

Elkhart
USD #218
Professional
Development
Plan



Elkhart, Kansas
2009 – 2014
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¹ Revised 11-19-2008

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USD #218
Professional Development Plan

MISSION STATEMENT

Elkhart schools are committed to excellence in teaching and learning for all students, thereby providing an opportunity for each student to reach his own maximum potential. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world. We will all work together to assure that every child feels important and that “Every Child Learns.”

Certainly all schools should aspire to achieve such a desirable end; however, different schools demonstrate varying degrees of success in achieving this goal. We should continually search for ways to improve the performance and success of our students, and by corollary, to improve teaching information, skills and performance. Staff development exists to improve both teacher and student performance. It affords an excellent opportunity for school districts, individual success of their students. It is the intent of USD #218 that its faculty will take advantage of staff development programming to achieve the goal of becoming the best teacher possible and to help each student realize his or her potential.

Within the district, staff development programming will be conducted in three areas. Programming will exist to meet the needs of the district, of the individual schools, and of the individual teachers. District level and building level staff development will reflect the goals and objectives of each school improvement plan. Programming at these levels will be determined by administration and school committees. Primarily, staff development exists to address critical needs in the educational process within the district, individual schools, and staff members. Methods to solve certain problems must be found to realize the goals of our mission statement. The participation of the entire faculty is necessary to achieve these aims. In addition to district and building driven staff development, the district has an individual staff development plan to address personal growth needs perceived by the teachers.

The criteria for determining Staff Development Programming, whether at the district, building, or individual level should reflect the following:

- Will it improve the quality of instruction?
- Will it improve methods of delivery of information?
- Will it improve the quality of student learning?
- Will it improve chances of student success?

Links Between Professional Development Committees And License Renewal

Rules for the granting and renewing of licenses (formerly certificates) will affect everyone who holds a license (includes administrators). College credits will be converted to points.

Renewal Options for 5-year certificates (licenses)

- A. Certificate (license) holders with an undergraduate degree: 160 professional development points on an approved Professional Development Plan (PDP); 80 points must be college credit (4 college hours).
- B. Certificate (license) holders with a graduate degree: 120 professional development points on an approved PDP; no requirement for any college hours.

Exceptions to Seeking PDC Approval:

- 1. If the applicant completed components for, or earned National Board Certification.
- 2. If the applicant is working toward an additional endorsement, level, or license through a college program approved by the State Board of Education. *
- 3. If the applicant is using experience renewals following the granting of a master's degree which was conferred BEFORE July 1, 2003.

What About My Next Renewal?

An applicant can always choose to renew a certificate or license under the rules in place when it was granted; therefore, prior approval of college hours by the PDC will not be required for current license holders until an individual's second renewal following July 1, 2003.

For the second renewal following July 1, 2003, points (for professional development or for college credits converted to points) must be presented in two of the three following areas (may be changed to one or more):

- 1. Content
- 2. Professional education (pedagogy)
- 3. Service to the profession

The plan (including goals) for acquiring these points will be approved in advance by the PDC.

*Note: Check with your college or university about requirements for adding an endorsement.

Kansas Professional Education Standards

Adopted by the Kansas State Board of Education, September 11, 2001

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.

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 student 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 personal developmental aspects for 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).

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 practice.

Responsibilities of the PDC

Responsibilities:

- Participate in annual training related to roles and responsibilities as provided by Southwest Plains Regional Service Center
- Those that attend the annual training at the service center will provide training to the remaining committee members
- Develop operational procedures
- Develop a five-year plan that shall be approved by the governing body of the education agency and be based upon criteria established by the state board

Operating Procedures of the PDC:

- Approves individual professional development plans
- Establishes the standards for evidence or documentation to be accepted for the awarding of points
- Awards points upon verification of completion of activities that meet the IPDP goals (1 clock hour equals 1 point and 1 college credit equals 20 points); PDC MAY NOT limit the acquisition of points at any level for renewal of licenses
- Awards points upon demonstration of application or impact based on previously awarded knowledge points
- Causes records to be kept by individual certified/licensed staff members
- Provides official transcripts for license renewal and other purposes

Professional Development Points

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal.

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge;
- How it has been applied in practice; and
- What the results of that practice have been.

Professional Development Points and Semester Credit Hours For Licensure Renewal

If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development point (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits **ONLY** if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least two of the three areas:

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas State Board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession: 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.

