

# Professional Development Handbook

2018-19



**It is the responsibility of the individual to be familiar  
with the provisions of this information booklet.**

**Submitted to the Kansas State Board of Education under the provisions of the State  
Inservice Education Plan. (State Board of Education Rules and Regulations 91-1-205,  
91-1-206, and 91-1-215 through 91-1-219)**

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## **Professional Development Mission Statement**

The mission of the USD 305 professional development program is to provide the processes and activities necessary to assist educators in acquiring or enhancing the knowledge, skills, and beliefs necessary to respond to a variety of learners, resulting in increased student learning.

### **Belief Statements**

- Professional development is an intentional, ongoing process.
- Quality staff development is results-based, with improved student learning as the goal. Each staff member has a responsibility to engage in professional growth.
- The development of knowledge, skills, and attitudes is a lifelong process.
- Professional development is job-embedded, on-going, and supportive of school improvement efforts.
- Staff development must include the components of knowledge, demonstration, practice, feedback (peer coaching), and transfer of new strategies to the classroom.

### **District Mission Statement**

The mission of the Salina Public Schools is to educate all students by providing them with the opportunities to gain the skills necessary to participate successfully in the communities in which they live. Completion of this mission is the responsibility of the students, family, community, teachers and staff in a cooperative partnership.

### **Alignment**

District professional development priorities are based on USD 305 Board of Education Goals. Goals are determined from district student achievement data, community collaboration, and administrative input. District professional development is offered to increase staff skills related to district and building priorities.

Opportunities for growth are offered in a manner that reflects Learning Forward's seven Standards for Professional Learning as adopted by the Kansas State Department of Education. The standards are:

- Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.

Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementation and a results-based staff development plan is written for each staff development priority. Each building in USD 305 lists its school improvement strategies for the QPA process as its outcomes for building professional development plans. Other building outcomes that result in improvement of student learning may be listed as well.

Individual professional development opportunities are selected by individual needs, with the intent of improving student learning.

## **Strategic Plan**

Student Exit Outcomes (Revised 5-28-96)

- I. Think Creatively And Solve Problems Independently And In Groups
- II. Respect Self, Others, And The Environment
- III. Communicate Effectively
- IV. Participate In Lifelong Learning
- V. Participate Productively And Responsibly In A Rapidly Changing Society

## **Academic Goals**

(Approved October 2003)

**Early Intervention:** The district and all schools will increase the percentage of third grade students reading on grade level by 10 percent annually.

**No Child Left Behind:** The district and all schools, including all subsets of students, will make the state's standard for adequate yearly progress (AYP) in both reading and math. Schools already exceeding AYP will increase the percentage of students scoring proficient and above.

**Closing the Gap:** The district and all schools will decrease the achievement gap of student subsets (low socio-economic status, ethnic minorities, and students with disabilities) in both reading and math by 10 percent annually.

**High Expectations:** By 2007, at least 50 percent of our schools at each level (elementary, middle school, high school) will have reached the standard of excellence in either reading or math. By 2010, 100 percent of schools will have reached the standard of excellence in either reading or math.

## Building School Improvement Initiatives

It is understood that each building's school improvement plan includes  
**Math, Reading, and CHAMPS/DSC initiatives.**

<b>Coronado</b>	<b>Cottonwood</b>	<b>Heusner</b>
Professional Learning Communities Social Emotional Reading and Math Instruction	Classroom Management Math Instruction Reading Instruction Professional Learning Communities Trauma Sensitive Training Student Engagement	Gradual Release of Writing Instruction Small Group Reading Centers Whole Group and Small Group Math Instruction Social Emotional Supports
<b>Meadowlark</b>	<b>Oakdale</b>	<b>Schilling</b>
Math Instruction Reading Instruction PBIS/CHAMPS: Student Engagement	Whole Group Reading Strategies Tiered Reading Strategies PLCs Poverty Engage New York Math Social-Emotional Student Strategies	Math Instruction – Conceptual Understanding and Fact Fluency Reading Instruction – Literacy Centers Social Emotional- Relationship Building
<b>Stewart</b>	<b>Sunset</b>	<b>Lakewood Middle</b>
CHAMPS Reading Instruction Math Instruction Math PLCs	PBIS/CHAMPS Math Instruction Reading Instruction Professional Learning Communities Social Emotional Learning/Trauma Informed Programming Tiered Support for Students (Academic/Behavior) Poverty	Literacy First Restorative/DSC Math in Focus Google Technologies Professional Learning Communities
<b>South Middle</b>	<b>Central High</b>	<b>South High</b>
Mathematical Practices – Depth of Knowledge CHAMPS Intensive Reading Social and Emotional Learning Personalized / Blended Learning Professional Learning Communities w/ Data	PBIS/Discipline in the Secondary Classroom Professional Learning Communities (PLCs) Social/Emotional Learning Supports IPS & Career Cruising	Literacy First: Reading Complex Text and Writing To Learn Across Disciplines PBIS: Social Emotional Character Development Standards Professional Learning Communities: DeFour's 4 Questions and Mike Schmoker's Focus Kansas College and Career Ready Standards: Individual Plans of Study and Career Conferences

