

Kansas Professional Development Program Guidelines



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About the icons used in this booklet:

The icons used throughout this booklet are intended to help you understand the text and include: Leadership, Needs, Strategies, Goals, Write/Revise, Results, Professional Development Council, School or District, Individual Licensed Personnel.



Leadership

An 8-point star represents the leadership required at each of the three levels of staff development: district, school, and individual. It is used to bring attention to descriptions of who will provide the leadership for each level. It is also used to highlight the responsibility of those designated to provide leadership at each of the three levels.



Needs

A puzzle represents the needs of both students and educators. For students, these are the gaps between expected performance on assessments, grades, or other measures of learning and their actual scores or grades.

For educators, needs are determined through identification of knowledge and skills they must have in order to help all students close the identified gaps in their learning.



Strategies

A light bulb represents the professional and staff development strategies and activities used to help educators gain the knowledge and skills that have been identified as needs.



Goals

An arrow represents the professional and staff development goals. Goals are the desired outcomes related to improved teaching that enhances all students' learning.

Simply put – goals are the things we *want* to happen.



Write/Revise

A pencil shape is used to represent writing and revising plans.



Results

A sixteen-point star is used to represent results. For students, results are the knowledge and skills mastered or not mastered by the conclusion of a learning process.

For educators, results are the knowledge and skills mastered by the conclusion of a staff development process that begins with teacher learning. The ultimate result is improved student learning.

Simply put – results are what *actually do happen*.



School or District

A schoolhouse icon represents the school and/or district.

The school and district are responsible for student learning. They are also responsible for the staff development of employees who impact student learning.



Professional Development Council

A meeting icon is used to represent the professional development council.

This is the group responsible for planning and implementing the district's or educational agency's professional development plan.



Individual Licensed Personnel

A teacher icon represents individual licensed personnel.

While the icon used is a teacher, it also represents others: district administrators, school principals, school counselors, or any other certified/licensed education professionals.

PART 1

A Foundation for Planning Quality Staff Development



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 *Regulations and Standards for Kansas Educators* document on the KSDE web site: www.ksde.org. On the left side of the page, select “Educators,” then “Licensure,” and then “Regulations and Publications” to get to the list of documents available.

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.

NSDC Standards for Staff Development

(Revised, 2001)

Endorsed by the Kansas State Board of Education 1-8-08

The National Staff Development Council's revised Standards for Staff Development reflect the knowledge that the NSDC and the broader staff development community have acquired about professional learning since the creation of the original standards in 1995.

The revision of the standards was guided by three questions:

1. What are all students expected to know and be able to do?
2. What must teachers know and do in order to ensure student success?
3. Where must staff development focus to meet both goals?

Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.

The 12 revised standards (reduced from the original 27 standards) are still divided into the three categories of context, process, and content.

Context Standards

Staff development that improves the learning of all students:

1. Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
2. Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
3. Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

4. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
5. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
6. Prepares educators to apply research to decision making. (Research-Based)
7. Uses learning strategies appropriate to the intended goal. (Design)
8. Applies knowledge about human learning and change. (Learning)
9. Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

10. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
11. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares educators to use various types of classroom assessments appropriately. (Quality Teaching)
12. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

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How to Use the Kansas Staff Development Rubric for District/School Assessment (Based on the National Staff Development Council Standards)

The Kansas Staff Development Rubric for District/School Assessment was designed by the Kansas Learning-First Alliance and was published in March 2002. It is based upon the twelve NSDC Standards for Staff Development and addresses the quality of a district's staff development related to Context, Process, and Content. Kansas' school districts can use this rubric to gauge the quality of staff development. On April 11, 2002 the Kansas State Board of Education endorsed the use of this rubric.

Consider the following as you complete this rubric:

- **It is important to accurately gauge where the school or district is related to each of the standards.** It is fine to be at Level 1 or 2 on the rubric. The Kansas Staff Development Rubric is intended to help you understand the staff development system that currently exists in your school or district.
 - **Don't speculate or guess what staff development may be in place.** For the rubric to be a useful tool, you need to have an accurate understanding of exactly what is going on related to each standard. "Specific evidence" means that you list those staff development activities that have been directly observed or that have been documented.
 - **Once you have completed the rubric, consider what may be done to move to the next level related to each of the standards.** For example, if the school or district is currently at level 2 related to the Learning Communities standard, what can be done to move to the level 3?
-

Sample Evidence to Document Levels 1 – 4, Context Standard: Learning Communities

Below are some exemplars that could be used as "specific evidence" for Levels 1 – 4 related to the standard Learning Communities.

Level 1

Once a year staff members participate in a "swap meet" where they exchange books, articles, and classroom materials. The teachers self-select the materials to be shared and are not given any criteria for how it is selected.

Level 2

The school staff initiated periodic "jigsaw" activities at three or four faculty meetings a year. An article is selected; teachers read the article using the cooperative learning jigsaw technique and have discussions based on the article. The topics of the articles are selected by the teachers and are based upon teacher-interest.

Level 3

Teachers are organized into teams according to subjects taught. Within these teams the following take place:

- The teams meet monthly to discuss strengths, problems, and provide suggestions and resources to one another. These discussions are focused on improving student learning related to the school improvement goals.
- Each team keeps a detailed log of the meetings so that discussions can be referenced throughout the school year.

Level 4

- Staff members are placed in grade-level and subject teams.
 - ▶ Subject-alike teams meet weekly to structure and monitor the progress of the school-wide academic goals. These meetings are scheduled 1 hour before school starts each Wednesday morning. These teams are also responsible for designing, coordinating, and evaluating professional development in their respective areas.

This is possible because on Wednesdays, students report to school at the regularly scheduled time, but meet in the cafeteria for 1 hour “Study Buddy” time. Each upper level student is assigned to a lower level student and spends this time in the cafeteria tutoring or reading to their assigned “Buddies.” Parent volunteers supervise the students.

- ▶ Grade-level teams meet twice weekly in scheduled extended lunch periods to discuss student work and suggest ways to address individual learning problems. These meetings are referred to as “lunch and learn” sessions. Team members also support and coach one another as a result of these weekly meetings.
 - The school improvement steering team includes staff members representing each subject and grade-level team, administrators, and parents. This team meets monthly to analyze current academic, attendance, and discipline data to identify particular student needs. The team structures, monitors, and assesses school-wide initiatives in response to these needs. This includes determining appropriate staff development or individual teacher support.
-

Sample Evidence to Document Levels 1 – 4, Context Standard: Leadership

Below are some exemplars that could be used as “specific evidence” for Levels 1 – 4 related to the standard Leadership.

Level 1

Faculty meetings are the place where information is disseminated to teachers related to school events, rules, crises, the school calendar and schedule. The principal or his designee facilitates the meetings.

Level 2

Every quarter teachers meet for a staff development activity. This is scheduled after regular school hours on the day following the posting of student report cards. The meeting lasts for 1 hour. The school principal or Professional Development Council selects the staff development activity.

Level 3

Staff meetings are held each month during a block of time when students are in “activity periods” that are supervised by permanent building substitutes. Occasionally teachers produce the agenda for a meeting. However, all meeting agendas are based upon particular student learning goals.

Level 4

- Staff development is determined collaboratively in monthly problem-solving sessions that include staff members from all levels, students, parents, and community members who come together to:
 - ▶ Disaggregate data to identify areas of need.
 - ▶ Investigate current educational studies to identify research-based strategies for strengthening instruction and learning.
 - ▶ Design staff development needed to provide both teachers and administrators instruction in best practices.
 - ▶ Schedule ongoing reviews of progress that include analysis of related student learning data.
- Extended “lunch and learn” sessions are scheduled twice weekly so that teachers can come together to learn from one another about particular problems, discuss solutions, and plan future collaboration.
 - ▶ Monthly, each administrator attends one “lunch and learn” session for the purpose of supporting participation by staff members and keeping informed about current progress.
- Administrators participate in leadership teams that meet weekly to learn from one another about particular problems, discuss solutions, and plan future collaboration.

