i> <i>21-22 Wording Change: I know the effective practices of a successful PLC/collaborative team.</i>	1, 2, 3	17-18: 78.93 18-19: 93.98 19-20: 89.76 20-21: 88.52 21-22: 82.12
14-15: Q23 15-16: Q27 16-17: Q27 17-18: Q26 18-19: Q26 19-20: Q25 20-21: Q31 21-22: Q36	Fully engage in an effective collaborative team <i>18-19 Wording Change: I engage in an effective collaborative team.</i> <i>21-22 Wording Change: I engage in an effective PLC/collaborative team</i>	1, 2, 3	14-15: 64.61 15-16: 79.36 16-17: 84.84 17-18: 79.87 18-19: 90.06 19-20: 90.45 20-21: 87.87 21-22: 82.85
21-22: Q37	My PLC/collaborative team has the tools and resources they need to improve student learning (Examples include	1, 2, 3	21-22: 75.55

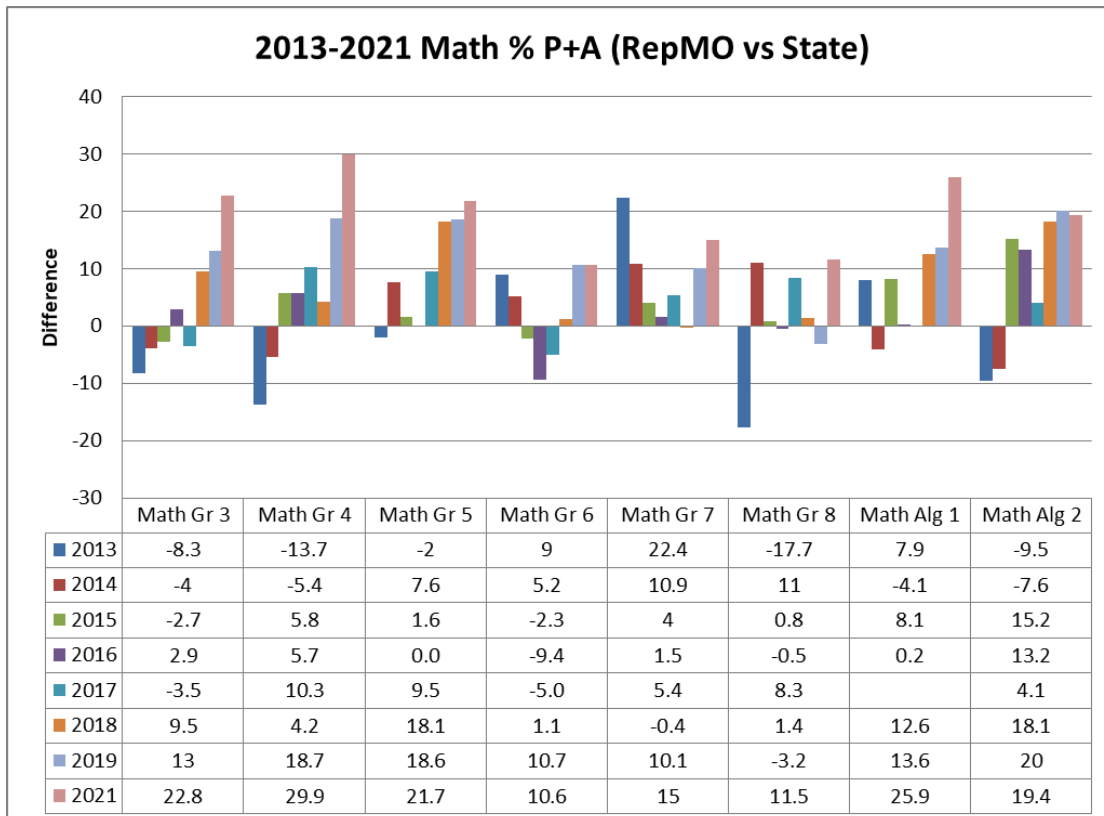
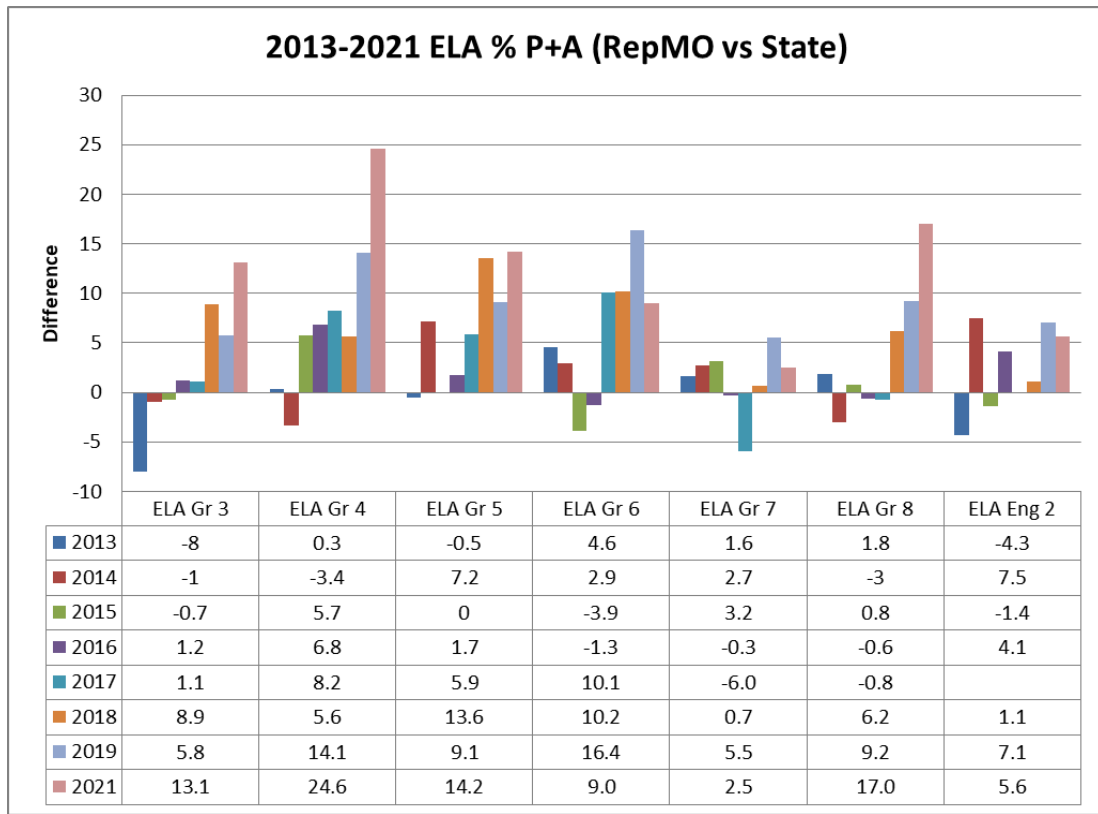
	instructional strategies, protocols, units of instruction, instructional specialists, other personnel) <i>21-22 New Question</i>		
14-15: Q24 15-16: Q28 16-17: Q28 17-18: Q27 18-19: Q27 19-20: Q26 20-21: Q32	Use of structured protocols for looking at student work in collaborative teams <i>18-19 Wording Change: My collaborative team uses structured protocols for looking at student work</i> <i>21-22 Question removed</i>	1, 3	14-15: 38.5 15-16: 53.87 16-17: 57.76 17-18: 51.89 18-19: 69.28 19-20: 66.55 20-21: 67.87
14-15: Q25 15-16: Q29 16-17: Q29 17-18: Q28 18-19: Q20 19-20: NA	Use of Differentiated Instruction to benefit and challenge all students <i>18-19 Wording Change: I differentiate instruction to benefit and challenge all students</i> <i>19-20 Question removed</i>	1, 2, 3	14-15: 57.52 15-16: 64.52 16-17: 67.51 17-18: 70.44 18-19: 82.84