## Needs Assessment

As part of the development of this professional development plan, a staff development needs assessment was conducted. The following information was included in the needs assessment:

- Building level school improvement priorities and resulting staff development priorities (building student achievement data, satisfaction surveys, and teacher expertise were used in the selection of the school improvement and staff development priorities)
- District achievement data and resulting Board of Education Goals
- National Staff Development Council Self-Assessment results
- District long-range planning survey results related to staff development

The Professional Development Council will conduct a similar needs assessment annually to determine areas of need at the individual, building, and district levels.

## **Professional Development Council (PDC)**

The professional development council writes the District Professional Development Plan. The Plan is approved by the Board of Education and meets the criteria established by the Kansas State Board. These criteria are

1. Establishment of a professional development council
2. An assessment of staff development needs
3. Identification of goals and objectives
4. Identification of activities
5. Evaluative criteria
6. Procedures for awarding professional development points

Each September, members of the council participate in training related to their roles and responsibilities. The training includes knowledge of and ability to implement professional development regulations K. A. R. 91-1-205, 91-1-206, and 91-1-215 through 91-1-219 (Guidelines for Quality Professional Development, KSDE, February 2003). In addition, PDC officers attend annual training related to effective professional development.

### **Role of the District PDC**

The District Professional Development Council responsibilities include

- Developing effective staff development leadership capacity
- Approving or rejecting the professional development plans and assessments submitted by district and building committees
- Approving or rejecting the application and impact plans and assessments submitted by individual staff members
- Reviewing building level PDC approvals
- Awarding points (credit) for approved and completed activities
- Recommending acceptance of earned credit to the Board of Education

Upon Board of Education approval, professional development credit becomes usable for a filer's renewal of licensure and movement on the salary schedule. The Council also serves as the District School Improvement Team to provide a common vision and direction to schools in their implementation of Quality Performance Accreditation.

### **Role of the Building PDC**

The building level PDC includes the elected representative(s) to the district PDC council. The building level PDC responsibilities include

- Attend all Professional Development Council meetings throughout the school year.
- Report updates/changes back to teachers at your respective buildings.
- Serve as the voice of your teachers for any changes made to the professional development guidelines for USD 305.
- Train all new teachers in your building how to write and submit an individual professional growth plan.
- Train all new teachers in your building how to file different plans on Frontline Education formerly MyLearningPlan (i.e. knowledge plan, leave form, college credit form, etc.)
- Read and approve all prior approvals of knowledge and college credit plans for teachers in your building.
- Read and approve all final approval forms for teachers in your building during the professional development council meetings. Only prior approvals are completed outside of the meetings, final approvals are completed at our monthly meetings.
- Assist administrators in providing effective professional learning experiences in your building based on the Professional Learning Standards.
- Promote the Professional Learning Standards in your building with your teachers.

## Professional Development Council Representatives

The PDC for Salina Public Schools is the District School Improvement Team, and its members serve as building PDC contacts. Each PDC representative is elected by the group he or she represents, and each serves a 3-year term.

<b>Building</b>	<b>Representative</b>	<b>Year Term Expires</b>
Coronado Elementary	Nick Neuburger	May 2019
Cottonwood Elementary	Molly Cherry	May 2021
Heusner Elementary	Barbra Bartz	May 2021
Meadowlark Elementary	Corey Ritter	May 2021
Oakdale Elementary	Patricia Huerta	May 2020
Schilling Elementary	Rebecca Bowman	May 2021
Stewart Elementary	Jody Craddock-Iselin	May 2019
Sunset Elementary	Carol Allen	May 2021
Lakewood Middle School	Jennifer Griffin	May 2020
South Middle School	Kathy Clark	May 2020
Central High School	Kim Bruner	May 2021
South High School	Brenda Geist	May 2019
Salina West	Annette Hays	May 2020
CKCIE	Peggy Aschenbrenner	May 2019
Elementary Administrator	Lonny Schropp	May 2019
Secondary Administrator	Tina Akers	May 2019
CKCIE Administrator	Brandi Calahan	May 2019
District Administrator	Heidi Paquin	Ongoing

\*Per KSDE, Heartland is a non-accredited agency. Therefore the representative from Heartland must be a non-voting member.

### 2017-2018 PDC Officers

Chairperson	Jennifer Griffin
Vice-Chair	Nick Neuburger
Secretary	Kathy Clark

If you have questions about the professional development process, contact your building representative.

