

# **Hancock Place School District** **Professional Development Handbook**

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**Mission Statement  
And  
Professional Development Committee  
Members**

## **Hancock Place School District Professional Development Plan** **Mission Statement**

The district's professional development program is designed to foster growth of both new and experienced staff. Professional growth is a continuous process of refining skills and keeping abreast of new developments in the field of education. The district's staff will implement a variety of techniques based on student needs to improve instruction so that students may achieve at a higher level. The district's professional development committee will annually review, modify and assess the professional development plan based on building, district, and state needs and requirements.

**2007-2008**  
**Professional Development Committee Members**

Kelly Kunz (ES) Chair  
Michelle Pohl (MS) Co-Chair/Treasurer  
Kim Wedde (ES) Secretary  
Brandy Bates (ES)  
Lisa Griswold (ES)  
Bob Berndt (HS)  
Erica Nelson (HS)  
Meri Ellen Brooks (MS)  
Denise Hof-Dunn Mentor-Mentee Coordinator and Administrative Liason  
Lisa Charles Central Office Administrator

**The Professional Development Committee**

The district has established a Professional Development Committee to coordinate and articulate professional development for the district, k-12. The committee is representative of the various disciplines at each level-elementary, middle, and high.

Members of the Professional Development Committee include an elected Chair, Co Chair, /Treasurer and Secretary.

Members of the Professional Development Committee will meet monthly or as needed to address all areas of professional development. These meetings are set on the third Wednesday of each month.

**Professional Development Committee Membership**

The law states that the Professional Development Committee members are to be selected by the “teachers”. The law interprets “Teachers” as classroom teachers, librarians, and counselors and building level administrators.

The Professional Development Committee shall consist of no more than 12 members with membership on the committee spread across discipline and attendance centers. Selection of Professional Development Committee members will be by the classroom teachers, librarians and counselors. The administration serving on the Professional Development Committee may only serve in participating roles if elected.

**2007-2008**  
**Professional Development Committee Members**

Terms of the Professional Development Committee membership will be for two years. The members of the Professional Development Committee will elect a chairperson whose duties include but not limited to:

- Determining meeting dates
- Delegating responsibilities to other Professional Development Committee members
- Working closely with the Coordinator of the Mentor-Mentee Program

## **Responsibilities of the Professional Development Committee**

The statutes state that the professional development committee “shall work with beginning teachers and experienced teachers in identifying concerns and remedies; serve as confidential consultants per teacher’s request; assess faculty needs and develop in-services opportunities for school staff; present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction and the Comprehensive School Improvement Plan within the district.

The professional development committee and district personnel will work together to determine how these duties will be fulfilled most effectively.

While most of the committee’s duties are outlined clearly in the law, the concept of “Confidential Consultant” deserves some discussion. Since the district level committee is responsible for helping teachers grow professionally, the committee-teacher relationship must be characterized by trust, not secrecy. Thus, matters discussed by a teacher and the professional development committee will be held in confidence but not considered “privileges information”.

The “proper authority” will be approached with suggestions, ideas, recommendations, and instruction will be at the individual building and district level.

The professional development committee will not relieve building principals of their responsibilities as instructional leaders. However, the committee will provide principals valuable information about teachers’ needs and help move the school closer to their instructional goals.

The superintendent and professional development committee chair will explain board policy and operating procedures which govern the committee’s activities to all district personnel. This procedure will be repeated annually so that all new employees are informed about the committee’s role in the district, and other employees are updated when changes and/or modifications affecting committee functions are implemented.

# Goals

**Hancock Place School District**  
**Professional Development Long Term Goals**  
**District Wide**  
**2005-2008**

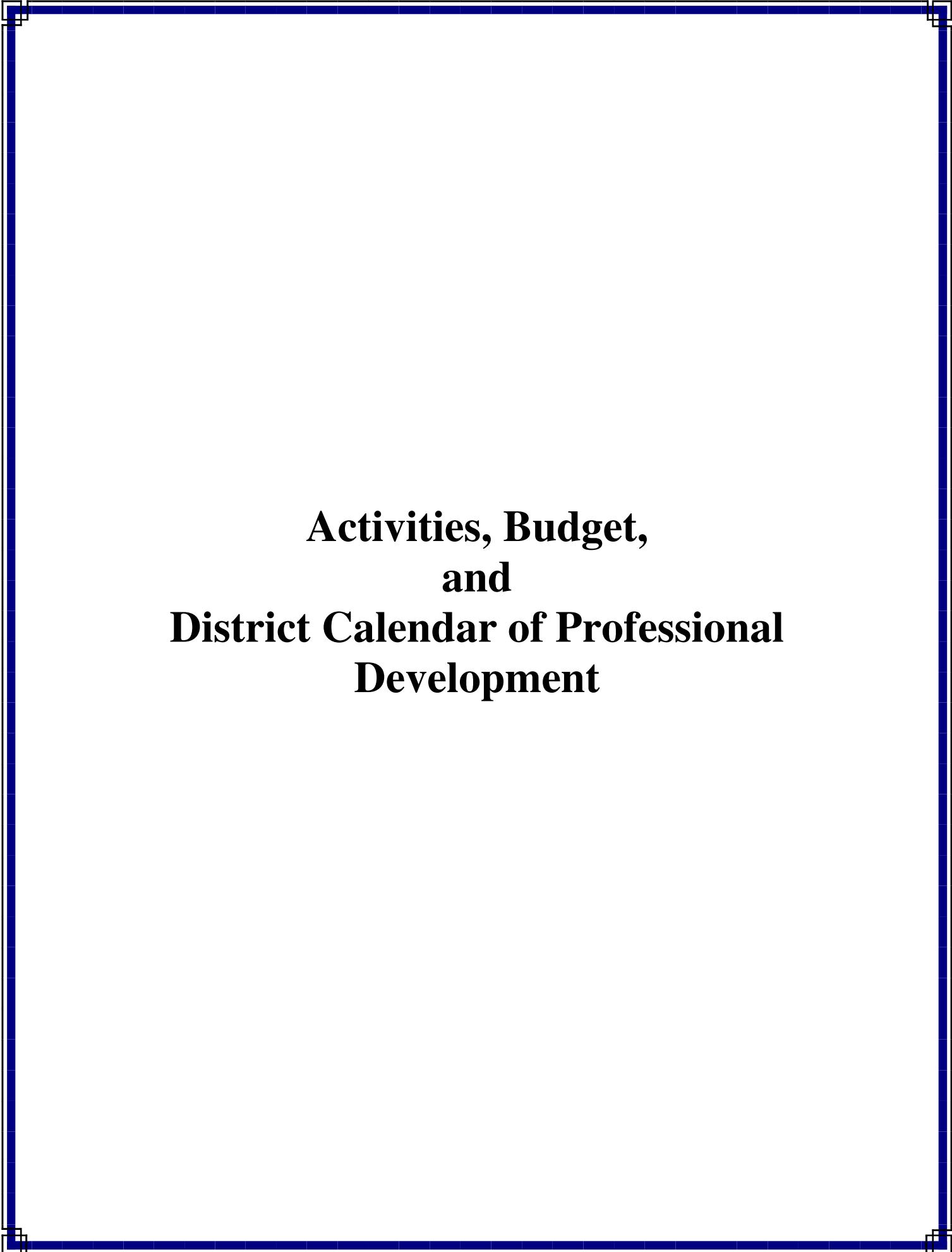
The primary goal of the Hancock Place School District Professional Development Committee is to provide activities for the cognitive development of students in order to improve student performance related to more informal instruction. The Professional Development Committee strives to provide assistance for all teachers, particularly new teachers, when needed.

Through a variety of activities and opportunities arranged between the PDC, the Building and Central Office Administration, teachers have the occasion to learn, practice and then reflect on effective teaching and learning strategies. These opportunities are designed to strengthen and improve teachers' pedagogical knowledge of quality classroom instruction.

Other activities and opportunities arranged with the Building and Central Office Administration offer teachers the occasion to gather, process and act upon current educational and appropriate data in ways best suited to improve classroom management and instruction. These classroom management strategies when utilized can positively impact teacher instruction and student achievement.

The Professional Development Committee with collaboration from the Building and Central Office Administration endeavors to strengthen the communication between school and community. In order to this, a variety of activities and opportunities are offered to teachers to develop effective communication skills. These skills strengthen family involvement in a child's educational experience.

All activities and opportunities planned correlate with one of Hancock Place School District's and Hancock Place School District Professional Development Committee's and CSIP's three major goals: (1) Strengthen Instructional Strategies, (2) Improve Classroom Management, and (3) Increase Effective Communication between School and the Community.



**Activities, Budget,  
and  
District Calendar of Professional  
Development**

**2007-2008**  
**Professional Development Dates**

<b>Date</b>	<b>Location</b>	<b>Time</b>	<b>Topic</b>	<b>Presenter</b>	<b>Audience</b>
8-06-07	ES Campus	8:30-3:00	Building Specific	Building Admin.	New Teachers
8-06-07	MS/HS Campus	8:30-3:00	Building Specific	Building Admin.	New Teachers
8-07-07	ES Campus	8:00-3:00	Building Specific	Building Admin.	New Teachers
8-07-07	MS/HS Campus	8:00-3:00	Building Specific	Building Admin.	New Teachers
8-08-07	ES Campus	8:00-3:00	District	District Personnel	New Teachers
8-09-07	ES Campus	8:00-11:00	Mentor/Mentee Training	Denise Hof-Dunn	New Teachers
8-09-07	ES Campus	12:30-3:00	DI/DOK	Kathy Diehl	New Teachers
8-09-07	MS/HS Campus	8:00-11:00	CT	Debbie Kiso	Specific Group
8-09-07	MS/HS Campus	12:30-3:00	PLC	Carolyn Neal	Specific Group
8-10-07	ES Campus	8:00-3:00	New Teacher Training	Denise Hof-Dunn	New Teachers
8-13-17	ES Campus	7:45-3:00	Workday	N/A	Elem. Staff
8-13-07	MS/HS Campus	7:45-3:00	Workday	N/A	Sec. Staff
8-14-07	ES Campus	7:45-12:00	Building Specific	Building Admin.	Elem. Staff
8-14-07	ES Campus	1:00-2:45	DI/DOK	Pat Johnson	Elem. Staff
8-14-07	MS/HS Campus	7:45-12:00	Building Specific	Building Admin.	Sec. Staff
8-14-07	MS/HS Campus	1:00-2:45	DI/DOK	Eric Hadley	Sec. Staff
8-15-07	ES Campus	7:45-2:45	District	District Personnel	Elem. Staff
8-15-07	MS/HS Campus	7:45-2:45	District	District Personnel	Sec. Staff

10-23-07	MS/HS Campus	9:00-12:00	CT	Debbie Kiso	Specific Group
10-25-07	MS/HS Campus	8:00-3:00	PLC	Carolyn Neal	Specific Group
11-01-07	ES Campus	8:00-10:00	DOK	Carolyn Weinzirl	Elem. Staff
11-01-07	ES Campus	10:00-12:00	DI	Kathy Diehl	Elem. Staff
11-01-07	MS/HS Campus	8:00-10:00	DOK	Pat Johnson	
11-01-07	MS/HS Campus	10:00-12:00	Curriculum	Steve Williams	All FACS, PE, and FA
11-21-07	ES Campus	8:00-12:00	Building Specific	Building Admin.	Elem. Staff
11-21-07	MS/HS Campus	8:00-12:00	Building Specific	Building Admin.	Sec. Staff
1-10-08	MS/HS Campus	8:00-3:00	PLC	Carolyn Neal	Specific Group
1-18-08	ES Campus	8:00-10:00	DOK	Carolyn Weinzirl	Elem. Staff
1-18-08	ES Campus	10:00-12:00	DI	Kathy Diehl	Elem. Staff
1-18-08	MS/HS Campus	8:00-10:00	DOK	Pat Johnson	Sec. Staff
1-18-08	MS/HS Campus	10:00-12:00	DI	Janice Putnam	Sec. Staff
1-18-08	MS/HS Campus	8:00-12:00	Curriculum	Steve Williams	All FACS, PE, and FA
2-19-08	MS/HS Campus	9:00-12:00	CT	Debbie Kiso	Specific Group
3-14-08	ES Campus	8:00-12:00	DI	Kathy Diehl	Elem. Staff
3-14-08	MS/HS Campus	8:00-12:00	DI	Janice Putman	Sec. Staff
4-24-08	MS/HS Campus	8:00-3:00	PLC	Carolyn Neal	Specific Group

## Curriculum Professional Development (non-contracted time)

Date	Day	Time
9-26-07	Wednesday	* See Below
10-24-07	Wednesday	
11-14-07	Wednesday	
12-12-07	Wednesday	
1-23-08	Wednesday	
2-20-08	Wednesday	
4-23-08	Wednesday	
5-14-08	Wednesday	

\*Time: Secondary Campus—2:40-3:40  
Elementary Campus—3:15-4:15

## Job-Embedded Professional Development

Date	Topic	Facilitator	Comments
<b>Once a week (1 hr)</b>	Ongoing concerns, MAP prep, Content Literacy, DI, DOK, CT, PLC, Classroom Management	Area Coordinator and/or Dept. Chair	Journal will be kept by DC or AC and submitted to admin. monthly.

## Team-Building/Faculty Meetings

Date	Topic	Facilitator	Comments
<b>Once a month (1 hr)</b>	Ongoing concerns	Admin/Special Teams	Journal will be kept by admin. monthly.

**2007-2008**  
**Professional Development Budget**

All professional development must be directly related to one of the following CSIP goals:  
(1) Strengthen Instructional Strategies, (2) Improve Classroom Management, and (3)  
Increase Effective Communication between School and the Community.

<b>Beginning Budget</b>	<b>74,000.00</b>
(using 2006-2007 existing budget as beginning)	
(2006-2007 up to 25% carry over)	
<b>Mentoring (CSIP 1, 2, 3)</b>	<b>9,050.00</b>
19 Mentor extra duty contracts (\$350.00 for first mentee/ \$200.00 for second mentee)	6,650.00
Salary Benefits (Retirement and FICA)	1,400.00
Mentoring Supplies	1,000.00
<b>Tuition Reimbursement (CSIP 1, 2, 3)</b>	<b>15,000.00</b>
First Semester	10,000.00
Second Semester	5,000.00
<b>CO Administration (CSIP 1, 2, 3)</b>	<b>6,000.00</b>
Professional Development	5,000.00
Travel	1,000.00
<b>Substitute Salaries (CSIP 1, 2, 3)</b>	<b>6,250.00</b>
<b>Professional Development Library Supplies (CSIP 1, 2, 3)</b>	<b>1,700.00</b>
<b>Building Budgets (CSIP 1, 2, 3)</b>	<b>36,000.00</b>
Elementary School	10,000.00
Middle School	11,000.00
High School	10,000.00

## **Hancock Place School District Professional Development Plan**

Schools committed to improvement must re-culture themselves for change. These schools must create new norms of behavior, and must develop leadership and continuous improvement skills in all employees. This process of creating a new school culture requires that teachers, principals, and staff be able to work well together—communicate clearly and effectively with each other.

In effect, most schools working to improve are asking staff to refine the manner in which they work: how they make decisions, analyze and use data, plan for change, teach, monitor student achievement, evaluate and train personnel, and assess the impact of new approaches to instruction and student assessment.

Improving schools also asks staff to refine the manner in which they think about work—to replace assumptions and hunches, especially about students and their learning, with facts, to open up their classroom doors and work with colleagues in teams, and to consider their every action in terms of its impact on others and the learning organization. (Victoria Berhardt, *The School Portfolio: A Comprehensive Framework for School Improvement*, 1999, Eye on Education)

“Successful staff development rests not so much in the initial training, but what happens afterwards. It is the follow-up, the support, and the on-going professionally embedded assistance that makes real differences.” (Guskey, *Journal of Staff Development*, Spring 1998)

Professional development training provides staff with the skills needed to re-culture a school and helps staff transform curriculum and instructional approaches in the classroom related to a shared vision.

The activities shall be based on the annual needs assessment, CSIP and SIP concerns which may include the following: develop financial resources and facilities for students and staff, improve student performance—MAP and academic scores, improve attendance and drop-out rates, at-risk students, alternative learning and conflict resolution, develop and implement transition program for desired careers and life skills, provide professional development opportunities for all staff, and support mentoring teams, technology applications, develop a professional library, effective instructional techniques, development and implementation of quality curriculum, development of performance based assessments, rubrics, and portfolios, and parent and community support.

**Hancock Place School District**  
**Professional Development Plan**  
**2005-2008**

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 1:** The district will provide a mentoring program designed to foster growth of both new and experienced staff. CSIP 2

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Improve Classroom Management</b>	Teachers with 0-2 years of experience will participate in regular mentor meetings and have the opportunity to conduct 3 peer observations.	District PDC Building Administration Mentee-Mentor Coordinator Mentors	PDC	<ol style="list-style-type: none"> <li>1. Log of Topics for Monthly Meetings kept by Mentor Coordinator—<b>monthly</b></li> <li>2. Mentee completed Reflection Logs are placed in PD files—<b>quarterly</b></li> <li>3. Mentee completed Observation Forms are placed in PD files—<b>quarterly</b></li> <li>4. Mentor Program Evaluation—<b>annually</b></li> </ol>
<b>Strengthen Instructional Strategies</b>	Teachers with 0-2 years of experience will participate in mentor-mentee training and cognitive coaching.	District PDC Building Administration Mentee-Mentor Coordinator Mentors	PDC	<ol style="list-style-type: none"> <li>1. Log of Topics for Monthly Meetings kept by Mentor Coordinator—<b>monthly</b></li> <li>2. Mentee completed Activity Checklists are placed in PD files—<b>quarterly</b></li> <li>3. Mentee completed Observation Forms are placed in PD files—<b>quarterly</b></li> <li>4. Mentor Program Evaluation—<b>annually</b></li> </ol>

<p><b>Increase Effective Communication between School and the Community</b></p>	<p>Teachers with 0-2 years of experience will participate in an on-going mentor program.</p>	<p>District PDC Building Administration Mentee-Mentor Coordinator Mentors</p>	<p>PDC</p>	<ol style="list-style-type: none"> <li>1. Log of Topics for Monthly Meetings kept by Mentor Coordinator—<b>monthly</b></li> <li>2. Mentee completed Beginning Teacher Professional Development Plan will be placed in PD file—<b>quarterly</b></li> <li>3. Mentor Program Evaluation—<b>annually</b></li> </ol>
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**Hancock Place School District**  
**Professional Development Plan**  
**2005-2008**

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 2:** To analyze district needs and provide opportunities that will expand knowledge improve instructional techniques. CSIP 1, 2

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Improve Classroom Management</b>	<ol style="list-style-type: none"> <li>1. Conduct annual Needs Assessment.</li> <li>2. Plan District in-services on - Improving Classroom Management (CT, PLC)</li> <li>3. Provide opportunity for out of district workshops and conferences.</li> </ol>	District PDC Building Administration All faculty	PDC	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec.)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> </ol>
<b>Strengthen Instructional Strategies</b>	<ol style="list-style-type: none"> <li>1. Conduct annual Needs Assessment.</li> <li>2. Plan District in-services on - Instructional Strategies (DI, DOK).</li> <li>3. Provide opportunity for out of district workshops and conferences.</li> </ol>	District PDC Building Administration All faculty	PDC	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec.)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> </ol>

<p><b>Increase Effective Communication between School and the Community</b></p>	<ol style="list-style-type: none"> <li>1. Conduct annual Needs Assessment.</li> <li>2. Plan District in-services on -Effective Communication.</li> <li>3. Provide opportunity for out of district workshops and conferences.</li> </ol>	<p>District PDC Building Administration  All faculty</p>	<p>PDC</p>	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec.)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> </ol>
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**Hancock Place School District**  
**Professional Development Plan**  
**2005-2008**

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 3:** The district PDC members will work together in order to provide high quality professional development for the district. CSIP 2

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Improve Classroom Management</b>	<ol style="list-style-type: none"> <li>1. Utilize the services offered by the Regional Professional Development Center (RPDC), Cooperating School Districts (CSD) and Special School District (SSD).</li> <li>2. Plan the training and orientation of all faculty.</li> <li>3. Revise the District's PDP.</li> <li>4. Work with building administration to plan in-services based on the goals of the building. (CT, PLC)</li> </ol>	District PDC  Building Administration  All staff	PDC	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> <li>4. Revised district PD Plan—<b>annually</b></li> </ol>

<p><b>Strengthen Instructional Strategies</b></p>	<ol style="list-style-type: none"> <li>1. Utilize the services offered by the RPDC, CSD and SSD.</li> <li>2. Plan the training and orientation of all faculty.</li> <li>3. Revise the District's PDP.</li> <li>4. Work with building administration to plan in-services based on the goals of the building. (DI, DOK)</li> </ol>	<p>District PDC Building Administration All staff</p>	<p>PDC</p>	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> <li>4. Revised district PD Plan—<b>annually</b></li> </ol>
<p><b>Increase Effective Communication between School and the Community</b></p>	<ol style="list-style-type: none"> <li>1. Utilize the services offered by the RPDC, CSD and SSD.</li> <li>2. Plan the training and orientation of all faculty.</li> <li>3. Revise the District's PDP.</li> <li>4. Work with building administration to plan in-services based on the goals of the building. (SIS)</li> </ol>	<p>District PDC Building Administration All staff</p>	<p>PDC</p>	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually (Dec.)</b></li> <li>3. Yearly Evaluation—<b>annually (May)</b></li> <li>4. Revised district PD Plan—<b>annually</b></li> </ol>

**Hancock Place School District**  
**Professional Development Plan**  
**2005-2008**

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 4:** The district PDC members will provide staff development that will address the diverse needs of our students. CSIP 1, 2

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Improve Classroom Management</b>	Support professional development in the district by the: <ol style="list-style-type: none"> <li>1. Allocation of Funds</li> <li>2. Sharing of Information</li> <li>3. Tuition Reimbursement</li> <li>4. General Supplies</li> <li>5. District wide Professional Resource Library</li> <li>6. Funding for Conferences and Workshops</li> </ol> Provide alternative learning and in-services regarding at-risk students: <ol style="list-style-type: none"> <li>1. ISS-Scope</li> <li>2. Substance Abuse Workshops</li> <li>3. Safety and Health Issues Workshops</li> <li>4. At-risk, conflict resolutions, alternative classroom workshops</li> </ol>	District PDC	PDC	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually</b></li> <li>3. Line Item Budget —<b>annually</b></li> <li>4. Revised PD Library List —<b>annually</b></li> </ol>

**Strengthen Instructional Strategies**

Support professional development in the district by the:

1. Allocation of Funds
2. Sharing of Information
3. Tuition Reimbursement
4. General Supplies
5. District wide Professional Resource Library
6. Funding for Conferences and Workshops

Provide alternative learning and in-services regarding at-risk students:

1. ISS-Scope
2. Substance Abuse Workshops
3. Safety and Health Issues Workshops
4. At-risk, conflict resolutions, alternative classroom workshops

District PDC

PDC

1. PD participant Reflections and/or Summaries —**as needed**
2. Staff Needs Assessment—**annually**
3. Line Item Budget —**annually**
4. Revised PD Library List —**annually**

<p><b>Increase Effective Communication between School and the Community</b></p>	<p>Support professional development in the district by the:</p> <ol style="list-style-type: none"> <li>1. Allocation of Funds</li> <li>2. Sharing of Information</li> <li>3. Tuition Reimbursement</li> <li>4. General Supplies</li> <li>5. District wide Professional Resource Library</li> <li>6. Funding for Conferences and Workshops</li> </ol> <p>Improve attendance and dropout rates throughout the District.</p> <p>Provide alternative learning and in-services regarding at-risk students:</p> <ol style="list-style-type: none"> <li>1. ISS-Scope</li> <li>2. Substance Abuse Workshops</li> <li>3. Safety and Health Issues Workshops</li> <li>4. At-risk, conflict resolutions, alternative classroom workshops</li> </ol>	<p>District PDC</p>	<p>PDC</p>	<ol style="list-style-type: none"> <li>1. PD participant Reflections and/or Summaries —<b>as needed</b></li> <li>2. Staff Needs Assessment—<b>annually</b></li> <li>3. Line Item Budget — <b>annually</b></li> <li>4. Revised PD Library List —<b>annually</b></li> <li>5. Monthly attendance rates—<b>monthly</b></li> </ol>
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## Hancock Place School District Professional Development Plan 2005-2008

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 5:** The district PDC members will work together to find and create opportunities so that all staff may strengthen and improve pedagogical knowledge of a variety of effective teaching and learning strategies. CSIP 2

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Strengthen Instructional Strategies</b>	<ol style="list-style-type: none"> <li>1. Provide district-wide curriculum and instructional staff development opportunities. (DI, DOK, CT, PLC, SIS)</li> <li>2. Provide ongoing Literacy training in content areas through In-service for grades K-12.</li> <li>3. Provide ongoing Mathematics training In-service for grades K-12.</li> <li>4. Provide in-service training to review and evaluate normed criteria test results and make necessary changes through the grade level team or department meetings.</li> </ol>	District PDC  Administration  Math Coordinators  Balanced Literacy Coaches  Department Chairs/Lead Teachers	PDC  Central Office  Building Budget	<ol style="list-style-type: none"> <li>1. Staff needs Assessment—<b>Yearly</b></li> <li>2. Professional Development Logs—<b>Yearly</b></li> <li>3. MAP Data Analysis—<b>Yearly</b></li> <li>4. PD participant Reflections and/or Summaries —<b>as needed</b></li> </ol>

**Hancock Place School District**  
**Professional Development Plan**  
**2005-2008**

**Primary Goal:** All activities must be for cognitive development of students and the concluding result will be improved student performance related to informed instruction.

**Goal 6:** The district PDC members will work together to provide opportunities for staff members to develop effective communication to increase and strengthen family involvement in their child’s educational experience. CSIP 2, 3

Objective	Activity	Personnel Responsible	Funding Source	Evidence of Completion/Timeline
<b>Increase Effective Communication between School and the Community</b>	Increase parent communication/ contacts: 1. Conferences 2. Written Communication 3. Phone Calls 4. Curriculum Night 5. Open House  Provide parents with programs to increase family involvement: 1. Family Reading Nights 2. Family Math Nights 3. Saturday Reading Festival 4. PTA/ PATHS 5. Advisory Committee 6. Computer Lab Long Distance Learning	District PDC  Administration  Teaching Staff  ESL/ESOL/ELL Staff  Reading/Math Coordinators	PDC  Building Budget	1. Staff needs Assessment— <b>Yearly</b> 2. Professional Development Logs— <b>Yearly</b> 3. PD participant Reflections and/or Summaries — <b>as needed</b>

# **Mentoring Program...**

## **New Teacher Professional Development**

**The Excellence in Education Act requires the district to establish a professional development program specifically for beginning teachers with no prior teaching experience. The district's program for beginning teachers with no prior teaching experience will help these teachers polish their skills, improve their chances for success, and encourage them to stay in the profession.**

**The following handbooks are used in conjunction with Hancock  
Place School District's Mentoring Program:**

Beginning Teacher Assistance Program Handbook for Mentees and Mentors

1. Includes responsibilities of both Mentor and Mentee
2. Defines administrators' roles.
3. Describes the mentor teacher selection and training process.
4. Includes application form.
5. Describes the conferencing cycle.

1<sup>st</sup> Year Teacher handbook; The First Days of School by Harry and Rosemary Wong is a supplemental referred to monthly at meetings.

1. Reflection Journal
2. Includes a checklist of important activities.
3. Includes observation forms.

2<sup>nd</sup> Year Teacher Handbook; Book study is centered on The Eight Habits of the Heart for Educators by Clifton Taulbert.

1. Includes a checklist of important activities.
2. Includes observation forms.

Beginning Teacher Assistance Program Mentor Handbook

1. Defines the necessary qualities and skills of an effective mentor.
2. Defines the necessary responsibility and role of an effective mentor.
3. Defines confidentiality.
4. Defines the stages of a mentoring relationship.
5. Defines the phases of 1<sup>st</sup> year teachers.

# Hancock Place School District

2007-2008 Beginning Teacher Assistance  
Program Handbook for Mentees and  
Mentors



## MENTOR/MENTEE

# HANDBOOK

## Beginning New Teacher Professional Development Plan

Beginning new teachers need a comprehensive professional development plan keyed to the district's goals and objectives to the teachers' teaching assignments. The major goal statements listed on the accompanying forms are those selected by the Professional Development Advisory Committee in cooperation with the Missouri Department of Elementary and Secondary Education. The district will supplement these goals as needed. Each goal will be discussed with and explained to beginning teachers. The beginning teacher's responsibilities will be listed on the teacher section of the forms to assure the teacher understands his/her responsibilities in each of the areas listed.

Beginning new teachers will be given this PDC handbook at the first teacher in-service of the school year.

## **REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT**

- Quarterly reports found on the district web site need to be completed and turned into the PDC by the end of the quarter. The yearly-adopted school calendar will be used to determine the specific dates for each quarter.
- Mentors-mentees will be given the equivalent of three (3) days to observe and work with each other. **A substitute will give each 1<sup>st</sup> and 2<sup>nd</sup> year mentor-mentee teams release time for each of these quarterly observations. This is imperative to the success of the program.** (Board policy GCLA pp 5-6 Release Time) Mentor-mentee teams should select a date for all quarterly observations and discuss this with the building principal prior to Oct. 1<sup>st</sup> of the current school year.
- All mentor-mentee teams will meet regularly in a central location to discuss concerns, ideas, logs, and/or any important issues.
- Mentor-mentee teams will be responsible for completing all the forms available on the district web site and to be submitted to the PDC by the specific dates for each quarter.

## MENTOR TEACHER SELECTION AND TRAINING

The building principal will be responsible for identifying mentor-teachers and submit these names to the PDC. In the event that no mentors are available, a member of the PDC may be temporarily assigned as a mentor. Mentors will be identified in sufficient time to allow for training. The district perceives its teachers as role models for beginning teachers.

Mentor teachers will ideally:

1. Be willing to serve as mentor teachers.
2. Have a minimum of five years teaching experience-with 3 years in the district.
3. Be a teacher from the same grade and/or subject areas as the new teacher and be certified in the same area as the beginning teacher.

The district will train mentor teachers to assure success of the mentoring program. The district's professional development committee will arrange for training programs for mentor teachers, preferably during the summer. The training program for mentor teachers should include, but not be limited to the following:

1. The role and responsibilities of all the members of the new teachers' professional development, including:
  - a. the mentor teacher
  - b. the new teacher
  - c. the supervisor (typically the building principals)
  - d. the mentor coordinator
2. The roles and responsibilities of the professional development committee
3. Techniques of counseling the beginning teacher
4. The format and content of the professional development plan
5. How to use the teacher evaluation (PBTE) to help the beginning teacher draw on areas of strength.
6. How to find resources available to the beginning teacher at the district, higher education, regional, and state level.
7. Techniques of classroom observation
8. Current theories and models of classroom management and instruction

The mentor teacher will help the beginning teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first two years. The district will arrange schedules and/or provide time when possible for the mentor to meet with and counsel the new teacher as needed. The district will reserve the right to assign mentor teachers in the event personality differences or disagreements occur that have an effect on the constructive implementation of the mentoring program. Mentor teachers will receive a stipend for working with a first/second year teacher.