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Context				
<p>Learning Communities</p> <p>Staff Development that improves the learning for all students organizes adults into learning communities whose goals are aligned with those of the school and the district.</p>	<ul style="list-style-type: none"> Educators seek new information, plan instruction, and solve problems independently or with little collaboration with other educators. Learning and staff development is focused on individual interests and needs. Individuals make few attempts to align staff development with district or school goals for student learning. 	<ul style="list-style-type: none"> Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving. Collaboration occurs infrequently and is not a regularly scheduled expectation of professional practice; the group pays minimal attention to the outcomes of student work. The work of the group is independent of district or school staff development goals. 	<ul style="list-style-type: none"> Several of the educators have formed collaborative teams for the purpose of examining student work, planning instruction, and solving problems. Educators in these teams regard team collaboration as a productive professional development activity, and some teams specifically focus on improving student learning. Team planning time occurs with some regularity and school or district goals are considered as the team's work. 	<ul style="list-style-type: none"> All educators are part of school-based learning teams that meet several times a week to plan instruction, assessment, examine student work, and/or solve problems. These teams are a primary mechanism of the school staff development plan. <p>Team efforts align with school improvement goals, and members work actively to increase student achievement.</p>
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Context				
<p align="center">Leadership</p> <p>Staff Development that improves the learning for all students requires skillful school and district leaders who guide continuous instructional improvement.</p>	<ul style="list-style-type: none"> Daily schedules and incentive systems are developed without regard to staff development. Implementation of improvement efforts typically happens independent of staff development opportunities. Training for staff development leadership is seldom provided for administrators and teacher leaders. 	<ul style="list-style-type: none"> Daily schedules and incentive systems are designed with little consideration of ongoing professional learning. Staff development is considered necessary but seldom ties directly to goals for improvement efforts. Administrators and teacher leaders direct staff development, but with little leadership or skills training. 	<ul style="list-style-type: none"> Yearly calendars, daily schedules, and incentive systems are designed with some connection to professional learning. Leaders acknowledge staff development as one strategy for supporting improvement. Administrators and teacher leaders occasionally share the responsibility for purposefully developing knowledge and skills for staff development leadership. 	<ul style="list-style-type: none"> Calendars, daily schedules and incentive systems support professional learning. Leaders support staff development as a key strategy for ensuring significant improvements. Administrators and teacher leaders have opportunities to enhance their knowledge and skills to be effective staff development leaders.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Context				
<p align="center">Resources</p> <p>Staff Development that improves the learning for all students requires resources to support adult learning and collaboration.</p>	<ul style="list-style-type: none"> • There is no designated budget line for staff development. • There are few opportunities for staff development. 	<ul style="list-style-type: none"> • Little of the budget is set aside for staff development. • Opportunities for staff development occur during the building/district scheduled in-service days. 	<ul style="list-style-type: none"> • Some of the district's budget is dedicated to staff development. • Staff has allocated time for collaboration and professional learning several times a week. 	<ul style="list-style-type: none"> • The district recognizes the critical importance of professional learning and budgets accordingly.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Process				
<p>Data-driven</p> <p>Staff Development that improves the learning for all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>	<ul style="list-style-type: none"> • Staff development is planned based on individual interests of educators with little regard for student learning needs. • Few attempts are made to gather school or system wide information about teacher interests. • Without data about student learning there is no basis for a staff development program's content. 	<ul style="list-style-type: none"> • Staff development focuses on teacher wants and interests. Surveys are focused on individual teacher needs and perceptions. • Few educators collect data to determine the effects of their own learning and student progress. • A few educators are reviewing student achievement data and are asking for staff development that prepares them to meet student needs more effectively. 	<ul style="list-style-type: none"> • Staff development is focused on teacher needs and based on student learning, which is monitored on a fairly regular basis. • Some educators are collecting classroom-based data in order to evaluate the impact of their own learning on measures of student progress. • Several staff development initiatives are created in response to this data identifying student needs. 	<ul style="list-style-type: none"> • Decisions regarding staff development are based on evidence gathered systematically in classrooms and on district and state tests. • All educators routinely gather evidence of improved student learning to determine the effects of their own professional development. • All staff development initiatives are based on disaggregated student data to determine adult learning priorities.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Process				
<p align="center">Evaluation</p> <p>Staff Development that improves the learning for all students uses multiple sources of information to guide improvement and demonstrate its impact.</p>	<ul style="list-style-type: none"> • There are no indicators used to ensure that staff development is focused on student achievement. • Evidence is not collected to determine achievement of staff development outcomes. • No evidence is collected to demonstrate that implementation, follow-up strategies, and impact on student work take place. 	<ul style="list-style-type: none"> • Few indicators are used to ensure that staff development is focused on student achievement. • Evidence is collected but not used to validate staff development. • Evidence is collected based on immediate reactions to workshops and courses, but does not translate to student learning. 	<ul style="list-style-type: none"> • Indicators are used to guide decision-making. • Some evidence is used to validate staff development. • Evidence is based on initial collection of participants' reactions and begins to look at effect on student impact. 	<ul style="list-style-type: none"> • Various types of indicators are used to improve the quality of staff development. • Various types of evidence are used to determine where staff development achieved its intended outcome. • Evaluation of staff development includes all of the following data concerning knowledge gained by participants: level of implementation [application], and changes in student learning [impact].
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Process				
<p align="center">Design</p> <p>Staff Development that improves the learning for all students through the use of learning strategies that are appropriate to the intended goal.</p>	<ul style="list-style-type: none"> • Staff development opportunities are primarily limited to workshop formats. • Follow-up support seldom occurs and is not a part of planning. • Technology use has little if any connection to staff development designs. 	<ul style="list-style-type: none"> • Some optional staff development designs are offered in addition to workshop formats. • Follow-up activities occur infrequently. • Technology seldom is used as a part of staff development activities. 	<ul style="list-style-type: none"> • Several optional staff development designs are offered to support staff learning. A few designs provide opportunities for practice, feedback, and implementation support. • Some follow-up is available for selected innovations. • Planning for technology support occasionally is a part of staff development design. 	<ul style="list-style-type: none"> • Educators regularly participate in a variety of staff development designs that facilitate staff learning, practice, and implementation. • Well-planned follow-up activities are incorporated in most major change initiatives. • Technology is frequently integrated to support and monitor staff learning.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Process				
<p align="center">Learning</p> <p>Staff development that improves the learning for all students by applying knowledge about human learning and change.</p>	<ul style="list-style-type: none"> • Most staff development activities are presented without regard for differences in adult learning needs. • Practice and feedback are not part of training. • The change process is not considered. 	<ul style="list-style-type: none"> • Occasionally, staff development activities include opportunities for choice. • Practice and feedback occur, but are not systematically incorporated. • The change process receives little attention. 	<ul style="list-style-type: none"> • Learning styles, experience and skill levels are considered in the planning and delivery of staff development opportunities. • Educators have some differentiated options that occasionally include practice and feedback. • Some consideration of the stages in the change process is a part of planning. 	<ul style="list-style-type: none"> • Staff development options are specifically designed to accommodate and differentiate for adult learning styles, experiences and skill levels. • Staff regularly experience opportunities for practice and feedback. • Consideration of the adult learner's responses to the change process is systematically incorporated into staff development planning.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Process				
<p>Collaboration</p> <p>Staff Development that improves the learning for all students provides educators with the knowledge and skills to collaborate.</p>	<ul style="list-style-type: none"> • Educators work in isolation and are not encouraged to collaborate. • Educators who work in teams avoid controversial issues and conflict. • Technology is not used by the staff as a resource. 	<ul style="list-style-type: none"> • Educators work in groups but minimal training is provided to provide staff skills in group processes. • Conflict is allowed to fester or is avoided and is not resolved. • Technology is not seen as a tool for collaboration purposes. 	<ul style="list-style-type: none"> • Staff development is provided to prepare staff to work collaboratively • Conflict is talked about and is often resolved. • Technology is used in some situations as a resource for collaboration. 	<ul style="list-style-type: none"> • Educators have the structures and training to be skillful members of a variety of groups. • Educators have and use skills to surface and productively manage conflict and reach consensus decisions. • Educators know how to use technology for different forms of collaboration.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Content				
<p align="center">Equity</p> <p>Staff Development that improves the learning for all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.</p>	<ul style="list-style-type: none"> • Educators use teacher-centered curriculum and instruction with minimal awareness of the cultural backgrounds of their students. • Educators continue to implement the same lesson plans year after year. • Student expectations are not established. 	<ul style="list-style-type: none"> • Learning related to culture and diversity encourages educators to plan cultural activities around holidays. • Staff are provided training on individualizing instruction, but the achievement gap is not closing. • Staff development is focused on helping educators remediate students. 	<ul style="list-style-type: none"> • Some educators implement practices that promote safe environments and convey respect for all students, their families and students' diverse backgrounds. • Educators are provided training to help them to individualize instruction to close the achievement gap and are inconsistently applying what they have learned. • Staff knows the importance of high expectations. 	<ul style="list-style-type: none"> • Educators implement school-wide practices that promote safe environments and convey respect for all students, their families, and students' diverse backgrounds. • Educators are closing the achievement gap by adjusting instruction and assessment to match the learning requirements of individual students. • Staff establish learning environments that communicate high expectations for all students.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				






Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Content				
<p>Quality Teaching Staff Development that improves the learning for all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.</p>	<ul style="list-style-type: none"> • Staff development opportunities occur sporadically without regard to needs for developing deeper content knowledge. • Instruction is focused on covering the curriculum. • Classroom assessment is used to support grades for progress reporting. 	<ul style="list-style-type: none"> • Opportunities are offered for educators to increase content knowledge but most are associated with implementation of new curriculum. • Occasional staff development for instructional skills occurs but is independent of improvement plans and content area. • Staff development efforts occasionally provide educators with knowledge of some classroom assessment strategies. 	<ul style="list-style-type: none"> • Staff has opportunities to develop knowledge of their content area. • Several opportunities are available to learn and practice instructional skills but most are independent of content areas • Some staff development is available regarding classroom assessment methods, and some educators are beginning to regularly use assessment strategies to monitor gains in student learning. 	<ul style="list-style-type: none"> • Staff have many opportunities to develop deep knowledge of their content. • Staff development expands instructional methods appropriate to specific content areas. • Educators learn and implement classroom assessment skills that allow them to regularly monitor gains in student learning.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Kansas Staff Development Rubric for District/School Assessment

Standard	Level 1	Level 2	Level 3	Level 4
Content				
<p>Family Involvement Staff Development that improves the learning for all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.</p>	<ul style="list-style-type: none"> • Staff have no strategies in place to ask for and/or implement input from community members and parents. • Parent participation is thought of as intrusive and unwanted. • There is no technology available for enhancing communication with the community. 	<ul style="list-style-type: none"> • Staff use groups like site councils, to seek input from the community and parents, but few if any of the suggestions are implemented. • The goals and mission continue to be developed by the school staff. • Educators communicate with parents by phone and to some degree through e-mails. 	<ul style="list-style-type: none"> • Staff recognizes the need for training and technical assistance in how to build consensus among educators and community members concerning the overall mission and goals for staff development. • Educators create relationships with parents to support student learning. • Training in the use of technology to communicate with parents and the community is improving as staff acquire better skills in the use of technology. 	<ul style="list-style-type: none"> • Staff development prepares administrators and teacher leaders to build consensus among educators and community members concerning the overall mission and goals for staff development. • Educators establish relationships with parents to support student learning. • Technology is used to communicate with parents and the community.
<p>Indicate the current level of district/school professional development for this standard: 1 ___ 2___ 3___ 4___</p>				
<p>What specific evidence is there that the district/school staff development is at this level?</p>				

Matrix Showing the Components of the Results-Based Staff Development Process

	 Leadership	 Needs Assessment	 Goals	 Strategies	 Results
School School Improvement ----- Results-Based Staff Development Plan	School Improvement Steering Team	Student Performance Data	Improved Student Learning related to specific academic area targets. In Kansas, reading and mathematics are mandated targets.	Tools & Activities for Learning	Student performance data show significant improvement related to targets.
		Student Performance Data & Identified Staff Needs	Skills in helping students learn – particularly related to specific improvement targets.	Tools & Activities for Learning	Teachers gain knowledge and improve skills. Student performance data show significant improvement.
District District Professional Development Plan	Professional Development Council	Student Performance Data & Identified Staff Needs	Skills in helping students learn – particularly related to specific improvement targets.	Tools & Activities for Learning	The district staff improves the quality of education to students. Student performance data show significant improvement.
Individual Professional Development Plans	Individual Staff	Identified Personal Professional Needs – Including Gaining Points for Licensure Renewal	Skills in helping students learn. Gaining required points for licensure renewal.	Tools & Activities for Learning	The quality of instruction or other work provided by the individual is of high quality. This is demonstrated in part by student mastery of curriculum standards or by program improvement. Licensure is maintained.

The Relationship Between School, District & Individual Staff Development Planning



1. The School

Under the leadership of an improvement steering team that is representative of the building's staff, the school completes a school improvement plan that includes a results-based staff development plan. These plans include the academic improvement targets for students as well as the staff development goals for teachers, administrators, classroom paraprofessionals, parents, and support staff.

The district (or educational agency) Professional Development Council (PDC), a group that is representative of teachers and administrators in the district or agency, writes the district's professional development plan.