### PDC Meetings 2017-2018

All meetings begin at 4:10 P.M.

#### Executive Meetings

District Office – Corner Conference Room

Tuesday	Aug 14
Tuesday	Sept 18
Tuesday	Oct 16
Tuesday	Nov 20
Tuesday	Jan 22
Tuesday	Feb 19
Tuesday	March 19
Tuesday	April 16
Tuesday	May 7

#### PDC Committee Meetings

Staff Development Computer Lab

Monday	Aug. 27
Monday	Sept 24 Read Only
Monday	Oct 22
Monday	Nov 26 Read Only
Monday	Jan 28
Monday	Feb 25 Read Only
Monday	March 25
Monday	April 22 (TBD)
Monday	May 13

Executive Meeting dates subject to change. Summer readings will be scheduled at the May PDC meeting.

## Learn How to Write a PDP

Learn how to use Frontline Education formerly MyLearningPlan effectively to submit a Professional Development Plan (Knowledge, Application, Impact) in order to:

- Grow professionally
- Earn credit to recertify
- Move on the salary schedule

Training is offered on the following Thursdays in the Staff Development Computer Lab in the Hageman Education Center, 409 W. Cloud, from 4:00 p.m. to 4:30 p.m. To attend, please register through MyLearningPlan.com or call the Staff Development office at 785-309-4748.

### Registration Deadline

September 19

January 23

### Training Date

September 20

January 24

## Purposes for Using the PDP Process

There are three primary purposes for using the Professional Development Plan process:

1. **Professional Growth** – The responsibility we have for continued growth in education benefits both teachers as professionals and students as learners. Such training provides
  - Inspiration (motivation, encouragement)
  - Enrichment (enhancement of job skills through new learning)
  - Emerging Needs (preparing for and responding to specific needs)
  - Remediation (responding to areas of individual weakness)
  - School Improvement (major focus of district/building staff development)
2. **License Renewal** – The State Department of Education allows teachers to renew their licenses, in part or in full, through the accumulation of credit via the PDP process. Points earned may be used for license renewal only if an ACTIVE Individual Professional Growth Plan is on file.
3. **Movement on the Salary Schedule** – The USD 305 Board of Education has agreed that teachers may use PDP credit to move horizontally on the salary schedule. Please refer to the negotiated agreement, Article III – Salary and Additional Compensation, for more information.

## Measures of Impact

Staff development should ultimately result in increased student learning. Included in measures of staff development impact are the following:

1. Student achievement data (norm-referenced assessments, criterion-referenced assessments, Kansas assessments, and other student learning data), reviewed at the building and district level annually
2. Staff surveys, conducted annually to determine impact of staff development on classroom application
3. Staff development needs assessments reviewed to determine future staff development priorities
4. Evidence of professional development knowledge, application, and impact, collected and reviewed on an ongoing basis



## Professional Development Plans and Assessments

USD 305 identifies priorities for staff development at three levels: district, building, and individual.

### District Level Staff Development

District-level professional development priorities are based on USD 305 Board of Education Goals, determined from district student achievement data, community collaboration, and administrative input. The District Initiatives are **reading, math, technology, and curriculum development.**

District personnel write a district professional development plan for any district wide in-service such as all district sessions at the beginning of the school term.

### Building Staff Development

Building staff, building administration, and site council members determine building-level professional development priorities based upon student learning data and the resulting staff needs.

Each building has specific school improvement goals applicable to all faculty members, as required by Kansas Quality Performance Accreditation. Schools identify strategies that will, according to research, improve student learning. A results-based staff development plan is written for each strategy listed, including resources needed, a timeline showing progression through the effective staff development components (awareness or knowledge, demonstration, practice, feedback/peer coaching, and transfer), and evidence of success.

Each building in USD 305 lists its school improvement strategies for the QPA process as its outcomes for building professional development plans. Other building outcomes that result in improvement of student learning are listed as well.

### Individual Staff Development

An individual staff member, in consultation with his or her direct supervisor, may choose to extend professional growth in an area of choice or need. Individual professional development opportunities are selected according to individual needs with the intent of improving student learning.

## Professional Development Plan Descriptions

There are five forms/plans that can be submitted on MyLearningPlan.com.

Location	Individual Fill-in Forms			Group Activity Proposals	
Name	Knowledge Plan	College Credits	Funding Request	Building Plan	District Plan
<b>Purpose</b>	Process for an individual to earn professional development points for relicensure.  Identifies what you will be doing to gain knowledge	To file a college course.  College courses must be submitted to and approved by the PDC for license renewal.	To request funding of activities not connected to the building SIP or on a district rotation.	To be used only by the building chairperson overseeing the staff development.  Not to be filed as an individual, used only for group staff development.	To be used only by the chairperson overseeing the staff development.  Will include staff from multiple buildings.
<b>Guidelines</b>	See page 11.	Should be submitted prior to the first day of class.	See page 19.	See page 13.	See page 13.