**(Contracted Compensation will be based on availability/budget for the current school year.)**

## ADMINISTRATOR RESPONSIBILITIES

According to the Excellence in Education Act of 1985 (sections 168.400.44) beginning new teacher assistance programs shall be established which provide a plan of professional development for the first 2 years of teaching for any teacher who does not have prior teaching experience. The certification standards for teachers indicated that he/she would participate in an entry year mentoring program as established by the local board of education. The teacher shall continue to develop a detailed plan of professional growth.

- The administrator's part in the mentor-mentee process is vital, they are the first to meet our district's new teachers and assign them their mentors. Early introduction, hopefully, will help the new teacher become familiar with our community, school district, and building prior to the first day of school.
  
- It is the administrator's duty to select the mentor-mentee teams for their building. Each mentor should only have one mentee at any given time whenever possible. Each mentor-mentee team will work together for a two-year term unless a circumstance exits. It is suggested that the mentor-mentee team should teach the same/near grade level, teach the same subject matter, teach in close proximity based on placement of classroom/building, have the same prep time for conferring and advising, and have comparable personalities
  
- Building administrator should notify the mentor of his/her assignment as soon as possible. The administrator should assist the mentor to observe the mentee, assist with release time for the mentee to observe other teachers in the building, conference with the mentor-mentee team on an individual basis, mediate differences between the mentor-mentee team and meet with each mentor-mentee team monthly.
  
- Building administrator should notify Professional Development Mentor-Mentee Coordinator after all mentor-mentee teams have been assigned, and provide the coordinator with the following information: name, address, telephone, number, and position of each mentor-mentee team
  
- The building administrator should be alert for personality conflicts or other disagreements which are having a negative affect on the mentor-mentee team, if conflicts are evident the admittor or professional development coordinator should meet the mentor and mentee individually, administrator and professional development chairperson should meet with the pair in a conflict resolution session and then monitor future communications and frequently check progress, if differences can not be resolved, the mentor should be released form his/her agreement and a new mentor assigned, compensation of the original mentor will be determined by the percent of the school year which has elapsed

- Teachers need time to learn-one of the most helpful thing an administrator can do in the mentoring process is to set aside time in the schedule for teachers to learn and practice new skills.

### **MENTOR RESPONSIBILITES**

- Initiating preparation of the beginning teacher's professional development plan and addressing inexperienced teacher's target areas as soon as appropriate
- Helping beginning teacher accomplish the goals identified in the professional development plan and acquiring needed professional skills during the first two years
- Meeting informally before the beginning of the school year
- Advising and guiding mentee throughout the school year
- Arranging three observations of mentee and providing feedback
- Aiding in arranging mentees observations of other teachers
- Demonstrating lessons for the mentee
- Completing the necessary forms to meet state and School District of Hancock Place Professional Development Committee guidelines
- Participating in Professional Development Committee sponsored mentor-mentee programs and meetings, etc.
- Being a role model in all aspects of professionalism

## **MENTEE RESPONSIBILITIES**

- The primary role of a new teacher is to learn as much as possible from the mentor teachers. The mentee is to ask questions and seek advice and counsel from the mentor. New teachers will participate in professional development opportunities within the district and outside of the district.
- Along with participating in an entry-mentoring program, each mentee must develop and implement a professional development plan. He/she must also participate in a beginning teacher assistance program at a college/university.
- Each mentee should complete 20 hours of training (in-service, workshops, etc.) by the end of the first year.
- Each mentee is to be observed by his/her mentor quarterly in the first and second year of teaching.
- Beginning with your first year and continuing throughout your career, Missouri requires professional development plans. You will identify areas and record areas where you plan to grow professionally.
- You will participate in an informal and formal evaluation. Your building principal is your evaluator.

*School District of Hancock Place Mentoring Application*

**Please complete this form and return it to PDC by the last school day in August.**

**Directions/responsibilities:** Mentor teachers are experienced teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession. Mentors will play several roles, including guide, sponsor, counselor, and coach and be a resource for your colleague. A one-day mentor training in-service is required during the beginning of the school year.

**Qualifications:** Mentor should have 5 years of teaching with 3 years in the district.

Name \_\_\_\_\_

Subject/grade \_\_\_\_\_

Building \_\_\_\_\_ Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ High School \_\_\_\_\_

Certification area (s) \_\_\_\_\_

Previous Mentoring Experience-District \_\_\_\_\_

Mentor Training (year/years) \_\_\_\_\_

Mentor in a previous district/state \_\_\_\_\_

I \_\_\_\_\_ will be the mentor of \_\_\_\_\_ during his/her first two years of teaching in the School District of Hancock Place. I understand my role as a mentor and have read the qualifications of the mentor and meet these requirements. I have read and understand the responsibilities of a mentor and will carry out these duties to the best of my ability.

Signature of Mentor \_\_\_\_\_

Mentor Coordinator signature \_\_\_\_\_

Date \_\_\_\_\_

## **The Pre-Observation Conferences (5-10 minutes)**

The mentor questions the mentee about the objective of the lesson, what the students will be doing, what concerns the mentee may have about the lesson, and what the mentee would like the mentor to do while observing.

- Agree on time, date, and length of observation
- Lesson objectives and lesson purpose
- General pacing strategy is shared
- General characteristics of the class are shared
- Student expectations
- Placement of observer
- Concerns of mentee
- What the mentee wants the mentor to observe during the lesson
- The mentor asks questions that facilitates the mentees reflection and self analysis
- General role of the mentor is clarified
- Restates confidentiality

### **Data collection might focus on:**

- Verbal interaction between teacher and students
- The engagement of students
- Interaction between teacher and students
- Types of questions asked
- The teacher's motivational strategies

## **The Observation (20-50 minutes)**

- The mentee teaches the pre-established lesson at the scheduled time, while the mentor observes
- The mentor observes the planned teaching behaviors and notes specific mentee behaviors
- The mentor hands the data collected to the mentee before leaving the room

## **The Post Conference (10-30 minutes)**

- Mentor set a relaxed tone and choose location carefully-eliminate interruptions, a quiet place, personal space, remove physical barriers, maintain eye contact
- Mentor elicits feelings, inferences, and opinions (use open-ended questions)
- Mentor asks clarifying questions
- Mentor focuses feedback on behavior rather than the person
- Mentor provides objective feedback on the observation, and cites specific examples, points out specific causes and effects

- Mentor describes rather than judges, shares ideas rather than gives advice, explores alternatives rather than gives solutions
- Mentee expresses feelings about the lesson
- The mentee recalls student behavior observed during the lesson to support feelings
- The mentee recalls his/her own behavior observed during the lesson
- The mentee compares student behavior performed with student behavior desired
- The mentee compares teacher behavior performed with teacher behavior desired
- The mentee makes inferences as to achievement of the purposes of the lesson
- The mentee analyzes why the student behavior were/were to performed

Remember:

- Silence, wait time, listening to mentee
- Paraphrasing/clarifying
- Pressing for specificity
- Neutral comments
- Assertions of interest
- Reciprocity
- Self-esteem, positive reinforcement

\*At the end of the post-conference, time is spent discussing future plans and options. During this time, the mentor may ask for feedback on the effectiveness of the process. (Were the questions I asked in the conference helpful? Did I collect useful data? Both may also determine ways in which to alter the process to make it more useful for them.

## **Encouraging Conference**

**INTRODUCTION:** Establish a positive feeling tone and share the format of the conference.

**REFLECTION:** Teacher identifies what went well and what he/she would do next time he/she taught that lesson

**ENCOURAGEMENT:** Mentor shares one or two things the teacher did effectively. If appropriate, identify: what the “skill” was, where and when he/she applied it, and why the “skill” is important

**CLOSURE:** The mentor asks the teacher to summarize what he/she did well and why those “skills” are important.

Note: The purpose of the ENCOURAGING CONFERENCE is to build and maintain a collegial relationship. In addition, the purpose is to assist the teacher to become more precise about their reflections on the technical and artistic aspects of teaching. Teachers need to be able to articulate why they are teaching and not the person off the street.

Additionally, this process is appropriate for mentors to begin establishing a rapport with their protégé.

# Appendix:

**All mentor-mentee team forms are located on the district web site.**

**To access the web site go to the home page of School District of Hancock Place and click on professional development and then choose the form needed:**

- **Mentee checklist (dates for quarterly forms)**
- **Mentee 1<sup>st</sup> year-all of the quarterly forms/activities**
- **Mentee 2<sup>nd</sup> year-all quarterly forms/activities**
- **Professional Development Plans**
- **Professional Development Hour Log**
- **Conference Request Form**
- **Tuition Reimbursement Forms**
- **And many, many more!**

# Hancock Place School District

2007-2008 Beginning Teacher Assistance  
Program



1<sup>st</sup> Year Mentee Handbook  
Activity Logs, Reflection Logs, Observations  
and Professional Development Plans

# 1<sup>st</sup> Year Mentee-Mentor Reflection Log

## 1<sup>st</sup> Quarter

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
➤ Met, got acquainted, toured building (equipment locations, supplies, resources) and reviewed important areas and procedures (attendance, transportation, phones, mail, technology, supplies, etc.)	_____
➤ Set goals and objectives for PD Plan	_____
➤ Discussed how to log In-service Hours	_____
➤ Reviewed district-adopted textbooks and resources as Other resources developed to support the curriculum.	_____
➤ Reviewed district's curriculum including curriculum maps, assessments, and learning activities.	_____
➤ Set up weekly/biweekly meeting time (Established regular meeting time.)	_____
➤ Share lesson resources, discussed requirements for lesson plans, established a journaling system about teaching, student and parent contact, etc.	_____
➤ Discuss building discipline procedures & policy	_____
➤ Completed 1 observation of mentor (including a class transition—i.e. switching groups, subjects, activities, etc.) <b>Attach notes.</b>	_____
➤ Completed 1 observation of protégé (including a transition). <b>Attach notes.</b>	_____
➤ Discuss protégé's 1 <sup>st</sup> formal evaluation by building administrator (and walk-throughs).	_____

- Discussed progress reports and first quarter grades \_\_\_\_\_
- Discussed and prepared for parent teacher conference \_\_\_\_\_
- Reflection Journal completed and shared with mentor \_\_\_\_\_
- Met with building principal monthly \_\_\_\_\_
- Celebrated end of 1<sup>st</sup> quarter by: \_\_\_\_\_

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_

**Mentor** **Mentee**

**Comments:** \_\_\_\_\_

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I have been maturing as a teacher. New experiences bring new sensitivities and flexibility...

Howard Lester

**1<sup>st</sup> Year Mentee Reflections**  
**August 20\_\_**

**Topic: Classroom Expectations**

**A. Describe at least 1 expectation for yourself, 1 for your students and 1 for your administration.**

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**B. After a month, how have your expectations changed?**

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**Mentor Comments:** \_\_\_\_\_  
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**Mentee**

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**Date**

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**Mentor**

**1<sup>st</sup> Year Mentee Reflections**  
**September 20\_\_\_\_**

**Topic: Classroom Discipline Policy**

**A. How do you know that students know your expectations? How do you teach your expectations for behavior?**

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**B. Describe some of your consequences. Are these consistently enforced?**

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**C. Is your Classroom Discipline Policy working? What kind of improvements needed?**

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**Mentor comments:**

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\_\_\_\_\_

**Mentee**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Mentor**

**1<sup>st</sup> Year Mentee Reflections**  
**OCTOBER 20\_\_**

Topic: Awkward Situations in the Classroom: What will you do in the following situations?

A. A student tells you her pet died.

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B. A student is verbally abusive towards another student.

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C. An angry parent comes to your class in the middle of class and is unreasonable.

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Mentor comments:

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\_\_\_\_\_

Mentee

\_\_\_\_\_

Date

\_\_\_\_\_

Mentor

**OBSERVATION FORM**

This is the:

- First Observation

\_\_\_\_\_ observed  
(name)

\_\_\_\_\_ on \_\_\_\_\_  
(date)

Grade or subject observed \_\_\_\_\_

Explain the planned focus of this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Highlights, techniques, or procedures discovered during the observation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal feedback new questions or comments based on this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor signature \_\_\_\_\_

Mentee signature \_\_\_\_\_

**1<sup>st</sup> Year Mentee-Mentor Reflection Log**  
**2<sup>nd</sup> Quarter**

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
➤ Reviewed ways to continue professional growth; discussed and finalized PDP and made copies for both of us and the principal. Attach copy of PDP.	_____
➤ Reviewed parent-teacher conferences and discussed plans for second quarter. Included plans for positive parent contacts.	_____
➤ Identified successes (describe):	_____
➤ Talked about semester grades and the need for parent teacher-conference.	_____
➤ Discussed classroom management.	_____
➤ Completed 2 <sup>nd</sup> observation of mentor (including closure of an activity.) Attach notes.	_____
➤ Completed 2 <sup>nd</sup> observation of protégé (including a closure). Attach notes.	_____
➤ Reviewed lesson plans and discussed use of Differentiated Instruction and DOK.	_____
➤ Schedule a time to see another teacher in his/her classroom. Attach Notes.	_____

➤ Reflection Journal completed and shared with mentor. \_\_\_\_\_

➤ Met with building principal monthly. \_\_\_\_\_

➤ Celebrated by: \_\_\_\_\_

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_

Mentor

\_\_\_\_\_

Mentee

**Comments:** \_\_\_\_\_

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Education...beyond all other devices of human origin, is a great equalizer of conditions of men --the balance wheel of the social machinery...It does better than to disarm the poor of their hostility toward the rich; it prevents being poor.

Horace Mann

**1<sup>st</sup> Year Mentee Reflection Log**  
**November 20\_\_\_\_**

Topics: Communicating with Parents: types and frequency.

A. Describe how often you use Phone Calls to contact parents, the reason and result.

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B. Describe how often you use E-mail to contact parents, the reason and result.

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C. Describe how often you use Written Communication (notes/postcards) to contact parents, the reason and result.

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Mentor comments:

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\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

**1<sup>st</sup> Year Mentee Reflection Log**

**December 20\_\_\_\_**

Topic: Professional Development Plan

A. List 3 specific objectives that you determined on your plan.

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B. What methods are you using to assess your progress towards your goals?

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C. Now that you are halfway through the year, describe your progress towards your goals.

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Mentor comments: \_\_\_\_\_

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\_\_\_\_\_

Mentee

\_\_\_\_\_

Date

\_\_\_\_\_

Mentor

## OBSERVATION FORM

This is the:

- Second Observation

\_\_\_\_\_ observed  
(name)

\_\_\_\_\_ on \_\_\_\_\_  
(date)

Grade or subject observed \_\_\_\_\_

Explain the planned focus of this observation.

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Highlights, new techniques, or new procedures discovered during the observation?

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Personal feedback new questions or comments based on this observation.

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Mentor signature \_\_\_\_\_

Mentee signature \_\_\_\_\_

**1<sup>st</sup> Year Mentee Reflection Log**  
**3<sup>RD</sup> Quarter**

Please check all activities accomplished, and list the approximate date it occurred on the form below:

We:	Date
➤ Have continued informal contact (prep, hallway/lunch)	_____
➤ Discuss curriculum, content, pacing	_____
➤ Review progress on PD Plan	_____
➤ Reviewed log of in-service hours	_____
➤ Reviewed attendance at building/district events (such as PATHS, Science Fair, sports event, reading/math night, board meeting, concert, etc)	_____
➤ Completed 3 <sup>rd</sup> observation of mentor (including closure of an activity.) Attach notes.	_____
➤ Completed 3 <sup>rd</sup> observation of protégé (including closure of an activity.) Attach notes.	_____
➤ Discussed DOK and Differentiated Instruction as well as other building goals.	_____
➤ Evaluated relationships so far	_____
➤ Discussed upcoming state assessments (setting the tone, procedures, schedules, etc.)	_____
➤ Reflection Journal completed and shared with Mentor	_____

➤ Met with building principal monthly. \_\_\_\_\_

➤ We celebrated by: \_\_\_\_\_

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_  
Mentor    Date    Mentee

**Comments:** \_\_\_\_\_  
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\_\_\_\_\_

Education...is a painful, continual and difficult work to be done in kindness,  
by watching, by warning,... by praise, but above all -- by example.

John Ruskin

**1<sup>st</sup> Year Mentee Reflection Log**  
**January 20\_\_\_\_**

Topic: Stress Management

A. How do you manage the stress that results from the classroom?

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B. How does this stress affect you outside of school?

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C. How do you cope with stress from the outside while you are in the classroom?

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Mentor comments: \_\_\_\_\_

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\_\_\_\_\_

Mentee

\_\_\_\_\_

Date

\_\_\_\_\_

Mentor

**1<sup>st</sup> Year Mentee Reflection Log**  
**February 20\_\_\_\_\_**

Topic: School Involvement

A. Besides your teaching in the classroom how else do you contribute to the district?

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B. Describe your interactions with other staff members.

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C. Are you afraid to say "No" when asked to sponsor an activity or chaperone an event?

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Mentor comments: \_\_\_\_\_  
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\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

No Signature Needed  
Mentor

**OBSERVATION FORM**

This is the:

- Third Observation

\_\_\_\_\_ observed  
(name)

\_\_\_\_\_ on \_\_\_\_\_  
(date)

Grade or subject observed \_\_\_\_\_

Explain the planned focus of this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Highlights, new techniques, or new procedures discovered during the observation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal feedback new questions or comments based on this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor signature \_\_\_\_\_

Mentee signature \_\_\_\_\_

**1<sup>st</sup> Year Mentee Reflection Log**  
**4<sup>TH</sup> Quarter**

Please check all activities accomplished, and list the appropriate date it occurred on the form below.

We:	Date
➤ Continued to meet regularly at these times:	_____
➤ Finalized Log of In-service Hours, copy sent to _____ at _____	_____
➤ After reviewing PD Plan, revise goals for next year	_____
➤ Discussed 3 <sup>rd</sup> quarter conferences.	_____
➤ Reviewed curriculum and submitted changes to appropriate person (dept. chair).	_____
➤ Completed Videotaped lesson and viewed together noting strengths, and making recommendations.	_____
➤ Reflection Journal Completed and shared with Mentor	_____
➤ Reviewed and prepared for end of year procedures permanent records, organizing materials, and equipment, student and teacher check-out	_____
➤ Complete Program Evaluation form	_____
➤ Met with building principal monthly.	_____
➤ Celebrated by: _____	

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

\_\_\_\_\_

Mentee

**Comments:** \_\_\_\_\_

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I put the relation of a fine teacher to a student just below the relation of a parent to a child...

Thomas Wolfe

**1<sup>st</sup> Year Mentee Reflection Log**

**March 20\_\_\_\_\_**

Topic: Confrontation/Incidents/Issues

A. Describe a confrontation, incident or issue that involved you and either a student or peer.

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B. How did you resolve the situation? Was this effective?

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Mentor Comments: \_\_\_\_\_  
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\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

No Signature Needed  
Mentor

**1<sup>st</sup> Year Mentee Reflection Log**

**April 20\_\_\_\_\_**

Topic: Self evaluation of this past school year

A. Review and sum up the year

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B. What do you plan to do next year that will be different from this year?

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Mentor Comments: \_\_\_\_\_

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\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

**MENTEE'S EVALUATION**  
**MENTEE-MENTOR PROGRAM**  
**HANCOCK PLACE SCHOOL DISTRICT**

Please fill out this form and return to your Mentor-Mentee Coordinator.

1. What difficulties did you encounter with the Mentor-Mentee program?  
(Please check all that apply to you.)

\_\_\_\_\_ Failed to adequately prepare me for challenges in the classroom.  
I needed to learn about:

\_\_\_\_\_ I did not feel as if a support system existed on the District Level  
for new teachers. I was expecting:

\_\_\_\_\_ I did not feel as if a support system existed in my building for  
new teachers. I was expecting:

\_\_\_\_\_ Program did not fit my needs as a new teacher. I was expecting:

\_\_\_\_\_ Monthly meetings did not address my needs as a new teacher. I  
needed to hear about:

\_\_\_\_\_ Mentor did not initiate any meetings, observations or  
discussions. I was expecting:

\_\_\_\_\_ other (please describe)

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2. What recommendations do you have for improving the program?

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3. What part of the program seemed most beneficial to you as a new teacher?

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Are you a first or second year teacher? \_\_\_\_\_

## EVALUATION OF MENTOR-MENTEE PROGRAM

In order to improve our Mentor-Protégé Program, we need your input. Please take a moment to answer the following questions. Your responses will be kept confidential.

*Please circle your role and building level:*

Protégé    Mentor Administrator

Elementary

Middle High School

Rate the statements below using the following scale.

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree

\_\_\_\_\_ Mentors and protégés need more time before school to work together.

\_\_\_\_\_ Mentors need more training in order to better help their protégés.

\_\_\_\_\_ Mentors need to attend every meeting with their protégés.

\_\_\_\_\_ Mentors and protégés need more time to observe each other (outside of the quarterly time provided through subs).

\_\_\_\_\_ Other (please state)

\_\_\_\_\_

1. What part of the program seemed most beneficial to you? \_\_\_\_\_

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\_\_\_\_\_  
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2. What recommendations do you have for improving the program? \_\_\_\_\_

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\_\_\_\_\_

3. Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Hancock Place School District  
Video Reflection Sheet  
New Teachers Share Their Views**

1. List your three strongest assets as a teacher:

2. List three areas of concern as a new teacher to this district:

**How would you rate your skills in the following areas?**

(1= unsuccessful, 2= developing, 3=confident)

\_\_\_ Lesson planning

\_\_\_ Planning for a substitute teacher

\_\_\_ Large group instruction

\_\_\_ Small group instruction

\_\_\_ One to one instruction

\_\_\_ Behavior management

\_\_\_ Developing and administering informal classroom assessments

\_\_\_ Planning instructional units

\_\_\_ Planning and producing instructional materials

\_\_\_ Planning for students with special needs, including "at risk" and "gifted"

\_\_\_ Parent conferencing and communication

\_\_\_ Dealing with crisis in the classroom

\_\_\_ Establishing rapport with faculty and staff

\_\_\_ Understanding of teaching/learning styles

\_\_\_ Understanding of cultural or ethnic differences

\_\_\_ Ability to set appropriate levels of expectations for student achievement

This specific lesson:

1. What was the lesson objective(s)?
2. Describe your intended plan of instruction. Describe how your delivery differed from your plan.
3. How was learning assessed?
4. Define active student engagement. How can you tell there is evidence of this in your lesson?
5. Is there anything unplanned that you noticed?
6. What is one goal that you can work on after watching and reflecting on this lesson?

Teacher Name: \_\_\_\_\_

# Hancock Place School District

2007-2008 Beginning Teacher Assistance  
Program



2<sup>nd</sup> Year Mentee Handbook  
Activity Logs, Reflection Logs, Observations  
and Professional Development Plans

## 2<sup>nd</sup> Year Protégé Activity Log 1ST Semester

Please check all activities accomplished, and list the approximate date it occurred on the form below.

<b>We:</b>	<b>Date</b>
➤ Set up weekly/bimonthly meeting time	_____
➤ Discussed Performance Based Teacher Evaluations	_____
➤ Reviewed and Revised PD Plan (PGP). Keep 1 copy and turn in 1 copy to:	_____
➤ Discussed and reviewed Common Assessments	_____
➤ Discussed Semester Finals	_____
➤ Discussed Curriculum Maps/Unit-Lesson Plans	_____
➤ Discussed Open House/Parent-Teacher Conferences	_____
➤ Shared Resources	_____
➤ Set date and observed mentor's class. <b>Attach Note</b>	_____
➤ Set date and observed protégé's class. <b>Attach Notes</b>	_____
➤ Set date and observed another teacher. <b>Attach Notes</b>	_____
➤ Protégé conducted a walk-through on mentor's class. Discussed and reflected. <b>Attach Notes</b>	_____
➤ Mentor conducted a walk-through on protégé's class. Discussed and reflected. <b>Attach Notes</b>	_____
➤ Discussed Book Study Reflections. <b>Attach Notes</b>	_____
➤ Discussed Classroom Issues, DOK and Differentiated Instruction	_____
➤ Met with Building Principal for 1 <sup>st</sup> Quarter	_____
➤ Met with Building Principal for 2 <sup>nd</sup> Quarter	_____
➤ Celebrated by _____	_____
➤ Completed 1 <sup>st</sup> Semester Book Study Reflection Journal	_____

*Signatures verify that we have accomplished the activities checked off above.*

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**Mentor**

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**Mentee**

Comments:

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*March 14, 2007*

"I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit."

*John Steinbeck*

**OBSERVATION FORM**

This is the:

First Visit

\_\_\_\_\_ observed  
(name)

\_\_\_\_\_ on \_\_\_\_\_  
(date)

Grade or subject observed \_\_\_\_\_

Explain the planned focus of this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Highlights, techniques, or procedures discovered during the observation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal feedback, new questions or concerns based on this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor signature \_\_\_\_\_

Mentee signature \_\_\_\_\_

**2<sup>nd</sup> Year Protégé Activity Log**  
**2<sup>ND</sup> Semester**

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
➤ Reviewed PDP and Discussed Goal Achievement/Target Dates	_____
➤ Set PDP goals for next year.	_____
➤ Filed 08-09 PDP/PGP with Building Principal and M. Coordinator	_____
➤ Finalized In-Service log /copy filed with Building Principal and Mentoring Coordinator.	_____
➤ Videotape Lesson, reflect in journal and discussed with Mentor.	_____
➤ Set date and observe protégé (1x). Attach Notes.	_____
➤ Set date and observe mentor (1x). Attach Notes.	_____
➤ Set date and observe another teacher (1x). Attach Notes.	_____
➤ Mentor conducted a walk-through on protégé's class. Discussed and reflected. Attach Notes.	_____
➤ Protégé conducted a walk-through on mentor's class. Discussed and reflected. Attach Notes	_____
➤ Reviewed attendance at building/district events	_____
➤ Compared results of pre/post tests, common assessments, etc.	_____
➤ Set date for videotape observation, discussed results. Attach Notes.	_____
➤ Discussed Book Study Reflections. Attach Notes.	_____
➤ Discussed Classroom Issues, DOK and Differentiated Instruction.	_____
➤ Met with principal quarterly.	_____
➤ Discussed professional development opportunities	_____
➤ Celebrated and Recognized Accomplishments by:	_____
_____	
➤ 2 <sup>nd</sup> Semester Book Study Log completed.	_____

*Signatures verify that we have accomplished the activities checked off above.*

\_\_\_\_\_

Mentor

\_\_\_\_\_

Mentee

Comments:

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*August 7, 2006*

"I always like to think of you,  
always like to give you  
a special place in my Heart  
to bring cheer to my day.

I like to think of all the deeds  
you have done for me

you care about me  
and turn a nice time  
into a wonderful occasion for me.

I like to think of you because  
you are one of those special people in my life  
who has made my world  
a richer place to live in.....

Written in 2006 by Gunjan T., Age 17 --- India

This poem is dedicated to my favorite teacher MISS AMI!!!! She has left the school & I miss her very much...

**OBSERVATION FORM**

This is the:

- Second Visit

\_\_\_\_\_ observed  
(name)

\_\_\_\_\_ on \_\_\_\_\_  
(date)

Grade or subject observed \_\_\_\_\_

Explain the planned focus of this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Highlights, new techniques, or new procedures discovered during the observation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal feedback, new questions or concerns based on this observation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor signature \_\_\_\_\_

Mentee signature \_\_\_\_\_

**EVALUATION**  
**PROTEGE-MENTOR PROGRAM**  
**HANCOCK PLACE SCHOOL DISTRICT**

In order to improve our Mentor-Protégé Program, we need your input. Please take a moment to answer the following questions. Your responses will be kept confidential.

*Please circle your role and building level:*

Protégé    Mentor Administrator

Elementary                      Middle High School

Rate the statements below using the following scale.

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree

\_\_\_\_\_ Mentors and protégés need more time before school to work together.

\_\_\_\_\_ Mentors need more training in order to better help their protégés.

\_\_\_\_\_ Mentors need to attend every meeting with their protégés.

\_\_\_\_\_ Mentors and protégés need more time to observe each other (outside of the quarterly time provided through subs).

\_\_\_\_\_ Other (please state)

\_\_\_\_\_

3. What part of the program seemed most beneficial to you? \_\_\_\_\_

\_\_\_\_\_

4. What recommendations do you have for improving the program? \_\_\_\_\_

\_\_\_\_\_

3. Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EVALUATION OF MENTOR-PROTEGE PROGRAM

1. What difficulties did you encounter with the Mentor-Protégé program?

(Please check all that apply to you.)

\_\_\_\_\_ Failed to adequately prepare me for challenges in the classroom. I needed to learn about:

\_\_\_\_\_ I did not feel as if a support system existed on the District Level for new teachers. I was expecting:

\_\_\_\_\_ I did not feel as if a support system existed in my building for new teachers. I was expecting:

\_\_\_\_\_ Program did not fit my needs as a new teacher. I was expecting:

\_\_\_\_\_ Monthly meetings did not address my needs as a new teacher. I needed to hear about:

\_\_\_\_\_ Mentor did not initiate any meetings, observations or discussions. I was expecting:

\_\_\_\_\_ other (please describe)

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2. What part of the program seemed most beneficial to you? \_\_\_\_\_

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3. What recommendations do you have for improving the program? \_\_\_\_\_

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**Hancock Place School District  
Video Reflection Sheet  
New Teachers Share Their Views**

3. List your three strongest assets as a teacher:

4. List three areas of concern as a new teacher to this district:

**How would you rate your skills in the following areas?**

(1= unsuccessful, 2= developing, 3= confident)

\_\_\_ Lesson planning

\_\_\_ Planning for a substitute teacher

\_\_\_ Large group instruction

\_\_\_ Small group instruction

\_\_\_ One to one instruction

\_\_\_ Behavior management

\_\_\_ Developing and administering informal classroom assessments

\_\_\_ Planning instructional units

\_\_\_ Planning and producing instructional materials

\_\_\_ Planning for students with special needs, including "at risk" and "gifted"

\_\_\_ Parent conferencing and communication

\_\_\_ Dealing with crisis in the classroom

\_\_\_ Establishing rapport with faculty and staff

\_\_\_ Understanding of teaching/learning styles

\_\_\_ Understanding of cultural or ethnic differences

\_\_\_ Ability to set appropriate levels of expectations for student achievement



**Hancock Place School District**

**2007-2008 Beginning Teacher  
Assistance Program**

**Mentor Handbooks**



Welcome Mentor!

You are a mentor due to your experience, interest, energy, dedication, and nurturing qualities. To ease your entrance into mentoring, we have developed this handbook. It is a guide to answer any questions that may arise. Please accept it as a welcoming tool to a positive, enriching experience. Do let us know what needs to be added or deleted. This is a work in progress and we need your input!

Sincerely,

B. Bates  
B. Burndt  
M.E. Brooks  
L. Griswold  
D. Hof-Dunn  
K. Kunz  
E. Nelson  
M. Pohl  
K. Wedde

## **DEFINITION OF A MENTOR**

### **MENTOR**

(from Greek Mythology)

Mentor was a friend of Odysseus. Odysseus entrusted his son, Telemachus, to Mentor when he went on long journeys. Mentor's role was to provide advice, guidance, and support to Telemachus in his father's absence (Teachers 21, 2001).

Serving as a mentor may be the desire to fulfill one's own felt need to contribute to the growth, development, and wish fulfillment of an aspiring professional. The act of mentoring allows one to repay, in some measure, the intrinsic benefits he or she has derived from the profession.

### **MISSION STATEMENT**

The primary functions of the Mentoring Program in the Hancock Place School District are to focus on the developmental nature of becoming a professional and to provide support that encourages the mentor and protégé to grow in knowledge and skill. Since the perceptions of both mentors and protégés alike change as mentoring evolves, the mentoring plan helps the observant mentor to keep one eye on the protégé's development and the other eye on his or her readiness for the next challenge.