This plan is based upon the staff development needs identified in the schools' improvement and results-based staff development plans and provides district support for those plans. The plan also includes criteria and the necessary forms for certified individuals to obtain professional development points for licensure.

Often, in very small districts, the PDC and the school improvement steering team may be one and the same. Also, the school improvement results-based staff development plan and district professional development plan may be combined into one plan.



2. The Professional Development Council



3. Individual Licensed Professional

Individual teachers and other licensed personnel complete individual professional development plans in collaboration with a designated supervisor. Usually, individuals align their personal professional development plan with the school's results-based staff development plan in order to take advantage of the staff development provided by the school and/or district.

If the individual wants to gain professional development points for licensure renewal, he or she must include the criteria for renewal of their plan required by the local PDC.

As the plan is written, attention should be paid to the individual's needs related to knowledge and skills as well as requirements for licensure renewal.

After the professional development plan is completed, the individual should sign it. Following that, it should be given to the individual's supervisor for approval and his or her signature. Once it has been signed, the plan is submitted to the local PDC for approval.

Leadership

NSDC Standards: Effective Staff Development that meets the needs of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (*Learning Communities*)
- Requires skillful school and district leaders who guide continuous instructional improvement. (*Leadership*)
- Requires resources to support adult learning and collaboration. (*Resources*)



The Kansas Legislature mandates that the Kansas State Board of Education adopt rules and regulations for the administration of the “Kansas Professional Development Education Opportunities Act” and also mandates that public schools participate.

The State Board of Education provides policies and guidelines for the professional development programs for all certified/licensed personnel. This includes “measures for assessing the impact of programs on improvement of the skills of certified/licensed personnel . . . and improvement of the academic performance of pupils.” The State Board also oversees the Quality Performance Accreditation process and requires that each school write a school improvement plan that includes a results-based staff development plan.

Each school district forms a professional development council (PDC) that is representative of all certified personnel in the district. (Note: Small districts sometimes choose to form professional development councils in cooperation with other small districts through service centers and/or special education cooperatives).



An individual school implements a school improvement plan that includes a results-based staff development plan. This results-based staff development plan includes identification of the school’s needs and goals for staff development. A School Improvement Steering Team representative of staff, parents, administrators, and others, who are key to implementing the school’s improvement plan, administers the plan.

The local professional development council writes a professional development plan that includes:

- An assessment of staff development needs that includes the needs identified in the school results-based staff development plan(s);
- Identification of goals and objectives that support the goals and objectives in the school(s) results-based staff development plan(s);
- Identification of activities; and
- Evaluative criteria – including criteria for the awarding of professional development points for licensure renewal.



Licensed professionals write individual professional development plans that will meet their personal professional needs, including the need for professional development points for licensure renewal. By basing individual professional development plans on the district and school(s) goals, individuals are able to gain skills in those areas the school has targeted for improvement, as well as take advantage of the staff development offered and funded through the district and school(s).

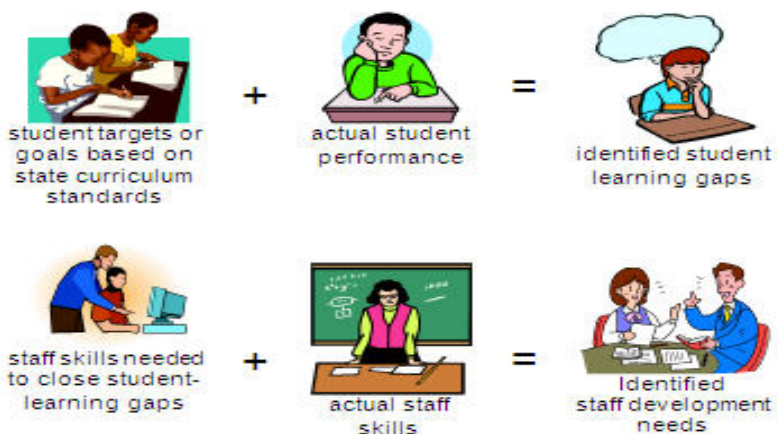
Needs Assessment

NSDC Standards: Effective Staff Development that meets the needs of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact.

For over 10 years, Kansas' schools have been analyzing student performance data. The state has required that multiple assessments be used to analyze student learning for each school improvement plan target and that the scores from these assessments be disaggregated by the gender, race, socio-economic status, and, in some cases, disabilities, of students. This data is usually compiled and kept in a school profile – a document unique to each school and used, in large part, to gauge student learning related to improvement plan targets.

Kansas State Curriculum Standards provide specific information about what students are expected to know and be able to do at each grade level. As accountability has become the cornerstone for state school accreditation as well as for the federal *No Child Left Behind Act*, measuring and analyzing student data according to these standards has become a priority. "Identifying student learning gaps helps define precisely the level and type of skill that staff members need to help a particular set of students meet learning goals. Likewise, identifying staff gaps helps schools focus PD [staff development] on areas of teacher skills and competence most needing development to meet student learning needs." (Professional Development: Learning From the Best, NCREL, 1999, p. 19)



Example: Below are K-5 students' needs identified through analysis of student performance data in a K-8 elementary school:

- ✓ Currently only 37% of our 5th graders score at the meets standard level on the State Reading Assessment.
- ✓ The item analysis shows that reading comprehension is our area of greatest weakness.
- ✓ Currently only 12% of our free and reduced population is scoring at the meets standard level.
- ✓ Only 5% of our ELL population is scoring at the meets standard level.

The following are the related staff development needs:

Teachers need to have knowledge and skills related to:

1. Using cues and questions.
2. Predicting and summarizing.
3. Using advance organizers in the form of story maps, flip boards, and sequence chains and/or causal chains for understanding.



NSDC Standards: Effective Staff Development that meets the needs of all students:

- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Joellen Killion explains that careful analysis of student learning related to specific knowledge and skills is important to deciding appropriate goals for staff development:

Knowing students are weak in mathematics is insufficient as a starting point for planning staff development. Planners need more specific information so they can select content for staff development and design appropriate learning experiences for teachers. Knowing the subskills or key concepts that students lack and which students need attention in these areas is critical to further planning in staff development. "Design staff development with student needs in mind." Results, April 1999.

A needs assessment provides baseline knowledge about student performance data related to school improvement targets or goals. In Kansas, to complete the type of student data analysis that provides appropriate, specific information about student learning, the following questions need to be answered:

- What student performance deficits can be seen in the multiple data sources aligned with state curriculum standards?
- In what areas are the students shown to be strong? Weak? For which student groups? For which state curriculum standards and indicators?
- What can we determine are the causes of how students perform?

After analysis has yielded specific information about student learning, staff development goals are decided.

SMART is an acronym for goals that are:

- **S**pecific,
- **M**easurable,
- **A**ttainable,
- **R**esults-oriented and
- **T**ime-bound.

Jan O'Neil of Quality Leadership by Design (QLD) states:

The use of SMART goals in a school community that honors learning and experimentation can be exciting for all involved. Staff, students, parents, community members, and administrators use data-driven goals that challenge existing paradigms, generate lively discussions, and result in improved teaching and learning.

The teachers who are responsible for implementing SMART goals also develop the goals. Teachers must commit to their goals, and the data for establishing the targets must come from their review of multiple assessments. In schools that are ready to focus on a school-wide goal, we encourage teachers to look at data that show the most significant learning gaps across the entire school. "SMART Goals, SMART Schools." Jan O'Neil. Educational Leadership, Feb. 2000.

Examples of possible Kansas school improvement SMART goals:

1. Student Learning SMART Goal

By 2006, there will be significant improvement in all students' reading comprehension performance on the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.

- ✓ *70% of our students will perform at or above meets standard level on the Kansas State Reading Assessment at all grade levels in which the assessment is given.*

The chart below illustrates how this student learning goal is SMART:

S pecific	there will be significant improvement in all students' (grades K-3) reading comprehension performance
M easurable	on the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
A ttainable	This goal is possible in the time and percentage indicated.
R esults-Oriented	70% of our students will perform at or above meets standard level on the Kansas State Reading Assessment at all grade levels in which the assessment is given.
T ime-Bound	By 2006

2. Results-Based Staff Development SMART Goal:

Beginning the week of Sept. 3 and throughout '03-'04, teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning. This use will be verified through peer observation and written feedback at least 2 times during each nine-week period of the school year. The results of this use will be:

- Teachers use cues and questioning to provide students with a preview of what they are going to experience through reading or being read a particular text.
- Teachers use Predicting and Summarizing to facilitate students linking text to meaning.
- Teachers use graphic organizers for the purpose of facilitating students' understanding.

The chart below illustrates how this staff development goal is SMART:

S pecific	teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning.
M easurable	This use will be verified through peer observation and written feedback at least 2 times during each nine-week period of the school year.
A ttainable	Reaching this goal is possible in the time indicated.
R esults-Oriented	<ul style="list-style-type: none"> • Teachers use cues and questioning to provide students with a preview of what they are going to experience through reading or being read a particular text. • Teachers use Predicting and Summarizing to facilitate students linking text to meaning. • Teachers use graphic organizers for the purpose of facilitating students' understanding.
T ime-Bound	Beginning the week of Sept. 3 and throughout '03-'04



Staff Development Strategies

NSDC Standards: Effective Staff Development that meets the needs of all students:

- *Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)*
- *Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)*
- *Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)*

In the article "Try on Strategies to Get a Good Fit," ([Journal of Staff Development](#), Summer, 1999), Susan Loucks-Horsley explains the importance of designing staff development with the same care given to designing lesson plans for students:

Staff development leaders have to ask themselves which strategies make sense to use at that particular time with that particular set of teachers for a particular set of outcomes.

She goes on to describe the variety of purposes staff development strategies serve:

Strategies that develop awareness provide participants with the lowest level of understanding, often to help them choose among teaching strategies they will later study more deeply. Knowledge and skill building strategies deepen teachers' understanding of subject matter content, how students learn a particular content, and where students get hung up in the learning. Strategies that translate knowledge into practice help teachers take a new set of skills or curriculum materials and consider what they will actually do with them. These strategies help teachers plan lessons and adapt new materials and approaches to their own students. Practicing teaching strategies involve teachers in actually using the new knowledge and skills in the classroom. Reflection strategies ask teachers to consider how what they're doing is working, how it might be done better, and what they can learn from the practices of other people.

She also explains that strategies should be combined:

A school provides workshops on the implementation of a new curriculum, and peer coaches or mentors are used to support the new program. This combines three of the 15 strategies [see chart that follows].