## Categories of Professional Development

	<b>Content</b>  <b>The “What”</b> <b>Curriculum Subject Matter</b>  Those standards adopted by the Kansas State Board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.	<b>Professional Education</b>  <b>The “How”</b> <b>Instructional Strategies</b> <b>How we Teach</b>  Those standards adopted by the Kansas State Board that specify the knowledge, competencies, and skills necessary to perform a particular education role or position.	<b>Service to the Profession</b>  <b>School Improvement</b> <b>Building, District, State,</b> <b>&amp; National Committee</b> <b>Work</b>  Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
<b><u>Knowledge</u></b> What do you know now that you did not know before?	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
<b><u>Application</u></b> What are you doing now that you could not/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	no points awarded at this level
<b><u>Impact</u></b> How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	no points awarded at this level

## Comparison of Relicensure and Salary Movement Points

	<u>Relicensure Points</u>	<u>Salary Movement Points</u> <sup>1</sup>
<b>Knowledge Plans</b>	1 hour = 1 point	No salary movement points awarded at this level.
<b>Application Plans</b>	2 X Knowledge Points	.25 X Knowledge Points
<b>Impact Plans</b>	3 X Knowledge Points	.75 X Knowledge Points
<b>Point Expiration Date</b>	PDC Points are good for five years. <sup>2</sup>	Never expire, accumulate until used to move on salary scale.
<b>College Credit</b>	1 credit hour = 20 points  Must be on PDC transcript. Credit must occur within a six-year period prior to renewal.	1 credit hour = 20 points  Never expire, accumulate until used to move on salary scale.

Salary Movement Sample:

<b>Knowledge Plan =</b>	<b>26.0</b>	<b>points</b>	
<b>Application gets .25 x 26 =</b>	<b>6.5</b>	<b>points</b>	
<b>Impact gets .75 x 26 =</b>	<b>19.5</b>	<b>points</b>	
<b>Application points + Impact points =</b>	<b>26.0</b>	<b>points</b>	
<b>Need to divide by 20 = credits movement</b>	<b>26 ÷ 20 = 1.3 <u>credits</u> good for salary</b>		

If taking a college course that is not graduate level, check with Human Resources regarding salary movement. Please refer to the negotiated agreement.

<sup>1</sup> Salary movement is a negotiated item. Please refer to the Negotiated Agreement or contact the Office of Staff Development for more details regarding salary movement points.

<sup>2</sup> New rule for 5-year Professional License: Points must be earned during the effective dates of the license.

## Levels of Implementation of Professional Development

Level of Implementation		Individual Knowledge Plan	Individual Knowledge Assessment
<p><b>Knowledge</b> Knowledge level points are awarded for activities that increase teachers' knowledge in content or professional standards or that provide service to the profession.</p>		How will you gain the knowledge/skills to increase student learning?	What do you know now that you did not know before?
	<p><b>Content/Professional Education</b></p>	<p>The filer must</p> <ul style="list-style-type: none"> <li>● Submit a knowledge plan prior to beginning the knowledge activity.</li> </ul> <p>Approved knowledge strategies include</p> <ul style="list-style-type: none"> <li>● Book Studies (explanation below)</li> <li>● Professional literature and videos</li> <li>● Conferences/workshops</li> <li>● College coursework (course must be graduate level for salary movement)</li> <li>● Non-college credit online coursework/classes<sup>4</sup></li> <li>● Observation of expert/best-practice program</li> <li>● Other knowledge strategies approved by PDC on an individual basis</li> </ul> <p><b>Book Study pts.</b> – One point will be awarded per chapter. Additional points can be awarded with the submission of a time log. Those doing an individual book study will be required to include a 3-4 sentence chapter summary with the knowledge plan. This will be filed on Frontline with the Knowledge Plan assessment. Book studies require prior approval from the building administrator. Points can be awarded w/ submission of time log</p>	<p>The filer must</p> <ul style="list-style-type: none"> <li>● Submit the required assessment within 30 calendar days of the completion of the activity.</li> <li>● Mark the activity complete.</li> </ul>

<sup>3</sup>College credit should be filed on a College Credit form.

<sup>4</sup>One month course equals 1 college credit, two month course equals 2 college credits, three months or more is equal to 3 college credits.

