

Unified School District 320



Professional Development Program



"...improved student learning through improved teaching skills."

**Wamego School District USD 320
Professional Development Plan**

Philosophy, Purpose and Beliefs of the Professional Development Council

Philosophy

Staff members will seek personal and professional growth to develop skills for improvement of instruction, which will impact student learning and achievement.

Purpose

The purpose of USD 320 Professional Development Council is to facilitate continuous learning for all licensed staff members. Professional development activities shall include the implementation of new knowledge, skills, and concepts, which enhance student learning, increase program effectiveness, and improve professional competence.

To do this we will:

- involve all staff
- align professional learning with the USD 320 Strategic Plan
- identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices, including job-embedded staff development and action research

Beliefs

Professional Development should:

- be results-based and support student achievement
- address individual needs
- be directed toward fulfilling the district's mission
- focus on on-going individual improvement for all certified staff
- be aligned with individual, building, and/or district goals
- reflect research and successful application
- provide for various levels of proficiency
- be supported with time and money
- enable employees to increase their value to the organization
- align with National Staff Development Standards (see appendix)

Professional Development Council Membership

The Professional Development Council shall be representative of the employee licensed personnel and include at least as many teachers as administrators. Members of the district PDC will be elected by their respective buildings, and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership. If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term. (see appendix)

District PDC Membership

- two teacher representatives from each building
- three teacher representatives from the Special Services Cooperative
- one administrator from each building
- Director of Special Services
- Director of Instructional Services
(see appendix)

Building PDC Membership

- District PDC representatives
- building principal
- members elected by teachers from the respective building
 - additional teachers from each grade level (elementary/middle school)
 - additional teachers (minimum of three) representing various departments (high school).

Special Services PDC Membership

- one teacher representative from each of the Special Ed Coop districts
- Director of Special Services
- members elected by teachers from each of the Special Ed Coop districts

Professional Development Operational Procedures

District PDC/Special Services

- PDC members will participate annually in a KSDE approved training
- elects a secretary at the initial meeting in the fall
- meets at least once per quarter of each academic year
- conducts a yearly needs assessment of staff needs
- plans the following year's district and building level professional development opportunities based on student, building, and teacher needs
- elects a chairperson and co-chairperson during the last meeting of the academic year

Building PDC

- building administrator facilitates the establishment of certified employees' professional development goals, and forwards a copy of the IPD Plan to the District PDC chairperson (no later than October 1)
- meets with certified staff in each building to review point applications (spring of each year)
- awards points for professional development experiences
- sends the completed Request For Points form(s) of each certified employee to the district PDC Chairperson, upon completion of point applications
- makes recommendations for building level professional development opportunities to the district PDC (based on School Improvement Plan and needs assessment)

District PDC Chair & Co-Chair

- reviews Building PDC final approval of points to each teacher
- maintains a District PDC file for each certified personnel that will include the following:
 - Individual Professional Development Plan
 - approved Request For Points Form(s)
 - copies of requested transcripts
- maintains running record of all points awarded yearly for all certified employees (this includes dates of transcript requests for end of the year district office reports)
- sends copies of approved Request For Points Forms to the district office, the building principal's file, and the teacher (end of school year)
- prepares teacher transcripts for re-licensure, and forwards to district clerical staff for proper signatures; sends original in sealed envelope to teacher and files copy in teacher's file
- plans and conducts PDC meetings with the Director of Instructional Services
- communicates with entities related to the professional development program (e.g. KSDE)
- works collaboratively with district leadership in the following areas:
 - scheduling and conducting all meetings
 - calling special meetings as needed
 - carrying out other duties as determined by the PDC

Secretary

- records the minutes of the meeting, including date, time, place of meeting, members present, and a statement of all formal actions
- provides a copy of minutes and sends to all District PDC members, as well as each building teacher for review
- places a copy of minutes in the PDC District file

Director of Instructional Services

- processes copies of evaluations for all district professional development activities
- collaborates with the PDC Chairperson in planning/implementing the following:
 - KSDE annual training
 - quarterly district PDC meetings
 - professional development opportunities

USD 320 Clerical Staff

- files and maintains copies of approved Request For Points Form(s), upon completion of the point awarding process
- obtains signatures of the superintendent on the In-service Education Transcript provided by the District PDC Chairperson
- returns the signed transcript to the District PDC Chairperson

**How the Focus and Goals for Staff Development (Professional Learning)
Is Determined at the Individual, Building and District Levels**

Individual: **Focus**
Based on individual needs identified through an analysis of skills related to student learning needs and/or teacher evaluation, and licensure renewal requirements that include Professional Education Standards. (see appendix). Goals may also include progress toward a license not previously held.