Some of the more interesting combinations include strategies whose primary purpose is reflection. For instance, a district offers a workshop on a topic like cooperative learning. The issue soon arises about what should be done in the second and third years as follow-up. Strategies such as study groups, examining student work, action research, and case discussions all could be used to bring teachers together to think about the impact of new techniques on student learning. In using these reflective strategies, teachers learn how to collect and interpret data on student learning and to share what they are doing with one another.



Staff Development Strategies

The following chart is adapted from the article “Try on strategies to get a good fit,” by Susan Loucks-Horsley. The 15 strategies that appear on the chart are also found in the book Designing Professional Development for Teachers of Science and Mathematics, also by Loucks-Horsley. Most of these strategies are applicable across the curriculum and will help those planning staff development to select “robust processes for teacher learning.”

The first section of the chart describes the “5 Purposes of Staff Development Strategies.” In the sections that follow, strategy descriptions appear in the left hand column. The purposes for each strategy are indicated in the five columns to the right. Each of those five columns represents one of the 5 purposes described in the first section. “P” indicates the primary purpose(s) of each strategy. “S” indicates the secondary purpose(s) of each strategy.

5 Purposes of Staff Development Strategies

- D)** Developing Awareness: Strategies that focus on developing awareness are usually used during the beginning phases of a change. The strategies are designed to elicit thoughtful questioning on the part of the teachers concerning new information.
- B)** Building Knowledge: Strategies that focus on building knowledge provide opportunities for teachers to deepen their understanding of content and teaching practices.
- T)** Translating into Practice: Strategies that help teachers translate new knowledge into practice engage teachers in drawing on their knowledge base to plan instruction and improve their teaching.
- F)** Focus on Practice: Strategies that focus on practicing teaching help teachers learn through the process of using a new approach with their students. As teachers practice new moves in their classrooms, they deepen their understanding.
- R)** Reflection: Strategies that provide opportunities to reflect deeply on teaching and learning engage teachers in assessing the impact of the changes on their students and thinking about ways to improve. These strategies also encourage teachers to reflect on others’ practice, adapting ideas for their own use.

15 Strategies for Staff Development Purposes	Purposes: P = Primary S = Secondary				
	D	B	T	F	R
Immersion:					
1. Engaging in the kind of learning that teachers are expected to practice with their students, such as inquiry-based mathematics investigation.	S	P			P
2. Immersion into the world of mathematics [content professionals]: Teachers participating in an intensive experience in the day-to-day work of a mathematician, often in a laboratory, industry, or museum, with full engagement in research activities.	S	P			



Staff Development Strategies

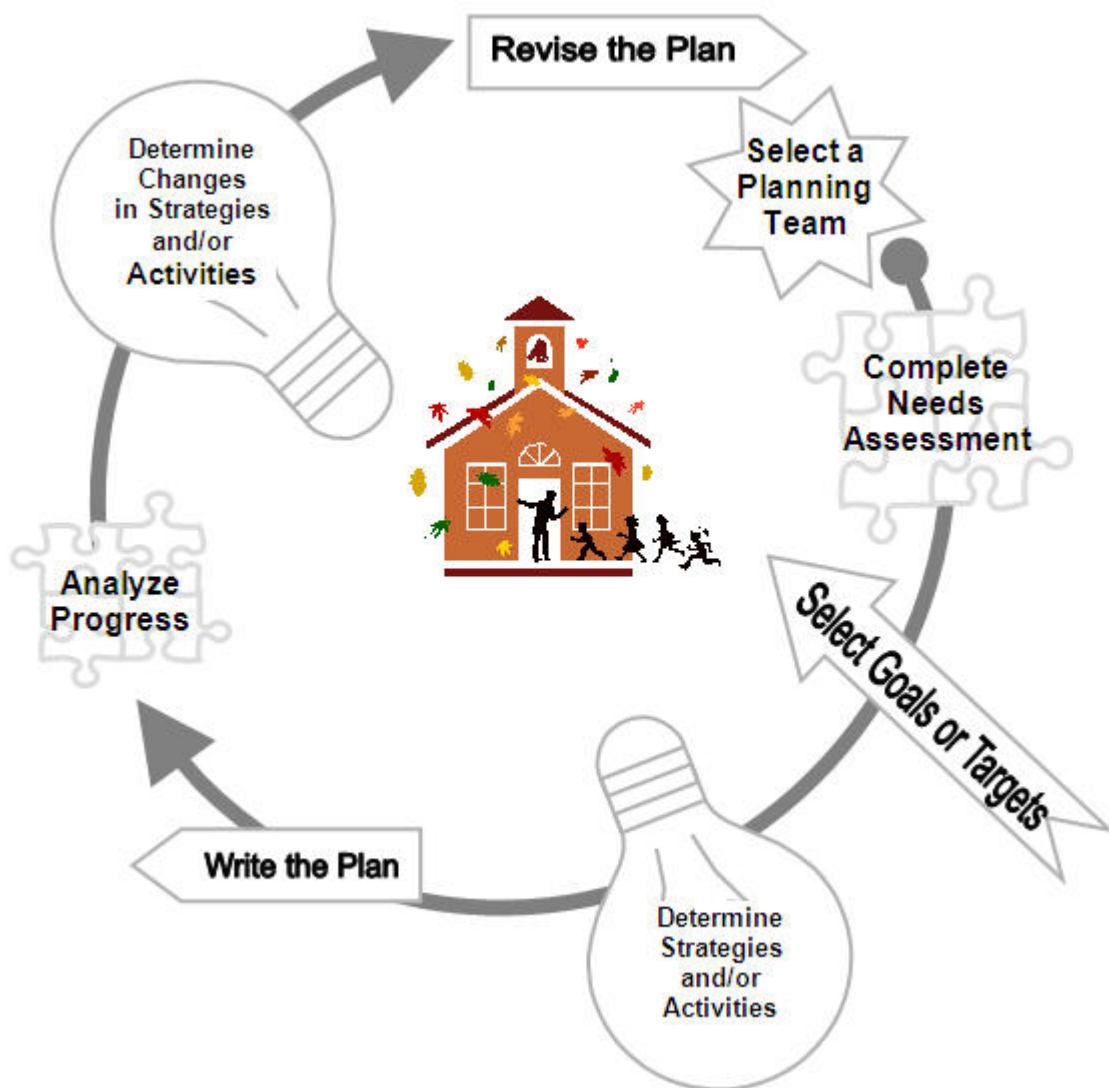
15 Strategies for Staff Development Purposes (cont'd.)	D	B	T	F	R
Curriculum: 3. Learning, using, and refining use of a particular set of instructional materials in the classroom.		S			
4. Curriculum replacement units: Implementing a unit of instructions that addresses one topic in a way that illustrates effective techniques.		S	S	P	
5. Curriculum development and adaptation: Creating new instructional materials and strategies or tailoring existing ones to better meet the learning needs of students.		S	P		
Examining Practice 6. Action research: Examining a teacher's own teaching and his/her students' learning by engaging in a research project in the classroom.		S			
7. Case discussions: Examining written narratives or videotapes of classroom events and discussing the problems and issues illustrated.	S	S			P
8. Examining student working and thinking, and scoring assessments: Carefully examining students' work to understand their thinking so that appropriate instructional strategies and materials can be identified.	S	S	S		P
Collaborative Work 9. Study groups: Engaging in regular collaboration interactions around topics identified by the group, with opportunities to examine new information, reflect on classroom practice, and analyze outcome data.	S		S		P
10. Coaching and mentoring: Working one-on-one with another teacher to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, and co-planning.		S	S	P	
11. Partnerships with mathematicians [professionals who use content expertise on a regular basis] in business, industry, and universities: Working collaboratively with practicing mathematicians with the focus on improving teacher content knowledge, instructional materials, and access to facilities.	S	P			
12. Professional networks: Linking in person or electronically with other teachers to explore topics of interest, pursue shared goals, and address common problems.	S	P	S		S
Vehicles and Mechanisms 13. Workshops, institutes, courses and seminars: Using structured opportunities outside the classroom to focus intensely on topics of interest, including subject content, and to learn from others with more expertise.	S	P		S	
14. Technology for professional development: Using various kinds of technology, including computers, telecommunications, video and CD-ROMs to learn content and pedagogy.	S	P	S		S
15. Developing professional developers: Building the skills and deep understanding of content and pedagogy needed to create learning experiences.		S	S	P	S

PART 2

Planning Quality Staff Development



School Improvement & Results-Based Staff Development Plan



School Improvement & Results-Based Staff Development Plan

“Organizing staff development around improving the quality of work we give students rather than improving the teacher’s performance in the classroom changes the whole dynamic. When the focus is on improving the experiences of students, staff development then takes on a very different character. It is an ongoing invention rather than a canned program, and it is collaborative because teachers and principals need to consider together how they can improve the quality of the work they give students and what the teachers and principals need to learn in order to do that.”

Quoted by
Phillip Schlechty
from:

“The Educator Examined.” Dennis Sparks,
The Journal of Staff Development. 19 (3), P. 38-42 (Summer, 1998).

Results-Based Staff Development (RBSD) supports the student learning goals. This is because RBSD provides the blueprint for teachers to obtain the knowledge and skills they will need to help all students reach the targets or goals of the School Improvement Plan (SIP).

The following steps are necessary for the school to complete a School Improvement and Results-Based Staff Development Plan:

- 1. Select a planning team.**
- 2. Complete the students’ and staff development needs assessment.**
- 3. Determine student and staff development goals.**
- 4. Select student and staff development strategies.**
- 5. Write the School Improvement and Results-Based Staff Development Plan.**
- 6. Analyze progress.**
- 7. Revise the plan as necessary.**

1. Select a planning team

Team membership may include: school administrators, teachers representing all grades, content areas, representatives of other school staff, as well as parents and community members.

After the planning team has been selected, it is important to identify the roles of individual members. These roles may include serving as chairs for a variety of subcommittees. These subcommittees may be small groups that meet according to content areas such as reading and mathematics or according to grade levels.

Also needed may be a person responsible for scheduling staff development activities, a person responsible for overseeing the documentation necessary for professional development points, a person focused on student performance data, and, of course, a planning team chairperson.

2. Complete a needs assessment

Needs assessment begins with the analysis of student learning in relation to state and district curriculum standards. The purpose of this analysis is to identify gaps between students' actual performance and the desired goals or outcomes.

Following the identification of students' performance gaps, the current status of the school's staff development must be evaluated according to:



Identifying Student Needs

Address these questions:

- *How well are all students meeting the standards?*
- *Does instruction align with curriculum content & standards?*
- *What is currently being done that is helping students reach the curriculum standards?*
- *What is not being done?*
- *Who are the students that need particular attention?*

Identifying Staff Needs

Address these questions:

- What does staff know about the state curriculum standards? Are state curriculum standards used to plan the school's curriculum and instruction?
- Are staff able to analyze student performance on summative state assessments?
- What does staff know about analyzing formative classroom assessments to measure students' progress related to state standards?
- Are staff members able to correlate assessment results to classroom instruction? Are the results of the assessments used to analyze and adjust curriculum, instruction, and also to plan staff development *throughout* each school year?



