

UNIFIED SCHOOL DISTRICT 208

PROFESSIONAL EDUCATION PLAN

July 1, 2009 – June 30, 2014



Approved by USD 208 Board of Education –April 13, 2009
Approved by the Kansas State Board of Education – Pending

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District Philosophy

Professional Development Council	<p>The focus of the USD 208 Professional Development Council is to emphasize the importance of appropriate professional development that leads to improvement in learning.</p> <p>The Professional Development Council will assist in:</p> <ul style="list-style-type: none"> • Aligning staff development with the district mission, academic focus and building school improvement plans. • Developing and implementing ongoing professional development based on identified needs at the individual, building and district levels that impact student learning. • Assessing the impact of professional development on improvement of the skills of all staff and personnel and the improvement of the academic performance of students. <p>Examples of indicators for the above standards include:</p> <ul style="list-style-type: none"> • Use of results-driven professional development action plans. • An increased implementation rate of those strategies and skills in which teachers receive instruction. • Improved skills of graduates needed to compete in an international market place.
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District Goals

Strategic Priorities	<ol style="list-style-type: none"> 1. Instructional techniques/strategies to improve competence in one's profession 2. Developing and implementing curriculum aligned with the state standards 3. Assessing student progress
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Professional Development Goal

Professional Development Goal	The Professional Development Council will promote professional development for all district licensed individuals.	
Building Goals	Trego Community High School Reading Comprehension/Writing Math Reasoning/Problem Solving Social Behavior Science Reasoning Skills Social Studies Character Education	Trego Grade School Reading Comprehension Problem Solving Social Behavior Basic Writing Skills Social Studies Character Education

Professional Development Council

Definition	The Professional Development Council is a representative group of USD 208 licensed personnel which advises and informs the USD 208 Board of Education on matters concerning the planning, development, implementation and operation of the Kansas State Board of Education Inservice Education Plan, which includes the USD 208 Professional Development Plan.
Composition of Council	<p>The Professional Development Council consists of five (5) members composed of teachers and administration.</p> <ol style="list-style-type: none"> 1. Four (4) teachers – representation from both high school and grade school elected by teaching staff. 2. One (1) administrator – elected by the administration 3. Superintendent of schools – on an advisory basis
Term of Office	Council members shall be appointed for a minimum of three-years. The membership will be on a rotational basis so that continuity is maintained. The term of membership runs from June 1 of the current year to June 30 of the following year. The incoming members, as well as the outgoing members and continuing members will attend the June meeting.
Council Functions	<p>The Professional Development Council will:</p> <ul style="list-style-type: none"> • Recommend to the superintendent and the USD 208 Board of Education a comprehensive inservice/professional development plan. • Assist in determining professional development needs based on district priorities, building action plans and individual goals from the staff. • Evaluate individual plans submitted and recommend approved plans to the superintendent and the board of education; disapproved plans will be returned to the individual. • Establish criteria to determine whether activities meet the district, building and individual goals. • Distribute information to staff on aspects and opportunities available for professional growth. • At the end of each year, the Professional Development Council will meet and evaluate the successes and areas needing modification with regard to the district, building and individual goals, and the USD 208 Professional Development Plan.
Officers	<p>The officers of the Professional Development Council shall consist of a chairperson and a secretary. All officers will be appointed on a yearly basis. The duties of the officers shall include but not be limited to:</p> <p>Chairperson:</p> <ul style="list-style-type: none"> • Calls and conducts all meetings. • Calls special meetings as needed. • Consults with the secretary in development of the agenda for each

<p>Officers (continued)</p>	<p>meeting.</p> <ul style="list-style-type: none"> • Carries out any other duties as described in this document or as assigned by the Professional Development Council, Superintendent, or Board of Education. <p>Secretary:</p> <ul style="list-style-type: none"> • Consults with chairperson in development of the agenda for each meeting. • Keeps the records/minutes of meetings. • Maintains a file in the school district's central office of all the Professional Development Council minutes, Individual Development Plans, correspondence, and all other pertinent documents, with the help of district personnel. • Distributes a copy of the official minutes to be posted in each school building.
<p>Vacancies</p>	<p>If a member of the council should leave the employment of the district or resign from the Professional Development Council, the vacancy shall be filled according to the selection procedure established by the council.</p>
<p>Meetings</p>	<p>The Professional Development Council meetings and times will be determined by the council at the first organizational meeting and will be posted in both buildings.</p>
<p>KSDE Annual Training</p>	<p>PDC members will participate annually in the KSDE approved training for PDC members that is provided by the Northwest Kansas Educational Service Center in Oakley, Kansas.</p>