Professional Development Points Matrix

91-1-206 “Professional development plans for licensure renewal”	Content	Professional Education	Service to the Profession
Knowledge (K) 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 (A) 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 (I) 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

Approved PDC Activities for Points

PDC points will be awarded for

- Any in-district in-service attended
- Any out of district in-service attended with prior principal approval
- Videos watched and articles read will be awarded 1 point after completion of documentation, which is a written paper. The paper should include the following 3 aspects:
 - Summary of video or article
 - Personal evaluation of video or article
 - How video or article will impact you as an educator
- Books read will be awarded 3 points per book after completion of documentation, which is a written paper. The paper should include the following 3 aspects:
 - Summary of book
 - Personal evaluation of the book
 - How this book will impact you as an educator

Level I – Knowledge Level Points Provide the Baseline

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level
- Knowledge level or baseline points can be partial points from several knowledge level activities

An individual does not need to earn knowledge level or baseline points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

All requests for knowledge points must be made to the PDC within 30 days of the knowledge level training/activity.

Level I Knowledge Indicators: What do I know now that I did not know before?

Learning = 1 point per clock hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development
- Oral or written personal reflections
- Pre and post assessments of the individual staff person's learning

Service to the Profession = 1 point per clock hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings
- An explanation of time spent on a school committee, council, or team such as;
 - Membership in the school or district PDC
 - Serving as a member of the school's steering team
 - Serving on a curriculum development committee
 - Providing staff development
 - 1 point per hour presentation. 1 point per hour of preparation per concept. Number of presentation points cannot exceed number of presentation hours. Preparation points will only be awarded one time per concept.
 - Samples of published articles or newsletters and an explanation of the time spent on writing

- An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization
- Serving on an onsite team for another school or district and an explanation of the time spent

**Level II Application Indicators:
What am I doing that is different than what I did before?**

Use of New Knowledge and Skills = 2 x points Level 1

Verification required may include one of the following:

Independent observation such as:

- Direct observation using trained observers or vide/audio tapes
- Structured interviews with participants and their supervisors

Evidence such as:

- Lesson plans
- Pre and post samples of student's work
- Examinations of participants' journals, portfolios or other artifacts

**Level III Impact Indicators:
What are the results of my professional changes?**

Organizational Change = 3 x points Level I

Verification required may include one of the following:

- Evidence of improved student academic performance
- Samples of positive changes in students' behaviors such as:
 - Study habits
 - Improved school attendance
 - Improved homework completion rates
 - Independent observation of positive students' classroom behaviors
 - Increased enrollment in advanced classes
 - Increased participation in school-related activities
 - Decreased dropout rates

Individual Professional Development Plan

All certified school personnel must have an approved individual Professional Development Plan (IPDP) on file with the district office before requesting professional development points.

Individual Professional Development Plans are to be collaboratively developed between the certified staff member and their building administrator. All approved IPDPs are to be on file in the district office no later than the 20th school day of each school year. IPDPs are to be updated on an annual basis. Individual certified/licensed staff members need to retain a copy of their PDC approved IPDP form for their records.

*** EACH TEACHER (S) INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN CAN BE AMENDED BY SUBMITTING A NEW PLAN.**

PROFESSIONAL DEVELOPMENT COUNCIL

The council membership will consist of at least 9 members, which will include the following:

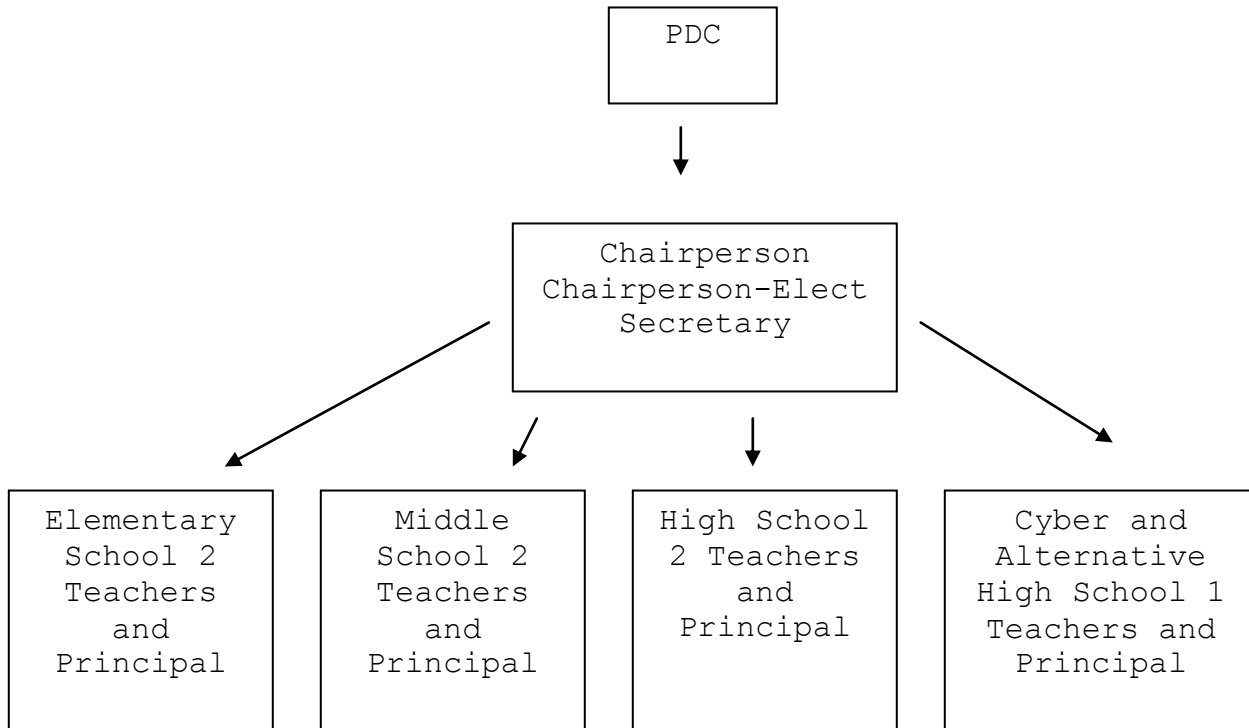
- Seven certified teachers: two representing the elementary building, two representing the middle school building, two representing the high school and one representing the cyber school and alternative high school
- Four building administrators
- The superintendent will serve as an ex-officio (non-voting) member