3. Determine student and staff development goals

Identify the knowledge and skills staff needs to close student achievement gaps. Discuss how staff can gain the knowledge and skills identified. Following this discussion, decide what the staff development goals should be. Be certain to take into consideration the current status of the school's staff development and how this can be maintained or improved.

4. Select staff development strategies

Before selecting staff development strategies, consider what instructional experiences can be designed so that all students master the standards. As a planning team, discuss the new content or skills the staff will need in order to provide those instructional experiences to students.


Following this, identify possible staff development strategies that will help teachers master the knowledge and skills necessary to provide students with optimum instruction. Consider what resources are available including money, time, and substitutes. Find out if there are staff members who have expertise related to the strategies identified. Goals can be attained more easily if the school values and utilizes the professional expertise that is already within.

Select the staff development strategies and activities that will best meet needs, but that can also be effectively accomplished using the available resources.

5. Write the School Improvement and Results-Based Staff Development Plan

Once the needs assessment has been completed and the student learning strategies and activities have been selected, the team is ready to plan Results-Based Staff Development based upon the school improvement plan goals.

Staff development strategies that help staff transfer new knowledge and skills into practice are the cornerstones of Results-Based Staff Development. Make certain that the plan references each of the staff development strategies selected by the planning team. Indicate the intended purpose for each of the staff development strategies as well as the staff members who will be using the strategies.



Include in the plan:

- Goals
- Strategies
- Timeline
- Resources
- Person(s) responsible

Successful implementation and ongoing use of the plan depend upon a timeline that includes specific dates of implementation and evaluation as well as staff development dates throughout the academic year.


6. Analyze progress

Indicators are used to determine if the planned staff development has led to the desired results. Indicators should be assessed throughout each school year as well as annually.

Indicators may include measures of how well participants are using what is learned at a staff development activity, including measures of use of new ideas and practices. Evaluations of use should be taken at regular intervals.

Changes in how problems are addressed, sufficiency of resources, and recognition of successes can determine organizational support and change.

Multiple measures of student learning may include evaluations of both students' cognitive and psychomotor learning.



Types of Indicators:

- Staff - Evaluations of a staff development activity. Use of new knowledge & skills.
- District or School - Organizational support & change.
- Students - Performance data.

7. Revise the plan as necessary

If the indicators show that progress is not being made or that the desired and expected results are not taking place, the plan should be revised. Revision may include: follow-up training, greater collaboration and/or peer coaching, further study, or abandoning a strategy for another that may prove more effective.

After the School Improvement & Results-Based Staff Development Plan is complete and has been approved:

The completed School Improvement and Results-Based Staff Development Plan should be:

- *Submitted to the local board of education for approval.*
- *Provided to the district Professional Development Council for their use as they prepare the District Professional Development Plan.*

Lawrence Public Schools
Lawrence, Kansas

The central office staff has developed a strong theoretical base for integrating instructional improvement, curriculum development, and professional development.

All schools are now required to craft a school improvement plan each year that details the connection between professional development and student achievement.

Professional Development: Learning from the Best,
North Central Regional Educational Laboratory, 1999
p. 81



SAMPLE SCHOOL IMPROVEMENT & RESULTS-BASED STAFF DEVELOPMENT PLAN

NOTE: THIS IS ONE SECTION OF A SCHOOL IMPROVEMENT & RESULTS BASED STAFF DEVELOPMENT PLAN FOR GRADES K-8.

The plan has been designed according to grade levels K-3, 4-5, 6-8. This is because in this school the needs of students and teachers at these different levels are not the same.

Reading Target

Grades K-3

Academic Year 2003-2004

Note: This sample plan has not been updated to reflect current standards or assessed levels.

USD	#123, Heartfelt School District	Building Grade Span	K – 8	Date Submitted	6/24/2003
Name of School	Destiny Elementary School			Date of Local Board Approval: including funding, personnel, materials, time.	05/15/2003

READING TARGET COMMITTEE MEMBERS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Mr. Ivan Advocate, Special Education Teacher, K-6 ● Ms. Patience Carealot, Kindergarten teacher (Committee Chairperson) ● Ms. Penny Marker, 1st grade teacher ● Ms. Dee Velopment, 3rd grade teacher, ELL Specialist | <ul style="list-style-type: none"> ● Mr. Earnest Admire, Principal, Destiny Elementary School ● Mr. Rock Melody, Music, K-8 teacher ● Mr. Jonathan Apple, 4th grade teacher |
|---|---|

CURRENT LEVEL OF PERFORMANCE ON STATE ASSESSMENTS (GRADE 5):

- ✓ Currently only 37% of our 5th graders score at the meets standard level on the Kansas State Reading Assessment.
- ✓ The item analysis shows that reading comprehension is our area of greatest weakness.
- ✓ Currently only 12% of our free and reduced population is scoring at the meets standard level.
- ✓ Only 5% of our ELL population is scoring at the meets standard level.

READING GOALS* based on weaknesses identified in Needs Assessment:

*Must be specific, measurable, attainable, based on needs, and fit within a specified timeframe.

1. By 2006, there will be significant improvement in all students' reading performance on the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
 - ✓ Our specific state assessment goal is: That 70% of our students will perform at or above meets standard level on the Kansas State Reading Assessment at all grade levels in which the assessment in given.
2. All student groups will be represented in these gains and in particular that there will be significant reduction in the achievement gap of students identified for free and reduced lunches and ELL students.
 - ✓ Our specific state assessment goals are:
 - That at least 65% of our free and reduced population is performing at or above the meets standard level on state assessments.
 - That at least 60% of our ELL population will score at or above the meets standard level on the state assessments.

**STATE STANDARDS AND INDICATORS ADDRESSED
GRADES K-3
ACADEMIC YEAR 2003-2004**

Standard 1 -
Learners demonstrate skill in reading a variety of materials for a variety of purposes.
Comprehension Indicators Standard 1 Grades K-3:

1. Understanding the basic message of text.
2. Retelling the reading material with accurate sequence.
3. Understanding that print conveys meaning.

(SUMMATIVE) ASSESSMENTS OF STUDENTS' ACHIEVEMENT AT THE CONCLUSION OF EACH SCHOOL YEAR:

- ✓ *District CRT Reading Comprehension Grades 1-3 (for the purposes of determining annual progress, program evaluation and needs assessment)*
- ✓ *K-3 ITBS Reading Assessment Levels 5 – 12 (for the purposes of determining annual progress, program evaluation and needs assessment)*
- ✓ *State Reading Assessment 5th Grade Comprehension Scores (for the purpose of annual program evaluation and needs assessment K-3)*

All (summative) assessments will be disaggregated by:

Gender

Race

SES

ELL

Disability

BENCHMARKS (FORMATIVE ASSESSMENTS)

Students will be assessed to determine progress toward grade appropriate goals aligned with the reading goals described above every nine weeks. Results of the assessments will be used to gauge progress, adjust instruction, and to determine necessary ongoing, job-embedded staff development.

Description	Timeline
<p>Kindergarten 1st, 2nd, and 3rd grade:</p> <ul style="list-style-type: none"> ✓ Multiple assessments will be administered at least once every nine weeks throughout the school year and will include: <ol style="list-style-type: none"> 1. Reading comprehension assessments: <ul style="list-style-type: none"> ○ The student retells a story in her/his own words. The retelling is analyzed to determine student's understanding of narrative or expository structure through observation of her/his knowledge of characters, settings, story events, and outcomes. ○ Running records: The student reads aloud text at or above his/her instructional level. The teacher analyzes this to see what word identification strategies the child is using as well as the student's comprehensive skills. 2. Phonemic awareness assessments: <ul style="list-style-type: none"> ○ The student draws a picture and writes about it in her/his own words. 3. Assessments of student's concepts of print: <ul style="list-style-type: none"> ○ The student reads a story independently and the teacher observes and records where or if he/she points a finger at the words and whether or not the student looks from left to right. ○ Writing folders examined for student's understanding of stories, spelling development, and developing concepts of print. <p>2nd grade only (administered at least once during 2nd grade):</p> <ol style="list-style-type: none"> 1. 2nd grade diagnostic reading assessment. 	<p>1st formative assessments administered by Sept. 16, '03 and taking place at least once every nine weeks throughout the school year.</p>

SELECTED STUDENT LEARNING STRATEGIES FOR GRADES K-3			
Description	Timeline	Person(s) Responsible	Resources
<p>Activation of prior knowledge through the use of cues, questioning, and advance organizers: *</p> <p>*Important note to K-3 teachers: Implementation of these strategies will not take the place of focusing on the particular standards of phonics and phonemic awareness that are critical to “learning to read” at this developmental stage in students’ lives. Rather, these text comprehension strategies will be used to help K-3 students extract meaning from text for purposeful, active understanding so that they are prepared to “read to learn” in grades 4 – 12 and throughout their lives.</p> <ol style="list-style-type: none"> Using cues and questions to preview what they are going to experience through reading a particular text. Predicting and summarizing to link text to meaning. Using advance organizers in the form of story maps, flip boards, and sequence chains and/or causal chains for understanding. 	Beginning week of Sept. 3 and throughout '03-'04	<p>Mr. Advocate Coordinator</p> <p>Ms. Carealot, Ms. Marker, Ms. Velopment</p> <p>Mr. Admire Mr. Apple</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> ✓ <u>Reading Strategies & Practices</u> ✓ <u>Put Reading First</u> <p>Classroom Resources:</p> <ul style="list-style-type: none"> ✓ Flip boards ✓ Sentence Strips ✓ Tape recorder and audiotapes. ✓ Appropriate student texts.
Additional support for K-3 students identified as below appropriate levels on state reading standards (Based upon analysis of multiple formative assessments.)			
Description	Timeline	Person(s) Responsible	Resources
<ul style="list-style-type: none"> ✓ Teachers will design instruction to address each student’s particular learning needs as identified through multiple assessments administered at least once every nine weeks. ✓ Parents will be provided with supplemental materials that include such things as books on tape, vocabulary games, and suggestions for how to support their students’ particular learning needs. This information will be provided to parents through face-to-face visits with the students’ classroom teachers. These visits will occur throughout the school year and at least once every nine weeks. ✓ Classrooms will be supplied with a variety of books, pictures, and print that support students’ cultural and linguistic backgrounds. ✓ Teachers will use multimedia such as videos, pictures, and concrete objects to create connections with vocabulary words. ✓ Teachers will make use of the language learning that occurs among children by supporting play and small group activities related to the text students are learning to read. 	<ul style="list-style-type: none"> ✓ Analysis of formative assessments completed within one week of conclusion of each 9-week period of the school year. ✓ Implement “Additional Support” within two weeks of the conclusion of the 1st 9-week period and continuing for the purpose of meeting students’ needs throughout the school year. 	<p>Ms. Velopment, Coordinator</p> <p>Mr. Advocate Ms. Carealot, Ms. Marker,</p> <p>Mr. Admire Mr. Apple</p>	<p>Teacher resources:</p> <ul style="list-style-type: none"> ✓ <u>Learning to Read and Write</u> (6 copies) ✓ <u>Starting Out Right: A Guide to Promoting Children’s Reading Success</u> (6 copies) ✓ Time for development and analysis of formative assessments. ✓ Time for parent/teacher visits <p>Classroom Resources:</p> <ul style="list-style-type: none"> ✓ Books* ✓ Pictures* ✓ Print displays* <p>*that support students’ cultural and linguistic backgrounds.</p> <p>Parent Resources:</p> <ul style="list-style-type: none"> ✓ Books on tape ✓ Vocabulary games