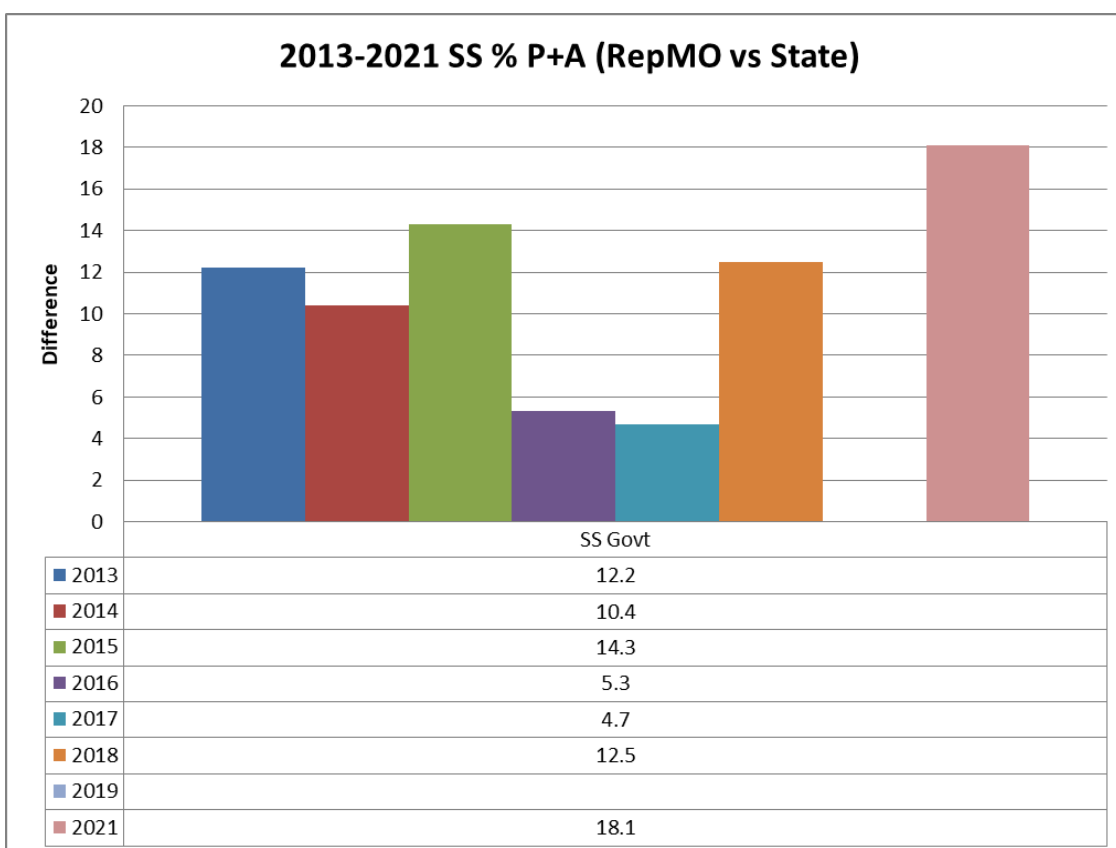
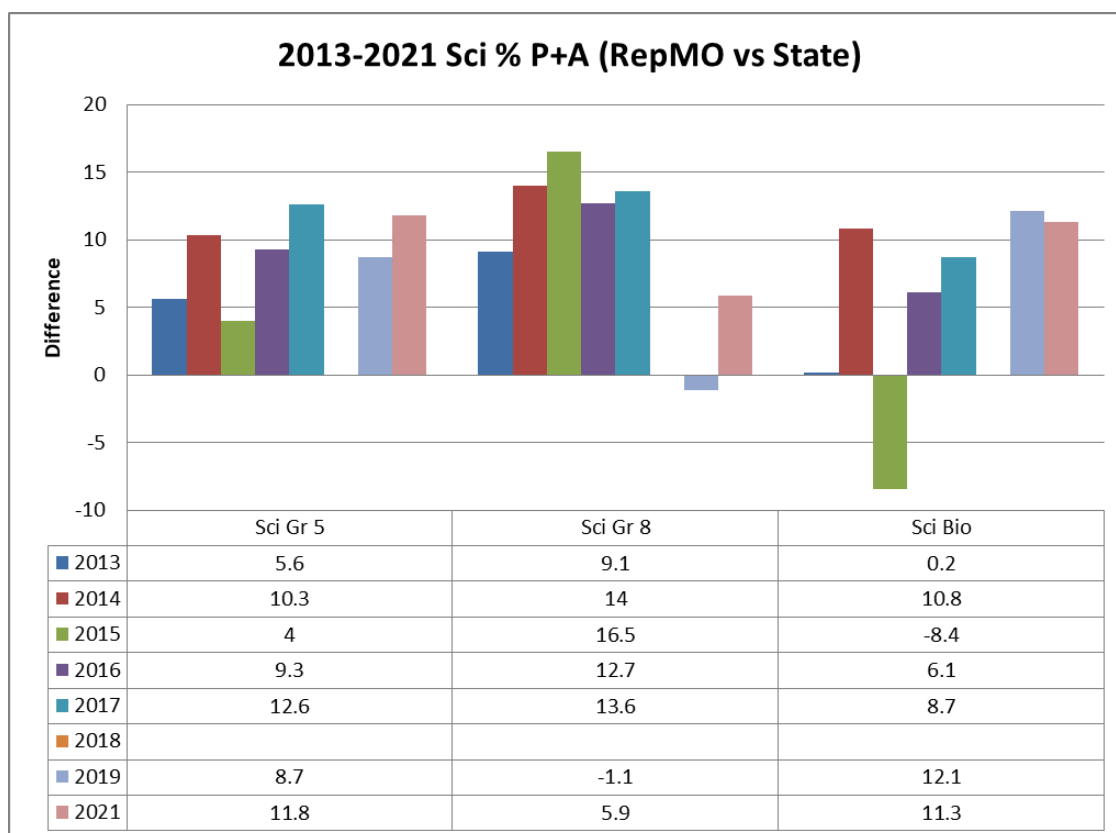
Needs Assess Item	Descriptor	Top 5 (2016-17)	Top 5 (2017-18)	Top 5 (2018-19)	Top 5 (2019-20)	Top 5 (2020-21)	Top 5 (2021-22)
15-16: Q29 16-17: Q33 17-18: Q33 18-19: Q32 19-20: Q27 20-21: Q33 21-22: Q38	Early Childhood only: Please indicate which of the following options you desire training/support. Check all that apply:	• Behavior / Social Management • Sensory Support • Classroom Management • Developmentally Appropriate Practices • Small Group Instruction	• Behavior / Social Management • Classroom Management • Speech / Language Development • Sensory Support • Small Group Instruction	• Develop & Implement Priority Standards • Behavior / Social Management • Math AddVantage • Autism • Several others tied	• Self-regulation • Social thinking curriculum Tied: • Sensory support • Motor development • Classroom management • Working with parents	• Working with Parents • ELLC Curriculum & MO Early Learning Standards • MathAdd Ideas for Preschool • Speech-Lan Development	• Feelings Buddies/Baby Doll Circle Time Curriculum • Heggerty Phonemic Awareness • Conscious Discipline Tied: • MO Early Learning Standards • Development and implementation of Priority Standards • Content-Specific Support: Supplemental to ELLC