Inservice Education Activity Proposals

Definition/Purpose	Inservice Education Activity Proposals outline the processes and experiences which are sponsored by Unified School District 208 to accomplish the desired objectives of the Inservice Education Plan.
Submitting Activity Proposals	<ol style="list-style-type: none"> 1. Inservice education activity proposals shall be written on the Activity Proposal form and submitted to the Professional Development Council. (<i>Appendix A</i>) 2. Individuals or groups submitting an activity proposal may be school personnel and/or interested resource people. 3. An activity proposal may be submitted any time during the school year for consideration provided there is ample time for the approval process prior to the activity.
Approving Activity Proposals	<ul style="list-style-type: none"> • The Professional Development Council will approve inservice education activity proposals that, in its collective judgment: <ol style="list-style-type: none"> 1. Are consistent with the goals and objectives of the Inservice Education Plan. 2. Contain clearly stated objectives that are attainable within the time frame of the activity. 3. Provide resource people possessing the skill and knowledge necessary for successful attainment of the objectives of the activity. 4. Specify the group(s) to be involved. 5. Specify the number of inservice hours/points generated by the activity. 6. Specify the outcomes (utilization of results) consistent with the activity. 7. Specify a method of evaluation consistent with the activity. • The Professional Development Council may, at its discretion, request a list of references from the applicant. • Inservice proposals approved by the Professional Development Council will be submitted to the Superintendent with a recommendation for approval as inservice activities. • Upon approval, inservice education activity proposals can be implemented as inservice programs appropriate for awarding credit.
Evaluating Presentations	<ul style="list-style-type: none"> • After participating in the activity, participants may evaluate the activity using the Activity Evaluation Form. (<i>Appendix B</i>) • Evaluations from each activity will be compiled and analyzed as to relevance, effectiveness, validity, and impact of the activities and degree to which the objectives were met. • The Professional Development Council may, by means of informal observation and interviews, follow-up with the participants on the effectiveness of the activity on their professional performance.

Individual Development Plans

<p>Definition/Purpose</p>	<p>The Individual Development Plan describes the professional development activities and studies to be completed by an individual during a specified period of time. (KAR 91-1-215[h]) The purposes of the Individual Development Plan are to establish continuity and specificity in the job-related training of an individual; to enhance knowledge, skills, and attitudes; to expand the options for renewal of licensure; and to improve professional performance.</p>
<p>Development of Individual Plans</p>	<ol style="list-style-type: none"> 1. The Professional Education Program is available as an option toward professional licensure in Kansas. 2. Information concerning the forms for the Individual Development Plan may be obtained from local administrators or PDC members. 3. The licensed individual, in cooperation with a designated supervisor (usually the building principal), will devise an individual development plan proposal that: <ul style="list-style-type: none"> • Is designed to improve the performance of the individual in an area of licensure. • Includes sequential instruction and enabling experiences designed to improve performance of the individual. • Is written for a period of one to five years with provision for annual review and revision. • Includes goals and objectives. • Reflects the inservice needs of the school and district as well as the professional growth needs of the individual. • Emphasizes learning outcomes for students. 4. Licensed individuals are to complete the Individual Development Plan form. It must be electronically generated and may be submitted at anytime. (<i>Appendix C</i>) 5. Activities acceptable as Professional Education may include, but not be limited to the following: <ul style="list-style-type: none"> • College courses • Attendance and participation at professional conventions, conferences, workshops, seminars, clinics, lectures, etc. • Curriculum development • Observations and visitations • Presentations at local, state or national conferences • Publication of professional articles • Independent study, projects, or research • Faculty/group study of educational projects • Supervision of student teacher • Practicum and supervision of practicum or special projects • Serving on professional committees, advisory boards, etc. • Serving as an elected officer of a professional association • Additional individual activities pre-approved by committee • Participation on the Professional Development Council