Results-Based Goals

Goals are measured at three levels: **knowledge, application and impact.** Goals address individual needs related to **content** endorsements, **professional education standards** and/or **service** to the profession.

Building: **Focus**

Based upon School Improvement Plans and identified student achievement gaps that are determined through the analysis of students' assessment data. Following this, each building's professional learning needs are identified. This is done by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps.

Results-Based Goals

Results are measured at three levels: **knowledge, application and impact.**

District: **Focus**

The professional learning needs of the district are identified through collaboration with each school's staff and administration. The district needs are then determined by the schools' needs, and aligned with the USD 320 District Strategic Plan.

Results-Based Goals

District goals are based upon identified student performance standards identified at each academic level, and the USD 320 District Strategic Plan.

District Professional Learning Goals

Goal 1: Quality

To increase student achievement, district staff will use research-based practices for:

- curriculum implementation as aligned with state standards
- instructional design
- assessment design and analysis
- classroom management

Goal 2: Collaboration

To increase student achievement, district staff will work with colleagues to:

- interpret and use student data
- examine student work
- use the district curriculum to design instruction and assessments

Goal 3: Professional Responsibilities

To increase student achievement, district staff will attend to their professional responsibilities through:

- participating in self-reflection
- deepening content knowledge
- communicating with stakeholders
- participating in professional organizations
- participating in professional development
- understanding the requirements for and participate in the process for licensure renewal
- contributing to the mission and goals of the school and district as stated in the USD 320 District Strategic Plan

Activities and Actions in the Individual, Building, and District Level Plans to Accomplish Staff Development or Professional Learning Priorities

Professional Development Plans for Licensure Renewal	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO THE PROFESSION
Knowledge What do you know now that you did not know before?	1 pt.=1 contact hr.	1 pt.=1 contact hr.	1 pt.=1 contact hr.
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level
Impact 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

Level I Knowledge Indicators

What do I know now that I did not know before?

1 Clock hour = 1 point

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels. An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

For Content or Professional Education areas, verification required will include one of the following:

- Professional Development Evaluation form for in-house or out-of-district activities (see appendix)
- certificate of attendance for out-of-district activities

For Service to the Profession, verification required must include one of the following:

- minutes noting contributions to meetings and/or time spent at meetings
- other appropriate verification
- an explanation of time spent on a committee such as:
 - membership in the school or district PDC
 - serving as a member of the school's Site Council
 - serving on a curriculum development committee
 - providing staff development
 - samples of published articles or newsletters (all points are awarded based on 1 point=1 clock hour)
 - an explanation of contributions made while holding an office or serving on a committee for an educational organization (i.e., KNEA, WTA, any subject organization)
 - serving on an onsite team for another school or district

Level II Application Indicators

What am I doing now that I couldn't/didn't do before?

2 X Knowledge Level Points

Verification in Content and Professional Education may include one of the following:

- direct observation using trained observers or video/audio tapes
- structured interviews with participants and their supervisors
- lesson plans with reflection and/or student work
- pre and post samples of student work and/or examples of assessments
- examination of participants' journals, portfolios or other artifacts

Level III Impact Indicators

How has student performance improved or how has a district program or curriculum changed?

3 X Knowledge Level Points

Verification of student learning may include one of the following:

- evidence of improved student academic performance (pre/post tests or other student work)
- samples of positive changes in students' behavior (i.e. study habits, improved school attendance, improved homework completion rates, independent observation of positive students' classroom behaviors, etc.)

Verification of organizational change may include one of the following:

- evidence of related district or school policy change
- evidence of Level II Application activities by others
- revision of district, grade level or content area curriculum

Note:

- There is no limit to the number of points an individual may earn in any area or level.
- Teachers can apply for impact points several times for the same knowledge level experience, if the "new" impact is sufficiently different from the previously awarded impact points.
- In the event that the Building PDC does not reach consensus in the awarding of points, the applicant may re-file with further evidence to the Building PDC team.
- If after a re-filing, a consensus is still not reached, the applicant may appeal in writing, or in person, to the District PDC and they will address the issue at a regularly scheduled meeting.

Individual Professional Development Plans for Licensure Renewal

The Individual Professional Development Plan is a plan describing the professional development goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the PDC.

The individual, in cooperation with a designated supervisor (in most cases the building principal), will write an Individual Professional Development Plan that:

- addresses individual goals that are determined through analysis of skills related to student learning needs and/or teacher evaluation, identified teacher goals, professional education standards, service to the profession, licensure renewal requirements, or progress toward a license not previously held
- is written for a period of one to five years, with the option for annual renewal based upon continued needs
- may or may not include specific titles of courses, seminars, conferences or workshops (as this specific information is available, the individual will add this to his/her plan)
- is written using the official USD 320 Individual Professional Development Plan form and filed before October 1 with the principal

The procedure for approval of the Individual Professional Development Plan includes these three steps:

1. The individual completes, signs and submits the plan to the designated administrator.
 2. The designated administrator reviews the plan, and if he/she approves, signs the plan.
 3. The Individual Professional Development Plan is passed to the District PDC for filing.
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Note: In the event that the Building PDC does not approve an IPDP, the following will occur:

1. The plan will be returned to the individual, with recommendations for revision.
2. The individual may appeal in writing, or in person, to the District PDC; the District PDC will address the issue at a regularly scheduled meeting.