The needs of the new teacher are of primary importance in the mentor-protégé relationship, therefore the Mentor Program adapts to the needs of the protégé. Separate considerations for those transferring from other communities, schools, subject areas, and grade levels will also necessitate adaptations.

### **DO YOU HAVE THE QUALITIES OF A MENTOR?**

A mentor is someone who:

- can maintain confidentiality and develop trust
- is willing to be a mentor and is emotionally committed to help new teachers and take a personal interest in them
- exhibits a good feeling about his/her own accomplishments and profession
- contributes to a positive school climate
- is a confidant and advisor
- is a teacher, guide, coach, and role model
- wants to share his/her knowledge, materials, skill, and expertise in a non-competitive way with those they mentor
- offers support, challenge, patience, and enthusiasm while they guide others to new levels of competence
- has the professional manner to model success
- is self-driven and self-motivated
- is respected by members of the staff
- recognizes excellence in others and encourages it
- is sensitive, diplomatic, astute, nurturing, encouraging, and enthusiastic

## **DO YOU HAVE THE SKILLS OF A MENTOR TEACHER?**

The mentor teacher:

- listens to and communicates effectively with others
- uses a variety of teaching techniques
- demonstrates knowledge of the Missouri GLE'/Curriculum Frameworks, the national standards in the subject area, and the goals of the Hancock Place School District
- demonstrates knowledge of effective strategies of classroom management
- demonstrates the ability to work well with others, to guide, to coach, to organize, and to motivate
- is thoughtful, open-minded, and empathetic
- is able to set realistic mentor-role expectations
- demonstrates leadership qualities, organizational skills, and a positive attitude toward professional growth
- is sensitive to the needs of the protégé and can recognize when he/she requires support, direct assistance, or independence

## **COULD YOU FULFILL THE PURPOSES OF A MENTOR TEACHER?**

The purposes of a mentor teacher are to:

- welcome new protégés to the profession and assist them to practice effectively
- provide non-evaluative and confidential support to new teachers
- acclimate new teachers to the culture of the school and system by reducing teacher isolation
- support professional growth particularly in the use of strategies for improving teacher methods, assessment, and other school related issues
- connect new teachers with other teachers who are effective models of continuous professional growth, effective teaching, and collaborative and congenial staff relationships
- pass along teaching knowledge and expertise to new teachers

## **STATEMENT OF CONFIDENTIALITY**

The issue of confidentiality in the mentor-protégé relationship is as sensitive as it is important.

Mentors will not discuss their protégé's teaching performance with anyone, except the protégé, including school and district administrators except where a safety, legal, academic growth and development, or emotional growth and development question exists. Should the mentor feel a crisis situation is developing the mentor will seek the assistance of the mentor coordinator. The mentor coordinator will evaluate the situation and seek administrative support.

Mentors, with the protégé's knowledge and permission, may discuss the protégé's teaching performance with resource professionals whose job is to help teachers.

If, for any reason, the mentor-protégé relationship is dissolved, the confidentiality will be preserved.

## WHAT ARE THE ROLES AND RESPONSIBILITIES OF THE MENTOR?

The roles and responsibilities of the mentor include, but are not limited to:

- A. to support the beginning teacher in developing collaborative relationships with faculty, staff, administration, and parents
  - model collegial behavior and good teaching practices
  - models the importance of a sense of humor
  - models good listening and communication skills
- B. to provide professional and personal support for the protégé
  - shares what he or she knows in a non-competitive, non-judgmental way
  - adheres to the rules of confidentiality
  - communicates honestly and tactfully
- C. to develop and implement, with the protégé, a schedule of both formal and informal meetings to discuss issues relating to:
  - classroom management
  - curriculum and instruction
  - policies and procedures
  - goal setting
  - pre and post conferences
- D. to participate in meetings and training sessions to hone mentoring skills and techniques
  - reviews communication skills and techniques
  - refines observation and coaching skills
  - enhances the ability to diagnose and solve problems
- E. to set up peer coaching opportunities with the protégé
  - to observe the protégé
  - to arrange for the protégé to observe the mentor and other teachers in order to provide guided practice
  - these opportunities are non-judgmental and conversations that result from them are designed to respond to specific areas of concern
- F. to encourage reflective practice in order to more appropriately guide future actions

“To ponder is not to brood or grieve or even meditate. It is to wonder at a deep level.” (Fulghum, 1990)

“We undertake reflection, not so much to revisit the past or to become aware of the metacognitive process one is experiencing -- both notable reasons, but to guide future action – a more practical purpose.” (Killion and Todnem, 1991)

“Reflection, then, is a process that encompasses all time designations -- past, present, and future simultaneously.” (Killion and Todnem, 1991)
- G. to log all meeting dates, times, and topics covered on log sheets and submit according to the specified timeline
  - required monthly meetings throughout the first year

- required monthly meetings the second year
  - the mentor can and should set limits as appropriate
- H. to complete the mentoring log in an objective and non-judgmental manner for record keeping purposes

### **CHARACTERISTICS OF ADULTS AS LEARNERS** (The Making of an Adult Educator by Malcolm Knowles)

Adult learners:

- have deep psychological needs to be self-directing
- bring into any learning situation resources from previous experiences that are a rich source for one another's learning
- are intrinsically motivated to learn, given the right conditions and encouragement
- learn more effectively and retain longer what they learn through their own initiative, than through what is didactically transmitted to them by others

### **CONDITIONS NECESSARY FOR ADULT GROWTH** (Continuing to Learn: A Guidebook for Teacher Development by S. Loucks-Horsley, C. Harding, M. Arbuckle, et. al.)

Adult learners need:

- opportunities to try out new practices
- careful and continuous guided reflection and discussion about the proposed changes
- continuity of programs and time for significant changes
- personal support as well as challenge during this change process

### **WHAT IS THE NATURE OF A MENTORING RELATIONSHIP?** (Rita W. Peterson, 1989)

Establishing a positive mentoring relationship is very much like establishing other valued human relationships in a number of respects. Both parties usually have a genuine desire to understand the values and expectations of the other person, and to respect and become sensitive to one another's feelings and needs.

At the same time, mentoring relationships differ in an important way from other personal relationships because they are professional in nature. Mentors are responsible for conveying and upholding the standards, norms, and values of the profession. They are responsible for offering support and challenge to the recipient of their mentoring while the recipient strives to fulfill the professional's expectations.

Healthy mentoring relationships are evolutionary in nature. They change because the purpose of the relationship is to enable the recipient to acquire new knowledge, skill, and standards of professional competence. The perceptions of both members of the relationship evolve as the recipient's performance evolves to new levels of competence under the mentor's guidance and support. The person who once said, "No man steps into the same stream twice." could very well have been describing the changing nature of mentoring relationships.

**WHAT ARE THE STAGES IN THE DEVELOPMENT OF MENTORING RELATIONSHIPS?**  
(Rita W. Peterson, 1989)

Mentoring relationships usually evolve through four stages.

1. In the first stage of a mentoring relationship the mentor and protégé become acquainted and informally clarify their common interests, shared values, and professional goals.
2. The second stage of the mentoring relationship involves communication between the mentor and the protégé. They communicate initial expectations and agree upon some common procedures and expectations as a starting point.
3. During the third stage of the mentoring relationship needs are gradually filled. Objectives are met. Professional growth takes place. New challenges are presented and achieved. This stage may last many months or years.
4. As the final stage begins the mentor and protégé redefine their relationship as colleagues, peers, partners, and friends.

**WHAT ARE THE PHASES OF FIRST YEAR TEACHING?—WHAT ARE THE “UPS AND DOWNS” A PROTEGE MAY EXPERIENCE? (from Teachers21)**

Remember: “It’s normal!”

**UP**

Eagerness to accomplish  
I will survive!  
Confidence in meeting with parents  
Realizing your strengths  
Viewing evaluation positively  
Viewing the principal positively  
Energetic  
The shoe fits!  
Good days  
Exhilarating  
Favorite students  
Relating to students  
Relating to parents  
Relating to colleagues

**DOWN**

Feeling of being overwhelmed  
Will I survive the year?  
Fear of parents  
Fear of exposing weaknesses  
Apprehension of evaluation  
Apprehension of the principal  
Extreme fatigue  
Am I in the right profession?  
Bad days  
Frustrating  
Annoying students  
Not relating to students  
Not relating to parents  
Not relating to colleagues

## HOW CAN YOU GIVE HELPFUL FEEDBACK AFTER OBSERVING YOUR PROTEGE?

### 1. FOCUS FEEDBACK ON PERFORMANCE NOT PERSONALITY

SAY:

I observed interactions that consisted of teacher questions/student response for 20 minutes.

DON'T SAY:

It appeared to me that you have a need to control the classroom, and that you dominated the discussion.

### 2. FOCUS FEEDBACK ON OBSERVATIONS, NOT ASSUMPTIONS

SAY:

All of the children were engaged in the same activity as a whole group.

DON'T SAY:

It appeared that you were afraid to try small group teaching.

### 3. FOCUS FEEDBACK ON DESCRIPTION NOT EVALUATION

SAY:

I recorded 12 recall-type questions that you asked.

DON'T SAY:

It is poor teaching to only ask lower-order questions

### 4. FOCUS FEEDBACK ON THE SPECIFIC AND CONCRETE, NOT THE GENERAL AND ABSTRACT

SAY:

You called on boys twice as many times as you called on girls.

DON'T SAY

You barely called on girls.

### 5. FOCUS FEEDBACK ON THE PRESENT NOT THE PAST

SAY:

After the second warning you sent Marcia to the office.

DON'T SAY:

You used to handle incidents like that better earlier in the year.

### 6. FOCUS FEEDBACK ON SHARING INFORMATION RATHER THAN GIVING ADVICE

SAY:

Let's examine your response to each of the student's answers or questions in class today.

DON'T SAY:

You might want to praise more and make those cheerleaders in the back of the room speak up.

### 7. FOCUS FEEDBACK ON THE ALTERNATIVES RATHER THAN "ONE BEST" PATH

SAY:

Small group discussions are one way to increase participation. More student activities might be another. Some teachers prefer using mini-units. What other ways come to mind?

DON'T SAY:

Look! The best way to get students to participate is to put them in small groups and assign a recorder.

### 8. FOCUS FEEDBACK IN TERMS OF "MORE OR LESS" RATHER THAN "EITHER OR"

### 9. FOCUS FEEDBACK ON WHAT THE PROTEGE CAN CHANGE RATHER THAN THAT OVER WHICH THE PROTEGE HAS LITTLE CONTROL

10. FOCUS FEEDBACK ON WHAT THE PROTEGE CAN MANAGE AND USE RATHER THAN ALL OF THE DATA YOU HAVE GATHERED
11. FOCUS FEEDBACK ON WHAT THE PROTEGE WOULD LIKE TO HEAR ABOUT RATHER THAN WHAT YOU WANT TO IMPOSE
12. ASK THE PROTEGE TO SUMMARIZE THE DISCUSSION POINTS FOR BOTH OF YOU
13. FOCUS FEEDBACK ON WAYS IN, WHICH THE PROTEGE CAN BE MORE EFFECTIVE, NOT ON WHAT YOU NEED TO GET OFF YOUR CHEST

**WHAT ARE SOME DO's AND DON'T's FOR MENTORS?**

**DO**

- Listen actively
- Pause...and make reflective statements
- Insert neutral probing questions to get the protégé to continue reflection
- Bite your tongue...and let the protégé talk
- Let the protégé fill the silent gaps

**DON'T**

- Blame
- Judge
- Offer solutions on your own that are not supported by research or practice
- Talk to fill silent gaps

## **ON REFLECTIVE PRACTICE... WHAT IS REFLECTIVE PRACTICE? (Teachers21, 2001)**

“To ponder is not to brood or grieve or even meditate. It is to wonder at a deep level.” (Fulghum, 1990)

“We undertake reflection, not so much to revisit the past or to become aware of the metacognitive process one is experiencing -- both notable reasons, but to guide future action -- a more practical purpose.” (Killion and Todnem, 1991)

“Reflection, then, is a process that encompasses all time designations --past, present, and future simultaneously.” (Killion and Todnem, 1991)

### **WHEN TEACHERS BECOME REFLECTIVE PRACTITIONERS, THEY CAN:**

- Identify new ways of engaging in similar stations
- Have a broader sense of how and why they do or do not respond in the classroom
- Recognize when it becomes necessary to seek out other persons or resources when confronted with a concern they are not sure how to address

### **QUESTIONS THAT PROMPT REFLECTION**

- Can you talk more about that?
- Why do you think that happened?
- What evidence do you have about that?
- What does this remind you of?
- Do you see a connection between this and anything else you have done before?
- How else could you approach that?
- What else do you want to happen?

### **WAYS TO ENCOURAGE REFLECTIVE PRACTICE**

- Share conversation over coffee before or after school
- Stop in for an informal visit: a quick walk through the classroom to look at a particular concern of your protégé
- Before you leave the classroom, jot down a few comments and leave them with your protégé
- Team teach a lesson with your protégé
- Invite your protégé to observe you or another classroom teacher
- Offer to teach a lesson in your protégé's classroom
- Encourage new teachers to videotape themselves
- Offer to have a pre- and post-conference with your protégé in connection with a visit to the classroom
- Suggest professional literature and other resources to the new teacher

## **ADVICE TO BEGINNING MENTORS FROM BARRY SWEENEY (1994)**

### **“HOW TO” SHARE YOUR EXPERTISE...**

#### **...ON PLANNING**

- Find out how you can be the most helpful in specific areas of planning
- Discuss goals for the semester or the year
- Discuss objectives for lessons and units
- Discuss the relationship between the Frameworks, GLE's, goals and objectives
- Show how you organize your planning for the day, week, term, semester, year

#### **...ON INSTRUCTION**

- Talk about timing, pacing, and sequencing in teaching concepts that are difficult for students to master
- Offer to demonstrate lessons
- Discuss several kinds of lessons and the teaching methods that work best with various groups of students; explain your rationale for using each approach
- Describe strategies you use to increase student attention, motivation, or participation
- Brainstorm a wide range of solutions that might be fitting for common problems

#### **...ON MANAGEMENT**

- Talk about the importance of organizational routines and describe the routines that contribute most to classroom management
- Describe ways to let students know you understand their needs and concerns
- Talk about the most difficult management problems you have encountered and describe techniques you tried

#### **...ON EVALUATION OF STUDENTS**

- Share your own system for grading and record keeping
- Offer to share a collection of tests or other evaluation measures you have developed
- Describe various strategies to handle the expected paperwork associated with student assignments
- Describe various strategies to handle the expected.

## REQUIRED PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Hancock Place School District					
Educator Name:					
Beginning Year:					
Date of PBTE			Name of evaluator		
Mentor	Subject area	Observation date(s)	Meeting/discussions	Year	
Beginning Teacher Assistance at: MNEA, St. Louis From/to: March 15 <sup>th</sup> , 2008, 8-3:30pm					
Professional Development Class/Courses					
Date	Name of Class/Course	Characteristics	Contact Hours	Current Year	Year Total

Initial Certification requires total of 30-contact hours.  
 Career Certification requires 15-contact hours yearly.

Data Screen: \_\_\_\_\_met the yearly requirements to continue his/her current certificate of license to teach. The number of PD hours completed is: \_\_\_\_\_

## **1<sup>st</sup> Year Mentoring Meetings for Secondary Campus**

--to be held in the library from 3:40-4:40 (directly following after school events), led by Michelle Pohl and/or Denise Hof-Dunn

September 6<sup>th</sup>  
October 2<sup>nd</sup>  
November 6<sup>th</sup>  
December 4<sup>th</sup>  
January 8<sup>th</sup>  
February 5<sup>th</sup>  
March 4<sup>th</sup>  
April 8<sup>th</sup>  
May 6<sup>th</sup>

Please bring your Beginning Teacher Booklet and What To Expect from the First Days of School book.

## **2<sup>nd</sup> Year Mentoring Meetings for the Secondary Campus**

--to be held in the library from 2:40-3:40, led by Michelle Pohl and/or Denise Hof-Dunn

September 18<sup>th</sup>  
November 15<sup>th</sup>  
February 12<sup>th</sup>  
April 15<sup>th</sup>

Please bring your Beginning Teacher Booklet and Eight Habits of the Heart book.

Please notify Denise Hof-Dunn in advance through email if you cannot attend a meeting.  
([ddunn@hancock.k12.mo.us](mailto:ddunn@hancock.k12.mo.us))

## **1<sup>st</sup> Year Mentoring Meetings for Elementary Campus**

--to be held in the library from 4:15-5:15 (directly after faculty meetings), led by Kelly Kunz and/or Denise Hof-Dunn

September 5<sup>th</sup>  
October 3<sup>rd</sup>  
November 7<sup>th</sup>  
December 5<sup>th</sup>  
January 9<sup>th</sup>  
February 6<sup>th</sup>  
March 5<sup>th</sup>  
April 2<sup>nd</sup>  
May 7<sup>th</sup>

Please bring your Beginning Teacher Booklet and What To Expect from the First Days of School book.

## **2<sup>nd</sup> Year Mentoring Meetings for the Elementary Campus**

--to be held in the library from 3:15-4:15, led by Kelly Kunz and/or Denise Hof-Dunn

September 12<sup>th</sup>  
November 14<sup>th</sup>  
February 13<sup>th</sup>  
April 16<sup>th</sup>

Please bring your Beginning Teacher Booklet and Eight Habits of the Heart book.

Please notify Kelly Kunz in advance through email if you cannot attend a meeting.  
([kkunz@hancock.k12.mo.us](mailto:kkunz@hancock.k12.mo.us))

Sample of Certificate given to 1<sup>st</sup> Year and 2<sup>nd</sup> Year Teachers:

Hancock Place School District



*presents*

Certificate of Completion

*to*

*Jackie Thomas*

*For Successfully Completing Year Two of the  
Beginning Teacher Assistance Program*

---

*Denise C. Hof-Dunn, Mentoring Coordinator  
Kelly Kunz, PDC Chair*

*October 23, 2007*

**Beginning Teacher Action Plan**  
**Submit by May 20<sup>th</sup>**

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Building: \_\_\_\_\_

Date: \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<b>I. Instructional Leadership</b>				
1. Become knowledgeable of process of Professional Based Teacher Evaluations (PBTE)	Use evaluation guidelines to communicate expectations.	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
2. Review goals set by CSIP and SIP	Consult CSIP and SIP	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
3. Become knowledgeable of curriculum expectations, objectives, and revision process	Consult staff handbook and board policies	Principal/Mentor/Mentoring Coordinator/Curriculum Facilitators, Department Chairs/Grade Team Leader	Orientation Ongoing	
4. Become knowledgeable of Assessment Data collected	Consult staff handbook	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
5. Review evaluations, walkthrough process and assignments	Review evaluation guidelines and board policies	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
6. Become knowledgeable of staff development opportunities	Consult PD handbooks	Principal/Mentor/Mentoring Coordinator/PS Chair	Orientation Ongoing	

<b>II. Student Orientation</b>				
<b>A. Student Responsibilities</b>				
1. Become knowledgeable of student expectations	Consult students and staff handbook	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
2. Become knowledgeable of student discipline	Consult students and staff handbook	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
<b>III. School Community Relations</b>				
<b>A. District Responsibilities</b>				
1. Become knowledgeable of methods for parent/community communication	Discuss SIS, email, phone, written and the importance of positive and negative communication	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
2. Discuss progress in personal relationships	Review evaluations, personal reflection	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	

**IV. Professional Responsibilities**

**A. District Responsibilities**

1. Become familiar with board policies, procedures and implementation	Review board policies	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
2. Become knowledgeable of organizational duties	Review board policies	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
3. Become knowledgeable of maintenance and custodial procedures	Review board policies	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
4. Become knowledgeable of the financial process. a. budgets b. purchase orders c. petty cash d. activity accounts e. miscellaneous	Review board policies	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	
5. Become knowledgeable of Initial and Career Certification procedures	Review DESE guidelines	Principal/Mentor/Mentoring Coordinator	Orientation Ongoing	

## Beginning Teacher Professional Development Plan

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Building: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Goals: Three Priority Goals for the 2007/08 School Year</b>	<b>Objective: (I will...so that...)</b>	<b>Activities: (who, what, how, when)</b>	<b>Evidence of Complete: (data)</b>
<b>1. Effective Communication Skills</b>  CSIP 3			
<b>2. Effective Classroom Management Skills</b>  CSIP 2			
<b>3. Effective Instructional Strategies</b>  CSIP 1			

# **Tuition Reimbursement...**

## **Professional Staff Development Opportunities for Graduate Reimbursement**

The Hancock Place School District shall reimburse, through the PDC program, employees of Hancock Place School District who are employed as full-time certificated classroom teachers in accordance with following criteria.

- **Earn a grade of “A, B, C” in the course**
- **Provide the district with proof of enrollment for the course**
- **The employee must be enrolled in a regionally or nationally accredited institution of higher education approved to grant academic credits beyond a bachelor’s degree**
- **All course work must be towards an area of additional education certification and/or eligible to be credited toward an advanced degree.**
- **Tuition reimbursement for 2007-2008 will be paid according to the budget and number of certified teachers requesting reimbursement. In order to spread the PDC funds to as many people as possible, a maximum of \$1000.00 will be reimbursed from July 1<sup>st</sup> to June 30<sup>th</sup> each year. Reimbursement to staff will be made by June 30<sup>th</sup> each year. If there are more requests than available funding reimbursement for each request will be prorated.**
- **Tuition reimbursement application: summer course applications must be submitted and turned in with proof of enrollment by September 15<sup>th</sup> of the following school year.**
- **Tuition reimbursement application: fall and spring course applications must be submitted and turned in with proof of class enrollment by May 15<sup>th</sup>**
- **There will be no tuition reimbursement for undergraduate work**

**Hancock Place School District Professional Development  
Course Layout towards Certification**

Name \_\_\_\_\_

Building \_\_\_\_\_ Position \_\_\_\_\_

Degree/Certification Working Towards \_\_\_\_\_

Anticipated Year of Completion \_\_\_\_\_

**List of All Courses Needed to Complete Degree/Certification**

<b>Graduate Course Name</b>	<b>Credit Hours</b>	<b>Anticipated Period of Study</b> <small>(example: Fall 2008)</small>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
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_____	_____	_____

\_\_\_\_\_  
**Signature** **Date**

**Tuition Reimbursement Checklist**  
**2007-2008**

PDC records show that you have submitted these items for tuition reimbursement:

\_\_\_\_\_ Application

\_\_\_\_\_ Report Card (due 5/15/08)

\_\_\_\_\_ Proof of Payment (due 5/015/08)

\_\_\_\_\_ Application was approved by PDC on: \_\_\_\_\_

\_\_\_\_\_ Application was denied by the PDC for the following reasons:

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PDC: \_\_\_\_\_

Date: \_\_\_\_\_

**Guidelines for  
Conference/Workshop  
Attendance...**

## **STEPS FOR REQUEST/ REIMBURSEMENT FOR PROFESSIONAL DEVELOPMENT CONFERENCE/WORKSHOPS**

- **Fill out conference request form. Specific MSIP, CSIP and/or SIP concern must be addressed in explanation. (Copies of MSIP, CSIP and SIP should be available in the administrative offices.)**
- **A copy of the conference brochure must be attached to request.**
- **Submit to building PDC representative or send directly to PDC Chair; Kelly Kunz at the Elementary School. (ES Representatives = Brandy Bates, Lisa Griswold and Kim Wedde, MS Representatives = Meri Ellen Brooks and Michelle Pohl, HS Representatives = Bob Berndt and Erika Nelson)**
- **Submit conference form request at least 30 workdays before the conference- Please remember that the PDC meets the third Wednesday of the month!**
- **PDC approves or disapproves conferences based on MSIP and CSIP concerns and availability of building funds (among other concerns) at monthly meetings.**
- **After PDC approves request, staff members must submit a Professional Leave Form to building administration.**
- **PDC will pay registration fee-fee must not exceed \$250.00.**
- **After returning from a conference, Accountability forms must be submitted to the PDC within 30 days.**
- **All HPSD certified staff is eligible for conference/workshop reimbursement REGARDLESS if receiving tuition reimbursement. As the year progresses, the possibility that Professional Development funds becoming depleted increases.**

**Hancock Place School District Professional Development  
Application/Request for Conference or Workshop**

Request must be submitted to the PDC at least 30 workdays prior to the event.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Assignment: Building** \_\_\_\_\_ **Grade/subject** \_\_\_\_\_

You MUST explain how this conference or workshop addresses MSIP or CSIP concerns:

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**Name of Conference** \_\_\_\_\_

**Location of Conference** \_\_\_\_\_

**Date of conference** \_\_\_\_\_ **Registration deadline** \_\_\_\_\_

**Registration costs:** \_\_\_\_\_

**Substitutes:**    yes                      no                      number of days

**Substitute cost**    \$ 75.00                      **FICA:** \$5.00

**Total budget request (include sub cost and FICA)** \_\_\_\_\_

**Make registration checks payable to:** \_\_\_\_\_

**Registration address:** \_\_\_\_\_

**Phone/fax number** \_\_\_\_\_

**PDC approved on** \_\_\_\_\_

**PDC did not approve** \_\_\_\_\_

To: Conference/Workshop Applicant  
From: PDC  
RE: PD Leave Form and Accountability Forms B and K  
Date:

Attached you will find a copy of your approved PDC conference/workshop request. Please fill out a Professional Development Leave Form as soon as possible. These forms are generally available in your building's main office. When you receive your approved leave form, please make a copy for PDC and submit a copy for our files.

The forms (B&K) must be completed within 30 days of your conference/workshop. Please note that you have several options! The important thing is that you share this information with your colleagues. Return forms B and K to PDC chair Kelly Kunz at the ES.

Thank You!

To: Conference/Workshop Applicant  
From: PDC  
RE: PD Workshop Request  
Date:

Attached you will find a copy of your request. It has been denied for one of the following reasons:

\_\_\_\_\_ It does not meet a MSIP, CSIP or SIP goal.

\_\_\_\_\_ The appropriate paperwork is missing. Please fill out the request form from the Hancock Place Website. Contact your building representatives with questions.

\_\_\_\_\_ The appropriate paperwork is missing. Please attach a copy of the flyer advertising the event.

\_\_\_\_\_ This workshop/conference exceeds your \$250.00 allowance. PDC will reimburse you up to this amount after receiving proof of enrollment and attendance.

\_\_\_\_\_ According to PDC records, you have already attended and exceeded your PD funding for the current school year.

\_\_\_\_\_ According to PDC records, two other staff members from your building are attending this same event.

\_\_\_\_\_ According to PDC records, this event will exceed 3 days. You will need to get approval from your building administration regarding substitute pay.

\_\_\_\_\_ According to PDC records, we are out of funding.

\_\_\_\_\_ Other:

Please contact your building representatives \_\_\_\_\_ or the PDC Chair, Kelly Kunz with questions!

## Professional Development Conference/Workshop Accountability

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Conference/Workshop: \_\_\_\_\_

Anyone receiving funds through the PDC must complete some type of accountability activity. This form must be returned to a PDC representative within 30 days of your activity. The following is a list of possible activities:

1. Present an awareness workshop to the district/building on a staff development day or at a faculty meeting. You must submit any handouts and in-service evaluations.
2. Write an abstract/summary to the PDC, and include documentation of new strategies implemented in your classroom\* learned through this PD event.
3. Work with a small group of teachers/administrators who are interested in implementing the strategies that you have learned through the PD event. You must write an abstract and provide a list of attendees.
4. Other, based on PDC approval.

Please select the appropriate choice for each question below:

1. Did this conference/workshop meet a:

a. Building Goal

b. Personal Goal

c. CSIP/MSIP Goal

2. In the last school year, have you attended a similar workshop?

a. Yes

b. no

3. How will you share the information gained:

**Professional Development Workshop Abstract**

Name: \_\_\_\_\_ Building \_\_\_\_\_

Topic of Workshop and CSIP Goal addressed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accountability Activity, Date and Location:  
\_\_\_\_\_  
\_\_\_\_\_

Name of Attendees for Activity (if applicable):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary:  
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(Please attach additional sheets, including handouts and in-service evaluations.)