	<p>6. The district Professional Education Plan is for renewal of an individual area of licensure. Adding new areas of endorsement must be through a college or university. Any state licensure course work requirements are the responsibility of the participant.</p>
<p>Approving Individual Development Plans</p>	<ol style="list-style-type: none"> 1. The participant completes, signs, and submits the Individual Development Plan (IDP) to the designated supervisor. 2. The designated supervisor signs the IDP and indicates approval or disapproval of it and upon approval forwards the IDP to the Professional Development Council. 3. The IDP is reviewed at a regular council meeting to determine approval, disapproval, or modification. 4. If the plan is not approved by the council: <ol style="list-style-type: none"> a. The IDP is returned to the participant with recommendations for revision. b. The participant can appeal in writing and/or by appearing in person before the council. c. If a person is unable to attain approval of an individual development plan through the PDC, the person may appeal to the licensure review committee for a review of the proposed plan. (91-1206(d). 5. The chairperson will sign the IDP indicating the council's approval/disapproval. 6. The council chairperson shall not take any action regarding his/her IDP.
<p>Application for Professional Leave</p>	<p>The Negotiated Agreement provides for professional leave to improve the competency of teachers in their areas of specialization. All applications must be made to and approved in advance by the Professional Development Council. (<i>Appendix D</i>)</p> <p>Refer to the Negotiated Agreement for specific wording concerning professional leave and <i>Appendix E</i> for guidelines and procedures established by the PDC.</p>

Professional Education Activity Report

Awarding Inservice Points	<p>Inservice points will be awarded for participation in approved professional development activities as outlined in this Professional Development Plan. No points will be awarded for activities occurring prior to the supervisor's signature on the IDP.</p> <ol style="list-style-type: none"> 1. Professional Education Activity Reports must be filed with the PDC within 30 days after the activity is completed. The council will determine if the criteria have been met for awarding professional development points for this part of the plan. (<i>Appendix F</i>) 2. The council may request input from the individual and/or supervisor in this determination. 3. Points awarded will be noted in the PDC minutes and posted in the faculty workrooms. No other notification will be given. 4. If the council does not validate the awarding of professional development points, the participant may appeal in writing and/or by appearing in person before the council. 5. A council chairperson shall not take any action regarding his/her activity report. 6. The official designee of the district will enter on the participant's Professional Education Transcript the number of professional development points earned when Individual Development Plan activities are completed. (<i>Appendix G</i>)
College Credit	<p>All college credit not tied to a specific program must be approved through the PDC.</p> <p>Licensure Requirements:</p> <ol style="list-style-type: none"> 1) If the applicant holds a graduate degree: Earn 120 professional development points awarded by a Kansas local professional development council under an approved individual development plan. If retired and participating in an educational retirement system, earn 60 professional development points. 2) If the applicant does not hold a graduate degree: Earn 160 professional development points awarded by a Kansas local professional development council under an approved individual development plan, including at least 80 points for college credit. If retired and participating in an educational retirement system, earn 80 professional development points, including at least 40 points for college credit. <p>For licensure purposes, 20 professional points = 1 semester hour of college or university credit. All college credit hours will be converted into professional points before being submitted to KSDE for renewal.</p> <p>Any points awarded for activities or for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. Regulation 91-1-205(b)</p>