	<p><b>Service to the Profession</b>  NOTE: Service to the Profession  Points are available at the knowledge level only.</p>	<p>The filer must</p> <ul style="list-style-type: none"> <li>● Submit a knowledge plan prior to beginning the knowledge activity.</li> </ul> <p>Approved knowledge strategies include</p> <ul style="list-style-type: none"> <li>● Professional organization activities (professional development not focused on student learning)</li> <li>● Supervising student teacher/ practicum student</li> <li>● Mentoring</li> <li>● Other Service to the Profession strategies approved by PDC on an individual basis</li> <li>● If attending a conference and presenting, 2 separate plans must be filed.</li> <li>● The first time you give a presentation you are allowed 2 hours of preparation time for each hour of presentation. Repeat presentations will be given one hour of preparation time for each hour of presentation.</li> </ul>	
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Level of Implementation		Building/District Knowledge Plan	Building/District Knowledge Assessment
		How will you gain the knowledge/skills to increase student learning?	What do you know now that you did not know before?
<p><b>Knowledge</b> Knowledge level points are awarded for activities that increase the teachers' knowledge in content standards professional standards, or for service to the profession.</p>	<p style="text-align: center;"><b>Content/Professional Education/Service to the Profession</b> Please Note: Service to the Profession points are available at the knowledge level only.</p>	<p>The chairperson must</p> <ul style="list-style-type: none"> <li>● Submit the plan within 30 days of the first meeting. (If the plan is for a committee, the committee members will agree on the goals and outcomes of the plan as well as the indicators at the first meeting.)</li> <li>● Ensure that at each meeting attendance is recorded on a Roster/Time Log.</li> <li>● Require participants to <ul style="list-style-type: none"> <li>● Complete the required assessment.</li> <li>● Verify attendance hours on the Time Log.</li> <li>● Sign the Summary Sheet at the final meeting.</li> </ul> </li> </ul> <p>Approved building/district knowledge strategies include</p> <ul style="list-style-type: none"> <li>● School improvement committees</li> <li>● Curriculum committees</li> <li>● District-wide/building-wide professional development related to improving student learning</li> <li>● Other strategies approved by PDC on an individual basis</li> </ul> <p>Please Note</p> <ul style="list-style-type: none"> <li>● Separate plans should be filed for each building-wide staff development strategy.</li> <li>● Committees whose work continues beyond one school year will need to submit a new plan yearly for the life of the committee.</li> <li>● <b>It is the individual's responsibility to make sure he/she has signed the time log and summary sheet.</b></li> </ul>	<p>The chairperson must</p> <ul style="list-style-type: none"> <li>● Send a hard copy of the Time Log and Summary Sheet to the Staff Development Office within 30 days of the final meeting.</li> </ul> <p>Assessment of the District Professional Development Plan may vary depending on the activity. It is the individual's responsibility to understand the required assessment for PDP points.</p>

**Note:** With prior approval from PDC, teachers may collect evidence for application and impact while gaining knowledge through a building or district plan. The principal or PDC representative must contact the director of Staff Development for prior approval. See page 20 for more information.

Level of Implementation		Application Plan	Application Assessment
<p><b>Application</b> Application should be over time in the classroom setting. The goal is to apply knowledge to improve teacher expertise.</p>		How will you apply new learning?	What are you doing now that you could/did not do before?
	<p><b>Content/Professional Education</b></p>	<p>The filer must</p> <ul style="list-style-type: none"> <li>● Submit an application plan within <b>30 days of marking the knowledge activity complete.</b></li> <li>● Demonstrate consistent application for a minimum of 6 months within 12 months of filing an application plan (exceptions to the 6 month application requirement will be made on an individual basis by a district PDC committee).</li> </ul> <p>NOTE: When combining several knowledge activities on the same topic for one application plan the filer must complete all knowledge activities within the 12 months prior to the filing of the application plan.</p>	<p>The filer must</p> <ul style="list-style-type: none"> <li>● Collect three forms of evidence during the application period. (NOTE: Administrator <b>verification</b> of application is required. The filer is responsible for assuring that the administrator has enough information to verify application.)</li> <li>● Show consistent application in the classroom setting.</li> <li>● Within <b>30 days</b> of application end date               <ol style="list-style-type: none"> <li>1. Complete the application assessment.</li> <li>2. Mark the activity complete.</li> <li>3. Submit one copy of each form of evidence to supervising administrator with a completed evidence cover sheet<sup>5</sup>.</li> <li>4. Submit one copy of each form of evidence to staff development office with a completed evidence cover sheet.<sup>6</sup></li> </ol> </li> </ul>

<sup>5</sup> See next page for acceptable forms of evidence.

<sup>6</sup> See next page for acceptable forms of evidence.