# **Professional Development Bibliography**



Pro 169 Dra                      First Time Analogies  
T 30699                            1999                      \$9.95                      Regular  
25: Professional Materials

Pro 169 Ris                      Analogies for the 21st Century  
T 30701                            2001                      \$7.95                      Regular  
25: Professional Materials

Pro 169 Ris                      Thinking Through Analogies  
T 30702                            1983                      \$8.95                      Regular  
25: Professional Materials

Pro 170 Vel                      Writing from the heart: Young people share  
their wisdom  
T 30640                            2001                      \$12.95                      Regular  
25: Professional Materials

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Call Number                      Title  
Barcode                            Year                      Price                      Circ Type  
Category                            Category  
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Pro 177 Tha                      That's my buddy! Friendship and learning  
across the grad  
T 30637                            1996                      \$14.95                      Regular  
25: Professional Materials

Pro 302 Kag                      Higher-Level Thinking Questions: Personal  
and Social Ski  
T 30178                            1999                      \$19.00                      Regular  
25: Professional Materials

Pro 323.6 Pat                      Patriotism: America the Beautiful  
T 30645                            2001                      \$5.00                      Regular  
25: Professional Materials

Pro 333.9 I LO                      I Love Animals: A Humane Education Program  
of The Americ  
T 30559                            2000                      \$10.00                      Regular  
25: Professional Materials

Pro 333.9 I LO                      I Love Animals: A Humane Education Program  
of The Americ

T 30558	2000	\$10.00	Regular
25: Professional Materials			
Pro 333.9 I L0	I Love Animals: A Humane Education Program of The Americ		
T 30560	2000	\$10.00	Regular
25: Professional Materials			
Pro 361.3 Lew	The kid's guide to service projects : over 500 service i		
T 19396	1995	\$10.00	Regular
25: Professional Materials			
Pro 361.3 Lew	The kid's guide to social action : how to solve the soci		
T 19397	1991	\$10.00	Regular
25: Professional Materials			
Pro 361.3 Lew	The kid's guide to social action : how to solve the soci		
T 30627	1991	\$14.95	Regular
25: Professional Materials			
Pro 361.3 Par	Serving to learn, learning to serve: Civics and service		
T 30625	1996	\$19.95	Regular
25: Professional Materials			
Pro 362.2 Jac	Activities that teach.		
T 30636	2001	\$15.95	Regular
25: Professional Materials			
Pro 370 Bor	Mentoring Beginning Teachers Guiding, Reflecting, Coachi		
T 31887	2000	\$17.50	Regular
25: Professional Materials			
Pro 370 Bor	Mentoring Beginning Teachers Guiding, Reflecting, Coachi		
T 30298	2000	\$17.50	Regular
25: Professional Materials			
Pro 370 Bur	Designing Professional Portfolios for Change		
T 30410	1997	\$26.95	Regular
25: Professional Materials			

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Call Number Barcode Category	Title Year	Price Category	Circ Type
Pro 370 Cos Renaissance School T 30303 25: Professional Materials	Cognitive Coaching: A Foundation for 1994	\$44.95	Regular
Pro 370 Gar T 30369	The New Teachers's Handbook 2000	\$14.95	Regular
Pro 370 Gle for Picture B T 30459 25: Professional Materials	Beyond the Last Page: Follow-up Activities 1984		Regular
Pro 370 Kar tools for st T 30366 25: Professional Materials	Checklist for Everything: Simple assessment 2000	\$10.95	Regular
Pro 370 Kra Management T 30457 25: Professional Materials	Teaching and the Art of Successful Classroom 1996	\$12.50	Regular
Pro 370 Kwo 1966-April 19 T 30557 25: Professional Materials	Cultural Revolution in China's School: May 1988	\$16.95	Regular
Pro 370 McL A guide for T 30295	Improving Education Through Action Research: 1995	\$14.95	Regular
Pro 370 Mer T 30458 25: Professional Materials	Leadership Strategies for Teachers 2000	\$15.00	Regular
Pro 370 Mur based profes T 30294	Whole-faculty study groups:Creating student- 2000	\$32.95	Regular
Pro 370 Rep Panel:Teaching children t T 30456 25: Professional Materials	Report of the National Reading 2000		Regular

Pro 370 Won                    How to be an Effective Teacher: The First  
Days of School  
T 60942                    1998                    \$29.95                    Regular  
25: Professional Materials

Pro 370 Won                    How to be an Effective Teacher: The First  
Days of School  
T 30317                    1998                    \$29.95                    Regular

Pro 370 Wor                    Word of the month/ Do the right thing  
T 30642                    1998                    \$10.00                    Regular  
25: Professional Materials

Pro 370.1                    Becoming Multicultural Educators  
T 31890                    2003                    \$29.96                    Regular  
44: Multicultural

Pro 370.1                    Travel the Globe : Multicultural Story Time  
T 31889                    1998                    \$33.43                    Regular  
44: Multicultural

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Call Number                    Title  
Barcode                    Year                    Price                    Circ Type  
Category                    Category  
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Pro 370.11 Car                    Character building : literature-based theme  
units  
T 16891                    1997                    \$20.00                    Regular

Pro 370.11 Cha                    Character education:what it means to our  
schools, our ch  
T 30638                    2001                    \$18.00                    Regular  
25: Professional Materials

Pro 370.11 Huf                    Developing a character education program:  
one school dis  
T 30630                    1994                    \$16.95                    Regular  
25: Professional Materials

Pro 370.11 Lip                    Self-esteem : concepts for activities,  
discussion and in  
T 16890                    1997                    \$15.00                    Regular

Pro 370.11 Sti	Character education connections for school, home and com			
T 30629	2000	\$39.95	Regular	
	25: Professional Materials			
Pro 370.19 Wyn	Empowering African-American Males to Succeed: A ten-step			
T 30633	1992	\$15.95	Regular	
	25: Professional Materials			
PRO 370.19 Wyn	Ten steps to helping your child succeed in school			
T 19939	1999	\$9.95	Regular	
Pro 371 Bee	Scholastic Success With 1st Grade			
T 60028	2002	\$6.88	Regular	
	25: Professional Materials			
Pro 371 Bee	Scholastic Success With 2nd Grade			
T 60027	2003	\$6.88	Regular	
	25: Professional Materials			
Pro 371 Die	Designing the School Leader's Portfolio			
T 30412	2001	\$24.95	Regular	
	25: Professional Materials			
Pro 371 Gui	Classroom teaching: a primer for new professionals			
T 30407	2000	\$34.00	Regular	
	25: Professional Materials			
Pro 371 Sch	Practical Action Research for Change			
T 30402	1997	\$24.95	Regular	
	25: Professional Materials			
Pro 371 Sko	Powerful Lesson Planning Models: The Art of 1000 Decisio			
T 30414	2001	\$26.95	Regular	
	25: Professional Materials			
Pro 371 Tre	60 Great Internet Sites for Math, Reading, and Language			
T 30401	2002	\$6.95	Regular	
	25: Professional Materials			
Pro 371 Tre	1001 BEST Internet Sites for Educators			
T 30413	2001	\$32.95	Regular	

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Call Number                    Title  
Barcode                        Year                    Price                    Circ Type  
Category                        Category  
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25: Professional Materials

Pro 371 Vid                    Take Me Along: The Best Substitute Teacher's  
Survival Gu  
T 30321                        1987                    \$12.99                    Regular

Pro 371.1 Aro                    Building communication partnerships with  
parents  
T 19434                        1995                    \$10.00                    Regular

Pro 371.1 Bel                    Active Learning Handbook for the Multiple  
Intelligences  
T 30431                        1997                    \$30.95                    Regular

25: Professional Materials

Pro 371.1 Bos                    The First Year Teacher : teaching with  
confidence  
T 16843                        2000                    \$15.00                    Regular

Pro 371.1 Bur                    What to Do with the Kid Who...  
T 30429                        2000                    \$43.95                    Regular

25: Professional Materials

Pro 371.1 Bur                    What to Do with the Kid Who...  
T 30428                        2000                    \$43.95                    Regular

25: Professional Materials

Pro 371.1 Bur                    Mentoring Guidebook: Mapping the Journey  
T 30408                        2002                    \$32.95                    Regular

25: Professional Materials

Pro 371.1 Cam                    How to Develop a Professional Portfolio  
T 31927                        1997                    \$5.00                    Regular

25: Professional Materials

Pro 371.1 Cle                    Bright Ideas: A Pocket Mentor for Beginning  
Teachers  
T 30421                        1997                    \$4.00                    Regular

25: Professional Materials

Pro 371.1 Col                    A note from your teacher : more than 450  
notes for commu  
T 16889                        1995                    \$20.00                    Regular

Pro 371.1 Dan for teachin T 30293	Enhancing professional practice :A framework 1996	\$27.75	Regular
Pro 371.1 Fog T 30400 25: Professional Materials	Ten Things New Teachers Need To Succeed 2001	\$6.95	Regular
Pro 371.1 Ket T 30365 25: Professional Materials	Pocket Chart Resource Book 1991	\$16.95	Regular
Pro 371.1 Let practical ways T 16887	Creating a caring classroom : hundred of 1997	\$15.00	Regular
Pro 371.1 McD T 30322	Teachers' Messages for Report Cards 1982	\$8.99	Regular

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Call Number Barcode Category	Title Year	Price Category	Circ Type
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Pro 371.1 Mur avoiding common m T 30422 25: Professional Materials	Pitfalls and potholes: a checklist for 1997	\$4.00	Regular
Pro 371.1 Pit dialogue Process T 30411 25: Professional Materials	Mentoring Novice Teachers: Fostering a 2000	\$24.95	Regular
Pro 371.1 Sch T 30420 25: Professional Materials	Countdown to the First Day of School 2000	\$4.00	Regular
PRO 371.1 Sch T 16839	Countdown to the first day of school 1994	\$5.00	Regular

Pro 371.1 Sha T 19458	Writing effective report card comments 1997	\$9.00	Regular
Pro 371.1 Sha T 19936	Writing effective report card comments 1997	\$9.00	Regular
Pro 371.1 Swe T 30416 25: Professional Materials	Leading the Teacher Induction and Mentoring Program 2001	\$24.95	Regular
Pro 371.1 Tea T 30325	Teacher's Book of Forms: Helpful forms to simplify the d 2000	\$6.95	Regular
Pro 371.1 Tim T 16841	Time strategies. 1994	\$10.00	Regular
Pro 371.1 Wil T 19430	A first-year teacher's guidebook: an educational recipe 1998	\$15.00	Regular
Pro 371.102 Sul T 30452 25: Professional Materials	The inspiring teacher: new beginnings for the 21st centu 1999	\$12.50	Regular
Pro 371.2 Ber T 31135 25: Professional Materials	The School Portfolio ToolKit 2002	\$19.99	Regular
Pro 371.2 Ber T 30181 25: Professional Materials	The school portfolio : a comprehensive framework for sch 1999	\$37.00	Regular
Pro 371.2 Ber T 30179 25: Professional Materials	Data analysis for comprehensive schoolwide improvement 1998	\$37.00	Regular
Pro 371.2 Bur T 30415 25: Professional Materials	The Mindful School: How to Assess Authentic Learning 1999	\$28.95	Regular

Call Number Barcode Category	Title Year	Price Category	Circ Type
Pro 371.2 Fog T 30399 25: Professional Materials	How to Raise Test Scores 1999	\$6.95	Regular
Pro 371.2 Stu T 16842	Student portfolios 1994	\$10.00	Regular
Pro 371.2 Sul T 19454	Making portfolio assessment easy 1988	\$17.00	Regular
Pro 371.3 Ana to-Use Activ T 30691 25: Professional Materials	Analogies/ Similarities-Differences : Easy - 1998	\$5.95	Regular
Pro 371.3 Dra Use Activities T 30689 25: Professional Materials	Drawing Solutions Finding Facts : Easy-to- 2001	\$5.95	Regular
Pro 371.3 Fli T 19431	Becoming an effective teacher 1996	\$10.00	Regular
Pro 371.3 Fol Easy-to-Use Ac T 30690 25: Professional Materials	Following Directions/ Making Inferences : 2001	\$5.95	Regular
Pro 371.3 Gri T 19456	Cooperative Learning 1995	\$10.00	Regular
Pro 371.3 Joh T 30693 25: Professional Materials	Cut, Paste, & Color : Classifying. 2001	\$5.95	Regular
Pro 371.3 Joh T 30694 25: Professional Materials	Cut, Paste & Color : Language Development. 2001	\$5.95	Regular
Pro 371.3 Joh T 30692 25: Professional Materials	Cut, Paste & Color : Logic. 2001	\$5.95	Regular

Pro 371.3 Kag Higher-Level Thinking Questions:  
 Intermediate Literature  
 T 30176 1999 \$19.00 Regular  
 25: Professional Materials

Pro 371.3 Kag Higher-Level Thinking Questions: Language  
 Arts  
 T 30175 1999 \$19.00 Regular  
 25: Professional Materials

Pro 371.3 Kag Higher-Level Thinking Questions: Life and  
 Earth Science  
 T 30169 1999 \$19.00 Regular  
 25: Professional Materials

Pro 371.3 Kag Higher-Level Thinking Questions: Physical  
 Science  
 T 30170 1999 \$19.00 Regular  
 25: Professional Materials

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Pro 371.3 Kag Higher-Level Thinking Questions: Primary  
 Literature  
 T 30172 1999 \$19.00 Regular  
 25: Professional Materials

Pro 371.3 Kag Higher-Level Thinking Questions: Social  
 Studies  
 T 30171 2000 \$19.00 Regular  
 25: Professional Materials

Pro 371.3 Kat Poems just for us!  
 T 19800 1996 \$10.95 Regular

Pro 371.3 Kat Poems just for us!  
 T 19801 1996 \$10.95 Regular

Pro 371.3 Opi Getting the most from predictable books  
 T 19798 1995 \$14.95 Regular

Pro 371.3 Opi T 19799	Getting the most from predictable books 1995	\$14.95	Regular
Pro 371.3 Per Classroom Success T 30405	Aligning Standards and Curriculum for 2000	\$27.95	Regular
25: Professional Materials			
Pro 371.3 Ren T 30406	Enriching Curriculum for All Students 2001	\$24.95	Regular
25: Professional Materials			
Pro 371.3 Rya T 19426	Authentic assessment 1994	\$10.00	Regular
Pro 371.3 Sch T 19428	The inclusive classroom 1996	\$10.00	Regular
Pro 371.3 Sch T 30695	Cut, Paste & Color : Comprehension. 2001	\$5.95	Regular
25: Professional Materials			
Pro 371.3 Sch T 30696	Cut, Paste & Color : Reasoning. 2001	\$5.95	Regular
25: Professional Materials			
Pro 371.3 Sch T 19802	Pocket charts for emergent readers 1997	\$12.95	Regular
Pro 371.3 Sch T 19803	Pocket charts for emergent readers 1997	\$12.95	Regular
Pro 371.3 Sco T 19804	Teaching moral development 2000	\$20.00	Regular
Pro 371.3 See T 19432	Integrated thematic units 1995	\$10.00	Regular

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Pro 371.3 Top Materials	Beautiful Stuff! : Learning with Found			
T 30959	1999	\$15.99		Regular
	25: Professional Materials			
Pro 371.3 Usi Activities Sure to I	Using Logic and Reason: Easy-to-Use			
T 30688	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei & Critical	Absurdities : Activities to develop Creative			
T 30679	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Critical Th	Analogies : Activities to Develop Creative &			
T 30678	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Critical Thi	Analysis : Activities to Develop Creative &			
T 30683	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei & Critical	Application : Activities to Develop Creative			
T 30682	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Creative & Critic	Classification : Activities to Develop			
T 30676	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Creative Critical	Comprehension : Activities to Develop			
T 30681	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Creative & Cri	Drawing Solutions : Activities to Develop			
T 30666	2001	\$5.95		Regular
	25: Professional Materials			
Pro 371.3 Wei Critical Thi	Evaluation : Activities to Develop Creative			
T 30685	2001	\$5.95		Regular
	25: Professional Materials			

Pro 371.3 Wei            Finding Facts:Activities to Develop Creative  
& Critical  
T 30673                    2001                    \$5.95                    Regular  
25: Professional Materials

Pro 371.3 Wei            Following Directions : Activities to Develop  
Creative &  
T 30687                    2001                    \$5.95                    Regular  
25: Professional Materials

Pro 371.3 Wei            Knowledge : Activities to Develop Creative &  
Critical Th  
T 30680                    2001                    \$5.95                    Regular  
25: Professional Materials

Pro 371.3 Wei            Relying on Reason : Activities to Develop  
Creative & Cri  
T 30686                    2001                    \$5.95                    Regular  
25: Professional Materials

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Pro 371.3 Wei            Sequence : Activities to Develop Creative &  
Critical Thi  
T 30674                    2001                                       Regular  
25: Professional Materials

Pro 371.3 Wei            Similarities & Differences : Activities to  
Develop Creat  
T 30677                    2001                    \$5.95                    Regular  
25: Professional Materials

Pro 371.3 Wei            Synthesis : Activities to Develop Creative &  
Critical Th  
T 30684                    2001                    \$5.95                    Regular  
25: Professional Materials

Pro 371.3 Wei            Using Logic : Activities to Develop Creative  
& Critical  
T 30675                    2001                    \$5.95                    Regular

25: Professional Materials

Pro 371.4 Hug	The Elementary Teacher's Guide to Conferences & Open Hou			
T 30327	2001	\$10.99	Regular	
	25: Professional Materials			
Pro 371.4 Inn	Innovative discipline.			
T 16840	1994	\$10.00	Regular	
Pro 371.5 Fri	Bullies & victims Helping your child survive the schooly			
T 19937	1996	\$19.95	Regular	
Pro 371.5 Fri	Bullies and victims: helping your child through the scho			
T 30626	1996	\$14.95	Regular	
	25: Professional Materials			
Pro 371.5 Lan	Waging peace in our schools			
T 30641	1996	\$15.00	Regular	
	25: Professional Materials			
Pro 371.6 Hea	The Revision Toolbox : Teaching Techniques That Work			
T 61212	2002		Regular	
	25: Professional Materials			
Pro 371.9 Get	Kids with special needs / Information and activities to			
T 19452	1996	\$17.00	Regular	
Pro 371.9 Jas	Addressing diversity in the classroom			
T 19433	1995	\$10.00	Regular	
Pro 371.9 Mer	How to manage your multi-age classroom			
T 19451	1996	\$16.00	Regular	
Pro 371.9 Nic	Developing students' multiple intelligences			
T 19459	1998	\$16.00	Regular	
Pro 371.9 Pfi	All about ADHD / Complete practical guide for classroom			
T 19435	1996	\$15.00	Regular	
Pro 371.9 Wel	Challenging gifted children			
T 19782	1996	\$10.00	Regular	

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Pro 371.92 Lau Real People wit T 30083 25: Professional Materials	Succeeding with LD 20 True Stories About 1997	\$14.95	Regular
Pro 372 All During Guided- T 30323	Literacy Centers: What Your Other Kids Do 2000	\$15.98	Regular
Pro 372 All Reading and T 31659 25: Professional Materials	Balancing Literacy : A Balanced Approach to 2002	\$5.99	Regular
Pro 372 All T 30329 25: Professional Materials	Skills for Successful Teaching 1999	\$10.99	Regular
Pro 372 Col Reading and W T 30368	Balancing Literacy: A Balanced Approach to 2001	\$12.98	Regular
Pro 372 Cun T 31494	Month-by-Month Phonics for Upper Grades 1998	\$19.99	Regular
Pro 372 Fit T 31658 25: Professional Materials	Getting Ready to Read 2002	\$5.99	Regular
Pro 372 For Timesavers:Ready-to-Use Pro T 30563 25: Professional Materials	Cooperative Learning Teacher 1992	\$8.00	Regular
Pro 372 Fou Books in Guided T 30296	Matching Books to Readers; Using Levelled 1999	\$27.00	Regular
Pro 372 Fou Books in Guided T 30315	Matching Books to Readers; Using Levelled 1999	\$27.00	Regular

Pro 372 Fou Teaching compreh T 30302	Guiding Readers and Writers Grades 3-6: 2001	\$37.50	Regular
Pro 372 How A to Z (Pre T 31656 25: Professional Materials	Literacy Bags : Make-and-Take Mini-Units from 2002	\$4.99	Regular
Pro 372 Nos T 31888 25: Professional Materials	Guided Reading Strategies That Work 1999		Regular
Pro 372 Pot T 31493	Ready-to Go Phonics 1998	\$10.95	Regular
Pro 372 Shi T 31495	Phonics for Middle-Grade Students 1998	\$11.95	Regular
Pro 372 Sig Grades:Matching Stra T 30766 25: Professional Materials	Modifying the Four-Blocks for Upper 2001	\$24.99	Regular

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Pro 372 Spa T 30418 25: Professional Materials	Alphabet File-Folder Word Walls 2001	\$10.95	Regular
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Pro 372.1 Bos confidence(K-8) T 30454 25: Professional Materials	The First-Year Teacher:teaching with 2000	\$15.00	Regular
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Pro 372.1 Bro T 19455	Graphic organizers 1995	\$13.00	Regular
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Pro 372.1 McC T 19427	Learning centers 1996	\$10.00	Regular
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Pro 372.12 Ber Elementary Sch T 31136 25: Professional Materials	Using Data to Improve Student Learning in 2003 \$19.99	Regular
Pro 372.13 Mun Ready-to-Use Acti T 31971	Springboards to Creative Thinking: 101 1985 \$15.00	Regular
Pro 372.13 Mun Ready-to-Use Acti T 30081 25: Professional Materials	Springboards to Creative Thinking: 101 1985 \$15.00	Regular
Pro 372.19 Whe and school- T 19429	Creative resources for elementary classrooms 1997 \$42.00	Regular
Pro 372.4 Reading Rena T 31895 25: Professional Materials	Getting Started with Accelerated Reader and 2000	Regular
Pro 372.4 T 31896 25: Professional Materials	Teacher's Handbook 3-5 1999	Regular
Pro 372.4 recovery T 30297	Bridges to literacy: learning from reading 1991 \$24.00	Regular
Pro 372.4 Bau Reading and Wri T 30109 25: Professional Materials	Alternatives to Worksheets: Motivational 1992 \$10.00	Regular
Pro 372.4 Bis word recogniti T 19457	Teaching phonics, phonemic awareness, and 1996 \$10.00	Regular
Pro 372.4 Bla T 30108 44: Multicultural	One world multicultural projects & activites 1992 \$10.00 25: Professional Materials	Regular
Pro 372.4 Boo Successful Readers an T 61219	Literacy Techniques : for Building 1996 \$9.99	Regular
Pro 372.4 Bos T 30427	Planning Classroom Management for Change 1999 \$26.95	Regular

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25: Professional Materials

Pro 372.4 Bui                    Building Reading Comprehension; High-  
interest selections  
T 30118                        2000                    \$10.95                    Regular  
25: Professional Materials

Pro 372.4 Bui                    Building Reading Comprehension; High-  
interest selections  
T 30119                        2000                    \$10.95                    Regular  
25: Professional Materials

Pro 372.4 Bui                    Building Reading Comprehension; High-  
interest selections  
T 30120                        2000                    \$10.95                    Regular  
25: Professional Materials

Pro 372.4 Bur                    Tips for Managing Your Classroom  
T 30453                        2001                    \$5.00                    Regular  
25: Professional Materials

Pro 372.4 Bur                    Guided Readint:A How-to for All Grades  
T 30430                        2001                    \$24.95                    Regular  
25: Professional Materials

Pro 372.4 Cli                    Family Time Reading Fun; Helping your child  
become a suc  
T 30095                        1997                    \$15.98                    Regular  
25: Professional Materials

Pro 372.4 Cun                    Starting with Comprehension : Reading  
Strategies for the  
T 61211                        2005                    \$15.95                    Regular  
25: Professional Materials

Pro 372.4 Cun                    Thd Teacher's Guide to the Four Blocks  
T 31894                        1999                                       Regular  
25: Professional Materials

PRO 372.4 Cun                    Making words  
T 19447                        1994                    \$16.00                    Regular

PRO 372.4 Cun T 19448	Making words 1994	\$16.00	Regular
Pro 372.4 Fit strengthen b T 19411	Phonemic awareness / playing with sounds to 1997	\$13.00	Regular
Pro 372.4 Fit strengthen b T 19450	Phonemic awareness / playing with sounds to 1997	\$13.00	Regular
Pro 372.4 Fit strengthen b T 19449	Phonemic awareness / playing with sounds to 1997	\$13.00	Regular
Pro 372.4 Fit readers deve T 30096 25: Professional Materials	Reading strategies that work/ Helping young 1998	\$15.98	Regular
Pro 372.4 Fou children T 30305 25: Professional Materials	Guided reading; good first teaching for all 1996	\$25.00	Regular

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Call Number      Title
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Pro 372.4 Fou    Guided reading; good first teaching for all
children
T 30499          1996          $25.00        Regular
25: Professional Materials

Pro 372.4 Fry    Dr. Fry's Phonics Patterns : Onset and Rime
Word Lists
T 30306          1995          $8.95         Regular

Pro 372.4 Hil    Developing literacy using reading
manipulatives
T 30094          1997          $15.98        Regular
25: Professional Materials

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Pro 372.4 Hol Hundreds of ide T 30328 21: Books with tape	The complete guide to classroom centers: 1996 1996	\$115.95	Regular 4: Accelerated Reading
Pro 372.4 Hol Hundreds of ide T 30091 25: Professional Materials	The complete guide to classroom centers: 1996 1996	\$14.00	Regular
Pro 372.4 Joh approach T 30122 25: Professional Materials	Teaching Beginning Reading; a balanced 1997 1997	\$27.99	Regular
Pro 372.4 Lea Primary Classroms T 30362	Learning Centers Through the Year for 2000 2000	\$24.95	Regular
Pro 372.4 Lew Literacy Work T 30367 25: Professional Materials	Center Set Up: Fun Ideas for Setting Up 16 2001 2001	\$7.99	Regular
Pro 372.4 Lyn T 30307	Easy Lessons for Teaching Word Families 1998 1998	\$14.95	Regular
Pro 372.4 Mar teach small T 30326 21: Books with tape 25: Professional Materials	What are the other kids doing? ...while you 1997 1997	\$15.95	Regular 4: Accelerated Reading
Pro 372.4 Mar teach small T 30090 25: Professional Materials	What are the other kids doing? ...while you 1997 1997	\$14.00	Regular
Pro 372.4 McC literature to deve T 19453	Teaching genre / Exploring 9 types of 1996 1996	\$15.00	Regular
Pro 372.4 Mil in the prim T 60951 25: Professional Materials	Reading with meaning: teaching comprehension 2002 2002	\$21.00	Regular
Pro 372.4 Mil in the prim T 60950 25: Professional Materials	Reading with meaning: teaching comprehension 2002 2002	\$21.00	Regular

Pro 372.4 Mil in the prim T 30662	Reading with meaning: teaching comprehension 2002	\$21.00	Regular
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25: Professional Materials

Pro 372.4 Opi ways to help al T 19446	Flexible grouping in reading / Practical 1998	\$13.00	Regular
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Pro 372.4 Par T 30110	Parent Letters for the Primary Grades 1997	\$16.00	Regular
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25: Professional Materials

Pro 372.4 Rea T 30361	Reading Activities Sampler 2000		Regular
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Pro 372.4 Rea T 30115	Reading Skills; 100 reproducible activities 1990	\$10.95	Regular
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25: Professional Materials

Pro 372.4 Rea T 30116	Reading Skills; 100 reproducible activities 1990	\$10.95	Regular
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25: Professional Materials

Pro 372.4 Rea T 30117	Reading Skills; 100 reproducible activities 1990	\$10.95	Regular
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25: Professional Materials

Pro 372.4 Rob T 19437	Easy-to-manage reading & writing conferences 1998	\$20.00	Regular
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Pro 372.4 Rob students to T 19460	Reading strategies that work / Teaching your 1995	\$13.00	Regular
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25: Professional Materials

Pro 372.4 Rob students to	Reading strategies that work / Teaching your		
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T 30125	1995	\$13.00	Regular
25: Professional Materials			
Pro 372.4 San	25 Read & Write Mini-Books that Teach Word Families		
T 30419	2001	\$10.95	Regular
25: Professional Materials			
Pro 372.4 Sca	Collecting Words: Teaching Phonemic Awareness Using Pict		
T 30319	2000	\$10.99	Regular
Pro 372.4 Ter	Every teacher's guide to classroom management.		
T 30111	1997	\$16.00	Regular
25: Professional Materials			
Pro 372.4 Tho	Quick and easy math for Grades 3-6		
T 30092	1994	\$10.00	Regular
25: Professional Materials			
Pro 372.4 Thr	Success with Sight Words; Multisensory ways to teach hig		
T 30126	1999	\$9.00	Regular
25: Professional Materials			
Pro 372.4 Wag	Phonics that work! New strat e gies for the read ing/wri		
T 19410	1994	\$15.00	Regular

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Call Number	Title	Price	Circ Type
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Pro 372.4 Wag	Phonics that work! New strat e gies for the		
read ing/wri			
T 19409	1994	\$15.00	Regular
Pro 372.4 Wag	Phonics that work! New strat e gies for the		
read ing/wri			
T 19436	1994	\$15.00	Regular
Pro 372.4 Wis	Timely themes from astronauts to whales		

T 30093	1992	\$10.00	Regular
25: Professional Materials			
Pro 372.46 Pin in the readi	Word matters: Teaching phonics and spelling		
T 30314	1998	\$35.00	Regular
Pro 372.46 Pin in the readi	Word matters: Teaching phonics and spelling		
T 30301	1998	\$35.00	Regular
Pro 372.47 Har Comprehension to Enhance	Strategies That Work : Teaching		
T 61210	2000	\$19.99	Regular
25: Professional Materials			
Pro 372.47 Kee in a Reader's	Mosaic of Thought : Teaching Comprehension		
T 61208	1997	\$28.00	Regular
25: Professional Materials			
Pro 372.47 Kee in a Reader's	Mosaic of Thought : Teaching Comprehension		
T 61205	1997	\$28.00	Regular
25: Professional Materials			
Pro 372.6 Are writing in t	Let's write / A practical guide to teaching		
T 19441	1997	\$16.00	Regular
Pro 372.6 Cal activities	Phonics; Phonemic awareness word recognition		
T 30123	1997	\$24.95	Regular
25: Professional Materials			
Pro 372.6 Dor Regulated Learn	Shaping Literate Minds : Developing Self-		
T 61218	2001	\$15.00	Regular
25: Professional Materials			
Pro 372.6 Dor Across Reading a	Apprenticeship in Literacy: Transitions		
T 60945	1998	\$20.00	Regular
25: Professional Materials			
Pro 372.6 Dor Across Reading a	Apprenticeship in Literacy: Transitions		
T 30311	1998	\$20.00	Regular
Pro 372.6 Dor Across Reading a	Apprenticeship in Literacy: Transitions		
T 60943	1998	\$20.00	Regular

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Pro 372.6 Dor Apprenticeship in Literacy: Transitions  
Across Reading a  
T 60944 1998 \$20.00 Regular  
25: Professional Materials

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Pro 372.6 Ell Perfect Poems for Teaching Phonics  
T 61154 1999 \$9.95 Regular  
25: Professional Materials

Pro 372.6 Ell Perfect Poems for Teaching sight Words  
T 61155 2005 \$15.99 Regular  
25: Professional Materials

Pro 372.6 Fid Teaching writing / A workshop approach.  
T 19443 1993 \$15.00 Regular

Pro 372.6 Fit Teaching Beginning Writing; Lesson plans to  
support five  
T 30124 1999 \$11.98 Regular  
25: Professional Materials

Pro 372.6 Fog Literacy Matters; Strategies Every Teacher  
Can Use  
T 30432 2001 \$9.95 Regular  
25: Professional Materials

Pro 372.6 Fra Poem of the Week: Creative Cross-Curricular  
Poems and Gr  
T 30658 2000 \$16.95 Regular  
25: Professional Materials

Pro 372.6 Fra Poem of the Week: Creative Cross-Curricular  
Poems and Gr  
T 30310 2000 \$16.95 Regular  
25: Professional Materials

Pro 372.6 Fra Sprinkling T 30308	Poem of the Week : Initial Consonants with a 1999	\$16.95	Regular
Pro 372.6 Fra Phonics, Too! T 30309	Poem of the Week: Seasonal Poems and 1998	\$14.95	Regular
Pro 372.6 Fra Phonics, and T 30659 25: Professional Materials	Poem of the Week: Spelling Rules, Advanced 2002	\$16.95	Regular
Pro 372.6 Fra write... you've go T 30121 25: Professional Materials	If you're trying to teach kids how to 1995	\$16.95	Regular
Pro 372.6 Fun Paper T 30318	Fun & Fancy High Interest Lined Writing 2000	\$4.95	Regular
Pro 372.6 Fun Paper T 30320	Fun & Fancy Picture Story Lines Writing 2000	\$4.95	Regular
Pro 372.6 Gus thematic un T 16892	Improving communication skills : interactive 1997	\$15.00	Regular
Pro 372.6 Hon ways to motiva T 19442	Spelling strategies that work / Practical 1997	\$10.95	Regular
Pro 372.6 Jor lyrics sung to fa T 30112	Phonemic awareness songs & rhymes; fun 1998	\$25.00	Regular

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25: Professional Materials

Pro 372.6 Jor lyrics sung to fa T 30113 25: Professional Materials	Phonemic awareness songs & rhymes; fun 1998 \$25.00	Regular
Pro 372.6 Jor lyrics sung to fa T 30114 25: Professional Materials	Phonemic awareness songs & rhymes; fun 1998 \$25.00	Regular
Pro 372.6 Kot students build pow T 19438	The author studies handbook / Helping 1995 \$16.00	Regular
Pro 372.6 Lac T 19445	Moving on in spelling 1994 \$13.00	Regular
Pro 372.6 Lee T 30901	Vocabulary Word of the Day 2000 \$11.95	Regular
Pro 372.6 McC literacy come toge T 30304	Interactive writing: how language and 2000	Regular
Pro 372.6 Rot through pop T 19942	Read across America Exploring 7 U.S. regions 1995 \$14.95	Regular
Pro 372.6 Sta Mini-Lessons T 61153 25: Professional Materials	Vocabulary-Building Graphic Organizers & 2006 \$10.99	Regular
Pro 372.6 Str T 19439	Getting the most from literature groups 1996 \$15.00	Regular
Pro 372.6 Swe T 19444	Teaching poetry / Yes you can! 1993 \$15.95	Regular
Pro 372.6 Wal T 19440	Making books across the curriculum 1994 \$15.00	Regular
Pro 372.6 Wri T 30360	Writing Activities Sampler from Evan-Moor 2000	Regular
Pro 372.62 Fle T 30660 25: Professional Materials	Craft Lessons: teaching writing K-8 1998 \$17.50	Regular
Pro 372.62 Por information writing k	Nonfiction craft lessons: teaching	