Certified personnel shall serve a term of three years. Vacancies for certified personnel shall be filled by nomination at the building level at the beginning of the school year or as needed. The council is empowered to request the resignation of a member for the good of the council.

Decision Path for Awarding Professional Development Points

1. The individual submits an individual professional development plan to the district or educational agency Professional Development Council (PDC).
2. The PDC approves the individual professional development plan.
3. The individual completes activities related to his or her approved individual professional development plan and submits documentation/evidence to PDC.
4. The PDC verifies that the activity addresses the goals in the approved individual professional development plan and awards points.

The full council will meet at least four times during the academic year to validate points. All officers will be elected for a term of one year by a majority of the members of the council at the first meeting of the fall. The chairperson will call and conduct all regular meetings. The chair will be empowered to call special meetings as needed. The chairperson will receive agenda items from members and distribute the agenda prior to the regularly scheduled meeting. The chairperson-elect, in the absence of the chairperson, will preside over the regularly scheduled meetings. The chairperson-elect will assume the office of the chairperson the following year. The secretary will keep written minutes of the meetings. The secretary will give unapproved minutes of the meetings to the PDC members and the chairperson will distribute an agenda prior to the next meeting. The secretary will preside over the meeting in the absence of both the chairperson and the chairperson-elect.



Record Keeping

USD #218 will keep each participant’s in-service transcript on file at the Central Office. Further, a copy of the participant’s individual in-service plan as well as dated updates and amendments to the plan will be kept there.

Upon notification of the individual’s application for recertification/licensure, his/her professional development transcripts will be given to the individual with a copy of the transcript cover letter, in an official sealed envelope. It is up to the individual to get this form signed and mailed into the State Department of Education.

Steps for Professional Leave Requests

1. Teachers fill out a leave request, transportation request, and attach documentation/registration
2. Turn these three items in to the principal. The principal will approve the forms with his signature.
3. The building secretary will see that all forms get to the proper person and she will get a substitute.
4. The superintendent will approve the leave request. The superintendent's secretary will keep the original copy of the leave request; but make two copies. One copy will be returned to the building secretary, the other copy will be returned to the requestee.
5. It is the responsibility of the individual teacher to contact the superintendent's office to be sure that registrations are mailed, reservations completed and transportation is available. DO NOT make calls on building phones for reservations, etc. This is to be done only through the superintendent's office.
6. PDC point request forms may only be submitted after completion of a professional development activity. Request for "Knowledge" points or "Service to the Profession" points must be made within 30 days of the activity.
7. Completed PDC point Request forms are to be turned into the building principal who will take them to the PDC for review.
8. Upon approval they will be sent to the District Office to be recorded on your PDC transcript.
9. Approved PDC point request forms will be returned to the requestee for their records.

Statement of Confirmation

This is to confirm that the Professional Development Council of USD #218 did approve the in-service plan as proposed on 11-19-08.

Chairperson of PDC

This is to confirm that the Board of Education of USD #218 did approve the in-service plan as proposed by the Professional Development Council of USD #218 on 12-08-08.

President of the Board