15-16: Q30 16-17: Q34 17-18: Q34 18-19: Q33 19-20: Q28 20-21: Q34 21-22: Q39	Elementary only: Please indicate which of the following options you desire training/support. Check all that apply:	• Reader's Workshop - Lit Discussion Groups • Reader's Workshop - Guided Reading • Writer's Workshop - Interactive Writing • Math Workshop • Writer's Workshop - Writing Conferences	• Reader's Workshop - Guided Reading • Leader in Me • Remediation / Enrichment Support • CHAMPS • Blended Learning	• Interventions for disruptive students • ELA RtI Support • Problem solving & critical thinking • Close reading / Text Dependent Questions • Small group reading / guided writing	• Interventions for disruptive students • Math: purposeful math stations • Writer's workshop (K-5) • Close reading/text dependent questions (2-5) • ELA RtI support	• Social Emotional Learning • Interventions for Disruptive Students • Guided Writing (Combined K-2, 3-5) Tied: • Decodable Text • Supporting Transitional Readers • K-2 Daily Math Routines (all 20%)	• Social-Emotional Learning • Guided Writing - Small Group (K-2) • Writer's Workshop (K-5) • Decodable Text Intervention (K-2) • Freckle
15-16: Q31 16-17: Q35 17-18: Q35 18-19: Q34 19-20: Q28 20-21: Q35 21-22: Q40	Secondary only: Please indicate which of the following options you desire training/support. Check all that apply:	• Literacy - Writing Strategies • Content Literacy - Reading Strategies • STEM • Math - Curriculum Resource Training • Science Inquiry	• Differentiated Instruction • Canvas • Leader in Me / Lead / Lead the Way • Formative Assessment Strategies • Cooperative Learning	• Impero • Differentiated Instruction • Interventions for disruptive students • Content literacy reading strategies • Canvas	• Canvas • Differentiated instruction • Critical thinking • Interventions for disruptive students • Formative assessment strategies	• Critical Thinking • 4 Cs • Differentiated Instruction • Online Instruction • Continued Curriculum Unit Development Tied: • Student conferencing • Tier 2 Interventions for disruptive students	• Canvas Advanced • Social-Emotional Learning • Critical Thinking • GoGuardian/Device Management Tied: • Student conferencing • Tier 2 Interventions for disruptive students