T 30661                      2001                      \$17.50                      Regular  
25: Professional Materials

Pro 372.64 Sho              Literature as a Way of Knowing  
T 61064                      1997                      \$14.95                      Regular  
25: Professional Materials

Pro 372.64 Sho              Literature as a Way of Knowing  
T 61061                      1997                      \$15.95                      Regular  
25: Professional Materials

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Pro 372.64 Sho              Literature as a Way of Knowing  
T 61063                      1997                      \$15.95                      Regular  
25: Professional Materials

Pro 372.64 Sho              Literature as a Way of Knowing  
T 61062                      1997                      \$15.95                      Regular  
25: Professional Materials

Pro 372.64 Sho              Literature as a Way of Knowing  
T 61065                      1997                      \$14.95                      Regular  
25: Professional Materials

Pro 372.8 Bod              Creating the Peaceable School: A  
Comprehensive Program f  
T 30628                      1995                      \$42.50                      Regular  
25: Professional Materials

Pro 372.8 Jul              Great map mysteries 18 stories and maps to  
build geograp  
T 19941                      1997                      \$10.95                      Regular

Pro 372.8 Kre              Teaching conflict resolution through  
children's literatu  
T 16888                      1994                      \$18.00                      Regular

Pro 372.8 Ruc              A literary travel log integrating literature  
& global as  
T 19940                      1993                      \$7.95                      Regular

Pro 374 Wig	Understanding by Design			
T 30791	1998	\$21.00		Regular
25: Professional Materials				
Pro 374.2 Jac	Conducting Group Discussions With Kids: A			
leader's guide				
T 30624	2002	\$15.95		Regular
25: Professional Materials				
Pro 428 Lat	Thinking Through Genre : Units of Study in			
Reading and W				
T 61207	2003	\$19.99		Regular
25: Professional Materials				
Pro 428.4 All	Yellow Bricfk Road : Shared and Guided Paths			
to Independ				
T 61206	2000	\$24.00		Regular
25: Professional Materials				
Pro 500.2 Hau	Super science concoctions: 50 mysterious			
mixtures for fa				
T 16793	1997	\$12.95		Regular
Pro 507 Ril	Science projects & activities			
T 19652	1999	\$25.00		Regular
Pro 513 Cal	Mathematical Thinking: Multilevel math			
practice to impro				
T 30650	2001	\$12.99		Regular
25: Professional Materials				
Pro 513 Cal	Mathematical Thinking: Multilevel math			
practice to impro				
T 30651	2001	\$12.99		Regular
25: Professional Materials				

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Pro 513 Cal practice to impro	Mathematical Thinking: Multilevel math		
T 30652	2001	\$12.99	Regular
25: Professional Materials			
Pro 513 Cal practice to impro	Mathematical Thinking: Multilevel math		
T 30663	2001	\$12.99	Regular
25: Professional Materials			
Pro 513 Cal practice to impro	Mathematical Thinking: Multilevel math		
T 30664	2001	\$12.99	Regular
25: Professional Materials			
Pro 513 Cal practice to impro	Mathematical Thinking: Multilevel math		
T 30665	2001	\$12.99	Regular
25: Professional Materials			
Pro 513 Hec	Teaching Math with Favorite Picture Books		
T 30359	1998	\$10.95	Regular
Pro 513 joh	Mini Math Mysteries		
T 31492	1998	\$9.95	Regular
Pro 513 Mit	Great Graph Art to Build Early Math Skills		
T 30417	2001	\$10.95	Regular
25: Professional Materials			
Pro 513 Sch	Texas Instruments-A Guide for Teachers		
T 31910	2000	\$10.00	Regular
25: Professional Materials			
Pro 513 Sch	Texas Instruments-A Guide for Teachers		
T 31911	2000	\$10.00	Regular
25: Professional Materials			
Pro 513 Sch	Texas Instruments-A Guide for Teachers		
T 31912	2000	\$10.00	Regular
25: Professional Materials			
Pro 538 Chr	Magnets		
T 30390	1994		Regular
25: Professional Materials			
Pro 574 .5 Ber	Rain Forest		
T 19943	1996	\$12.95	Regular
Pro 574.529 Gro	The Grolier student encyclopedia of		
endangered species t			
T 16778	1995	\$15.00	Regular

Pro 612.6 Col            How you were born  
T 17203                1994            \$11.75                            Regular

Pro 641.5 Apq            Book Cooks : 26 Recipes from A-Z  
T 31657                2002            \$5.99                            Regular  
25: Professional Materials

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Call Number            Title  
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Pro 649 Bro            Teaching Character... It's Elementary: 36  
Weeks of Daily  
T 30180                2000            \$27.95                            Regular  
25: Professional Materials

Pro 649 Cha            Character education quality standards: A  
self-assessment  
T 30644                2001            \$10.00                            Regular  
25: Professional Materials

Pro 649 Gre            Character development: encouraging self-  
esteem & self-di  
T 30632                1991            \$8.00                            Regular  
25: Professional Materials

Pro 649 Kag            Higher-Level Thinking Questions: Developing  
Character  
T 30177                1999            \$19.00                            Regular  
25: Professional Materials

Pro 649 Lic            Educating for character: How our schools can  
teach respe  
T 30635                1991            \$14.95                            Regular  
25: Professional Materials

Pro 649.68            Homeside Activities  
T 30086                1995            \$13.95                            Regular  
25: Professional Materials

Pro 649.68            Homeside Activities

T 30087	1995	\$13.95	Regular
25: Professional Materials			
Pro 649.68	Homeside Activities		
T 30088	1995	\$13.95	Regular
25: Professional Materials			
Pro 649.68	Homeside Activities		
T 30089	1995	\$13.95	Regular
25: Professional Materials			
Pro 649.68 Rad	How to Help Your Child with Homework;every		
caring parent			
T 30084	1997	\$14.95	Regular
25: Professional Materials			
Pro 658.4 Kid	How good people make tough choices:		
resolving the dilemm			
T 30623	1996	\$11.00	Regular
25: Professional Materials			
Pro 741.6 CAR	The art of Eric Carle		
T 33552	2002	\$13.59	Regular
Pro 741.6 CAR	The art of Eric Carle		
T 33551	2002	\$13.59	Regular
Pro 808.04 Lan	After the End : Teaching and Learning		
Creative Revision			
T 61209	1993	\$9.99	Regular
25: Professional Materials			

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Call Number	Title		
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Pro 808.04 Lan	After the End : Teaching and Learning		
Creative Revision			
T 61204	1993	\$9.99	Regular
25: Professional Materials			

Pro 808.042 Leo Easy Tips fo T 30082 25: Professional Materials	99 Ways to get Kids to Love Writing, and 10 1998 \$8.00	Regular
Pro 811.6 Dur Teacher Reflecti T 61214	How We "Do" School : Poems to Encourage 2007 \$9.99	Regular
Pro 977.8 Mar About Our State T 30347	Missouri Jeopardy! Answers and Questions 2001 \$7.95	Regular
Pro 977.8 Mar T 30355	Missouri "Jography" 2001 \$7.95	Regular
Pro 977.8 Mar T 30356	The Big Missouri Reproducible Activity Book 2001 \$9.95	Regular
Pro 977.8 Mar T 30358	The Marvelous Missouri Coloring Book! 2001 \$3.95	Regular
Pro 977.8 My T 30354	My First Book About Missouri 2001 \$7.95	Regular
Pro 977.8 Oet T 30357	Missouri Rocks and Minerals: 2000 \$5.95	Regular
Pro 977.8 Roy T 30348	Missouri Fun & Facts 2000 \$5.95	Regular
Pro E Sta T 19075	Hector, the accordion-nosed dog 1983 \$4.95	Regular
Pro Kit 372 Won T 30316	The Effective Teacher \$900.00	Regular
Pro VC 179 T 60127 25: Professional Materials	Teaching Students to Get Along 2004 \$9.95 41: VIDEO	Regular
Pro VC 179 T 60128 25: Professional Materials	Teaching Students to Get Along 2004 \$9.95 42: Title VI 2001-2002	Regular
Pro VC 179 T 31815 25: Professional Materials	Teaching Students to Get Along 2004 \$9.95 41: VIDEO	Regular
Pro VC 370 Fin T 30461 25: Professional Materials	Conferencing with Students & Parents: 1995 \$24.00 41: VIDEO	Regular

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Call Number Barcode Category	Title Year	Price Category	Circ Type
Pro VC 370.1 T 31886 25: Professional Materials	The Primary Literay Video Collection 2001	41: VIDEO	Regular
Pro VC 372 T 31816 25: Professional Materials	Supporting the Struggling Reader 2004		Regular
Pro VC 372 T 60125 25: Professional Materials	Supporting the Struggling Reader 2004	\$9.95 41: VIDEO	Regular
Pro VC 372 T 60126 25: Professional Materials	Supporting the Struggling Reader 2004	\$9.95 41: VIDEO	Regular
Pro VC 372.3 Par T 30713 25: Professional Materials	Parents as tutors: helping with homework, developed by C 1995	\$10.00 41: VIDEO	Regular
Pro VC 372.4 Lee T 30711 41: VIDEO	Lee Canter speaks to teachers about how to handle severe 1988	\$10.00	Regular
Pro VC 649 Ele T 30639 25: Professional Materials	Eleven principles of effective character education 1997	\$89.95 41: VIDEO	Regular
Pro VC 649 Get T 30619 25: Professional Materials	GET INTO THE GAME! 2000	\$15.00	Regular
Pro VC 649 Get	GET INTO THE GAME!		



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Call Number Barcode	Title Year	Price	Circ Type
PRO 05/98 T 77953	Educational Leadership 1998 2000		Regular
PRO 004 EVE to ask kids T 75475	Everything you need to know (but were afraid 1995	\$10.99	Regular
PRO 004 WIL Reference for Te T 75328	The World Wide Web for Teachers: The A+ 1995	\$24.99	Regular
PRO 021.7 TED T 76790	Book displays : a library exhibits handbook 1997	\$15.00	Regular
PRO 025 GRO Book of Kno T 76789	Teaching basic reference skills with The New 1994	\$10.00	Regular
PRO 025 MAR T 76780	MARC bibliographic format guide 1996	\$25.00	Regular
PRO 025.3 DEW T 78237	Dewey Decimal Classification 1971	\$75.00	Regular
PRO 025.3 MCC MARC : a gu T 93147	Cataloging nonbook materials with AACR2R and 1999	\$27.96	Regular
PRO 025.3 SEA T 76776	Sears list of subject headings. 1977	\$25.00	Regular
PRO 027.8 MED Spring in school 1 T 77722	An evolving profession: Changes & challenges 1996	\$10.00	Regular
PRO 027.8 MED Spring collection, Service T 77058	Marketing the Library Media Center's 2000	\$10.00	Regular
PRO 027.8 SHO center serv	Show me Connection: How school library media		

T 72433	2004	\$5.00	Regular
PRO 070 DAI T 79146	Newspaper: A daily miracle 2006	\$15.00	Regular
PRO 070 LET T 79150	Let's write a newspaper story 2006	\$15.00	Regular
PRO 070 NIE Workshop wit T 78617	From Writers to Readers: Using the Writer's 2003	\$5.00	Regular
PRO 158 LAN T 77970	License to Read 2003	\$12.00	Regular
PRO 158.1 CSD and Strategie T 76629	Character: Evaluation Resource Guide Tools 2002	\$15.00	Regular
PRO 158.1 CSD Community Decision T 76630	Replication Handbook: For School and 2002	\$15.00	Regular
PRO 158.1 ROB T 73055	Unlimited Power 2003	\$14.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 158.1 VIN for Teachers, T 77489	Developing Character in students: A primer 1999	\$19.95	Regular
PRO 268 LIC teach respe T 77300	Education for Character: How our schools can 1991	\$15.95	Regular
PRO 291.4 ECK T 74217	Practicing The Power of Now (AUDIO BOOK) 2003	\$19.99	Regular
PRO 300 NIE T 75035	Current Events : Teacher Workbook. 1988	\$9.99	Regular

PRO 301.3 BOS T 75565	Planning Classroom Management for Change 1999	\$25.00	Regular
PRO 303.3 ELE T 73387	Elections 1998	\$9.95	Regular
PRO 306.81 SHW About Marriage T 75850	The 501 Best and Worst Things Ever Said 1995	\$7.95	Regular
PRO 320 ETH T 81187	Politics in a changing world 1994	\$50.00	Regular
PRO 324.6 ESE T 80309	Electing the President 1989	\$20.00	Regular
PRO 331 CAR T 76621	Career and Community Resource Directory 1992 1992	\$15.00	Regular
PRO 342.7 BIL T 73386	The Bill of Rights in Today's World 2000	\$9.99	Regular
PRO 342.7 NIE T 75270	First Things First 2001	\$6.95	Regular
PRO 342.7 UND T 73385	Understanding the U.S. Constitution 1994	\$11.95	Regular
PRO 342.73 NIE T 74467	The Constitution: Blueprint to a nation 2006	\$5.00	Regular
PRO 361 KAT Teacher's Ro T 75615	Fostering children's social competence: The 1997	\$10.00	Regular
PRO 370 BEL intelligences T 76788	Active Learning Handbook: for the multiple 1997	\$25.00	Regular
PRO 370 BER T 75870	Scaffolding children's learning 1995	\$10.00	Regular
PRO 370 BUR T 75243	Designing Professional Portfolios for change 1997	\$20.00	Regular
PRO 370 BUR T 75236	Mentoring Guidebook: Mapping the Journey 2002	\$20.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 370 BUR Cooperation, Self T 75562	What To Do With The Kid Who Developing 2000	\$25.00	Regular
PRO 370 BUR Cooperation, Self T 75563	What To Do With The Kid Who Developing 2000	\$25.00	Regular
PRO 370 CHA T 78071	Character in the Classroom 2006	\$12.99	Regular
PRO 370 CLI T 74604	A Tale of Two Cities 1994	\$3.95	Regular
PRO 370 CLI T 74615	A Tale of Two Cities 1994	\$3.95	Regular
PRO 370 CLI T 74610	A Raisin in the Sun 1993	\$3.95	Regular
PRO 370 CLI T 74606	The Return of the Native 1966	\$3.25	Regular
PRO 370 CLI T 74609	Scarlet letter. 1988	\$3.50	Regular
PRO 370 CLI T 74602	To Kill a Mocking Bird 1996	\$4.25	Regular
PRO 370 CLI T 74608	Julius Caesar 1996	\$4.25	Regular
PRO 370 CLI T 74607	Merchant of Venice 1996	\$4.25	Regular
PRO 370 CLI T 74603	Romeo and Juliet 1995	\$3.75	Regular
PRO 370 CLI T 74616	Of mice and Men 1995	\$4.95	Regular
PRO 370 CLI T 74614	The Lord of the Rings and the Hobbit 1996	\$3.95	Regular

PRO 370 CLI T 74605	Huckleberry Finn 1992	\$3.95	Regular
PRO 370 CLI T 74613	Black Boy 1997	\$4.95	Regular
PRO 370 CRO the basics on T 75318	Basic Mathematics Concepts Level F: Master 1996	\$25.00	Regular
PRO 370 DRU T 79148	Drugs in our world 2006	\$15.00	Regular
PRO 370 GUI Professionals T 75237	Classroom Teaching: A Primer for New 2000	\$20.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 370 LEA Schooling T 76631	What's Noteworthy on Learners, Learning, and 1995	\$15.00	Regular
PRO 370 NIE T 75260	Celebrate! Every Day's a Holiday 1990	\$5.00	Regular
PRO 370 NIE T 75269	Current Events 2004	\$5.00	Regular
PRO 370 NIE T 75253	Deals on Wheels 2004	\$5.00	Regular
PRO 370 NIE T 75262	Life Skills in the News 2004	\$5.00	Regular
PRO 370 NIE T 75263	Mathematics in the news 2004	\$5.00	Regular
PRO 370 NIE T 75250	Tried & True Activities 2004	\$5.00	Regular

PRO 370 NIE T 75265	Press Ahead 1999 1999	\$5.00	Regular
PRO 370 NIE Adolescent Lite T 75245	NIE Week 2001 Teacher's Guide: Promoting 2001	\$5.00	Regular
PRO 370 NIE Phonics Text Compr T 75244	Reading First NIE! Phoneics awareness 2001	\$5.00	Regular
PRO 370 NIE T 79149	Press Ahead 2002 2002	\$15.00	Regular
PRO 370 NIE T 75267	All about Math 2004: NIE Curriclulum Guide 2004	\$5.00	Regular
PRO 370 NIE T 75271	Dinosaurs and the newspaper 2004 2004	\$5.00	Regular
PRO 370 NIE T 75255	Dollars & Sense 2004 2004	\$5.00	Regular
PRO 370 NIE T 75247	Economics and the Newspaper 2004 2004	\$5.00	Regular
PRO 370 NIE 2004 T 75246	Majority Rules: Most kids don't use drugs 2004	\$5.00	Regular
PRO 370 NIE activities T 75257	NIE makes learning fun:2004 Tried and true 2004	\$5.00	Regular
PRO 370 NIE T 75264	Ready, Set, Go 2004 2004	\$5.00	Regular
PRO 370 NIE T 75251	Ready, Set, Go 2004 2004	\$5.00	Regular

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PRO 370 NIE T 75256	Ready, Set, Go 2004 2004	\$5.00	Regular
PRO 370 NIE T 75261	Ready, Set, Go 2004 2004	\$5.00	Regular
PRO 370 NIE us 2004 T 75249	Strength of a nation: What history can teach 2004	\$5.00	Regular
PRO 370 NIE 2004 T 75258	Study Skills: Learn what you need to succeed 2004	\$5.00	Regular
PRO 370 NIE T 75259	The ultimate Sunday activity guide 2004 2004	\$5.00	Regular
PRO 370 NIE T 75252	Think Resource- Not Trash! 2004 2004	\$5.00	Regular
PRO 370 NIE T 75268	Think Resource- Not Trash! 2004 2004	\$5.00	Regular
PRO 370 NIE that's righ T 75248	Voyage into the Future 2004 Finding a Career 2004	\$5.00	Regular
PRO 370 NIE that's righ T 75266	Voyage into the Future 2004 Finding a Career 2004	\$5.00	Regular
PRO 370 NIE that's righ T 75254	Voyage into the Future 2004 Finding a Career 2004	\$5.00	Regular
PRO 370 NOT Core- Math, Wri T 76627	Noteworthy perspectives: Teaching to the 2000	\$10.00	Regular
PRO 370 PIT T 75241	Mentoring Novice Teachers 2000	\$20.00	Regular
PRO 370 RUT T 75348	Conquering The Internet 1996	\$20.00	Regular
PRO 370 SCH T 75240	Practical Action Research for change 1997	\$20.00	Regular
PRO 370 SOR T 75698	For Teachers Only 1991	\$12.99	Regular

PRO 370 SWE Program T 75238	Leading the Teacher Induction and Mentoring 2001	\$20.00	Regular
PRO 370 WES T 80664	Study Skills and Test Preparation 2000	\$10.00	Regular
PRO 370.1 PAQ Agendas and T 75347	Social Purpose and Schooling: Alternatives, 1991	\$25.00	Regular
PRO 370.1 PAQ Agendas and T 77482	Social Purpose and Schooling: Alternatives, 1991	\$25.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 370.11 STI home and co T 77310	Character education connections: For school, 2002	\$25.00	Regular
PRO 370.15 GRE T 77422	Great Ways to Motivate Students to Read 1997	\$15.00	Regular
PRO 370.15 GRE T 76607	Great Ways to Motivate Students to Read 1997	\$15.00	Regular
PRO 370.15 GRE T 77421	Great Ways to Motivate Students to Read 1997	\$15.00	Regular
PRO 370.15 TEA motivation. T 72837	Coaching in the Classroom: teaching self- 1994	\$14.95	Regular
PRO 370.15 TEO Activities f T 75130	Ready to Use Self-Esteem & Conflict-Solving 1995	\$27.95	Regular
PRO 370.71 TRA Teacher/ 3rd editio T 75473	Foundations of Education: Becoming a 1995	\$25.00	Regular



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PRO 371.2 REB management T 77416	Human Resources Administration in Education: 2003	\$45.00	Regular
PRO 371.2 SCH dramaticall T 77501	Results Fieldbook: practical strategies from 2001	\$24.95	Regular
PRO 371.2 SCH improvement T 77504	Results : the key to continuous school 1996	\$25.00	Regular
PRO 371.26 POP to action T 77502	The truth about testing: an educator's call 2001	\$23.95	Regular
PRO 371.3 DIA thinking skills T 67091	Using the newspaper to enhance critical 1999	\$5.00	Regular
PRO 371.3 FOG T 76609	How to Raise Test Scores 1999	\$15.00	Regular
PRO 371.3 SKO 1,000 decisio T 75564	Powerful Lesson Planning Models: The art o 2001	\$20.00	Regular
PRO 371.3 TRE T 73362	1001 Best Internet Sites for Educators 2001	\$17.95	Regular
PRO 371.33 NOV T 76099	Empowering Students With Technology 2001	\$25.00	Regular
PRO 371.5 CHA to practice T 75825	Building classroom discipline : from models 1981	\$25.00	Regular
PRO 371.5 KAT approach T 75816	Engaging children's minds : the project 1989	\$20.00	Regular
PRO 371.9 HAL special education T 76773	Exceptional children : introduction to 1993	\$40.00	Regular
PRO 371.91 MAN Students with Spe T 75540	Social Skills Activities for Secondary 1998	\$50.00	Regular

PRO 371.91 TUR today's schools T 76784	Exceptional Lives: Special education in 1995	\$47.00	Regular
PRO 372 NEW Reading and Study T 76622	New Book of Knowledge: Home and School 1998	\$20.00	Regular
PRO 372 NEW Reading and Study T 76623	New Book of Knowledge: Home and School 1996	\$15.00	Regular
PRO 372.21 EDW young children T 76781	Promoting social and moral development in 1986	\$25.00	Regular
PRO 372.7 BUR T 75616	About teaching mathematics: a K-8 resource 2000	\$27.95	Regular
PRO 373.13 GRE research skills T 76794	Research Workout: Creative training in 1984	\$15.95	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 374 FOG T 75081	Literacy Matters : Strategies Every Teacher Can Use. 2001	\$12.00	Regular
PRO 374 GUE T 75086	Reading Realities (Lesson Plans). 2004	\$10.00	Regular
PRO 374 SQU T 78173	101 Reasons to Read 2004	\$6.00	Regular
PRO 375 GAR T 75239	Enriching Curriculum for All Students 2001	\$20.00	Regular
PRO 375 MCN T 75474	Curriculum: The Teachers Initiative 1995	\$25.00	Regular

PRO 375 PER classroom success T 75235	Aligning Standards and Curriculum for 2000	\$20.00	Regular
PRO 375.001 GLA what is taught T 77383	The Principal as Curriculum Leader: Shaping 1997	\$14.99	Regular
PRO 378 GRE T 77907	GRE success 1999	\$19.99	Regular
PRO 428 FOG T 76608	Ten things new teachers need to succeed 2001	\$15.00	Regular
PRO 428.4 BUR T 75566	Guided Reading: How-To For All Grades 2001	\$25.00	Regular
PRO 428.4 PAU reading prac T 76610	Patterns of reading practice: How different 1996	\$10.00	Regular
PRO 428.4 TOV comprehension strategies T 93062	I read it, but I don't get it : 2000	\$19.98	Regular
PRO 428.4 TOV comprehension strategies T 93061	I read it, but I don't get it : 2000	\$19.98	Regular
PRO 428.4 WIL T 73035	"You Gotta Be the Book" 1997	\$15.95	Regular
PRO 500 SCI T 79147	Science in the News 1990	\$10.00	Regular
PRO 529 GAR T 67092	How to survive the millennium. 1998	\$5.00	Regular
PRO 551.5 LOO T 75349	Look Up 1990	\$20.00	Regular
PRO 574.5 EAR T 75409	Earth Day Every Day 2006	\$5.00	Regular
PRO 613.9 HAR changing bodies, gr T 70297	It's perfectly normal : a book about 1994	\$16.96	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 618.92 AND educators and c T 75605	Infections in Children: a sourcebook for 1986	\$25.00	Regular
PRO 618.92 CHA Deficit/Hyperactiv T 81168	Chadd Educator's Manual: On Attention- 2006	\$14.95	Regular
PRO 618.92 FOW Deficit Disorder T 76632	C.H.A.D.D. Educators Manual; Attention 1994	\$15.00	Regular
PRO 640 CHO T 81122	Choices 2006	\$30.00	Regular
PRO 640.73 WES T 68077	Life Skills in the News. 1987	\$5.00	Regular
PRO 650.14 TIM guide to job s T 72859	51 ways to save your job : your 30-minute 1992	\$6.95	REFERENCE
PRO 652.5 MIC T 76778	Getting results with Microsoft Office 97 1997	\$25.00	Regular
PRO 652.5 MIC T 76779	Getting results with Microsoft Office 97 1997	\$25.00	Regular
PRO 658 KRO T 79138	102 Extra training games 2000	\$24.95	Regular
PRO 658.1 CIT T 78618	Citigroup foundation presents: Moneyville 1998	\$5.00	Regular
PRO 675 PER Kit T 75543	The School Library Media Specialist's Tool 1999	\$15.00	Regular
PRO 700 530-c. 510 T 78061	Amphora: Heracles and the Delphic Tripod, c. 2006	\$20.00	Regular
PRO 700	Aurochs		

T 78041	2006	\$20.00	Regular
PRO 700	Breaking of the Vessels		
T 78053	2006	\$10.00	Regular
PRO 700	Chinese Horse		
T 78043	2006	\$20.00	Regular
PRO 700	Cradling Wheat 1938		
T 78058	2006	\$10.00	Regular
PRO 700	Hollow Seated dog (200 B.C - 300 A. D.)		
T 78065	2006	\$20.00	Regular
PRO 700	Madchen aus Sachsen 1922		
T 78040		\$20.00	Regular
PRO 700	Man with Cup (2500-2300 B.C.)		
T 78054	2006	\$10.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
PRO 700 T 78037	Mona Lisa 2006	\$20.00	Regular
PRO 700 T 78044	Mother with Child 2006	\$20.00	Regular
PRO 700 T 78064	Pair of Stirrups, c. 1558 2006	\$20.00	Regular
PRO 700 T 78060	Pitcher and Fruit Bowl- 1931 2006	\$20.00	Regular
PRO 700 T 78038	Portrait of Lady Guildford 2006	\$20.00	Regular
PRO 700 T 78055	Sallet Helmet - circa 1480 2006	\$10.00	Regular
PRO 700 T 78063	Sporting Crossbow - 17th Century 2006	\$20.00	Regular

PRO 700 T 78042	Swimming Stags 2006	\$20.00	Regular
PRO 700 T 78057	The Verdict of the People - 1854-1855 2006	\$20.00	Regular
PRO 700 century T 78056	Three-quarter Armor:Second quarter 17th 2006	\$20.00	Regular
PRO 700 T 78039	View of the St. Anne's River 2006	\$20.00	Regular
PRO 700 T 78059	View of the St. Anne's River 2006	\$20.00	Regular
PRO 700 T 78062	Watts 1963 2006	\$20.00	Regular
PRO 702 LAY Art T 78050	Layers of Meaning: How Conservators Protect 2004	\$29.99	Regular
PRO 707 MAC classroom. T 67093	A depth of seeing : fine arts in the 1999	\$5.00	Regular
PRO 709 ART T 78049	Art of Africa 2005	\$29.99	Regular
PRO 709 ART T 78051	Art of Ancient Egypt 2005	\$29.99	Regular
PRO 741.5 Lar T 68932	The Far side gallery 4 1993	\$12.95	Regular
PRO 759 BIN T 78048	George Caleb Bingham 1999	\$19.99	Regular

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PRO 771.2 EIS skills approach T 80676	Information problem-solving: The big six 1990	\$15.00	Regular
PRO 796 COA T 78033	Coaching Principles 2004	\$25.00	Regular
PRO 796 SUC T 78034	Successful Coaching 2004	\$29.95	Regular
PRO 796.357 T 78357	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78356	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78355	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78354	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78353	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78352	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78351	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78350	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78349	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78359	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 T 78358	Cardinals in the Classroom 2006	\$3.00	Regular
PRO 796.357 in Busch St T 78614	Cardinals in the Classroom: Defining moments 2006	\$5.00	Regular
PRO 796.7 GAT T 78616	On the fast track 1998	\$5.00	Regular
PRO 796.9 BLU T 81350	Blues Hockey is for Everybody! 2006	\$10.00	Regular

PRO 807 GUE                   LIT--literature and interpretive techniques  
T 77499                    1986                   \$15.99                   Regular

PRO 808 ENG                   Practice in Stlye  
T 75560                    1998                   \$20.00                   Regular

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Call Number                   Title  
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PRO 808 PRO                   The Writing Proces in Action: A Handbook for  
Teachers  
T 76625                    1986                   \$15.00                   Regular

PRO 818 MAM                   Encyclopedia of School Humor  
T 73946                    1987                   \$15.99                   Regular

PRO 822 SHA                   Shakespeare in American Communities: Fun  
with Shakespear  
T 78612                    2006                   \$3.99                   Regular

PRO 910 NIE                   Connect Your Class to the World  
T 75079                    2004                   \$15.99                   Regular

PRO 910 NIE                   Connect Your Class to the World. (Geography  
Lesson Plans  
T 75080                    2004                   \$29.99                   Regular

PRO 921 PRO                   Biography Experience It! Using Biography To  
Inspire Your  
T 76628                    1999                   \$15.00                   Regular

PRO 923 WHI                   Learn about the White House  
T 73388                    2000                   \$9.99                   Regular

PRO 970                    Cartonnage of Amen-Nestawy-Nakht  
T 78052                    2006                   \$10.00                   Regular

PRO AUD 791.4                The story of Movies: To kill a Mockingbird  
T 78559                    2005                   \$100.00                  Regular

PRO CHO 01/07                Choices: Your life skills magazine 2007  
T 81443                    2006                   \$5.00                   Regular

PRO CHO 2006 T 78689	Choices: Your life skills magazine 2006 2006 \$45.00	Regular
PRO EDU 02/00 T 76634	Educational Leadership 2000 2000 \$7.99	Regular
PRO FIC GIB T 75844	See Jane Score 2003 \$6.99	Regular
PRO FIC WAR T 74593	The War of the Worlds (SCRIPT) 1938 \$4.99	Regular
PRO WOR T 78615	Word Wizards 2006 \$5.00	Regular

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Call Number          Title
Barcode             Year      Price              Circ Type
-----
V 001.6 UND         Understanding Computing (VIDEO)
T 62715             1997      $5.00              Regular

V 004 LEA           Learn Advanced Internet Skills (VIDEO)
T 61513             1996     $15.00              Regular

V 004 LEA           Learn to Master the Internet (VIDEO)
T 61525             1996     $15.00              Regular

V 004 LEA           Learn To Use the Internet (VIDEO)
T 61519             1996     $15.00              Regular

V 005 LEA           Learn WordPerfect for Windows : (VIDEO)
Level 1
T 61539             1995     $15.00              Regular

V 153.8 POW         The Power of Choice :(VIDEO) Program 1
T 59624             1988     $20.00              Regular

V 154.6 INT         The Interpretation of Dreams /(VIDEO)
T 60073             1997      $5.00              Regular

V 155.2 FAC         Appreciating Differences...: (VIDEO)
T 75365             2001     $15.00              Regular