RESULTS BASED STAFF DEVELOPMENT

Staff Development Goals for all Staff K-3	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p>Knowledge Level:</p> <p>Teachers will know and understand the reading strategies: Cues, questioning, and graphic organizers.</p>	<p>Attend workshop: "Building Comprehension Skills"</p>	<p>Aug. 7 – 9, '03</p>	<p>Ms. Carealot</p>	<ul style="list-style-type: none"> ✓ Workshop registration fees for 5 teachers ✓ Travel expenses for 5 teachers 	<p>Evaluation form including pre and post assessment completed at time of workshop.</p>
	<p>Participate in study groups that read and discuss articles and book chapters related to research and effective use of student strategies, assessments, and discussion of personal experiences in related classroom practice.</p>	<p>First Tuesday of every month Aug. – March '03 – '04</p>	<p>Mr. Advocate Ms. Carealot, Ms. Marker Mr. Melody Ms. Velopment</p>	<ul style="list-style-type: none"> ✓ 1 hour on designated Tuesday afternoons. 6 Copies of books: <ul style="list-style-type: none"> ✓ <u>Learning to Read & Write</u> ✓ <u>Reading Strategies & Practices</u> ✓ <u>Put Reading First</u> ✓ <u>Starting Out Right.</u> ✓ Videotapes and access to camera and operator. ✓ Access to Internet website: www.enc.org/pdguide 	<ul style="list-style-type: none"> ✓ Participant's logs of readings and study group. ✓ Videotapes of group sessions.
<p>Application Level:</p> <p>Teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning.</p>	<p>Teachers use cues and questioning to provide students with a preview of what they are going to experience through reading or being read a particular text.</p>	<p>Beginning week of Sept. 3 and throughout '03-'04</p>	<p>Mr. Advocate Ms. Carealot, Ms. Marker Mr. Melody Ms. Velopment Mr. Admire</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> ✓ Time for each teacher to serve as a peer observer. ✓ Peer Observation forms developed and used for feedback. ✓ Videotapes and access to camera and operator. 	<ul style="list-style-type: none"> ✓ Peer observation and written feedback at least 2 times during each nine-week period of the school year.
	<p>Teachers use Predicting and Summarizing to facilitate students linking text to meaning.</p>	<p>Beginning week of Sept. 3 and throughout '03-'04</p>	<p>Mr. Advocate Ms. Carealot, Ms. Marker Mr. Melody Ms. Velopment Mr. Admire</p>	<p>Classroom Resources:</p> <ul style="list-style-type: none"> ✓ Flip boards ✓ Sentence Strips ✓ Tape recorder and audio tapes. ✓ Appropriate student texts. 	<ul style="list-style-type: none"> ✓ Videotapes for personal evaluation by individual teachers.
	<p>Teachers use Advance Organizers:</p> <p>Story maps; Flip boards; Sequence chains or causal chains to retell or summarize for the purpose of facilitating students' understanding.</p>	<p>Use determined by individual teachers, starting in the first nine weeks of school year and continuing throughout '03-'04.</p>	<p>Mr. Advocate Ms. Carealot, Ms. Marker Mr. Melody Ms. Velopment Mr. Admire</p>		

RESULTS BASED STAFF DEVELOPMENT

Staff Development Goals for all Staff K-3	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
<p align="center">Impact Level</p> <p>Teachers will be able to demonstrate that students' knowledge and skills related to reading comprehension have improved as evidenced by formative and summative assessments.</p>	<p>Timely, collaborative analysis of students' formative assessments administered at least once every nine weeks and analyzed by teachers to determine any correlations between use of strategies and student learning.</p>	<p>1st formative assessments administered by Sept. 16, '03 and taking place at least once every nine weeks throughout the school year.</p>	<p>Mr. Advocate Ms. Carealot, Ms. Marker, Ms.Velopment</p> <p>Mr. Admire Mr. Apple</p>	<p>Time for collaborative analysis of students' formative assessments results.</p>	<p>Multiple assessments will be administered at least once every nine weeks throughout the school year including:</p> <ul style="list-style-type: none"> ✓ Reading comprehension assessments; ✓ Phonemic awareness assessments; ✓ Assessments of students' concepts of print.
		<p>ITBS Fall and Spring</p>	<p>Mr. Advocate Mr. Apple Ms. Carealot, Ms. Marker, Ms.Velopment Mr. Admire</p>	<p>ITBS Assessment</p>	<p>K-3 ITBS Reading Assessment (ITBS Reading Test Levels 5 – 12. ITBS reading test levels ≠ grade levels.)</p>
	<p>Timely collaborative analysis of annual summative assessments used to help determine the quality of the reading program and the effectiveness of the related staff development.</p>	<p>District Spring CRT</p>	<p>Mr. Advocate Mr. Apple Ms. Carealot, Ms. Marker, Ms.Velopment Mr. Admire</p>	<p>District CRT Reading Comprehension Grades 1-3</p>	<p>District CRT Reading Comprehension Grades 1-3</p>
		<p>Kansas State Reading Assessment Grade 5</p>	<p>Mr. Advocate Mr. Apple Ms. Carealot, Ms. Marker, Ms.Velopment Mr. Admire</p>	<p>Time for collaborative analysis of students' summative assessments results.</p>	<p>State Reading Assessment 5th Grade Comprehension Scores disaggregated by: Gender Race SES ELL Disability</p>

Why is this sample School Improvement and Results-Based Staff Development Plan written this way?

This is a K-8 school. Why is plan only for grades K-3?

The plan has been designed according to grade levels K-3, 4-5, 6-8. This is because in this school the needs of students and teachers at these different levels are not the same.

If the target is “Reading K-3,” why does the Reading Committee include the 4th grade teacher and the K-8 music teacher?

Teachers working with students at different levels and in different contexts provide important insights about expectations and instruction.

What does the section titled “Academic Year 2003-2004: Standard 1” mean?

Reading is one of three academic targets for this school. The needs assessment shows that students are having the most difficulty with comprehension. The reading standard related to comprehension will be the focus of improving student reading. The school will continue using strategies for the indicators listed, and continue to monitor student performance related to those indicators. However if, in the midst of this cycle, data indicates students need to gain reading fluency skills, new strategies may be added. Thus the plan may be revised to meet students' and teachers' changing needs each school year.

Aren't strategies, strategies? Why is there one section for student learning strategies and another for staff development strategies?

Student learning strategies are not the same as staff development strategies. Student learning strategies are the tools students use to learn. Staff development strategies are the tools teachers use to gain the knowledge and skills they need to facilitate students' learning.

There is a box “Date of Local Board Approval.” Is the local board required to approve each and every strategy in a school improvement plan?

This plan shows that the local Board of Education is kept informed about the planning process and, prior to the implementation of the plan, approves of and agrees to fund the staff development activities and necessary resources related to each of the strategies. Approval provides some assurance that the strategies can be implemented as planned. However, there is *no requirement that the local board approve each and every strategy in a school improvement plan.*

Why are the “Reading Goals” described on p. 39 different from the “Staff Development Goals” described on pp. 42-43?

They are different because, while they are closely related, students’ learning goals are *not the same* as teachers’ staff development goals. The differences are described below:

The “Reading Goals” on p. 1 *describe the desired, specific improvements in student performance* on the Kansas State Reading Assessment as well as on the ITBS and District CRT Reading Assessments.

The staff development goals described on pp. 42– 43 provide *the focus and rationale for staff development*. These are:

1. Knowledge: Teachers know something that was not known before.
2. Application: Teachers *consistently* use this knowledge and skill on the job.
3. Impact: Student learning is improved and is demonstrated by appropriate assessments.

How is the “Impact” of staff development determined?

The impact of staff development is determined by assessing how what teachers are doing in the classroom improves or does not improve student learning. It is important that this be analyzed throughout the school year so that instruction can be adjusted to meet particular students’ needs. Because of this, *impact is measured using both formative and summative assessments*.

Why is the timeline so specific?

A timeline that is as specific as possible makes a school improvement and results-based staff development plan more useful to teachers, administrators, and others. Staff and others in the school community are able to set reasonable goals, plan more effectively, and avoid procrastinating when a timeline includes specific dates or periods of time.

Why are so many things listed in the “Evaluation” column of the Results-Based Staff Development section?

Evaluation of student performance (learning) and the related staff development (teachers’ knowledge and skills) is ongoing and includes analysis of:

1. Students’ and teachers’ use of student learning and staff development strategies;
2. The relationship (correlation) between the use of student and staff development strategies and student performance (learning).

Sample School Improvement & Results-Based Staff Development Plan Form

USD		Building Grade Span		Date Submitted	
Name of School			Date of Local Board Approval: including funding, personnel, materials, time.		

TARGET COMMITTEE MEMBERS:

--	--

CURRENT LEVEL OF PERFORMANCE ON STATE ASSESSMENTS

--

GOALS* based on weaknesses identified in Needs Assessment:

*Must be specific, measurable, attainable, based on needs, and fit within a specified timeframe.

--

**STATE STANDARDS AND INDICATORS ADDRESSED
GRADES
ACADEMIC YEAR**

--

(SUMMATIVE) ASSESSMENTS OF STUDENTS' ACHIEVEMENT AT THE CONCLUSION OF EACH SCHOOL YEAR:

--

BENCHMARKS (FORMATIVE ASSESSMENTS)

Students will be assessed to determine progress toward grade appropriate goals aligned with the goals described above every nine weeks. Results of the assessments will be used to gauge progress, adjust instruction, and to determine necessary ongoing, job-embedded staff development.