Wamego School District USD 320

Professional Development Plan

Appendices



Results-Based Staff Development

WRITE "SMART" GOALS

**Specific
Measurable
Attainable
Results-oriented
Time-bound**

Points **MUST** be validated as **content, professional education (context), or service to the profession.**

Points **MUST** be earned in at least 1 category: **content, professional education (context) and/or service to the profession** for license renewal.

1. Assess your individual needs and determine **Individual Professional Development Plan.**

2. Write goals for IPDP that are aligned with the objectives of the USD 320 Professional Development Plan, Individual needs, Professional Education Standards, and, or evaluation goals.

3. Consider professional growth experiences needed to meet your goals when filling out the IPD Plan

4. Conference IPD Plan with supervisor who signs it in agreement.

5. Submit your IPD Plan to the Professional Development Council for approval.

6. Submit Request for Points form for each Knowledge Level request (1 Hour = 1 Point)

7. Implement Application Level activities based on experiences that expand on the Knowledge points.

8. Submit Application Level request (2 x Knowledge Level Points)

9. Implement Impact Level activities that expand on the Knowledge & Application Points that have been validated by the PDC.

10. Submit Request for Points form for each Impact Level request (3 x Knowledge Level Points)

District PDC and Building PDC

Current Membership

Central Elementary 2004-05

*Jeanne Stroh
Chris Fox-- Position 1
Christy Boerner-- Position 2

West Elementary 2004-05

*Amy Danner
Marsha Collins-- Position 1
Robin Butler-- Position 2

Wamego Middle School 2004-05

*Larry Doll
Marcia Fox -- Position 1
Cheryl Marcoux -- Position 2

Wamego High School 2004-05

*Donna Workman
Nancy McFarlin - Position 1
Carol Wyatt-- Position 2

Special Services Coop 2004-05

*Mike Bilderback
Jennifer Nider-- Position 1- USD 320
LaNelle Oney-- Position 2- USD 329
Leslie Nelsen-- Position 2- USD 323

Director of Instruction Services

*Mary Kaye Siebert

(* denotes administrator)

Membership Rotation

Members of the district PDC will be elected by their respective buildings and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership.

District PDC Representatives shall be elected in the spring following this pattern:

- 2004 -- Position 1, Wamego Middle School and West Elementary
- 2005 -- All Position 2 Representatives
- 2006 -- Position 1, Special Services Coop and Central Elementary
- 2007 -- Position 1, Wamego High School

If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term.

USD 320 Individual Professional Development Plan Form

Name: _____ Signature/Date: _____ Bldg. Schl.: _____

Social Security: _____ License Expir. Date: _____ Teaching Assign. By Subject/Gr.: _____

Supervisor's Signature/Date: _____
 PDC Chairperson's Signature/Date: _____

Approved
 Approved

Related Goal(s)	D	S	I	Activities Level 1: Knowledge	Date(s)	C	PE	SP

D= District; S= School; I= Individual C=Content; PE=Professional Education; SP=Service to the Profession

Planned Verification for points at Level 1:

Related Goal(s)	D	S	I	Activities Level 2: Application	Date(s)	C	PE	SP

D= District; S= School; I= Individual C=Content; PE= Professional Education; SP=Service to the Profession

Planned Verification for points at Level 2:

1-3. Written observations by peers or administrators.

Related Goal(s)	D	S	I	Activities Level 3: Impact	Date(s)	C	PE	SP

D= District; S= School; I= Individual C=Content; PE=Professional Education; SP=Service to the Profession

Planned Verification for points at Level 3:

Sample Individual Professional Development Plan Form

ne: _____ Signature/Date: _____ Bldg. Schl.: _____

Social Security: _____ License Expir. Date: _____ Teaching Assign. Subject/Gr.: _____

Supervisor's Signature/Date: _____
 PDC Chairperson's Signature/Date: _____

Approved
 Approved

Related Goal(s)	D	S	I	Activities Level 1: Knowledge	Date(s)	C	PE	SP
Reading Instruction: I will understand cues, questioning, predicting and summarizing, and graphic organizers as instructional tools.			✓	1. District professional development: "Building Reading Comprehension"	8/7/2004		✓	
				2. School workshop: "Using Graphic Organizers for Comprehension"	9/2/2004		✓	
				3. Study group: <i>Mosaic of Thought</i> by Keene & Zimmermann	1st Tues. 8/04-3/04	✓	✓	
				4. Participation in district reading curriculum committee	7/04-11/04	✓		
I will complete coursework that will meet the requirements for a Kansas Administrator's License. This will be accomplished by the time my teaching license is due for renewal Feb. 17, 2007.			✓	5. Completion of course related to goal.	1 university course completed by 12/15/04	✓	✓	

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Planned Verification for points at Level 1: 1-4. Written evaluations of staff development activities.