Needs assessment survey number of respondents: 243 in 2014-15, 340 in 2015-16, 311 in 2016-17, 353 in 2017-18, 357 in 2018-19, 319 in 2019-20, 349 in 2020-21, 297 in 2021-22.

Student MAP/EOC Data





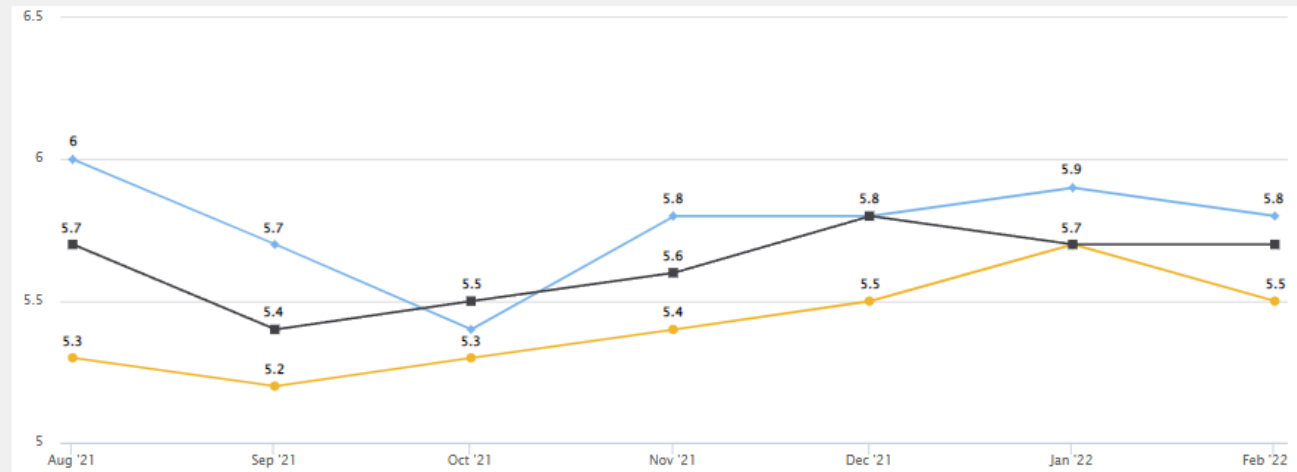
NEE Trend Data Report February 2022

2021-2022 Republic R-III, All Buildings, All Evaluators, All Teachers

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Select Indicators

● "Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking." <i>Date range includes 928 observations for 293 individuals</i>	Yearly Mean: 5.39
◆ "Indicator 4.2b - The teacher effectively uses appropriate technology to facilitate student learning." <i>Date range includes 199 observations for 186 individuals</i>	Yearly Mean: 5.78
■ "Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning." <i>Date range includes 1051 observations for 342 individuals</i>	Yearly Mean: 5.64