V 155.9 LaR         The Joy of Stress (VIDEOCASSETTE)
T 73089             1995     $19.95              Regular

V 158 SEL           The Power of Choice :(VIDEO) self-esteem
T 59629             1988     $20.00              Regular

V 158 STR           Straight Talk About School /(VIDEO)
T 60058             1994     $15.00              Regular

V 158.1 CHA         Character Education: (VIDEO) Secondary
T 75362             1998     $89.95              Regular

V 179.3 EVE         Everyone Matters (VIDEOCASSETTE)
T 75651             2001     $15.99              Regular

V 179.9 COO         Cooperation (VIDEOCASSETTE)

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T 73082	2003	\$14.95	Regular
V 292.2 GRE	Greek Mythology (DVD)		
T 74125	2003	\$29.99	Regular
V 302 MED	Media Sharp (VIDEO)		
T 75656	2004	\$29.99	Regular
V 302 SCE	Scene Smoking:		
T 75659	2001	\$27.95	Regular
V 302 SEC	Secrets Through the Smoke (VIDEO)		
T 75658	2004	\$29.99	Regular
V 302 SMO	Smoke Screeners (Video Cassette)		
T 75657	2004	\$19.99	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 302.2 COM T 78742	Module 1: Workplace communication (VIDEO) 1996	\$25.00	Regular
V 302.2 COM (VIDEO) T 78739	Module 4: Information in the workplace 1996	\$25.00	Regular
V 305 HIS T 73107	History of Clothing (video cassette) 1996	\$15.00	Regular
V 306 ROM T 60078	Romeo and Juliet in Sarajevo /(VIDEO) 1992	\$20.00	Regular
V 306 ROM T 78032	Romeo and Juliet in Sarajevo (Videocassette) 1992	\$19.99	Regular
V 311 CAM T 78736	Negotiating the job offer 1991	\$25.00	Regular
V 320.5 JIH T 60094	Jihad in America /(VIDEO) 1994	\$5.00	Regular

V 321 YOU Cassette) T 75441	"Your Executive Branch and You" (Video 1999	\$19.99	Regular
V 323.44 KIN T 64359	Martin Luther Jr. : (VIDEO) 1998	\$49.95	Regular
V 324 EVE Good Time to T T 75183	CNN AMERICA VOTES 2004: (CD-ROM) Now Is a 2004	\$25.00	Regular
V 328 SEN T 75047	History & Functions of the Senate (VIDEO) 2003	\$19.99	Regular
V 328.72 HIS /(VIDEO) T 58878	The History and Functions of Congress 1995	\$5.00	Regular
V 330 TRA T 62939	Trade-Offs :(VIDEO) Learning and Earning 1978	\$5.00	Regular
V 331 CAM series T 78735	Job search preparation from job search 1991	\$25.00	Regular
V 331 CAM series T 78737	Successful interviewing from the Job search 1991	\$25.00	Regular
V 331 IS T 78278	Is America #1? 2005	\$24.99	Regular
V 331.11 PAR T 78660	Careers: Part time jobs for teens 2000	\$49.95	Regular
V 331.7 ACC T 76577	Accommodating Careers (videocassette) 1999	\$15.00	Regular
V 331.7 ART T 76576	Artistic Careeers (video cassette) 1995	\$15.00	Regular

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Call Number                      Title  
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V 331.7 BUS cassette) T 76575	Business Detail Careers-Revised (video 1998	\$15.00	Regular
V 331.7 CAR T 78662	Careers: Preparing for your future 2000	\$49.95	Regular
V 331.7 CAR (videocassette) T 76587	Careers With Plants & Animals 1995	\$15.00	Regular
V 331.7 IND T 76588	Industrial Careers (videocassette) 1995	\$15.00	Regular
V 331.7 INT (videocassette) T 76586	Your Career Series Introduction-Revised 1999	\$15.00	Regular
V 331.7 LEA (videocassette) T 76584	Leading and Influencing Careers 1-Revised 1999	\$15.00	Video Gran
V 331.7 LEA (videocasset T 76585	Leading and Influencing Careers II- Revised 1998	\$15.00	Video Gran
V 331.7 MEC T 76581	Mechanical Careers Part I (videocassette) 1995	\$15.00	Regular
V 331.7 MEC T 76580	Mechanical Careers Part II (videocassette) 1995	\$15.00	Regular
V 331.7 MEC (videocassette) T 76582	Mechanical III: Careers in Construction 1998	\$15.00	Regular
V 331.7 NIM T 78651	Communication in the office 2000	\$89.95	Regular
V 331.7 PHY T 76574	Physical Performing Careers (videocassette) 1995	\$15.00	Regular
V 331.7 PRO T 76589	Protective Careers Revised (videocassette) 1998	\$15.00	Regular
V 331.7 SCI T 64368	Careers in Science: (VIDEO) 1998	\$14.99	Regular
V 331.7SCI T 76578	Scientific Careers (videocassette) 1995	\$15.00	Regular

V 331.7 SEL T 76579	Selling Careers (videocassette) 1995	\$15.00	Regular
V 332 MAS T 77088	Master Your Future (VIDEOCASSETTE) 2004	\$35.00	Regular
V 332 NEX School Stude T 75186	Next Generation: (VIDEO) A Program for High 2001	\$69.00	Regular
V 333.745 Original (VIDE T 73895	Missouri's Tallgrass Prairie: An American 2001	\$14.99	Regular

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Call Number          Title
Barcode             Year          Price          Circ Type
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V 333.745 Original (VIDE T 73894	Missouri's Tallgrass Prairie: An American 2001	\$14.99	Regular
V 333.9 BAC T 75420	Back to the Wild (VIDEOCASSETTE) 1997	\$19.95	Regular
V 338.91 MAR T 64347	Seeing the Victory Through : (VIDEO) 1997	\$19.95	Regular
V 342.4 KEY T 79111	Key Constitutional Concepts (DVD) 2006	\$20.00	Regular
V 342.4 OUR Supreme Court Just T 79113	Our Constitution: A Conversation with 2005	\$20.00	Regular
V 342.7 SEP Education / (VIDE T 59979	Separate But Equal - Brown Vs. Board of 1997	\$5.00	Regular
V 347 COU T 64407	Your Court System and You: (VIDEO) 1995	\$4.99	Regular
V 352.5 MAN T 79112	Mandate: The President and the People (DVD) 2006	\$20.00	Regular

V 355 BEY T 75653	Beyond the Medal of Honor (DVD) 2004	\$75.00	Regular
V 362 MAR T 74131	Marijuana : What Can Parents Do? (VIDEO) 2003	\$14.99	Regular
V 362.1 AID T 60089	In the mix : teens talk AIDS 1993	\$20.00	Regular
V 362.1 WHE T 75427	"Where We Stand" (VIDEOCASSETTE) 2000	\$19.99	Regular
V 362.1 WHE T 78309	"Where We Stand" (VIDEOCASSETTE) 2000	\$19.99	Regular
V 362.2 FAM T 59972	Family Talk About Drinking /(VIDEO) 1993	\$5.00	Regular
V 362.29 SAF T 64357	And Down Will Come Baby: (VIDEO) 1998	\$19.95	Regular
V 362.29 UND T 75429	Underage= Unprepared 2000	\$15.95	Regular
V 362.29 UND T 75363	Underage=Unprepared: (VIDEO) 2004	\$15.00	Regular
V 362.3 DAN T 74114	Dangers of Drugs & Alcohol (DVD) 1997	\$29.99	Regular
V 362.3 TEE T 75681	Teen Help (DVD) 2000	\$28.00	Regular

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V 362.7 DO T 59943	Do You Know the Muffin Man? /(VIDEO) 1987	\$5.00	Regular
V 362.7 ORP T 60087	Orphan Trains /(VIDEO) 1995	\$20.00	Regular

V 363 BOW T 75174	Bowling For Columbine (DVD) 2002	\$29.99	Regular
V 363 RID T 76138	Riding Straight 2005	\$15.00	Regular
V 363.1 SCH /(VIDEO) T 58831	School Personnel Asbestos Awareness Training 1994	\$5.00	Regular
V 363.9 PEO T 62821	The People Bomb /(VIDEO) 1992	\$29.95	Regular
V 363.9 PEO T 64340	The People Bomb /(VIDEO) 1992	\$29.95	Regular
V 364.1 T 72997	Sept.11, 2001 A Turning Point in History 2002	\$14.95	Regular
V 364.1 CRI T 58172	Crime of the Century / (VIDEO) 1995	\$5.00	Regular
V 364.1 GAN T 66578	Gangs: Prevention and Intervention/ (VIDEO) 1999	\$19.99	Regular
V 365 PRI Correctional Facilit T 60070	Prison is a Place : (VIDEO) Lansing 1995	\$15.00	Regular
V 370 CHA T 59953	Chapter I : (VIDEO) programs 2 & 3 1997	\$5.00	Regular
V 370 OUT Work T 60099	Outcome-Based Education : (VIDEO) Making it 1997	\$5.00	Regular
V 370 SAF T 59957	Safe Schools and Community / (VIDEO) 1994	\$5.00	Regular
V 370 SAF T 59937	Safe Schools and Community / (VIDEO) 1994	\$5.00	Regular
V 370 SAF T 61514	Safe Schools and Community / (VIDEO) 1994	\$5.00	Regular
V 370 STU T 78653	How to study: Note-taking, Memory & Exams 1987	\$33.00	Regular
V 370 STU T 78661	How to study: Preparing to study 1987	\$33.95	Regular
V 370 STU	How to study: Reading, Writing & Library		

T 78670                      1987                      \$33.00                      Regular

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Call Number                      Title  
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V 370 STU                      Survival study skills  
T 78658                      1995                      \$69.95                      Regular

V 370 TOP                      Top careers of the 21st century  
T 78659                      1999                      \$59.95                      Regular

V 370.1 CAR                      Career Planning Basics / (VIDEO)  
T 60090                      1995                      \$20.00                      Regular

V 370.1 FIR                      Fire (VIDEO)  
T 60086                      1991                      \$20.00                      Regular

V 371.1 ALT                      Affective Needs of Gifted Children / (VIDEO)  
:videoconfe  
T 58818                      1994                      \$5.00                      Regular

V 371.1 CHO                      I Choose to CARE : (VIDEO) with Dr. Harry K.  
Wong  
T 67086                      1999                      \$19.95                      Regular

V 371.1 CON                      Teaching To Both Sides Of The Brain / (VIDEO)  
T 58658                      1988                      \$5.00                      Regular

V 371.2 Exc                      Excellence in teaching tips, techniques, and  
strategies/  
T 71014                      2000                      \$30.00                      Regular

V 371.2 Exc                      Excellence in teaching tips, techniques, and  
strategies/  
T 71012                      2000                      \$30.00                      Regular

V 371.2 Exc                      Excellence in teaching tips, techniques, and  
strategies/  
T 71016                      2000                      \$30.00                      Regular

V 371.2 Exc                      Excellence in teaching tips, techniques, and  
strategies/  
T 71017                      2000                      \$30.00                      Regular

V 371.2 Exc strategies/ T 71018	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 Exc strategies/ T 71015	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 Exc strategies/ T 71019	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 Exc strategies/ T 71013	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 Exc strategies/ T 71010	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 Exc strategies/ T 71011	Excellence in teaching tips, techniques, and	2000	\$30.00	Regular
V 371.2 L00 crisis T 60084	Look before you leap ? : the dropping-out	1991	\$20.00	Regular
V 371.3 Mag T 62012	THE MAJIC OF STUDY SKILLS / (VIDEO)	1992	\$5.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 371.3 Mag T 62018	THE MAJIC OF STUDY SKILLS / (VIDEO) 1992	\$5.00	Regular
V 371.3 Mag T 62011	THE MAJIC OF STUDY SKILLS / (VIDEO) 1992	\$5.00	Regular
V 371.3 Mag T 61999	THE MAJIC OF STUDY SKILLS / (VIDEO) 1992	\$5.00	Regular

V 372.4 BUI Ball T 67090	Building The Model School :(VIDEO) with Loy 1996	\$19.95	Regular
V 374 REA T 75361	Duolog Reading (VIDEO) 1997	\$15.00	Regular
V 378 FRE (VIDEO) Finan T 62441	Free Application for Federal Student Aid : 1998	\$5.00	Regular
V 380.5 FHW T 61533	The World of Transportation / (VIDEO) 1997	\$5.00	Regular
V 500 INT T 58102	Introduction to Science / (VIDEO) 1995	\$39.95	Regular
V 503 WEI T 64524	A Job for the Future: (VIDEO) 1998	\$5.99	Regular
V 510 Arc Automotive Des T 71034	Architecture and Structural Engineering \$ 1990	\$29.99	Regular
V 510 Car T 71028	Cartography & Fashion. (VIDEO) 1990	\$29.95	Regular
V 510 Met T 71023	Meteorology & Ocean Exploration. (VIDEO) 1992	\$29.99	Regular
V 510 Sta T 71005	Statistics & Sports Performance (VIDEO) 1990	\$29.95	Regular
V 512 LIN (VIDEO) T 58506	Linear Equations and Problem Solving / 1996	\$45.00	Regular
V 512 PRE T 74116	Pre-Algebra Power - The Basics (DVD) 2001	\$29.99	Regular
V 512.9 EXP T 58505	Exponents and Polynomials / (VIDEO) 1996	\$45.00	Regular
V 515 FAC T 58100	Factoring and Solving Equations / (VIDEO) 1996	\$45.00	Regular
V 523 FAL T 58573	Falling Bodies / (VIDEO) 1996	\$5.00	Regular
V 523 UND T 60152	Destination Mars / (VIDEO) 1997	\$5.00	Regular

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Call Number          Title
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V 523 UND           Understanding: the Universe / (VIDEO)
T 59501             1997      $5.00      Regular

V 530 EIN           Albert Einstein (VIDEO)
T 64416             1998      $15.00     Regular

V 531 INE           Inertia of Motion / (VIDEO)
T 58578             1994      $5.00      Regular

V 531 WAV           Waves and Sound / (VIDEO)
T 58510             1995      $39.95     Regular

V 537 ELE           Electron Arrangement / (VIDEO)
T 58180             1995      $39.95     Regular

V 538 UND 3/99     Understanding : (VIDEO) Magnetism
T 62733             1998      $5.00      Regular

V 539 MOM           Momentum and Impulse / (VIDEO)
T 58181             1995      $39.95     Regular

V 539 WOR           Work, Power, & Energy / (VIDEO)
T 58178             1995      $39.95     Regular

V 539.7 HEW        Conceptual Physics Alive: (VIDEO)
T 64351             1989      $19.95     Regular

V 539.8 Hew        Conceptual Physics Live: (VIDEO)
T 64349             1998      $7.99      Regular

V 540 CHE           Chem TV / (VIDEO)
T 58520             1996      $5.00      Regular

V 541 EAR           Stoichiometry: Working Mass-Mass Problems.
(VIDEO)
T 58171             1995      $39.95     Regular

V 541 MAT           Mathematics of Chemistry: Avogadro's Law -
the Mole. (VI

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T 58182	1995	\$39.95	Regular
V 550 BRE	Breaking the Code:		
T 75434	2001	\$19.99	Regular
V 550 DEN	Density (Video Cassette)		
T 75630	2000	\$19.95	Regular
V 550 EXP	Exploration, Evidence and Investigation		
(Part 1) (Video			
T 75442	2004	\$19.99	Regular
V 550 SCI	Science & Technology: The Search for		
Solutions (VIDEOCAS			
T 75443	2004	\$19.99	Regular
V 551 AIR	Air Pressure / (VIDEO)		
T 58576	1996	\$5.00	Regular
V 551 EAR	Earthquakes and Plate Tectonics / (VIDEO)		
T 58103	1995	\$39.95	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 551 HUM T 58183	Humidity and Fronts - Weather / (VIDEO) 1995	\$39.95	Regular
V 551 OCE T 59750	Aquatic Habitats / (VIDEO) 1997	\$5.00	Regular
V 551 OCE (VIDEO) T 59761	The Free Willy Story: Keiko's Journey Home / 1997	\$5.00	Regular
V 551 OCE T 59755	Galapagos: Beyond Darwin / (VIDEO) 1997	\$5.00	Regular
V 551 OCE T 59756	In the Company of Whales / (VIDEO) 1997	\$5.00	Regular
V 551 OCE T 59492	Understanding Oceans / (VIDEO) 1997	\$5.00	Regular

V 551 PAN T 64345	Save the Panda (VIDEO) 1995	\$19.95	Regular
V 551 SCI T 75364	Scientific Problem Solving (VIDEO) 2004	\$15.00	Regular
V 551.2 UND T 62709	Understanding : Volcanoes 1998	\$5.00	Regular
V 551.46 OCE T 57709	The Oceans / (VIDEO) 1995	\$39.95	Regular
V 551.5 AIR T 62932	Air in Motion / (VIDEO) 1998	\$10.00	Regular
V 551.5 CLI T 62929	Climate : (VIDEO) A World of Weather 1998	\$10.00	Regular
V 551.5 EXT T 62737	Extremes in the Water Cycle / (VIDEO) 1998	\$10.00	Regular
V 551.5 FOR T 62732	Forecasting : (VIDEO) Then and Now 1998	\$10.00	Regular
V 551.5 HUR T 62960	Hurricanes / (VIDEO) 1998	\$10.00	Regular
V 551.5 RAG 3/99 T 62710	Raging Planet : (VIDEO) Lightening 1998	\$5.00	Regular
V 551.5 SNO T 74628	Snow, Ice, Wind and Cold / (VIDEO) 1998	\$10.00	Regular
V 551.5 SUN T 62727	Sun, Seasons and the Sky / (VIDEO) 1998	\$10.00	Regular
V 551.5 THE T 75432	Air and Water Quality (VIDEOCASSETTE) 2000	\$19.99	Regular

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V 551.5 THU T 62783	Thunderstorm : (VIDEO) The Weather Machine 1998 \$10.00	Regular
V 551.5 TOR T 62703	Tornadoes / (VIDEO) 1998 \$10.00	Regular
V 551.5 WAT T 62699	Water : (VIDEO) Oceans to Air 1998 \$10.00	Regular
V 551.5 WAT T 62731	Water : (VIDEO) Oceans to Air 1998 \$10.00	Regular
V 551.5 WOL 3/99 T 62726	Wolves at Our Door / (VIDEO) 1998 \$5.00	Regular
V 551.5 WON 3/99 T 62706	Wonders of Weather / (VIDEO) 1998 \$5.00	Regular
V 553 COA T 64425	Balancing Needs: (VIDEO) 1998 \$14.99	Regular
V 553.7 TRU T 77386	Truth about H2O 1999 \$15.00	Regular
V 570 DIS FEB. 1999 T 65661	Discover Magazine / (VIDEO) 1997 \$4.99	Regular
V 571.2 PLA T 80702	Plant Structure & Growth (VIDEO) 2000 \$39.95	Regular
V 571.82 PLA T 80701	Plant Reproduction (VIDEO) 2000 \$39.95	Regular
V 572.46 PHO T 80698	Photosynthesis (VIDEO) 2000 \$39.95	Regular
V 572.46 PHO T 73892	Photosynthesis (VIDEO) 2000 \$39.95	Regular
V 573.2 GEN T 64370	Genetics and Heredity/ (VIDEO) 1982 \$12.95	Regular
V 574 CLA T 58093	Classification of Living Things / (VIDEO) 1992 \$39.95	Regular
V 574 INT T 57705	Introduction to Classification / (VIDEO) 1995 \$39.95	Regular
V 574 SCI T 64360	Scientific Problem Solving, Vol. 1 (VIDEO) 1992 \$15.00	Regular
V 574 Wha	What is Biology? (VIDEO)	

T 64291	1982	\$10.00	Regular
V 574.5 ECO	Ecosystems / (VIDEO)		
T 58092	1992	\$39.95	Regular

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V 574.5 ECO T 59145	Ecosystems / (VIDEO) 1992	\$5.00	Regular
V 574.5 FOR T 59973	Forest Wars / (VIDEO) 1996	\$5.00	Regular
V 576.5 PLA T 80700	Plant Biodiversity (VIDEO) 2000	\$39.95	Regular
V 577 PLA T 80699	Plant & Animal Interdependency (VIDEO) 2000	\$39.95	Regular
V 577.7/89 CRE T 80696	Creatures of the Sea (VIDEO) 1993	\$9.95	Regular
V 581.1 PHO T 64372	Ward's: (VIDEO) 1992	\$9.95	Regular
V 581.6 PLA T 80703	Plants & People (VIDEO) 2000	\$39.95	Regular
V 591 CRO T 64354	ABC World of Discovery: (VIDEO) 1993	\$19.95	Regular
V 591 MAN T 64355	National Geographic Video: (VIDEO) 1995	\$19.95	Regular
V 591 SNA T 64358	Predators of the Wild: (VIDEO) 1994	\$19.95	Regular
V 591. SPI T 64356	Predators of the Wild: (VIDEO) 1993	\$19.95	Regular
V 591 STR T 58104	Strange Creatures of the Night / (VIDEO) 1973	\$19.98	Regular

V 591.4 INC (VIDEOCASSETTE) T 75435	The Incredible Classroom Eggsperience 1996	\$15.95	Regular
V 591.5 MAN T 64342	Maneaters of the Wild : (VIDEO) Part 1 1993	\$29.95	Regular
V 591.5 TRI T 62935	The Trials of Life / (VIDEO) 1991	\$10.00	Regular
V 591.5 WIL Mimicry T 62819	Wild Survivors : (VIDEO) Camouflage & 1989	\$29.95	Regular
V 597 MIT T 58671	Mitosis and Meiosis / (VIDEO) 1996	\$5.00	Regular
V 597.6 REP T 57703	Reptiles and Amphibians / (VIDEO) 1989	\$19.98	Regular
V 597.9 REA T 62820	Realm of the Serpent / (VIDEO) 1993	\$29.95	Regular

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V 597.9 REA T 64341	Realm of the Serpent / (VIDEO) 1993	\$29.95	Regular
V 597.9 REP T 80697	Reptiles (VIDEO) 1995	\$9.95	Regular
V 597.98 ALL T 66983	Alligators: (VIDEO) 1999	\$15.00	Regular
V 598 LIF v.1 T 80691	The Life of Birds. (VIDEO) 1999	\$89.95	Regular
V 598 LIF v.2 T 80692	The Life of Birds. (VIDEO) 1999	\$89.95	Regular
V 598 LIF v.3	The Life of Birds. (VIDEO)		

T 80693	1999	\$89.95	Regular
V 598 LIF v.4	The Life of Birds. (VIDEO)		
T 80694	1999	\$89.95	Regular
V 598 LIF v.5	The Life of Birds. (VIDEO)		
T 80695	1999	\$89.95	Regular
V 598.4 EMP	Emperors of Antarctica / (VIDEO)		
T 55616	1994	\$24.95	Regular
V 599 DIS	Dissection (Video)		
T 64406	1991	\$14.95	Regular
V 599.5 BEA	Beautiful Killers / (VIDEO)		
T 55609	1990	\$24.98	Regular
V 600 BUI	Building Cabinets / (VIDEO)		
T 65864	1985	\$29.95	Regular
V 600 HOM	Home Repairs Vol. I / (VIDEO)		
T 65868	1985	\$29.95	Regular
V 600 LAR	Large Metal Power Tools / (VIDEO)		
T 65862	1998	\$79.95	Regular
V 600 UNL	Building Bookcases / (VIDEO)		
T 65863	1985	\$29.95	Regular
V 600 UNL	Calculating Board Feet Lumber / (VIDEO)		
T 65865	1985	\$39.95	Regular
V 608 INV	Mother Of Invention		
T 66982	1997	\$15.00	Regular
V 610 CAR	Careers in Health Care / (VIDEO)		
T 58526	1999	\$15.00	Regular
V 610 NOT	Not so Wild a Dream / (VIDEO)		
T 58521	1996	\$5.00	Regular

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V 611 CEL T 58177	The Cell / (VIDEO) 1995	\$39.95	Regular
V 612 SYS T 74115	Systems of the Human Body (DVD) 2003	\$29.99	Regular
V 613 COM (VIDEO) T 78744	Module 7: Negotiating to solve problems 1996	\$25.00	Regular
V 613 USE T 58106	Use the Facts : (VIDEO) Exercise Your Power 1994	\$5.00	Regular
V 613.2 FAN T 74124	Fantastic Food Pyramid (DVD) 2003	\$29.99	Regular
V 613.2 WEI Andrew Weil, M.D T 74117	Eating Well For Optimum Health (DVD) by 2000	\$29.99	Regular
V 613.6 ATV T 75804	Ride Safe, Ride Smart 2000	\$25.95	Regular
V 613.6 PAR (VIDEO) Working w T 62548	Partnerships for Preventing Violence : 1998	\$5.00	Regular
V 613.6 PAR (VIDEO) Working w T 62422	Partnerships for Preventing Violence : 1998	\$5.00	Regular
V 613.7 RIC (VIDEO) An Aerobi T 61838	Richard Simmons Dance Your Pants Off : 1996	\$5.00	Regular
V 613.9 CON Control Options T 75232	Considering Your Options (VIDEO) : Birth 1998	\$20.00	Regular
V 613.9 CON Control Options T 77390	Considering Your Options (VIDEO) : Birth 1998	\$20.00	Regular
V 614 AIR T 64409	Air and Water Quality (VIDEO) 1998	\$5.99	Regular
V 614.7 TOO (VIDEO) T 74269	Too Smart to Start, To Cool To Smoke: 2000	\$25.00	Regular
V 616.07 IMM	The Immune System - Friend and For / (VIDEO)		

T 58864	1996	\$5.00	Regular
V 616.1'025 CPR T 80687	CPR (VIDEO) Learn to Save a Life 1998	\$19.95	Regular
V 616.7 CAL T 64424	A Crash Course on Calcium (VIDEO) 1997	\$7.95	Regular
V 618.2 TEE (VIDEO) T 75173	Teen Pregnancy - Children Having Children 2004	\$29.99	Regular
V 618.7 TRO T 73960	Trouble In Mind (VIDEO) 1999	\$19.99	Regular

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V 621 CAL T 73968	AP Calculus (VIDEO) 1996	\$14.99	Regular
V 621 MAT T 63473	Introduction to Math in Technology / (VIDEO) 1998	\$69.00	Regular
V 621.3 ELE T 60438	Electronics...Back to Your Future / (VIDEO) 1997	\$5.00	Regular
V 621.3 MEN T 75625	How to Dress for Success for Less:(DVD) 2004	\$25.00	Regular
V 621.31 BUI T 63467	Blueprints : (VIDEO) Planning a Building 1992	\$59.00	Regular
V 621.31 BUI T 63483	Climate Control / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63468	Dry Walling and Interior Trimming / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63462	Electricity / (VIDEO) 1992	\$59.00	Regular

V 621.31 BUI (VIDEO) T 63488	Exterior Wall and Roof Construction / 1992	\$59.00	Regular
V 621.31 BUI T 63481	Floor and Wall Construction / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63475	The Foundation / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63487	Interior Finish Work / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63480	Plumbing / (VIDEO) 1992	\$59.00	Regular
V 621.31 BUI T 63461	Site Preparation : (VIDEO) 1992	\$59.00	Regular
V 621.31 ELE T 66260	Electrical Circuits : (VIDEO) Ohm's Law 1995	\$95.00	Regular
V 621.31 ELE T 66266	Electrical Principles / (VIDEO) 1995	\$95.00	Regular
V 621.31 TEC / (VIDEO) T 63493	Tech Prep and Industrial Technology Careers 1992	\$129.95	Regular
V 621.31 WOO T 63456	Drill Press / (VIDEO) 1991	\$95.00	Regular
V 621.31 WOO T 63492	Jointers / (VIDEO) 1991	\$95.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 621.31 WOO T 63491	Planer / (VIDEO) 1991	\$49.00	Regular
V 621.31 WOO T 63486	Shaper / (VIDEO) 1991	\$49.00	Regular

V 621.31 WOO Operations T 63465	Table Saw : (VIDEO) Safety & Basic 1991 \$95.00	Regular
V 621.31 WOO T 63489	Table Saw : (VIDEO) Specialty Operations 1991 \$95.00	Regular
V 629 AER Cassette) T 75431	The measurement of all things: (Video 1999 \$19.99	Regular
V 629.28 BE T 75228	Be Sensible: (VIDEO) 2004 \$15.00	Regular
V 629.4 LIV Countdown has T 60064	Living and Working in Space : (VIDEO) The 1993 \$29.95	Regular
V 629.4 NAS T 75425	Expedition 2000 (VIDEOCASSETTE) 2000 \$9.99	Regular
V 631 SEX T 64346	Secret of the Sexes/ (VIDEO) 1980 \$15.00	Regular
V 636 AVM Veterinary Medic T 76293	AVMA: Dedicated to Service: A career in 2005 \$15.00	Regular
V 636 VET Future T 68827	Veterinary Medicine: (VIDEO) Caring for the 1997 \$5.00	Regular
V 639 HOM T 59974	A Home for Pearl / (VIDEO) 1995 \$5.00	Regular
V 639 UN Success of Wildl T 58798	The Un-endangered Species : (VIDEO) The 1996 \$5.00	Regular
V 640 EFF T 78654	Efficient time management 1993 \$49.95	Regular
V 640 HOM T 73103	Home Sweet Home (VIDEO) 1996 \$16.95	Regular
V 641 PAS T 75629	Pasta: The Inside Story (VIDEO) 2004 \$20.00	Regular
V 645 CON T 75170	Confidence in Decorating (VIDEO) 2000 \$29.99	Regular



T 63472	1988	\$50.00	Regular
V 684 GLU	Tools for Measuring Wood : (VIDEO)		
T 63478	1988	\$50.00	Regular
V 684 GLU	Wood Fasteners / (VIDEO)		
T 63484	1988	\$50.00	Regular
V 684 WOO	Band Saw / (VIDEO)		
T 63477	1991	\$95.00	Regular
V 684 WOO	Radial Arm Saw : (VIDEO) Operation and		
Safety			
T 63490	1987	\$95.00	Regular
V 684 WOO	Wood Lathe & Accessories / (VIDEO)		
T 63471	1987	\$95.00	Regular
V 702.3 Mak	Making Art (VIDEO)		
T 68947	1995	\$29.99	Regular
V 708 How	How to Visit an Art Museum / (VIDEO)		
T 68950	1997	\$29.99	Regular
V 709.02 Mas	Masters of Illusion / (VIDEO)		
T 68949	1991	\$29.99	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 709.6 AFR T 69005	African Art : (VIDEO) 1995		Regular
V 720.924 Mon T 68951	Mondrian / (VIDEO) 1992	\$29.99	Regular
V 731.55 Cal T 68956	Mobile : (VIDEO) by Alexander Calder 1980	\$29.99	Regular
V 731.75 Mas T 68942	Maskmaking With Foil / (VIDEO) 1999	\$29.99	Regular