# Professional Development Application Assessment Evidence Cover Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Title \_\_\_\_\_

**Please indicate your three acceptable forms of evidence below and attach a copy of your application assessment from MyLearningPlan.com.**

<input type="checkbox"/>	Administrator / designee observation *	Minimum of four observations within your six month application period.
<input type="checkbox"/>	Lesson plans <b>or (not both)</b> Implementation log *	Should cover a 6-month period and have a minimum of 18 lessons/entries. (Please highlight the strategy description on the lesson plans.)
<input type="checkbox"/>	Student work samples	Show pre-strategy example and strategy example. Provide 1:5 sampling of various ability levels from the class (secondary would only include work from one class period).
<input type="checkbox"/>	Teacher reflection comparing current practice with previous practice *	Complete graphic organizer and summarize your findings. Attach summary in essay form using Microsoft Word or similar program.
<input type="checkbox"/>	Portfolios – teacher / student	Show reflection of a student's performance over time.
<input type="checkbox"/>	Student interview / conference *	Include the questions asked and answers. Interview/conference 1:5 sampling of various ability levels from the class (secondary would only include work from one class period).
<input type="checkbox"/>	Videotape process / lesson with analysis *	Completion of analysis form with detailed explanations.
<input type="checkbox"/>	Still photography with analysis *	Completion of analysis form with detailed explanations.
<input type="checkbox"/>	Peer coaching *	Develop a system of meaningful feedback you want your coach to use and have them observe a minimum of three times.
<input type="checkbox"/>	Other evidence approved by PDC on an individual basis	

\* These forms are located on MyLearningPlan.com under File Library or on the staff development website.



Level of Implementation		Impact Plan	Impact Assessment
<p><b>Impact</b> Impact points will be awarded for professional development that is applied in the classroom and is shown through 3 data points to have a positive impact on student performance.</p>		How will you assess the impact on student learning?	How has student performance improved? What has changed about the program?
	<p>Content/Professional Education</p>	<p>The filer <u>must</u></p> <ul style="list-style-type: none"> <li>• Submit an impact plan within <b><u>30 days of marking the application activity complete.</u></b></li> <li>• Collect 2 forms of evidence showing a positive change over a minimum of a 6-month period within 12 months of filing an impact plan.</li> </ul>	<p>The filer <u>must</u></p> <ul style="list-style-type: none"> <li>• Collect two forms of evidence during the impact period. (NOTE: One form of pre/post assessment is required. The supervising administrator must approve the pre/post assessment.)</li> <li>• Demonstrate a positive impact.</li> <li>• <b><u>Within 30 days of impact end date</u></b> <ol style="list-style-type: none"> <li>1. <b><u>Complete the impact assessment.</u></b></li> <li>2. <b><u>Mark the activity complete.</u></b></li> <li>3. <b><u>Submit one copy of evidence to supervising administrator.</u></b></li> <li>4. <b><u>Submit one copy of evidence to staff development office.</u></b></li> </ol> </li> </ul> <p><b>Acceptable forms of evidence include:</b></p> <ul style="list-style-type: none"> <li>• Standardized achievement test</li> <li>• Standardized performance assessment</li> <li>• Teacher-developed assessment</li> <li>• Group task/activities</li> <li>• Portfolio/collection of student work</li> <li>• Questionnaires/interviews</li> <li>• Pre/Post test</li> <li>• Other evidence as approved by PDC on an individual basis</li> </ul>
<p><b>Activities Not Eligible for PDP Points</b></p>	<ul style="list-style-type: none"> <li>• Routine duties such as building staff meetings (exception is time spent on school improvement or staff development during staff meetings); parent nights; parent-teacher meetings; student/parent orientation activities; one-to-one consultations between principal and teacher; organizing, supervising, or directing student activities, trips, competitions, or organizations</li> <li>• Activities considered part of regular job duties (examples: developing IEPs, evaluation conferences, testing students, preparing lesson plans, preparing procedural manuals, team meetings on students, etc.)</li> <li>• Business meetings of ANY organization</li> <li>• Committee meetings not associated with educational professional growth for the individual (examples: facilities task force, insurance committee, calendar committee, etc.)</li> <li>• Coaching clinics, activities related to supplemental contracts, etc.</li> <li>• Teaching classes (school, university, continuing education, etc.)</li> <li>• Repetition of the same activity as a learner (example: attending Beginning Word class more than once) <b>Note:</b> Individuals may receive inservice credit for attending annual conferences each year as new and updated information is available each time.</li> </ul>		

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|  | <ul style="list-style-type: none"> <li>● Any time not in actual sessions, such as travel, meals, breaks, etc.</li> <li>● Activities not approved by building administrators</li> <li>● Crisis Intervention Teams</li> <li>● Reading PDP evaluations</li> <li>● Student Improvement Team meetings</li> </ul> |
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### **Recertification Activities**

An individual filing an Individual Development Knowledge Plan to maintain certification in a specific skill may receive points for Service to the Profession. Examples may include: Kagan trainers, MANDT, CPR/First Aid, etc.