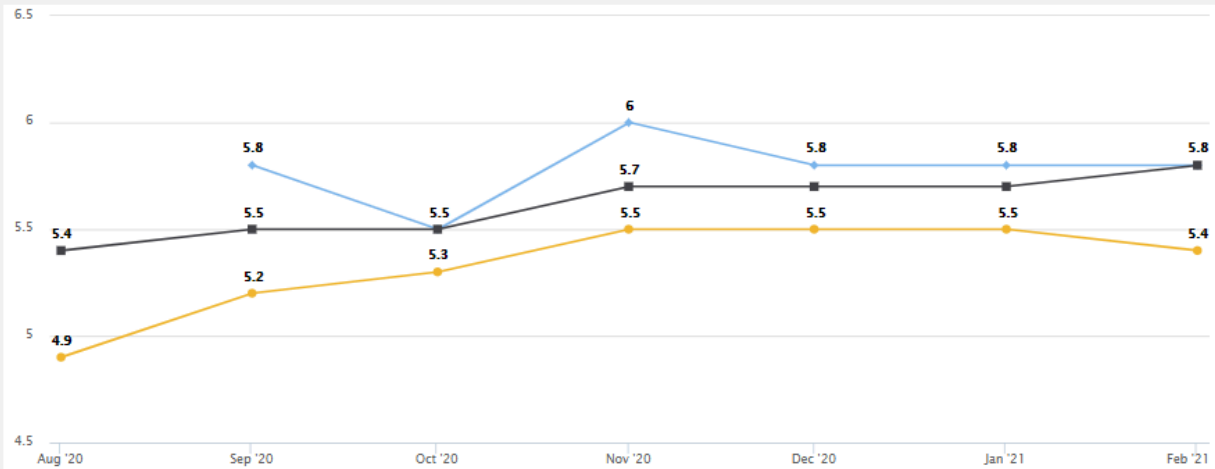
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Select Indicators

● "Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking."
Date range includes 1025 observations for 293 individuals

Yearly Mean:
5.32

◆ "Indicator 4.2b - The teacher effectively uses appropriate technology to facilitate student learning."
Date range includes 224 observations for 193 individuals

Yearly Mean:
5.78

■ "Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning."
Date range includes 1185 observations for 326 individuals

Yearly Mean:
5.63

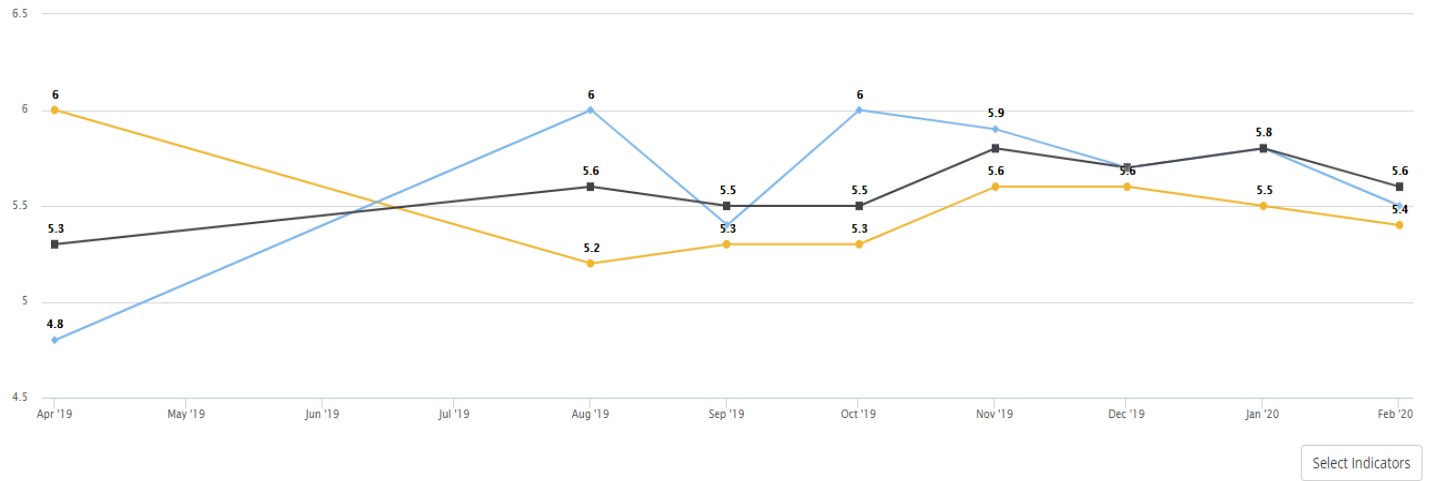
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Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
Date range includes 1192 observations for 304 individuals