V 738.1 Cer Coil Construct T 68945	Ceramics Handbuilding : (VIDEO) Pinch and 1999 \$29.99	Regular
V 738.1 Cer Construction T 68944	Ceramics Handbuilding : (VIDEO) Slab 1999 \$29.99	Regular
V 740.18 Com T 68948	Composition / (VIDEO) 1993 \$29.99	Regular
V 741.2 Bas T 68943	Basic Perspective Drawing / (VIDEO) 1996 \$29.99	Regular
V 759.4 Sur Rousseau T 69006	Surprised! (VIDEO) The Paintings of Henri 1993 \$29.99	Regular
V 759.6 Mir T 68946	Miro (VIDEO) Theatre of Dreams 1978 \$29.99	Regular
V 759.9492 Van T 68952	Van Gogh's Van Gogh / (VIDEO) 1999 \$29.99	Regular
V 781.65 & WETA A fi T 72751	Jazz (VIDEO) a Production of Florentine Fims 2000 \$99.99	Regular
V 782.1 BRO T 80987	Broadway: The Golden Age 2004 \$25.00	Regular
V 782.1 BRO T 80985	Broadway's Lost Treasures 2003 \$25.00	Regular
V 782.1 BRO T 80986	Broadway's Lost Treasures II 2004 \$25.00	Regular
V 791.4 ROM T 74123	Romeo & Juliet (DVD) 2000 \$29.99	Regular
V 791.4 ROM (VIDEO) T 72923	Romeo & Juliet /by William Shakespeare 2001 \$16.95	Regular
V 792.1 JUL T 78605	Julius Caesar (VIDEO) 1953 \$15.00	Regular
V 792.1 JUL T 72988	Julius Caesar (VIDEO) 1989 \$19.99	Regular

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Call Number Barcode	Title Year	Price	Circ Type
V 792.6 MY T 80688	My Fair Lady (VIDEO) 1996	\$14.95	Regular
V 799.2 WHA In-Depth Loo T 62358	What They Say About Hunting... : (VIDEO) An 1998	\$5.00	Regular
V 808 PER T 78655	Persuasive Speaking 2000	\$59.95	Regular
V 808 STE T 78669	10 Steps to resume success (VIDEOCASSETTE) 1999	\$59.95	Regular
V 810 GRE T 62814	The Great Gatsby / (VIDEO) 1998	\$5.00	Regular
V 813 GRE 3/98 1 yr. T 62785	Great Expectations / (VIDEO) 1998	\$5.00	Regular
V 813 GRE 3/98 1 yr. T 62791	Walden / (VIDEO) 1998	\$5.00	Regular
V 813 MEL T 60095	Moby Dick : (VIDEO) 1997	\$5.00	Regular
V 813 SWI T 60096	Gulliver's Travels (VIDEO) 1997	\$5.00	Regular
V 813 UNC T 58531	Uncle Tom's Cabin / (VIDEO) 1987	\$39.95	Regular
V 820 STE T 77389	The Pearl 1948	\$15.00	Regular
V 822 SHA T 75750	Shakespeare in American Communities 2003	\$49.99	Regular
V 822.3 Sha T 68953	The Taming of the Shrew/ (VIDEO) 1967	\$19.99	Regular
V 823 GRE T 58527	Great Expectations / (VIDEO) 1996	\$5.00	Regular

V 909.82 COL 1/10/99	Cold War / (VIDEO)			
T 62440	1998	\$5.00		Regular
V 909.82 COL 1/17/99	Cold War / (VIDEO)			
T 62428	1998	\$5.00		Regular
V 909.82 COL 1/24/99	Cold War / (VIDEO)			
T 62445	1998	\$5.00		Regular
V 909.82 COL 9/27/98	Cold War / (VIDEO)			
T 64550	1998	\$5.00		Regular
V 909.82 COL 10/18/98	Cold War / (VIDEO)			
T 62549	1998	\$5.00		Regular

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Barcode	Year		
V 909.82 COL 11/15/98	Cold War / (VIDEO)		
T 62444	1998	\$5.00	Regular
V 909.82 COL 11/22/98	Cold War / (VIDEO)		
T 62439	1998	\$5.00	Regular
V 911 DIS	Cultures Alive / (VIDEO)		
T 61501	1997	\$5.00	Regular
V 920 MAL	Malcolm X / (VIDEO)		
T 59487	1992	\$5.00	Regular
V 921 ANG	I Know Why the Caged Bird Sings (VIDEO) from		
the novel b			
T 58669	1978	\$5.00	Regular
V 921 ANG	Maya Angelou : (VIDEO) An Intimate Portrait		
T 72922	1996	\$16.95	Regular
V 921 ANT	Susan B. Anthony - A Biography (VIDEO)		
T 71737	1995	\$19.99	Regular
V 921 COR	A Talk with Robert Cormier (VIDEO)		
T 80704	1991	\$49.95	Regular

V 921 EAR T 71739	Amelia Earhart - A Biography (VIDEO) 1996	\$19.99	Regular
V 921 EIN Einstein / (VIDEO) T 58872	Einstein - The Life and Mind of Albert 1995	\$5.00	Regular
V 921 FOR T 71740	Henry Ford - A Biography (VIDEO) 1994	\$19.99	Regular
V 921 FRA T 71738	Benjamin Franklin - A Biography (VIDEO) 1995	\$19.99	Regular
V 921 FRA T 60074	Forget Me Not : (VIDEO) the Anne Frank Story 1995	\$5.00	Regular
V 921 KEL Keller (VIDE T 61542	Tragedy to Triumph: An Adventure with Helen 1995	\$5.00	Regular
V 921 LIN (VIDEO) T 73041	Lucky - The Story of Charles Lindbergh 1994	\$19.99	Regular
V 921 NEW Genius T 80686	Sir Isaac Newton (VIDEO) The Gravity of 1996	\$14.95	Regular
V 921 PAR (VIDEO) T 73037	Mighty Times - The Legacy of Rosa Parks 2002	\$15.95	Regular
V 921 PAU T 74262	Trumpet Video visits Gary Paulsen (VIDEO) 1993	\$20.00	Regular
V 921 Poe T 68940	Edgar Allan Poe (VIDEO) Terror of the Soul 1995	\$29.99	Regular

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V 921 POE                      Edgar Allen Poe (VIDEO)

T 71735	1994	\$19.99	Regular
V 921 Sha Drama	William Shakespeare : (VIDEO) A Life of		
T 68954	1994	\$19.95	Regular
V 921 TWA	Mark Twain (VIDEO)		
T 71736	1995	\$19.99	Regular
V 921 Van Genius	Vincent Van Gogh : (VIDEO) A Stroke of		
T 68955	1997	\$29.99	Regular
V 921 WRI	Frank Lloyd Wright (DVD)		
T 74120	1998	\$29.99	Regular
V 929.373 HIS	American Revolution:		
T 77459	2005	\$89.95	Regular
V 930 CIT	Understanding : Cities / (VIDEO)		
T 59745	1997	\$5.00	Regular
V 930 CON the Great / (V	Conquerors: Alexander the Great and Peter		
T 59970	1997	\$5.00	Regular
V 930 DIS	Discovery Atlantis / (VIDEO)		
T 59927	1997	\$5.00	Regular
V 930 FOR	The Forbidden City / (VIDEO)		
T 60079	1997	\$5.00	Regular
V 940.18 CRU	The Crusades : Part 1 / (VIDEO)		
T 61498	1997	\$5.00	Regular
V 940.18 CRU	The Crusades : Part 1 / (VIDEO)		
T 61527	1997	\$5.00	Regular
V 940.5 LOS	The Lost Children of Berlin / (VIDEO)		
T 72987	1997	\$19.99	Regular
V 940.5 WW2	WWII Battlefront (DVD)		
T 74589	2003	\$59.99	Regular
V 940.53 CAP	Nazis Strike (VIDEO)		
T 64398	1986	\$14.95	Regular
V 940.53 LIV Holocaust:	The Holocaust : (VIDEO) Retrospective on the		
T 60067	1995	\$30.00	Regular

V 940.53 LIV 1935-1945 T 60075	The Holocaust : (VIDEO) the Death Camps, 1995	\$30.00	Regular
V 940.53 LIV Holocaust, 1933 T 60081	The Holocaust : (VIDEO) the Seeds of the 1995	\$30.00	Regular
V 940.53 MED T 64365	Medal of Honor / (VIDEO) 1991	\$15.00	Regular

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V 944 NET Netherlands Emb T 81339	Netherlands Cultural Overview #12: Royal 2007	\$15.00	Regular
V 946 DIS T 74121	Discovering Spain (DVD) 2003	\$29.99	Regular
V 970.003 AME T 72896	America's Great Indian Nations (VIDEO) 1995	\$29.95	Regular
V 973 HOW T 60018	How the West was Lost / (VIDEO) 1997	\$5.00	Regular
V 973 MOD T 61495	The Modern Presidency / (VIDEO) 1997	\$5.00	Regular
V 973 MOD Carter (60 min.) T 61875	The Modern Presidency / (VIDEO) 1997	\$5.00	Regular
V 973 MOD T 61862	The Modern Presidency / (VIDEO) JFK ; LBJ 1997	\$5.00	Regular
V 973 MOD Legacy : Balancin T 61869	The Modern Presidency / (VIDEO) Reagan 1997	\$5.00	Regular
V 973 MOD Break-In	The Modern Presidency : (VIDEO) Watergate: 1997	\$5.00	Regular

T 61876	1997	\$5.00	Regular
V 973 PRO T 62809	The Promised Land (VIDEOCASSETTE)	\$29.99	Regular
V 973 UNI T 58870	United States Presidents / # 1 - 9 (VIDEO)	1995 \$5.00	Regular
V 973 WAS Years T 60009	George Washington : (VIDEO) The Unknown	1997 \$5.00	Regular
V 973.3 GRE T 58871	Great Women in American History / (VIDEO)	1995 \$5.00	Regular
V 977.8 HAN T 66577	Homecoming `93: (VIDEO)	1993	Regular
V 977.8 MIS Big Canoe T 60097	Missouri : (VIDEO) Land of the People of the	1995 \$5.00	Regular
V 985 ODY T 76136	Odyssey : The Incas (VIDEOCASSETTE)	2005 \$19.99	Regular
V FIC 12 A T 73071	12 Angry Men (VIDEO)	2000 \$14.95	Regular
V FIC 12 A T 73898	12 Angry Men (VIDEO)	2000 \$14.95	Regular
V FIC 1984 T 75171	1984 (DVD)	2003 \$29.99	Regular

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V FIC ANI T 74122	Animal Farm (DVD)	1999 \$29.99	Regular
V FIC AUS T 62712	Pride and Prejudice : (VIDEO)	1986 \$5.00	Regular

V FIC AUS T 62711	Pride and Predudice : (VIDEO) 1986 \$5.00	Regular
V FIC AUS T 62716	Pride and Predudice : (VIDEO) 1986 \$5.00	Regular
V FIC BAT T 72870	Bataan. (VIDEO) 1991 \$14.95	Regular
V FIC BLA T 78178	Black Hawk Down (VIDEOCASSETTE) 2002 \$15.00	Regular
V FIC BRA T 78182	Braveheart (VIDEOCASSETTE) 1995 \$29.99	Regular
V FIC CAM T 72872	Camelot (VIDEO) 1987 \$22.95	Regular
V FIC CHO T 60888	The Chocolate War (VIDEO) 1989	Regular
V FIC CID T 78181	The Cider House Rules (VIDEOCASSETTE) 1999 \$15.00	Regular
V FIC COL T 72904	The Color Purple (VIDEO) 1997 \$16.99	Regular
V FIC CRY T 62707	Cry, the Beloved Country / (VIDEO) 1951 \$29.95	Regular
V FIC DEA T 73085	Dead Poets Society (VIDEO) 1989 \$19.99	Regular
V FIC DEA T 80689	Death of a Salesman (VIDEO) 1998 \$29.95	Regular
V FIC DRI T 71733	Driving Miss Daisy / (VIDEO) 1999 \$19.99	Regular
V FIC EDU T 71753	The Education of Little Tree (VIDEO) 1997 \$19.99	Regular
V FIC GON T 73086	Gone With The Wind (VIDEO) 1939 \$26.95	Regular
V FIC GRE T 73897	The Great Gatsby (VIDEO) 2000 \$29.99	Regular
V FIC GRE T 72921	The Green Mile (VIDEO) 2000 \$25.95	Regular

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V FIC HAI           Hail Caesar (VIDEO)
T 73087             1997      $19.95     Regular

V FIC HUD           Hudsucker proxy: A comedy of invention
T 78649             1994      $15.00     Regular

V FIC JAS           Jason & the Argonauts (VIDEO)
T 73095             2000      $14.95     Regular

V FIC LAS           The Last of the Mohicans (VIDEO)
T 73094             1992      $14.95     Regular

V FIC LIF           Life is Beautiful (VIDEO)
T 72924             2002      $16.95     Regular

V FIC LON           The Long Walk Home (VIDEO)
T 72871             1998      $16.95     Regular

V FIC LOR           Lord of the Flies (DVD)
T 74118             1990      $29.99     Regular

V FIC MAG           The Gift of the Magi (VIDEO)
T 72986             2001      $15.99     Regular

V FIC MOB           Moby Dick / (VIDEO)
T 62704             1984      $29.95     Regular

V FIC ODY           The Odyssey (VIDEOCASSETTE)
T 73893             1997      $29.99     Video Gran

V FIC OUR           Our Town (VIDEO)
T 72989             2002      $19.99     Regular

V FIC OUT           The Outsiders (DVD)
T 74119             1982      $29.99     Regular

V FIC PAT           The Patriot (VIDEOCASSETTE)
T 78179             2000      $15.00     Regular

V FIC PIT           The Autobiography of Miss Jane Pittman :
(VIDEO) Based o
    
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T 72918	1993	\$14.95	Regular
V FIC RAI Glover & Esther	A Raisin in the Sun (VIDEO) : With Danny		
T 72919	1985	\$16.95	Regular
V FIC ROB	Jackie Robinson (VIDEO)		
T 72905	1995	\$14.95	Regular
V FIC ROB	Robinson crusoe (VIDEOCASSETTE)		
T 78180	2004	\$15.00	Regular
V FIC ROM	Romeo and Juliet / (VIDEO)		
T 59995	1970	\$29.99	Regular
V FIC ROM	Romeo & Juliet (VIDEOCASSETTE)		
T 77388	1996	\$20.00	Regular

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V FIC SAV T 73896	Save The Last Dance (VIDEO) 2001	\$29.99	Regular
V FIC STR T 73088	A Streetcar Named Desire (VIDEO) 1951	\$19.99	Regular
V FIC TEN T 72925	Ten Little Indians (VIDEO) 1993	\$16.95	Regular
V FIC THI T 68941	The Thirteenth Floor : (VIDEO) 1999	\$29.99	Regular
V FIC TO T 75169	To Kill A Mockingbird (VIDEOCASSETTE) 1998	\$29.99	Regular
V FIC TWO Child's Play T 73070	Two From Saki (VIDEO) The Open Window & 1991	\$15.95	Regular
V FIC WHA T 59985	What if I'm Gay ? (VIDEO) 1997	\$5.00	Regular

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S 006.6 PRI          Printmaster for Windows 95/98/Me/2000/XP/NT4  
T 73056              2002          $9.96              Regular  
  
S 025.5 REF          Reference skills  
T 59751              1991          $40.00             Regular  
  
S 031 com            Compton's interactive encyclopedia  
T 60005              1993          $25.00             Regular  
  
S 031 MIC            Microsoft bookshelf  
T 60185              1991          $15.00             Regular  
  
S 031 NEW            The new Grolier electronic encyclopedia  
T 60174              1991          $15.00             Regular  
  
S 031 TIM            Time almanac 1995  
T 59959              1995          $29.95             Regular  
  
S 031 TIM            Time almanac of the 20th century  
T 59965              1994          $29.95             Regular  
  
S 031 TIM            Time magazine multimedia almanac  
T 59960              1995          $29.95             Regular  
  
S 031 WOR            The world book multimedia encyclopedia  
T 60196              1996          $99.99             Regular  
  
S 051 REA            Readers' guide abstracts : full text mini-  
edition  
T 60184              1996          $90.00             Regular  
  
S 158 CAR            Getting along with others  
T 59758              1990          $40.00             Regular  
  
S 160 REA            Reasoning skills  
T 60186              1992          $29.95             Regular  
  
S 309.1 GLE          The American Republic to 1877  
T 74719              2003          $15.00             Regular
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S 332 PER T 59747	Making & keeping budgets 1995	\$10.00	Regular
S 348 SCH T 64450	School house rock: 1995	\$15.00	Regular
S 348 SCH T 64447	School house rock: 1995	\$15.00	Regular
S 348 SCH T 64448	School house rock: 1995	\$15.00	Regular
S 348 SCH T 64449	School house rock: 1995	\$15.00	Regular
S 348 SCH T 64466	School house rock: 1995	\$15.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
S 362 TEA T 74141	Team Up To Save Lives (CD-ROM) 2003	\$14.99	Regular
S 371.3 MUL T 60060	Thematic applications : sciences II 1995	\$49.95	Regular
S 371.3 MUL T 60072	Multimedia study skills 1995	\$20.00	Regular
S 378 PET T 60413	ACT test prep 1996	\$10.00	Regular
S 378 PET T 75678	ACT test prep 1996	\$10.00	Regular
S 378 PET T 60414	ACT test prep 1996	\$10.00	Regular
S 378 PET T 75677	ACT test prep 1996	\$10.00	Regular

S 378 PET T 60420	ACT test prep 1996	\$10.00	Regular
S 378 PET T 60412	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62806	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62812	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62813	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62799	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62802	ACT test prep 1996	\$10.00	Regular
S 378 PET T 75680	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62784	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62790	ACT test prep 1996	\$10.00	Regular
S 378 PET T 62808	ACT test prep 1996	\$10.00	Regular
S 378 PET T 75679	ACT test prep 1996	\$10.00	Regular

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S 550 EAR T 64468	Earth explorer 1996	\$69.95	Regular
S 550 WEA	Weather Wizards		

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T 64470	1996	\$23.99	Regular
S 550 WEA	Weather Wizards		
T 64471	1996	\$23.99	Regular
S 550 WEA	Weather Wizards		
T 64472	1996	\$23.99	Regular
S 550 WEA	Weather Wizards		
T 64473	1996	\$23.99	Regular
S 550 WEA	Weather Wizards		
T 64474	1996	\$23.99	Regular
S 551 MUL	Undersea adventure		
T 60192	1994	\$20.00	Regular
S 551 PLA	The Theory of Plate Tectonics (CD-ROM)		
T 74139	1994	\$14.99	Regular
S 574.5 ECO	Ecosystems		
T 64437	1996	\$44.49	Regular
S 574.5 ECO	Ecosystems		
T 64441	1996	\$44.49	Regular
S 574.5 ECO	Ecosystems		
T 64440	1996	\$44.49	Regular
S 574.5 ECO	Ecosystems		
T 64439	1996	\$44.49	Regular
S 574.5 ECO	Ecosystems		
T 64438	1996	\$44.49	Regular
S 574.5 ECO	Science writer:		
T 64432	1998	\$26.99	Regular
S 574.5 ECO	Science writer:		
T 64436	1998	\$26.99	Regular
S 574.5 ECO	Science writer:		
T 64435	1998	\$26.99	Regular
S 574.5 ECO	Science writer:		
T 64434	1998	\$26.99	Regular
S 574.5 ECO	Science writer:		
T 64433	1998	\$26.99	Regular
S 574.5 RAI	The Rainforest		
T 64427	1997	\$20.00	Regular

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Call Number          Title
Barcode             Year      Price      Circ Type
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S 574.5 RAI         The Rainforest
T 64431             1997      $20.00     Regular

S 574.5 RAI         The Rainforest
T 64430             1997      $20.00     Regular

S 574.5 RAI         The Rainforest
T 64429             1997      $20.00     Regular

S 574.5 RAI         The Rainforest
T 64428             1997      $20.00     Regular

S 577 RAI           Rain Forests (CD-ROM)
T 74140             1995      $14.99     Regular

S 613.2 MAY         Mayo clinic family health book
T 59962             1992      $39.95     Regular

S 613.2 MAY         Mayo clinic family health book
T 59961             1992      $39.95     Regular

S 615 PDR           The PDR family guide to prescription drugs
T 60180             1995      $20.00     Regular

S 616 ZOL           Zoloft
T 75682             2004      $19.99     Regular

S 616.8 MEN         The mental health studios
T 59963             1993      $10.00     Regular

S 636 AMV           AVMA: Dedicated To Service: A Career in
Veterinary Medic
T 76294             2004      $15.00     Regular

S 646 LIF           Life skills education : pamphlets on disk
T 60160             1996      $100.00    Regular

S 652 Mas           Master your computer:
T 66618             1997      $100.00    Regular
    
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S 652 Mas T 66621	Master your computer: 1997	Regular
S 652 Mas T 66622	Master your computer: 1997	Regular
S 652 Mas T 67037	Master your computer: 1997	Regular
S 652 Mas T 67162	Master your computer: 1997	Regular
S 652 Mas T 67177	Master your computer: 1997	Regular
S 652 Mas T 66623	Master your computer: 1997	Regular

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Call Number Barcode	Title Year	Price	Circ Type
S 652 Mas T 66640	Master your computer: 1997		Regular
S 652 Mas T 67015	Master your computer: 1997		Regular
S 652 Mas T 67013	Master your computer: 1997		Regular
S 652 Mas T 67024	Master your computer: 1997		Regular
S 652 Mas 98 for Wind T 67237	Master your computer: 1996	\$10.00	Intermediate FrontPage Regular
S 652 Mas 98 for Wind T 67238	Master your computer: 1996	\$10.00	Intermediate FrontPage Regular

S 652 Mas NT Workstatio T 67256	Master your computer: Intermediate Windows 1996	\$10.00	Regular
S 652 Mas T 67211	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67215	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67225	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67235	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67273	Master your computer with Masterware: 1997	\$10.00	Regular
S 652 Mas T 67245	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67251	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67255	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67373	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67283	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67285	Master your computer with Masterware: 1997		Regular
S 652 Mas T 67289	Master your computer with Masterware: 1997		Regular

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Call Number                      Title  
Barcode                              Year                      Price                      Circ Type  
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S 652 Mas T 67295	Master your computer with Masterware: 1997	Regular
S 652 Mas T 67299	Master your computer with Masterware: 1997	Regular
S 759.94 ART T 59969	Art gallery (SOFTWARE) 1993           \$39.95	Regular
S 781 NEA T 80288	Jazz in schools: 2005           \$25.00	Regular
S 781 NEA T 80287	Jazz in schools: 2005           \$25.00	Regular
S 784 STO T 60069	The story of rock music 1996           \$20.00	Regular
S 794.8 WHE complete cri T 60083	Where in the USA is Carmen Sandiego ? : the 1994           \$29.95	Regular
S 794.8 WHE the complete c T 60059	Where in the World is Carmen Sandiego ? : 1994           \$25.00	Regular
S 801 BAR T 59964	Monarch notes on CD-ROM 1992           \$39.95	Regular
S 808 RES T 60066	Resume express : the multimedia guide 1995           \$20.00	Regular
S 811 POE T 76407	Poetry in Motion(software) 1999           \$25.00	Regular
S 909 AFR T 64461	Africa Trail 1995           \$15.00	Regular
S 909 AFR T 64465	Africa Trail 1995           \$15.00	Regular
S 909 AFR T 64464	Africa Trail 1995           \$15.00	Regular
S 909 AFR T 64463	Africa Trail 1995           \$15.00	Regular
S 909 AFR T 64462	Africa Trail 1995           \$15.00	Regular
S 909 GEO T 64475	Geography search 1996           \$41.65	Regular

S 909 GEO Geography search  
T 64476 1996 \$41.65 Regular

S 909 GEO Geography search  
T 64477 1996 \$41.65 Regular

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Call Number Title  
Barcode Year Price Circ Type  
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S 909 GEO Geography search  
T 64478 1996 \$41.65 Regular

S 909 GEO Geography search  
T 64479 1996 \$41.65 Regular

S 909 GEO Geography search  
T 64480 1996 \$41.65 Regular

S 909 NIG World Geography:  
T 64455 1992 \$20.00 Regular

S 909 NIG World Geography:  
T 64454 1992 \$20.00 Regular

S 909 NIG World Geography:  
T 64453 1992 \$20.00 Regular

S 909 NIG World Geography:  
T 64452 1992 \$20.00 Regular

S 909 ORE Oregon trail II  
T 64456 1995 \$20.00 Regular

S 909 ORE Oregon trail II  
T 64460 1995 \$20.00 Regular

S 909 ORE Oregon trail II  
T 64459 1995 \$20.00 Regular

S 909 ORE Oregon trail II  
T 64458 1995 \$20.00 Regular

S 909 ORE T 64457	Oregon trail II 1995	\$20.00	Regular
S 909 USA T 60191	USA Today : the '90's - volume II 1994	\$20.00	Regular
S 909 WEA T 64467	Everything weather 1997	\$69.95	Regular
S 912 NAT world T 60065	National Geographic picture atlas of the 1995	\$29.95	Regular
S 912 NAT T 60071	National Geographic zip zap map USA 1994	\$29.95	Regular
S 912 PC T 60168	PC Globe Pak 1990	\$15.00	Regular
S 940.54 HOL the liberatio T 77540	The D-Day experience: from the invasion to 2004	\$33.96	Regular
S 951.9 WIN T 60190	A window on Korea 1994	\$10.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
S 973.7 CIV T 64481	Civil War: 1997	\$26.66	Regular
S 973.7 CIV T 64486	Civil War: 1997	\$26.66	Regular
S 973.7 CIV T 64485	Civil War: 1997	\$26.66	Regular
S 973.7 CIV T 64484	Civil War: 1997	\$26.66	Regular
S 973.7 CIV T 64483	Civil War: 1997	\$26.66	Regular

S 973.7 CIV T 64482	Civil War: 1997	\$26.66	Regular
S 973.7 CIV T 64443	Civil war II: 1997	\$20.00	Regular
S 973.7 CIV T 64444	Civil war II: 1997	\$20.00	Regular
S 973.7 CIV T 64445	Civil war II: 1997	\$20.00	Regular
S 973.7 CIV T 64446	Civil war II: 1997	\$20.00	Regular
S 973.7 CIV T 64469	Civil war II: 1997	\$20.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
AUD 004 SAB T 75180	Computers (AUDIOCASSETTE & BOOK) 1985	\$15.00	Regular
AUD 158.1 COM T 78741	Communicating in teams (AUDIO) 1996	\$15.00	Regular
AUD 302.2 COM T 78738	Ethics in the workplace (AUDIO) 1998	\$15.00	Regular
AUD 302.2 COM T 78743	Module 1: Workplace communication (AUDIO) 1996	\$15.00	Regular
AUD 323.1 KIN T 73063	A Call to Conscience (Audiocassette) 2001	\$34.98	Regular
AUD 398.2 MED (Audio cassettes T 75224	Classic Tales of Horror, Crime & Murder 2004	\$58.95	Regular
AUD 513 GRE Adam Grupper T 81167	Little book that beats the market 2006	\$19.95	Regular
AUD 523.8 SAB T 75175	Stars (AUDIOCASSETTE & BOOK) 1985	\$15.00	Regular
AUD 551 SAB T 75177	Weather (AUDIOCASSETTE & BOOK) 1985	\$15.00	Regular
AUD 597 SAB T 75176	Fish (AUDIOCASSETTE WITH BOOK) 1985	\$15.00	Regular
AUD 613 COM (AUDIO) T 78740	Module 4: Information in the workplace 1994	\$15.00	Regular
AUD 613 COM (AUDIO) T 78745	Module 7: Negotiation to solve problems 1996	\$15.00	Regular
AUD 621 SAB	Rockets & Satellites (Audiocassette & Book)		

T 75181	1985	\$15.00	Regular
AUD 621 WOO T 73106	The Heart of Christmas (Audio CD) 2000	\$12.95	Regular
AUD 650 HOW T 71771	Positive Thinking (Audiocassette) 1995	\$16.99	Regular
AUD 658.3 STO success for T 76227	Believe and achieve : W. Clement Stone's new 1988	\$15.00	Regular
AUD 658.8 LeB T 72900	How to Win Customers and Keep Them For Life 1987	\$12.00	Regular
AUD 784 FIT T 81348	The Very Best of Ella Fitzgerald (CD) 2006	\$10.00	Regular
AUD 784 HOL T 81346	The Very Best of Billie Holiday (CD) 2006	\$10.00	Regular

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Call Number Barcode	Title Year	Price	Circ Type
AUD 784 HOR T 81347	The Very Best of Lena Horne (CD) 2006	\$10.00	Regular
AUD 784 VAU T 81345	The Very Best of Sarah Vaughan (CD) 2006	\$10.00	Regular
AUD 813 HAW T 76295	The Scarlet Letter (Audiotape) 1997	\$15.95	Regular
AUD 823 FOL T 76222	The hammer of Eden (Audiobook) a novel 1999	\$15.00	Regular
AUD 917.8 PIO T 75179	Pioneers (Audiocassette and Book) 1984	\$15.00	Regular
AUD 921 GLE T 76398	John Glenn: A memoir(audio tape) 1999	\$40.00	Regular
AUD 978 SAB	Indians of the Plains (AUDIOCASSETTE & BOOK)		

T 75178	1985	\$15.00	Regular
AUD CHA T 75276	Panasonic Battery Charger	\$59.99	Regular
AUD FIC ALL (Audiocassette) T 73093	All Creatures Great and Small	1996 \$49.95	Regular
AUD FIC AVI BOOK) #78606 T 78610	Crispin: The Cross of Lead (AUDIOCASSETTE &	2002 \$15.00	Regular
AUD FIC BAB T 75469	Kneeknock Rise (Audiobook)	1996 \$19.99	Regular
AUD FIC BAB T 75447	Tuck Everlasting (AUDIOCASSETTE & BOOK)	1995 \$20.00	Regular
AUD FIC BAN T 75464	The indian in the cupboard (audiobook)	1980 \$15.99	Regular
AUD FIC BAN T 75465	The indian in the cupboard (audiobook)	1980 \$15.99	Regular
AUD FIC BAN T 75496	Angela and Diabola (AUDIOCASSETTE & BOOK)	1998 \$20.00	Regular
AUD FIC BUR T 75471	Queenie Peavy (AUDIOCASSETTE & BOOK)	1972 \$9.99	Regular
AUD FIC BUR T 75472	Queenie Peavy (AUDIOCASSETTE & BOOK)	1972 \$9.99	Regular
AUD FIC COV BOOK) T 75459	Aliens Ate My Homework (AUDIOCASSETTE &	1997 \$20.00	Regular
AUD FIC COV T 75450	The Dragonslayers (AUDIOCASSETTE & BOOK)	1998 \$25.00	Regular

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Call Number                      Title  
Barcode                              Year                      Price                      Circ Type  
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AUD FIC COV BOOK) T 75481	My Teacher is an Alien (AUDIOCASSETTE & 1998	\$20.99	Regular
AUD FIC COV BOOK) T 75482	My Teacher is an Alien (AUDIOCASSETTE & 1998	\$20.99	Regular
AUD FIC CRU T 78609	Athletic Shorts (AUDIOCASSETTE & BOOK) 1995	\$15.00	Regular
AUD FIC DOR T 75449	Sees Behind Trees (AUDIOCASSETTE & BOOK) 1998	\$20.00	Regular
AUD FIC EVE Christopher T T 74133	Every Living Thing (AUDIOCASSETTE) Read by 1993	\$39.99	Regular
AUD FIC FRE T 75452	The Cuckoo's Child (AUDIOCASSETTE & BOOK) 1998	\$20.00	Regular
AUD FIC GIF (AUDIOCASSETTE & BOOK) T 75467	The Beast in Ms. Rooney's Room 1990	\$9.95	Regular
AUD FIC GIR (AUDIOCASSETTE) Read by An T 74134	The Girl Who Loved Tom Gordon 1999	\$29.99	Regular
AUD FIC GRA T 62705	The Grapes of Wrath / (VIDEO) 1989	\$12.95	Regular
AUD FIC HAR CD) T 73104	Harry Potter & the Sorcerer's Stone (Audio 1999	\$49.95	Regular
AUD FIC HUR T 73064	Their Eyes Were Watching God & Mules & Men 2000	\$29.95	Regular
AUD FIC KAR T 75457	At home in Mitford (Audiobook) 1997	\$15.99	Regular
AUD FIC KAR T 75446	These High, Green Hills (Audiobook) 1997	\$15.95	Regular
AUD FIC KON and me, Eli T 75499	Jennifer, Hecate, Macbeth, William McKinley, 1998	\$20.00	Regular
AUD FIC KON and me, Eli	Jennifer, Hecate, Macbeth, William McKinley,		

T 75498	1998	\$20.00	Regular
AUD FIC L'E T 75494	A Wrinkle in Time (audiobook) 1993	\$20.00	Regular
AUD FIC LON T 75461	THE CALL OF THE WILD (Audiobook) 1992	\$15.99	Regular
AUD FIC NAY T 75445	Shiloh Season (AUDIOCASSETTE & BOOK) 1997	\$18.00	Regular
AUD FIC PER T 73092	The Perfect Storm (AUDIOCASSETTES) 2000	\$49.95	Regular

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Call Number      Title
Barcode          Year      Price      Circ Type
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AUD FIC RLS Hines T 74137	R.L.'s Dream (AUDIOCASSETTE) Read by Gregory 1995	\$16.95	Regular
AUD FIC ROD T 75453	Freaky Friday (AUDIOCASSETTE & BOOK) 1972	\$20.99	Regular
AUD FIC ROM T 74136	Romeo and Juliet (AUDIOCASSETTE) 1995	\$18.00	Regular
AUD FIC ROM T 76559	Romeo and Juliet (AUDIOCASSETTE) 1995	\$18.00	Regular
AUD FIC ROW CD) T 73069	Harry Potter & the Chamber of Secrets (Audio 1999	\$49.95	Regular
AUD FIC ROW T 73105	Harry Potter Goblet of Fire (COMPACT DISKS) 2000	\$69.95	Regular
AUD FIC ROW (Audio CD) T 73065	Harry Potter & the Prisoner of Azkaban 2000	\$54.95	Regular
AUD FIC SHA T 73066	Caesar, Julius (Audio CD) 1996	\$25.00	Regular

AUD FIC SHA T 73068	Hamlet (audio CD) 1992	\$28.00	Regular
AUD FIC SHA T 73067	Macbeth (Audio CD) 1960	\$25.00	Regular
AUD FIC SMI #78607 T 78611	Jaguar (AUDIOCASSETTE & BOOK) with book 1999	\$15.00	Regular
AUD FIC SMI T 75477	Three Terrible Trins (audiobook) 1996	\$20.99	Regular
AUD FIC STE T 75460	Of Mice and Men (AUDIOCASSETTE & BOOK) 1992	\$15.95	Regular
AUD FIC STE T 75456	The Pearl (Audiobook) 1994	\$16.00	Regular
AUD FIC TAY T 75455	The Cay (Audiobook) 1992	\$18.00	Regular
AUD FIC TRA (AUDIOCASSETTE T 74132	Travels with Charley:In Search of America 1994	\$30.00	Regular
AUD FIC URI T 75595	A God In Ruins (audiocassette) 1999	\$25.00	Regular
AUD FIC WHE Susie Breck T 74135	Where the Heart Is (AUDIOCASSETTE) Read by 2000	\$35.95	Regular
AUD FIC WIN T 75479	The Battle for the Castle (audiobook) 1997	\$20.99	Regular

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Call Number      Title
Barcode         Year      Price      Circ Type
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AUD FIC WRE      Dealing With Dragons (AUDIOCASSETTE & BOOK)
T 75492         1996      $20.00     Regular

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AUD ROC  
disc)  
T 76243

Roche Genetic Educational Program (video  
2005 \$5.99 Regular

# **Appendix: Forms...**

**Hancock Place School District  
Workshop Evaluation  
Date of Workshop: \_\_\_\_\_**

**Please circle your building:**

**Elementary**

**Middle School**

**High School**

Please fill in the blank with the title/topic of today's workshop.  
Then circle the response that most accurately reflects your opinion.