### **Presenting a Workshop**

Prior to presenting a workshop, the teacher must submit an Individual Knowledge Plan for Service to the Profession. For each hour of a workshop presentation, 2 hours of preparation time is accepted. If attending a conference and presenting, 2 separate plans must be filed. The first time you give a presentation you are allowed 2 hours of preparation time for each hour of presentation. Repeat presentations will be given one hour of preparation time for each hour of presentation.

### **Application/Impact Points for Different Positions in the District**

Main duty is working with staff

- May think of the teachers as their students
- Must file knowledge plan as professional education and can move to application/impact by working with teachers

Main duty is working with students but have additional time training staff

- Must file knowledge plan under service to the profession and can use the points for relicensure only.

## Student Teacher Supervision

Prior to supervising a student teacher, the filer must submit an Individual Knowledge Plan. The filer must submit an assessment including a log of time at the conclusion of the clinical practice. It would not be appropriate to submit a time log that includes time the filing teacher would have spent planning for classroom students' instruction or performing regular classroom supervision. The time log should represent only time spent specifically instructing or conferencing with the student teacher.

## Assessments Returned to the Filer for More Information

If a professional development assessment is returned to the filer for more information, the requested information must be submitted within 30 days to be eligible for in-service education points. Assessments resubmitted without adequate information will be denied.

## Appeals Process

If a plan or assessment is denied by the immediate supervisor, building PDC, or district PDC, the filer may appeal that decision by filing an appeal form. Contact the Staff Development Office for additional information.

## License Renewal

Inservice points may be used for license renewal as described below.

Professional licenses. Any person may renew a professional license by submitting the following to the state board:

1. An application for renewal
2. The licensure fee
3. Verification that the person, within the term of the professional license being renewed, meets any of the following requirements
  - a. Has completed all components of the national board for professional teaching standards assessment for board certification
  - b. Has been granted national board certification
    - (i.) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council **if the applicant holds an advanced degree** or
    - (ii.) Has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, **if the applicant does not hold an advanced degree**
  - c. Has completed a minimum of eight credit hours in an approved program or completed an approved program. (K.R.A. 91.1.205).

Please Note: When renewing a certificate, a copy of the college/university transcripts showing the credit awarded must accompany the PDP transcript to validate any college/university professional development points included on the transcript.

Upon completing college courses, certified staff should send an updated sealed transcript to the Human Resources Office for placement in their files for future salary movement. Teachers can submit the college transcripts as soon as the course is complete; the teacher does not need to wait until returning the Salary Movement worksheet to submit the transcripts.

## Inservice Points

Copies of Professional Development transcripts are available by contacting the Staff Development Office. Official transcripts must be picked up in person.

## Points from Another District

Points from another district cannot be added to the USD 305 PDC Transcript. It is the new staff member's responsibility to obtain an official sealed copy of the PDC transcript from another district for relicensure purposes.

## Salary Schedule Movement Using PDP Points

Teachers accumulating sufficient numbers of salary movement points may use them to advance on the salary schedule. To use salary schedule points for salary movement, the teacher must request an official PDP transcript from the Staff Development Office. The transcript must be submitted with any other necessary forms to the USD 305 Human Resources Office as required by the negotiated agreement.

Points earned through the summer and prior to the August PDC meeting will be included in this transcript.

## Professional Development Conference Funds

Building Staff Development funds within the building are to be used for improvement in the targeted areas of school improvement of that building (see page 3). These funds are under the discretion of the building administrator. For professional growth in areas not targeted by the building, PDC has a small amount of money to assist with substitute pay, registration and expenses up to \$300 for attending conferences or workshops. The building principal has the option to pay for the substitute. If the building denies the sub cost, the PDC funds will be used to pay the substitute pay first, registration second, and then any expenses incurred by the participant. PDC funds are available only when no other funding source is being used. PDC funds will be divided between first semester activities and second semester activities to allow funds to be available for second semester opportunities.

State conferences for library, music, physical education and art should be tied to school improvement and therefore should use building funds. Workshops and conferences tied to math, reading, or the third targeted area of the teacher's building should also use building funds. State conferences that are on a district rotation for building attendance are not eligible for PDC funding.