Yearly Mean: 5.49

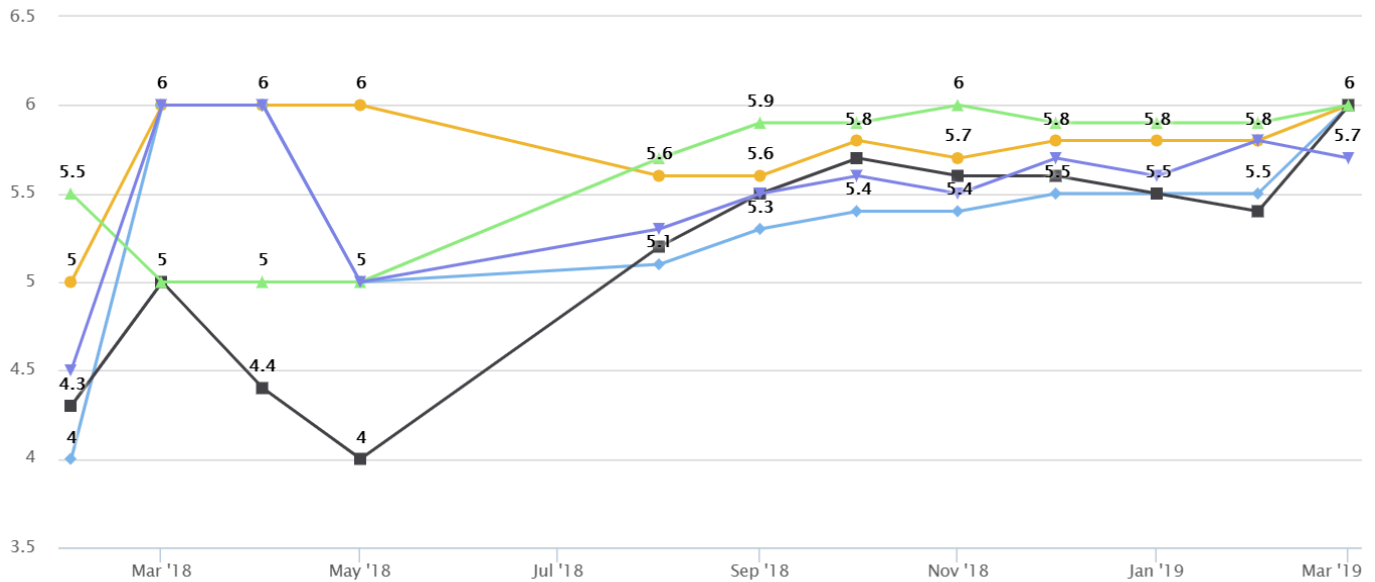
Indicator 4.2b - The teacher effectively uses appropriate technology to facilitate student learning.
Date range includes 278 observations for 251 individuals

Yearly Mean: 5.63

Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning.
Date range includes 1353 observations for 335 individuals

Yearly Mean: 5.61

NEE Trend Report Data February 2019



Yellow--Indicator 4.1 Blue--Indicator 4.2b Black--Indicator 7.4 to match previous year's data