1. \_\_\_\_\_ workshop actively engaged teachers, and is linked to improving student learning so that children may meet the Show Me Standards at the proficient level throughout the school year.

**Agree**

**Disagree**

**Uncertain**

2. \_\_\_\_\_ workshop was directly linked to the district's/building's SIP/CSIP, which was developed with participation of teachers, parents, principals and other administrators.

**Agree**

**Disagree**

**Uncertain**

3. Hancock Place School District Professional Development provides time for learning, practice, and follow-up.

**Agree**

**Disagree**

**Uncertain**

4. District/building leadership supports Hancock Place School District Professional Development.

**Agree**

**Disagree**

**Uncertain**

5. Hancock Place School District Professional Development provides teachers with the opportunity to contribute feedback to the district on the effectiveness of participation in this PD activity.

**Agree**

**Disagree**

**Uncertain**

Please check all types of activities that may be considered high quality professional development (linked to Show Me Standards, CSIP, SIP, linked to improving student learning, supported):

**Study Groups**

- Grade Level Collaboration and Work
- Content Area Collaboration and Work
- Specialization Area Collaboration and Work
- Action Research and Sharing of Findings
- Modeling
- Peer Coaching
- Vertical Teaming

Please check all topics which high quality professional development may include:

- Content knowledge related to standards and classroom instruction
- Instructional strategies related to content
- Improving classroom management skills
- Combination of content knowledge and content specific teaching skills
- Integration of academic and vocational education
- Research based instructional strategies

**Instructional strategies for LEP/ESOL students**

- Instructional strategies for children with special needs
- Making data based decisions regarding instruction
- Linking secondary and post secondary education
- Strategies to increase parental/caregiver involvement to improve student learning
- Strategies to integrate technology in the classroom

**Any additional comments:**

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Thank you for completing this form. Please return it to your building representative!

**Hancock Place School District  
Annual Professional Development Program Evaluation 2006-2007**

We are asking that all classroom teachers and instructional paraprofessionals complete this survey. This information will be used to plan staff development at both the district and building levels for the upcoming school year. Thank you in advance for taking the time to complete the assessment.

<b>On a scale of 1-4, please rate the school or district organizational context on the following characteristics or components:</b>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Agree 3</b>	<b>Strongly Agree 4</b>
1. There is research to suggest that the content of the staff development programs will increase student learning.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. Participants in staff development activities are involved in determining the topics and content.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. The program leader(s) is/are knowledgeable and has credibility with the participants.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. The program offers continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. The program expects and can demonstrate changes in teachers' classroom practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. Staff is receptive to professional development activities—they recognize the need; readiness has been developed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9. Teachers are observed randomly to determine their use of an innovation and the innovation's effects on students.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. Teacher and student outcomes for staff development are clearly and publicly stated.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
11. The learning climate of professional development activities is collaborative, informal and respectful.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
12. Staff development includes activities other than "training workshops".	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. Staff and administrators are aware of the "implementation dip" (meaning things often get worse before they get better).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14. All staff development-training activities include theory, demonstration, practice with feedback, and coaching.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
15. Each school can determine its own staff development activities rather than having uniform activities occurring throughout the system.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Overall Total:** \_\_\_\_\_

<b>Please answer each question by checking “yes” or “no”.</b>	<b>YES</b>	<b>NO</b>
1. We have a line item in our district’s budget for staff development.		
2. We have a teacher orientation program designed to help prepare new teachers for the first month of classes.		
3. Our mentor program is a two-year commitment for new teachers and allows for frequent observations and/or interactions with a veteran teacher.		
4. We provide videotaping facilities for teachers who wish to tape a lesson.		
5. We have a professional library stacked with professional books, magazines, videotapes, and audiotapes.		
6. Our staff development committee publishes an annual report to the school board.		
7. We have a building site PDC that makes major decisions at the building level regarding professional development activities.		
8. Teachers and administrators set yearly professional development goals.		
9. Teachers can submit proposals for individual professional growth to the site/district PDC. They can get release time if approved.		
10. Our faculty has ongoing discussion groups on professional development issues.		
11. Teachers have regular and equal access to professional development programs, forms, publications, etc.		
12. Our professional development approach has both long-range and short-term goals tied to our school improvement plan.		
13. Our PDC plan is based on teacher survey, district data, and community input.		
14. Our bulletin board in each staff room is used exclusively to announce professional development opportunities.		
15. Our district PDC establishes regular meetings.		
16. I model continuous upgrading of my own professional development and leadership skills.		

**Overall Number of “Yes’s”:** \_\_\_\_\_

**Overall Number of “No’s”:** \_\_\_\_\_

**Please circle your building:**

**Elementary**

**Middle School**

**High School**

**Any additional comments:**

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Thank you for completing this form. Please return it to your building representative!

## Hancock Place School District Professional Development Needs Assessment Survey

We ask that all classroom teachers complete this survey. This information is used to plan staff development at both the district and building levels for the upcoming school year. Thank you in advance completing the assessment.

**CSIP GOAL 1: Improve Student Achievement**

**CSIP GOAL 2: Provide Professional Development Activities**

**CSIP GOAL 3: Build Positive Relationships between Home, School and the Community**

**A. Please mark each item to rank/order training TOPICS that will benefit you in our current assignment.**

<b>Most Preferred = 3</b>	<b>Least Preferred = 0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
A1. Reading Strategies in all Content Areas		3	2	1	0
A2. Effective Teaching Strategies—Maximizing Instructional Time		3	2	1	0
A3. Effective Teaching Strategies—Setting High Expectations = Student Achievement		3	2	1	0
A4. Assessment Strategies/Techniques (performance based, rubrics and scoring guides, alternative)		3	2	1	0
A5. Personal Professional Development (Time Management, Leadership, National Board Certification, STARR)		3	2	1	0
A6. Parent Communication, Conferencing, Involvement		3	2	1	0
A7. Differentiated Instruction		3	2	1	0
A8. ESL/ESOL Strategies		3	2	1	0
A9. Discipline Management (creating positive relationships, communication skills)		3	2	1	0
A10. Conflict Resolution—Administration/Faculty		3	2	1	0
A11. Conflict Resolution—Parents/Students		3	2	1	0
A14. Staff Collaboration Time (sharing classroom strategies and activities)		3	2	1	0
A15. OTHER:		3	2	1	0

**B. Please mark each item to rank/order your preference of DELIVERY FORMAT.**

<b>Most Preferred = 3</b>	<b>Least Preferred = 0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
B1. Instructor Led/In-Service		3	2	1	0
B2. Book and/or Videotape Study Group		3	2	1	0
B3. Independent Action Research		3	2	1	0
B4. Interactive Distance Learning via satellite, cable, internet—In-service		3	2	1	0
B5. Interactive Distance Learning via satellite, cable, internet—Graduate Classes on campus		3	2	1	0
B6. Computer-based Learning		3	2	1	0
B8. Job-Embedded (on the job training—this is currently done with Bal. Lit, Mentoring, Math Programs)		3	2	1	0
B9. OTHER:		3	2	1	0

**C. Please mark each item to rank/order your PREFERRED TIME for professional development delivery.**

<b>Most Preferred = 3</b>	<b>Least Preferred = 0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
C1. School Calendar Days—Before first day for students		3	2	1	0
C2. School Calendar Days—Early Release Days (12:30-2:30)		3	2	1	0
C3. School Calendar Days—Whole PD days (8am-12pm)		3	2	1	0
C4. School Calendar Days—After Contract Hours (2:45-3:45)		3	2	1	0
C5. Saturdays		3	2	1	0
C6. Summer		3	2	1	0
C7. Job-Embedded (on the job training—this is currently done with Bal. Lit, Mentoring, Math Programs)		3	2	1	0

**D. Please mark each item to rank/order your PREFERRED LOCATION for professional development delivery.**

<b>Most Preferred = 3</b>	<b>Least Preferred = 0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
D1. At your work site		3	2	1	0
D2. Off site within district		3	2	1	0
D3. Out of District		3	2	1	0
D4. Within Clusters (grade level teams, departments, action teams)		3	2	1	0

**E. Please mark each item to rank/order WHO SHOULD DELIVER professional development.**

<b>Most Preferred = 3</b>	<b>Least Preferred = 0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
E1. Teachers		3	2	1	0
E2. Coordinators		3	2	1	0
E3. Administrators		3	2	1	0
E4. Outside Consultants/Outside Teachers		3	2	1	0
E5. OTHER:		3	2	1	0

**F. Please tell us about your experience and ideas.**

F1. How many years experience do you have with HPSD?	0-2	3-10	11-20	20+
F2. How many years experience do you have in your current job assignment?	0-2	3-10	11-20	20+
F3. How many years experience do you have in your profession?	0-2	3-10	11-20	20+

F4. Other ideas:

Thank you for taking the time to complete the Hancock Place School District Professional Development Needs Assessment. Return this form to your Building Representatives or the Professional Development Committee Chair.

# **Professional Plans**

All teachers should have an annual Professional Development Plan approved by the administrator/supervisor. There are two types of professional plans: the Professional Development Plan and the Professional Improvement Plan.

## **Professional Development Plan**

### **First- and Second-Year Teachers**

All first- and second-year teachers are required to have a Professional Development Portfolio. The portfolio will document “teacher performance” on all twenty criteria. Some documentation will be provided by the administrator/supervisor as a result of formal observations. The mentor should assist the teacher in selecting entries for the portfolio.

### **3-5 Year Teachers**

Teachers in years 3-5 will develop a Professional Development Plan with administrator/supervisor approval. Although a criterion portfolio is still required, the administrator/supervisor may allow some teachers to develop an enrichment plan while others continue with the developmental aspect of the portfolio. The administrator/supervisor may recommend the non-tenured teacher to a peer coaching team, may suggest working with a tenured teacher, may allow the teacher to work with tenured teachers on an option plan (page 9) or develop other options.

### **Tenured Teachers**

Tenured teachers complete application for the annual Professional Development Plan (enrichment) based on self-evaluation and discussion with colleagues and administrators/supervisors. Tenured teachers then determine an area of practice that is focused around one or more criteria and specific school improvement goals. The administrator/supervisor may have his/her own suggestions for suitable areas of growth for each tenured teacher. The conference provides opportunity for the administrator/supervisor and the tenured teacher to compare notes on perceptions of need and then arrive at consensus regarding the Professional Development Plan. While the Professional Development Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which significant disagreement arise, the decision of the administrator/supervisor is final. Teachers may also find that they can profit from a multi-year professional growth plan. This may involve collaboration with colleagues or may be more individualized depending on the option chosen. Offerings from the district’s Professional Development Committee, as well as training opportunities from other sources, may be incorporated into the Professional Development Plans of teachers. The plan is submitted to the administrator/supervisor early in the school year prior to the date set by the district. Some teachers may choose to submit applications prior to the end of a school for the next school year. This would allow local district professional development offerings, graduate work, summer seminars, or travel to be used in developing a plan. Year-end conferences regarding the tenured teachers’ Professional Development Plan should occur on a date determined appropriate by the district. The administrator/supervisor may require the tenure teacher to file a PDP (developmental) as the need arises.

**Hancock Place School District**  
Professional Development Plan

**Goal:**

**Specific Objective:**

**Missouri Teacher Standards/Criteria Addressed and/or District CSIP Goals:**

**Activities (Who, What, How, When):**

**Evidence of Completion:**

**Employee Signature:** \_\_\_\_\_ **Evaluator Initials:** \_\_\_\_\_

**Projected Review Dates:** \_\_\_\_\_

This form is filed in the employee's professional development file by the Professional Development Committee as well in building file by evaluator.



## Professional Development Committee Voting Ballot 2007-2008

It is that time to vote for members of the Professional Development Committee! These individuals have volunteered to serve on this committee in the following roles. Please circle yea or nay next to each individual's names.

### Option 1:

<b>Elementary</b>	<b>Position</b>	<b>Yea/Nay</b>
Kelly Kunz	Chair	Yea/Nay
Kim Wedde	Secretary	Yea/Nay
Brandy Bates	Building Representative	Yea/Nay
Lisa Griswold	Building Representative	Yea/Nay

### **Middle School**

Meri Ellen Brooks	Building Representative	Yea/Nay
Michelle Pohl	Co chair/Treasurer	Yea/Nay
Denise Dunn	Building Representative	Yea/Nay

### **High School**

Bob Berndt	Building Representative	Yea/Nay
Erika Nelson	Building Representative	Yea/Nay

### Option 2:

**Accept all as presented** Yea

Return this ballot to any of the individuals on this ballot **OR** send in interoffice mail to Kelly Kunz at the Elementary School.



**Professional Development  
Board Policies...**

## PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The district will provide for professional growth through the following:

1. Establish a Professional Development Committee (PDC) that will adopt and implement a Professional Development Plan (PDP) based on the district's Comprehensive School Improvement Plan (CSIP).
2. Allocate adequate funding for professional development as required by state law.
3. Provide leave and dismissal time for approved professional growth activities.
4. Provide opportunities for advancement on the salary schedule with additional education or training in accordance with Board policy and PDC procedures.

Reimbursements for expenses related to conferences and visitations will be as approved by the superintendent in accordance with district procedures, provided that the expenses are within budget allocations.

\* \* \* \* \*

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted: January 11, 1995

Revised: January 13, 1999

February 11, 2004

Reviewed: February 9, 2005

Cross Refs: GCBA, Professional Staff Salary Schedules  
GCBDA, Professional Staff Short-Term Leaves and Absences  
Legal Refs: §§ 160.530, 163.021.5, 168.400, RSMo.  
Hancock Place School District, St. Louis, Missouri

## PROFESSIONAL STAFF DEVELOPMENT PROGRAMS

The Hancock Place Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and practicing teachers. The board will support the professional development committees by providing a professional development plan for beginning teachers and in-service opportunities for all practicing teachers. Reasonable time and funds will be included in the district's yearly calendar and budget to support the programs.

### **Professional Development Committee**

#### Responsibilities

The professional development committee shall work with beginning teachers in identifying instructional concerns and remedies: assist beginning teachers with implementation of their professional development plan; serve as a confidential consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction and the Comprehensive School Improvement Plan within the school district.

\*Note: Matters discussed by a teacher and the professional development committee will be held in confidence, but would not be considered "privileged information", if someone is called upon to testify in court. Only doctors, lawyers and clergy have a legal right to privileged information.

#### Structure

The committee shall have no more than twelve members with membership on the committee spread across discipline and attendance centers. Committee members shall be certified staff in the school district. Selection of PDC members will be by the teaching staff, librarians and counselors of the district. The administration serving on the committee may not participate in the selection of other PDC members.

The PDC will be made up of: the Superintendent or his/her designee; one administrator; two high schools, two middle schools and four elementary teachers.

Terms of the PDC membership will be chosen for two years. The members of the PDC will choose a chairperson whose duties will include but not be limited to, determining meeting dates and delegating committee responsibilities to the other PDC members. The PDC will also select a secretary to record minutes of all meetings and maintain records of the PDC and a treasurer to maintain financial records.

### Mentor Teachers

A mentor teacher is defined as one who has been trained as a "coach, trainer, positive role model, developer of talent, and opener of doors." This emphasizes that the role of the mentor teacher is that of helper rather than evaluator.

A teacher who has five years of experience with one year in the district and is willing to be trained should be eligible to serve as a mentor. During the previous three years in the district all district expectations from the performance based evaluations of this teacher should have been met.

Ideally, a mentor should be teaching at the same grade level and/or in the same area of certification as the protégé, have been involved in professional growth activities and be willing to serve.

The principal should be responsible for identifying mentor teachers from the list of applications submitted to the PDC. In the event that no mentors are available, member of the PDC may be temporarily assigned as a mentor.

A new teacher will be assigned a mentor for two years. An experienced first year teacher will receive mentoring for one year with the option for two; and an experienced district teacher may request mentoring services to assist in meeting district expectations as identified in the performance-based evaluation process.

### New Teacher Mentor

The New Teacher Mentoring plan must address at least the teacher's first two years in the classroom. The goals identified in the plan will relate, in part, to the evaluation criteria in the district's Performance Based Teacher Evaluation Policy. The plan also may reflect the findings of other educational research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and may take into account results of the fourth-year assessment, if provided.

The beginning teacher's mentor will initiate preparation of the professional development plan. Ideally, this process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor and beginning teacher should occur prior to or during the first month of the school year.

The district has similar goals for all new teachers. At this stage, all plans will include goals that deal with areas such as discipline, understanding of district policies, and use of curriculum guides, equipment and materials. A copy of the plan can be found in the reference portion of this policy or GCLA-R1.

As soon as appropriate, or at least by the beginning of the second semester, the beginning teacher should elaborate upon the original professional development plan, tailoring the goals to his or her needs. These goals will be identified on The Mentor-Protégé Action Plan found in the reference portion of this policy or GCLA-R2. Copies of the initial plan and all subsequent revisions will be kept in the new teacher's building file. Convenient access to the plan is important since progress often depends on frequent review and mid-course adjustments. After the professional development plan has been completed (typically, at the end of the two years) the plan will be filed in the central office and clearly labeled as not part of the permanent record.

#### Experienced Teacher Mentor

The mentoring process for experienced teachers can follow various paths depending on situations and personalities. The flow chart below is intended to diagram the options available to experienced teachers at various stages of the mentoring process

(See Policy on-line for actual diagram)

Mentors and administrators should mutually agree to all assignments. In some cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to strengthen his or her skills in a second instructional area, a mentor in that area could be assigned to the teacher for the second year.

The PDC and the principal should be alert at all times to any personality difference or disagreement that might necessitate assignment of a new mentor. A new mentor may...

... (Continued from page 3) not, however, be requested until after 20 school days have been completed with the original mentor. The reason for requesting a mentor change should be provided to the PDC. This same procedure will apply if the mentor requests a change.

### Responsibilities of Mentors

The mentor should initiate preparation of the beginning teacher's professional development plan and address experienced teachers' target areas as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan and acquire needed professional skills during the first two years. The experienced teacher target areas will be evaluated annually.

The mentor will be responsible for the following:

1. Initiate development of the professional development plan, meeting with the higher education representative (when applicable), protégé and building principal. The mentor will update the plan as needed working with the protégé and building principal.
2. Observe the new teacher a minimum of three (3) times throughout the year, with inappropriate conference after each observation. Some of these observations may be unannounced. The mentor may also have the protégé videotaped for one of the observations. More visitations may be included, depending on the needs of the protégé. All observations and conferences will be supervisory in nature, not evaluative.
3. Provide means of refining the skills of the protégé. Such means may include but not be limited to coaching, modeling, team teaching, arranging observations of other teachers, and suggesting appropriate district in-service programs.

### Responsibilities of Mentees

The role of a new teacher is to learn from the mentor-teacher. The mentee is to ask questions, seek advice and counsel from the mentor. The new teachers will also work closely with the administration to learn all facets of teaching. New teachers will participate in professional development activities within the district and outside of the district.

Along with participating in an entry-year monitor program, each mentee must develop and implement a professional development plan. He or she must also participate in performance-based teacher evaluations and take part in a beginning teacher assistance program at a college or university. Each mentee should complete...(continued)

... (Continued from page 4) 20 clock hours of training (in-service, workshops, etc.) by the end of the first year (See Missouri Revised Teacher Certification Process).

#### Responsibilities of the Administrator

It is the duty of the administrator to select the mentor. Each mentor should have only one mentee if possible. Each mentor will serve two years, unless an unusual circumstance exists. In selecting a mentor the following compatibility's of mentor and mentee should be considered.

1. Teaching the same or near grade level
2. Teaching the same subject
3. Teaching in close proximity (building)
4. Having the same prep time
5. Having comparable personalities

The administrator should notify the mentor of the assignment within one week of the board's approval of the new employee's contract. The Professional Development Chairman should also be notified in the same time frame.

The administrator can help the mentor-mentee process by:

1. Arranging for the mentor to observe the mentee
2. Arrange release time for the mentee to observe other teachers in the building.
3. Conference with the mentor and mentee on an individual basis
4. Conference monthly with the mentor and mentee to monitor progress
5. Mediating difference that may develop between the mentor and mentee

#### Funding for Mentors

Mentor teachers shall receive the following compensation:

1. First year assigned: Base salary for that year times 1.75% (BY \* 1.75%) **or** \$350.00 (one Mentee), \$200.00 (second Mentee)
2. Second year and each succeeding year thereafter: Succeeding year base \*1.75%**or** \$350.00 (one Mentee), \$200.00 (second Mentee)

Contracted Compensation will be based on availability/budget for the current school year.

#### Release Time

A mentor will be given the equivalent of three (3) days to observe and work with the protégé. The mentee will also be given the equivalent of three (3) days to observe and

... (Continued from page 5) work with the mentor and other teachers. A principal may assign the equivalent of two (2) additional days if he or she feels it is necessary to meet the district expectations as determined by the criteria from the performance-based evaluation. The cost of substitutes will be covered from designated professional development funds.

### Training

Thorough and consistent training of mentor teachers is very important to success of the program. The PDC should arrange training programs for mentors. The training should address the following topics.

1. The role and responsibilities of all members of the teachers' professional development team, including the protégé, the mentor teacher, the building principal and the higher education representative;
2. The role and responsibilities of the Professional Development Committee;
3. Techniques of coaching and counseling;
4. The format and content of the professional development plan;
5. How to use teacher evaluation to help the teacher draw on areas of strength;
6. Resources (people and publications) available to beginning teachers at the district, higher education, regional and state levels;
7. Techniques of classroom observation;
8. Current theory and models of instruction and classroom management; and
9. Skills most important during the first two years of teaching.

### Higher Education Assistant

According to the law, beginning teacher assistance programs "shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university."

The type of assistance and how it is provided should be decided cooperatively by given school district and the higher education institution involved. The district personnel officer should request assistance by notifying the appropriate college or university when graduates of their institution are hired.

Higher Education institutions may assist beginning teachers by making on-site visits, establishing a telephone support network, and by providing seminars, summer institutes and as many opportunities as possible for group interaction. Academic specialists should be on call to provide subject matter assistance for new teachers.

If necessary, higher education representatives should be prepared to make on-site visits for second-year teachers.

Throughout the two-year period, higher education institutions could provide beginning teachers with newsletters that discuss solutions for common classroom problems.

#### Needs Assessment

The law requires a district's PDC to assess the in-service needs of practicing teachers. The assessment instrument will be based on the district's instructional goals and on the criteria in the district's Comprehensive School Improvement Plan. It is understood that the needs assessment will, as found in G6CLA-R3, be conducted annually. The needs assessment will include the following basic steps:

1. Establish domains as to the information to be obtained;
2. Determine population and identify sample;
3. Determine data collection procedures;
4. Collect and analyze data;
5. Identify nature and magnitude of needs; and,
6. Prioritize need based upon the CSIP.

The Professional Development Committee will use multiple assessment techniques which may include, but are not limited to the following:

1. Teacher led, interaction group sessions;
2. Questionnaires and opinion polls of students, staff, parents and other individuals;
3. Individual conferences/interviews;
4. Staff committee recommendations;

5. Observation of attitude and behavior of general student population;
6. Self-evaluation/videotaping;
7. Study of student attendance and dropout rate and, academic achievement.
8. Survey of central office staff and:
9. Comprehensive School Improvement Plan

#### Meeting the Needs

Once identified, faculty concerns and needs will be categorized by building, grade level or subject area. The PDC will set priorities based upon the needs assessment and Comprehensive School Improvement Plan for addressing the identified needs and improving classroom instruction in the district. A total of 100% of the 1% basic guarantee funding for professional development will be spent on the Comprehensive School Improvement Plan objectives.

The committee's professional development plan may include a variety of components and incentives such as the following:

1. Lectures by noted authorities;
2. On-site visits by consultants;
3. Opportunities for continuing education;
4. Business - or industry - supported training programs;
5. building-level in-service activities;
6. school/business partnerships that give teachers opportunities to keep abreast of developments in their fields;
7. Participation in local, state and national conferences;
8. Establishment and use of a resource library or teacher center in the district;
9. In-service opportunities at teacher-training institutions;

10. In-service programs via satellite communications;
11. Participation in teleconferences;
12. Release time for research or independent study;
13. Faculty exchanges between higher education and secondary education; and,
14. The beginning/experienced teacher mentoring program.

#### Evaluation

The success of the district's in-service programs shall be yearly evaluated by the district staff. The evaluation tool can be found in GCLA-R4.

#### Budgets

Each year, by the July Board meeting, the PDC will present to the Board of Education, a professional development budget for the following school year. This budget will be developed in conjunction with the district administration and will account for all professional development funding.

The budget will identify goals, objectives and strategies as related to the district's needs assessment and the Comprehensive School Improvement Plan. Each strategy will have a line item budget that is subject to amendment, based upon need and consistency with the overall Comprehensive School Improvement Plan.

To meet the statutory requirements, one hundred percent of the professional development funds must be:

1. used for professional development
2. Spent on activities consistent with the professional development plan (developed by the district's professional development committee in consultation with administrators and approved by the local board) and approved by the professional development committee.
3. Clearly related to the objectives of the district Comprehensive School Improvement Plan. [Missouri Professional Development Guidelines for Students Success, page 43, 1997].

#### Expenditures

Application for expenditures is to be submitted on GCLA-R5A.  
A travel expense voucher (GCLA-R5B) must be submitted within 30 days of the activity.

Generally Allowable Expenses:

1. Consultant/Presenter fees and expenses.
2. Travel, registration fees, meals and overnight expenses for attendance to in-service training and professional development events.
3. Stipends for teacher's participation in curriculum development and related work during summers.
4. Tuition to selected college or university courses.
5. Stipends for teacher's participation in evening and weekend in-service and professional development events.
6. Substitute teacher pay to permit teachers to participate in planned activities during the regular school day.
7. The purchase of books and other materials for study groups.
8. Subscriptions to newsletters and other publications for the professional library.
9. Refreshments for district-sponsored Professional Development meetings.

The following expenditures are not allowable:

(Missouri Professional Development Guidelines for Student Success, 1997)

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 sponsorship.
4. Equipment and materials for administrative or instructional use.
5. Salaries (professional development funds may not be used to pay for extra duty activities, sponsorship, summer school or evening school activities.)
6. Travel as a form of professional development.
7. Any expenditure of funds for Title I, Title II, 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 preparations.

[If there are questions about what is an allowable expenditure and what is not, clarification can be obtained by contacting the Director of Professional Development, Department of Elementary and Secondary Education.]

Accountability

Each individual that applies and receives PDC funds MUST implement some type of accountability. Individuals that fail to provide one of the forms of accountability will lose eligibility for future individual professional development opportunities for a two year period.

Accountability choices are [Form GCLA-R6]:

1. Present an awareness workshop for the district on a staff development day.
2. Write an abstract/summary and present it to the PDC within 30 days of the professional development activity. Also, present the abstract/summary to building at a faculty meeting, grade level or department meeting.
3. Work with a small group of teachers/administrators who are interested in implementing the program/information.
4. Other, based upon approval by the PDC.

Form GCLA-R6 will also contain a list of multiple choice questions which must be completed and submitted to the PDC.

Adopted: February 12, 1997

Revised: July 8, 1998

November 10, 1999

October 25, 2000

September 14, 2005

Amended: April 12, 2000

Cross Refs: GCBA, Professional Staff Salary Schedules  
GCBDA, Professional Staff Short Term Leaves and Absences  
GCL, Professional Staff Development Opportunities  
Legal Refs: ~ 168.400, RSMo.  
5 CSR 80-800.010, 5 CSR 80-850.040

Hancock Place, St. Louis, Missouri