Related Goal(s)	D	S	I	Activities Level 2: Application	Date(s)	C	PE	SP
Reading Instruction: I will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools.			✓	1. Consistent use of cues and questioning and as an instructional tool in the classroom.	9/3/04 9/7/04 10/3/04	✓	✓	
				2. Consistent use of graphic organizers.	9/7/04 10/8/04 11/2/04			
				3. Consistent use of reading strategies in mathematics instruction.	9/11/04 12/2/04 12/8/04			

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Planned Verification for points at Level 2: 1-3. Written observations by peers or administrators.

Related Goal(s)	D	S	I	Activities Level 3: Impact	Date(s)	C	PE	SP
Reading Instruction: As a result of using cues, questioning, predicting and summarizing, and graphic organizers as instructional tools, students' formative and summative reading comprehension assessment scores will significantly improve across all student groups I teach by Spring, 2005.			✓	1. Students' performance on formative assessments/reading comprehension improves.	Form. Assess. 9/04-5/05	✓	✓	
				2. Students' performance on summative assessments of reading comprehension improves	ITBS Fall: 2004-Spring		✓	
				3. Students' performance on formative math assessments improves.	Form. Assess. 9/04-5/05	✓	✓	

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Planned Verification for points at Level 3: 1-3. Students' formative and summative assessment results 2004-05.

PROFESSIONAL EDUCATION STANDARDS

Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard #10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Note: There are a total of 13 Professional Education Standards. For each of the standards there are indicators for Knowledge and Performance. The indicators are not included here, but can be found in the Teacher Standards document on the KSDE web site: www.ksde.org. Click on Certification/Licensure and then on Regulations and Publications. Click on Regulations and Teacher Standards for Kansas Educators. Scroll down to find the standards.

Professional Development Evaluation



Directions:

1. Complete the entire form.
2. Indicate the quality of training using the criteria below.
3. Cite specific information from the training in your written comments.

Name: ▶		Date: ▶		Building/School: ▶	
Topic/Activity: ▶		Presenter: ▶			

	Criteria	My Rating #	
Training/Presentation	3. Highly interesting and informative 2. Somewhat interesting and informative 1. Uninteresting and uninformative		
Usefulness	3. Very useful 2. Somewhat useful 1. Not useful		
Participant Involvement	3. Numerous hands-on activities and chances for involvement 2. Some hands-on activities and chances for involvement 1. All lecture: no chance for involvement		
Questions & Answers	3. Numerous opportunities for questions and answers 2. Limited opportunities for questions and answers 1. No time for questions and answers		
Content	3. Very appropriate to the topic 2. Appropriate to the topic 1. Inappropriate to the topic		
Materials	3. Highly coordinated with topic and presentation 2. Somewhat coordinated with topic and presentation 1. Poorly organized, hard to follow, lacked focus		TOTAL Points: ▼
Pace	3. Optimal 2. A little slow or fast 1. Too slow or too fast		

What have you learned that you did not know before?	
What can you now implement or do with what you have learned?	
What do you think will have the most positive impact?	
What follow-up could you suggest for this training?	

Request for P

(Complete one form per activity)

Name: _____ Social Security #: _____ Building _____

Professional Assignment _____

Name of Activity _____ Date of Activity _____

PDP Goal Addressed by this Activity _____

- Knowledge or Service to the Profession:** *What do I know now that I didn't know before?*
_____ number of clock hours for this activity (this established your base points for knowledge level)
- Application:** *What am I doing now that I wasn't doing before?*
_____ points requested (knowledge points x 2) (if base points awarded previously, attach copy/copies of approved **Request for Points** form/s)
- Impact:** *What changes have occurred in a school/district program or among colleagues as a result of my learning?*
_____ points requested (knowledge points x 3) (if base points awarded previously, attach copy/copies of approved **Request for Points** form/s)

(Check below which area the point application addresses)

_____ Content Standards; _____ Professional Education Standards; _____ Service to the Profession

(In the chart below document verification for the category you are applying for)

Knowledge	Application	Impact
See page 6 in plan for verification instructions	See page 6 in plan for verification instructions	See page 7 in plan for verification instructions