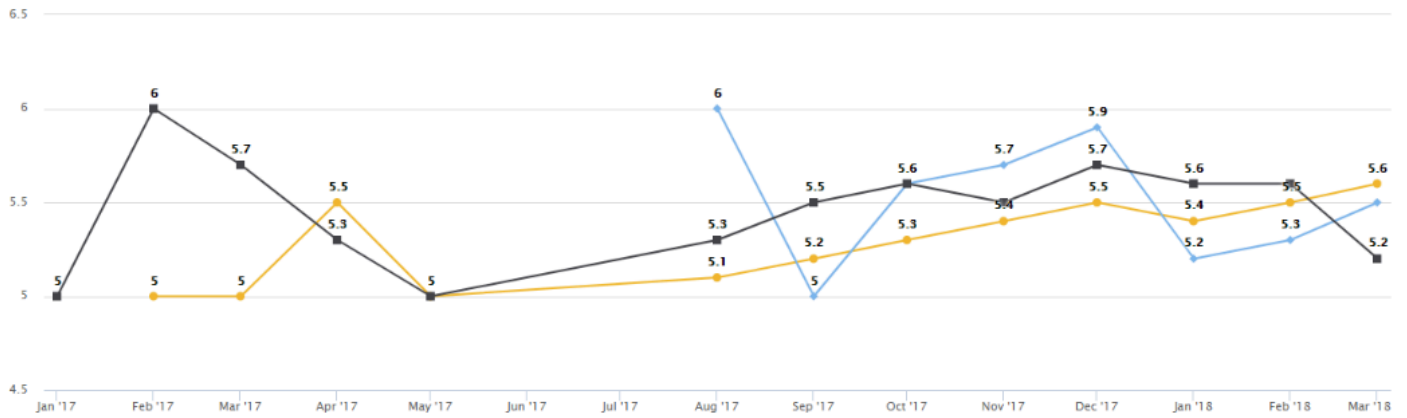
NEE Trend Data Report March 2018

2017-2018 Republic R-III, All Buildings, All Evaluators, All Teachers

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Select Indicators

Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
Date range includes 1490 observations for 317 individuals

Indicator 4.2b - The teacher effectively uses appropriate technology to facilitate student learning.
Date range includes 359 observations for 210 individuals

Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning.
Date range includes 1619 observations for 327 individuals

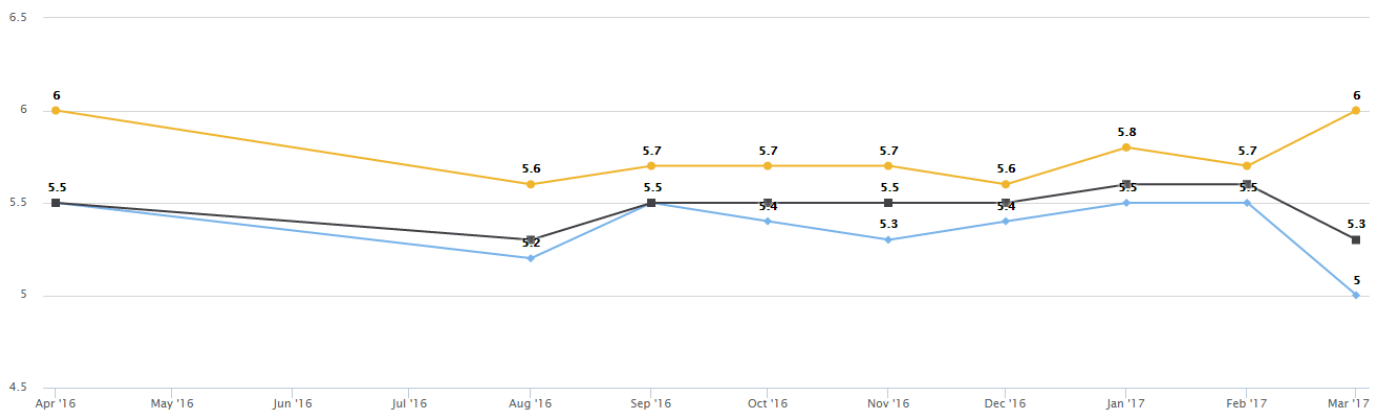
NEE Trend Data Report March 2017

2016-2017 Republic R-III, All Buildings, All Evaluators, All Teachers

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Select Indicators

Indicator 1.2 - The teacher cognitively engages students in the content.
Date range includes 1597 observations for 291 individuals

Indicator 4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
Date range includes 1624 observations for 319 individuals

Indicator 7.4 - The teacher monitors the effect of instruction on the whole class and individual learning.
Date range includes 1709 observations for 319 individuals