Description	Timeline

SELECTED STRATEGIES FOR GRADES

Description	Timeline	Person(s) Responsible	Resources

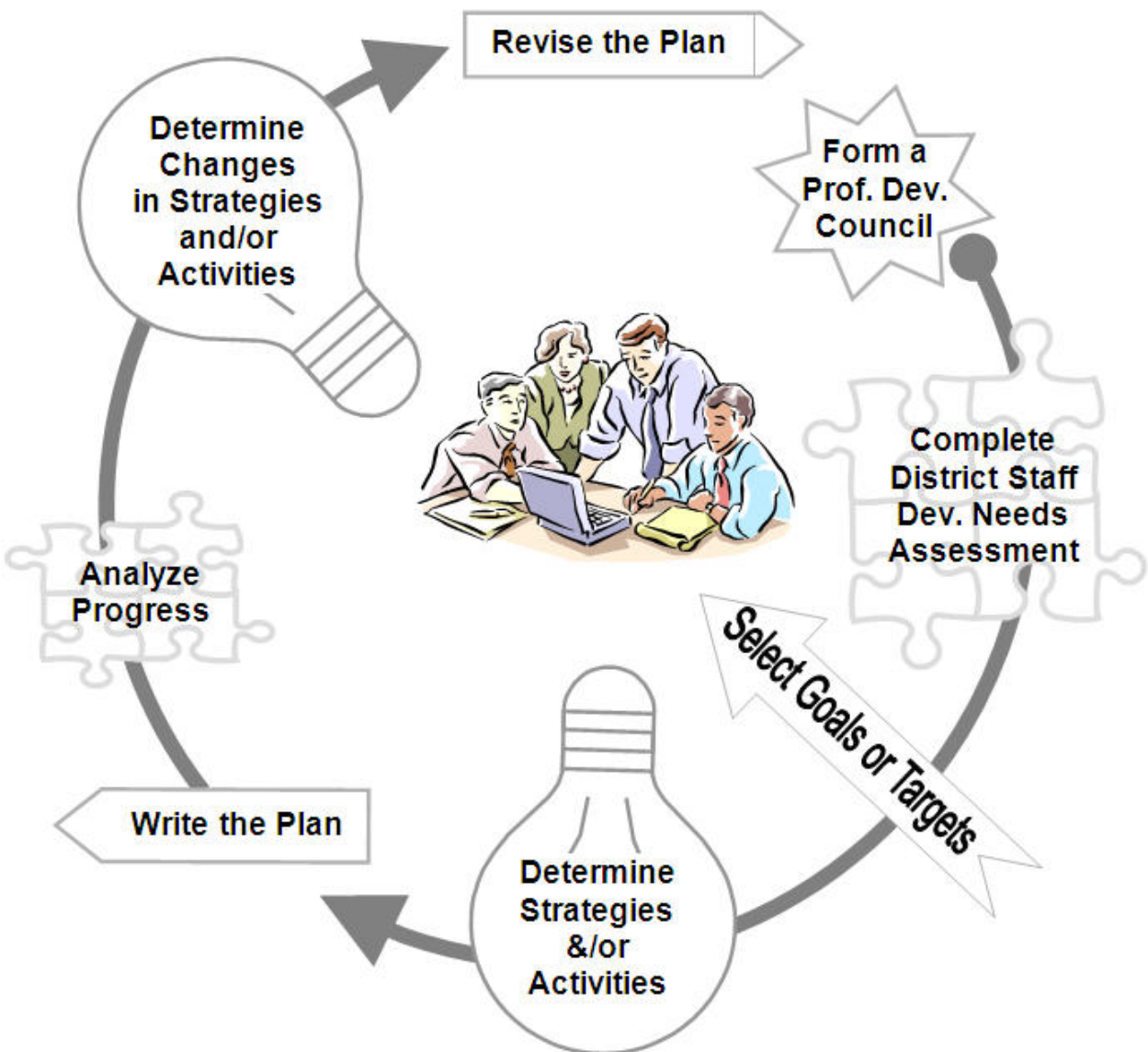
**Additional support for students identified as below appropriate levels on state standards
(Based upon analysis of multiple formative assessments.)**

Description	Timeline	Person(s) Responsible	Resources

RESULTS BASED STAFF DEVELOPMENT

Staff Development Goals for all Staff	Staff Development Strategies	Timeline	Person(s) Responsible	Resources	Evaluation
Knowledge Level					
Application Level					
Impact Level					

District / Agency Professional Development Plan



Professional Development Council

“Leading is a shared endeavor, the foundation for the democratization of schools. School change is a collective endeavor; therefore, people do this most effectively in the presence of others. The learning journey must be shared; otherwise, shared purpose and action are never achieved.”

Linda Lambert

Building Leadership Capacity in Schools, Linda Lambert.

ASCD, Alexandria, Virginia (1998).

The first order of business for districts or educational agencies participating in the Kansas Professional Development Program is the formation of a Professional Development Council (PDC).

This is an important group. The PDC writes, coordinates, and administers the District Professional Development Plan. This group is representative of both administrators and teachers who are selected by the groups they represent. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The size of the council is a local decision.

Some professional development councils serve organizations, referred to as educational agencies, other than a district or school. These include education service centers, special education cooperatives, and some colleges and universities. Such an educational agency should include representation on the professional development council from all districts and/or schools indicated in the Professional Development Plan. The membership on these professional development councils must meet the same requirements as district/school professional development councils.

A district may choose to have building and district-level professional development councils. As a result of the Quality Performance Accreditation requirement of a building-level staff development plan to support school improvement efforts, many districts have added building-level professional development councils. Members from each building-level council may serve on the district-level professional development council. The district council is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

Responsibilities of the Professional Development Council (PDC):

The professional development council is to develop a District Professional Development Plan for staff development that is approved by the local school board of education and that 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; and
- (6) Procedures for awarding professional development points.

Members of each council must participate in **annual training** related to their roles and responsibilities. The district should indicate how the training would be accomplished as part of the required five-year plan for staff development. This training must include how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Olathe District Schools
Olathe, Kansas

Olathe's focus on professional development has led to improvement in reading, math, and writing, and a narrowing in the gap between students of differing socioeconomic status, opposite their state trends. Year-to-year academic data for the Iowa Test of Basic Skills, the Kansas math assessment, and the ACT show an overall increase in math at all levels – elementary, junior high, and high school. This student data ultimately guides Olathe's professional development decisions.

Professional Development:
Learning from the Best,
North Central Regional
Educational Laboratory, 1999
p. 89



The District/Agency Professional Development Plan

“The key to developing an effective plan is to make good use of the expertise available to the team. Here is where the central office curriculum generalists, subject matter specialists, and staff developers support the team’s efforts by providing information about planning, staff development, and curriculum development in the areas where improvement is proposed.”

Fred Wood, Joyce Killian, Frank McQuarrie, and Steven Thompson.
ASCD, Alexandria, Virginia (1993).

How to Organize a School-Based Staff Development Program

The steps for writing the District/Agency Professional Development Plan are:

- 1. Form the Professional Development Council.**
- 2. Complete a district staff development needs assessment.**
- 3. Determine staff development goals based upon school improvement plan (s) targets and results-based staff development goals.**
- 4. Determine staff development strategies and/or activities at the district, school and individual levels.**
- 5. Write the District Professional Development Plan.**
- 6. Analyze progress.**
- 7. Revise the plan as necessary.**

1. Form the Professional Development Council

See the previous section: *The Professional Development Council.*

A comprehensive needs assessment for planning professional development is based upon information on the performance of all children in relation to state content and student performance standards.”

Implementing Schoolwide Programs – An Idea Book on Planning, USDOE, 1998

2. Complete a district/agency staff development needs assessment

Before writing a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency.

Staff development that doesn’t meet the needs of an education community may be interesting and enjoyable, but it is not an efficient or effective use of resources.

The staff development needs assessment for the District Professional Development Plan should include the identified school improvement targets and the related results-based staff development goals.

To ensure that the needs of all district students are being addressed, the Professional Development Council should review each school's School Improvement Plan goals (targets).

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. However, the current status of the *entire district's* (or educational agency's) staff development program should also be evaluated according to the NSDC Standards. The *Kansas Staff Development Rubric for District/School Assessment* is one way of doing such an evaluation (see pp. 9-21 of this booklet).

- A. Context – whether or not the staff development is ongoing and job-embedded.
- B. Process – decision-making, communication, and team functioning.
- C. Content – the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity are addressed.

To identify strengths and needs, correlate district staff's evaluation of professional development to identified gaps in students' learning.



Answer:

- How well are all district students meeting the standards?
- Does instruction align with state and district curriculum content and standards?
- What is currently being done that is helping district students reach the curriculum standards?
- What is not being done?
- Who are the students or student groups that need particular attention?

"If you don't know where you're going, it's very difficult to tell if you've arrived."

Thomas Guskey

"You Can Collect Awfully Good Evidence." Thomas Guskey,
The Journal of Staff Development, 19 (4), P. 42-43 (Fall, 1998).

3. Determine staff development goals based upon school improvement plan(s) targets and results-based staff development goals

The needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills. Staff development goals and objectives should be focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired *results for improved student learning* that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon *strengths* as well as identified needs. To be effective, goals must be few in number. They should be unambiguous, realistic, measurable, and achievable within a specified period of time.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

4. Determine staff development strategies and/or activities at the district, school, and individual levels

Develop a process for selecting professional development content, strategies, and/or activities at each organization level: district, school, team, and individual staff. Criteria may include researching strategies for appropriateness of content.

The professional development council may also identify potential activities at each level.

5. Write the District Professional Development Plan

After the needs assessment has been completed, and goals and objectives are determined, the Professional Development Council (PDC) is ready to write the District *Professional Development Plan*.

The plan must include:

- Strategies and/or activities at each organizational level: district, school, and individual;
- Evaluative criteria for each goal and activity at each organizational level. These should include:
 - Measures of the impact of staff development priorities at the individual, building, and district levels.
 - The system for reporting results of staff development at the individual, building, and district levels.
 - Point assignments and criteria for professional development credit for purposes of licensure renewal. An explanation of professional development points appears in the section “Individual Professional Development Plan.”