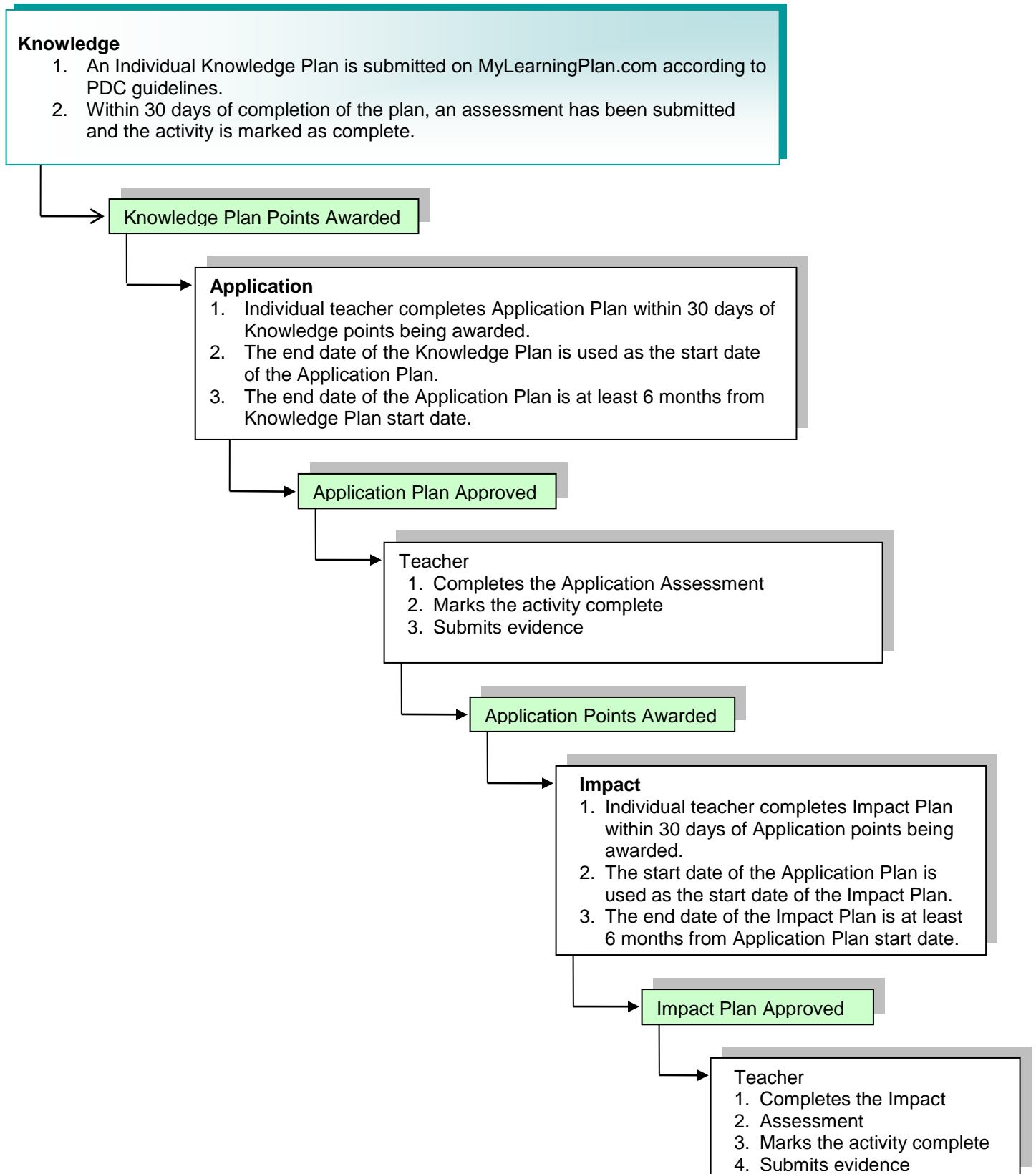
### Current Guidelines are

- The conference/workshops **MUST NOT** be related to building school improvement targeted areas. Funding for such conferences or workshops is the building's responsibility.
- Each individual is limited to 1 activity per year with a \$300 limit, including substitute pay.
- No more than **3 participants** will be allowed for any **ONE** conference.
- Funds must be used to obtain PDP credit. PDC funds cannot be used for college tuition.
- A Funding Request Form **must be submitted at least 45 calendar days prior to the event date.** See page 5 for PDC meeting dates.
- The fiscal year for expenditure of funds ends June 30. All expense claims for funds within a fiscal year must be sent to the Staff Development Office by June 15<sup>th</sup> so that the paperwork can be processed before books are closed.
- **Teachers awarded PDC funds will be required to present a brief summary of the workshop to PDC.**
- Teachers awarded PDC funds are required to assess the activity within 30 calendar days of the activity.
- A flow chart is now available in the File Library on MyLearningPlan.com regarding PDC funding procedure.
- When funds become limited, priority will be given to individuals who have not previously requested PDC funds.

All requests for PDC funds must be submitted **before registration** and accompanied by a Knowledge Individual Professional Development Plan.

## Knowledge, Application, Impact Flow Chart

The flow chart below is to help you follow the path of a knowledge plan that has been taken to the application and impact level.



# Building Plan Flow Chart

With prior approval from PDC, teachers may collect evidence for application and impact while gaining knowledge through a building or district plan. The principal or PDC representative must contact the director of Staff Development for prior approval.