<p>Area I: Seminars, Workshops, Conferences, Conventions, and District Sponsored Activities</p>	<p>All district licensed individuals with approved Individual Development Plans may earn professional development points according to the following schedule:</p> <p>A. Knowledge Level (1K) See below B. Application Level (2K) C. Impact Level (3K)</p> <ul style="list-style-type: none"> • Level 1 – Knowledge/Awareness: What do I know now that I didn't know before. (1 pt. per contact hr.) • Level 2 – Application/Demonstration: I put my knowledge to use; i.e., develop a lesson plan, make a center, share at a staff meeting, or make a video to evaluate my performance. (Knowledge Level Points X 2) • Level 3 – Student Impact – Documentation of improved student work. (Ex: projects, portfolios, pre/post tests) (Knowledge Level Points X 3)
<p>Area II: Supervision of Student Teachers</p>	<p>Teachers who supervise student teachers may earn professional development points for that activity. After the activity is completed, it is the responsibility of each individual to forward a Professional Education Activity Report to the Professional Development Council with a log indicating the specific time the teacher spends coaching and/or consulting with the student teacher. <i>(1 point per 30 hours.)</i></p>
<p>Area III: Publication of Original Works</p>	<p>Professional development points may be earned by an educator who publishes an article or other original work in a recognized journal in the field of education. A copy of the work is needed for validation purposes. <i>(1 point for each 100 words published.)</i></p>
<p>Area IV: Leadership</p>	<p>Teachers who serve as an elected officer to a professional organization may earn professional development points for that activity. <i>(5 points per school year)</i></p> <p>Teachers who serve on a district committee may earn professional development points for that activity. <i>(1 point per hour)</i></p>
<p>Glossary</p>	<p>Content endorsement standards – Knowledge required for specific content endorsement</p> <p>Professional education standards – What you will do to make yourself a better teacher.</p> <p>Service to the profession – What services have I provided which have enhanced my knowledge or the knowledge of others?</p>

Evaluation and Amendments

<p>Authority</p>	<p>The Kansas Professional Development Program requires that this professional development plan be submitted to the state board by August 1 of the school year in which the plan is to become effective. (KAR 91-1-216[c]). The plan may be amended at any time by following specified procedures. (KAR 91-1-216[e]).</p>
<p>Purpose of Evaluation</p>	<p>Evaluation of the professional development plan is to be a critical appraisal of the various components of the school district's professional development effort. These components include the Professional Development Council, the needs assessment process, the goals and objectives, the activities, the evaluation process, individual development plans, the professional development plan, and any other inservice related product or process.</p>
<p>Methods of Evaluation</p>	<p>Evaluation methods will include one or more of the following:</p> <ul style="list-style-type: none"> • questionnaire and/or checklist, • group discussion, • activity log or diary, • interview, and • outside observer/evaluator. <p>Whatever methods are used, some or all of the following issues will be addressed:</p> <p>About the Professional Development Council</p> <ul style="list-style-type: none"> • Is the Professional Development Council representative of the licensed personnel in the district? • Is the process for selecting members efficient? • Does the council membership rotation work well? • Are the duties of each council office sufficient and effective for council operation? • Are council procedures for recommending approval or disapproval of individual development plans effective? • Is there a fair policy for appealing non-approved individual development plans? • Are council decisions made in a fair and efficient manner? • Are adequate records kept of individual development plans and professional development points? <p>About the Needs Assessment Process</p> <ul style="list-style-type: none"> • Do all personnel have ample input into the needs assessment process? • Are multiple methods used to determine the professional needs of the district, of each school, and of each member of the licensed staff? • Does the needs assessment examine student academic needs, student attitudes, and student career aspirations? • Are the skill levels of staff considered in the needs identification process? • Are the professional goals of licensed staff considered?

	<ul style="list-style-type: none"> • Are board of education policies and procedures considered in the needs assessment process? • Are the prioritized needs truly reflective of the "real" needs of the district, of each school, and of each member of the licensed staff? <p>About Professional Development Activities</p> <ul style="list-style-type: none"> • Are the district sponsored professional development activities adequate to meet the identified district and building goals? • Are adequate resources available (people, facilities, equipment, and materials) for each district sponsored professional development activity? • Do district sponsored professional development activities provide for multiple learning styles? • Does the professional development evaluation method or form adequately measure participants' gain in knowledge, skills, attitudes, or behaviors? • Do all participants have the opportunity to become involved in the evaluation of each activity? • Do participants receive feedback on the professional development evaluations? <p>About the Evaluation of the Professional Development Plan</p> <ul style="list-style-type: none"> • Are staff members involved in the evaluation of the professional development plan? • Have procedures and instruments been adequately developed to evaluate the professional development plan? • Are professional development plan evaluations posted or easily available to the staff? • How many licensed staff are participating in the professional development plan? • Has the number of individuals filing an IDP increased over the past year?
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