Include in the Plan:

- *Staff Development content needed to meet each goal*
- *Resources*
- *Criteria for evaluation*
- *A plan for ongoing communication*
- *Criteria for approval of the plan*
- *Records of the planning process*

Decision Path for Awarding Professional Development Points

1. a) The individual submits a professional development plan to the district or educational agency Professional Development Council (PDC).
b) The PDC approves the professional development plan.
2. The individual completes activities related to his or her approved professional development plan and submits documentation/evidence to PDC.
3. The PDC verifies that the activity addresses the goals in the approved professional development plan and awards points.
4. If the PDC has questions about how knowledge level (baseline) points are determined, they are to request additional clarification from the individual. This may be accomplished with a form the PDC uses for such purposes.

Three Levels for Awarding Points

Professional development points are awarded according to three levels. For each of the three levels there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limits can be imposed for points earned for purposes related to local matters. The three levels are described below:

Level I - Knowledge.

Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the professional development activity.

Level II - Application.

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded.

Level III - Impact.

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded.

Criteria for Awarding Points at Three Levels

Including for College/University Coursework, Athletic Coaching Clinics, and/or Other Unique Activities

The district PDC should have clearly written criteria for awarding professional development points. Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of possible criteria a district/agency may use in determining whether or not professional development points will be awarded.

Sample Criteria for Awarding Points at 3 Levels

IMPORTANT: It is not a requirement of the KSDE, nor is it in state regulation, that districts or educational agencies use these specific criteria to determine whether or not points will be awarded. They are provided *only as sample criteria*.

Terminology

In addition to having clearly written criteria for awarding points, the PDC should provide staff with definitions of terms used.

For example, if a district were to use the following criteria, these terms would need to be defined:

- ✓ Acceptable documented evidence for service to the profession.
 - ✓ Extended period of time (*i.e. a semester*)
 - ✓ Extracurricular activity (*i.e. a paid assignment that requires an additional contract and that is not related to the regular classroom or administrative assignment of the individual*)
 - ✓ Sponsorship
 - ✓ Programs
 - ✓ Policies
 - ✓ Multiple formative assessments (*i.e. classroom assessments administered over a semester*)
 - ✓ Multiple summative assessments (*i.e. ITBS, state assessments, and district CRTs*)
-

Sample Criteria for Awarding Service to the Profession Points:

- The individual can provide documentation of active participation in service to the profession.
-

Sample Criteria for Awarding Knowledge Level Points:

- The individual is able to tell or write what has been learned; and the information is relevant to instruction or an education program.
-

Sample Criteria for Awarding Application Level Points:

- The individual has applied what was learned over an extended period of time through classroom instruction; *or*
 - The individual has applied what was learned over an extended period of time to specific programs such as curriculum, the assessment system, or staff development.
-

Sample Criteria for Awarding Impact Level Points:

- Positive changes in student learning are documented through aligned assessment results accumulated over an extended period of time; *or*
- Positive changes in programs or policies are shown through documented results.

A quality plan meets the learning and skill needs of staff so that they in turn are prepared to address the needs of students. It is specific, yet comprehensive and easily understood. It should be updated annually to meet the changing needs of the education community.

A quality plan includes resources such as time, money, and professional expertise. These resources include funding and necessary professional development facilities. External and internal sources of expertise for each selected goal, strategy, and/or activity should be included.

Success measures for each goal and each supporting strategy or activity at the district, school, and individual levels should be identified. Data sources and a gathering method for each measure should be clearly evident as well as a process for reporting evaluation findings. Regular times to review the evaluation process should be written into the plan.

Planned, ongoing communication with the education community; including information about how the plan supports the district and school(s) goals should be included.

Teachers, staff, administrators and representatives of the education community should review the plan and provide input at least once before submitting the plan to the local and state boards of education for approval. It is also wise to keep records of the planning process as a guide for future decisions.

6. Analyze progress

At least once during each academic year, the progress the district is making toward meeting each of the goals should be checked by careful analysis of all of the evidence provided through the measures of impact determined for staff development at the individual, school and district levels. These could include such things as:

- Staff surveys designed to find out staff perceptions of the quality of staff development related to each of the plan goals.
- Student performance data – including both formative and summative assessment data, as well as staff's qualitative analysis of students' progress.
- Evaluations of staff development activities that have been provided.

7. Revise the plan as necessary

Following the analysis of the progress made throughout each school year, the district professional development plan should be revised so that it is aligned with current needs. However, it is important that criteria established by the Kansas State Board of Education for the district professional development plans continues to be met.

After the District/Agency Professional Development Plan Is complete and approved locally:

The plan must be submitted to the State Board for approval. After the State Board approves the plan it may be changed at any time as long as the criteria established by the State Board remain unchanged.

If an area professional development center (i.e., service center) provides professional development for licensure renewal, the professional development points should be awarded by the educational agency with an approved Individual Professional Development Plan (IPDP) on file for the individual requesting the points.

A copy of the Kansas District Professional Development Plan or Executive Summary Review Form appears on the following two pages.

Kansas District/Agency Professional Development Plan or
Executive Summary Review Form

KSDE consultants use the following form to review district professional development plans. It is included here to serve as a guide to Kansas Professional Development Councils as they prepare their plans or executive summaries for review by the KSDE and approval by the Kansas State Board of Education. *While the form does provide a checklist for districts, it is not intended that districts submit this form in lieu of a plan or a plan executive summary.*

<i>This form is to be completed by KSDE personnel.</i>													
District Name:						USD#:							
District Contact:						Phone#:							
			Name & Job Title			e-mail:							
Plan reviewed by:						Phone#:							
			KSDE Representative										
Date submitted:						Date reviewed:						Date SBE approved:	
			M D Y			M D Y			M D Y			M D Y	
Revision required?		Yes:				Plan approved by KSDE rep. on condition that suggested revisions are made.							
		No:											
The DISTRICT has met the following:													
Yes		Established a Professional Development Council (PDC) that is representative of the employed certified personnel; includes at least as many teachers as administrators and both are selected solely by the group they represent; has developed operational procedures; has developed a plan to be approved by the local board of education and the State Board of Education; and recommends for approval or disapproval local PDPs (Professional Development Plans) for renewal of certification. <i>91-1-205 (b)(3)(C); 91-1-206; 91-1-216 (a)(b)(1)(c); and 91-1-217(a)(b)</i>											
No													
Not yet													
Comments:													
Yes		Submitted a district/agency professional development plan or a district/agency professional development plan executive summary to the State Board of Education by August 1 of the fifth year of their current five-year cycle. <i>91-1-21(c)</i>											
No													
Comments:													
Yes		Each member of the PDC participates in annual training related to the regulations and his or her roles and responsibilities. <i>91-1-217(b)(1)</i>											
No													
Not Yet													
Comments:													
District Professional Development Plan or Executive Summary includes:													
Yes		Who decides the focus for staff development at the individual, building, and district levels? PDCs may function at the building and/or district level. The role of the PDC in the professional development process is noted. <i>91-1-215(g); 91-1-216(a)(b)(c); and 91-1-217(b)(3)</i>											
No													
Not Yet													
Comments:													
Yes		How the focus is determined for staff development at the individual, building, and district levels. Building level staff development is closely aligned with the school improvement plan. <i>91-31-32(c)(1) (QPA Regulation)</i> How staff needs relative to the improvement plan are determined is noted. How improvement plan needs align with district-wide goals and individual needs is also included. <i>91-1-216(b)(2)</i>											
No													
Not Yet													
Comments:													
Yes		Goals that are results based. <i>91-1-216(b)(3)</i> The following levels of implementation and maintenance are noted: knowledge, application, and impact. <i>91-1-218(a)-(f)</i>											
No													
Not Yet													

Comments:	
Yes	Activities and actions in the individual, building, and district level plans to accomplish staff development priorities. Examples include observation opportunities; time to practice new skills, use of study groups, and implementation logs. <i>91-1-216(b)(4)</i>
No	
Not Yet	
Comments:	
Yes	Evaluative Criteria for staff development priorities at the individual, building, and district levels is included. <i>91-1-216(b)(5)</i> Evaluation includes measures for assessing the impact of programs on improvement of the skills of licensed (certified) personnel to determine the effectiveness of instructional skills and improvement of student academic performance. <i>KSA 72-9603(b)</i>
No	
Not Yet	
Comments:	
Yes	The system for reporting the results of staff development at the individual, building, and district levels is described.
No	
Not yet	
Comments:	
Yes	Alignment with the school improvement plan(s) , mission(s), and academic focus(es) is described.
No	
Not Yet	
Comments:	
Yes	Point assignments and criteria for professional development credit for purposes of licensure renewal are as prescribed in <i>91-1-218(a)–(g)</i> : <i>1 point per hour at the knowledge (baseline) level; two times (2Xs) the knowledge level points at the application level; three times (3Xs) the knowledge level points at the impact level.</i> The PDC may not impose a limit on the number of points earned for the purposes of licensure renewal. <i>91-1-218(f)</i>
No	
Not Yet	
Comments:	
General/Overall Comments:	

Sample Executive Summary District/Agency Professional Development Plan

Note: This is not an actual district professional development plan summary. It is provided as an illustration of a possible District Professional Development Plan summary. A KSDE Consultant adapted this "Sample Executive Summary" from: In-service Plan Executive Summary for Hesston USD 460, 2001-2006 and District In-service Education Plan for Anthony-Harper USD 361, 2001-2002. It is provided as an illustration of a possible District Professional Development Plan executive summary.

Professional Development Program Requirements	Individual Focus	Building Focus	District Focus
How is the professional development program aligned with the mission, academic focus, and school improvement plan?	Individual priorities flow from the professional teaching standards, and identified skills needed to improve student learning.	Building-level priorities flow directly from building improvement targets that are identified by examining students academic achievement data related to academic standards.	District priorities flow directly from the mission and academic goals established by the Board of Education (BOE). These include graduation requirements and exit outcomes.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE).
How is the focus of staff development determined at each level?	Based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.	By comparing desired student academic targets or goals to actual student performance. This is called identifying the achievement gap and includes analysis of the achievement of particular student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the schools' needs.
How are the goals written to meet a results-based focus?	Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.	Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.	District goals are based upon identified standards of performance for students at each academic level.
What activities/actions are present at each level to accomplish staff development priorities?	<p><u>Level 1: Knowledge</u></p> <ol style="list-style-type: none"> 1. Written logs that include descriptions of the critical attributes of staff development activities or course work and also personal reflections; or 2. Pre and post assessments of the individual staff person's learning. <p><u>Level 2: Application</u></p> <ol style="list-style-type: none"> 1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester. 2. Video/audio tapes made at several intervals throughout at least one semester. 3. Documentation: lesson plans from throughout at least one semester. <p><u>Level 3: Impact</u></p> <ul style="list-style-type: none"> • For teachers: <ol style="list-style-type: none"> 1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year). 2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate. 		

	<ul style="list-style-type: none"> • For administrators (or other licensed personnel not in the classroom): 1. Documentation of related district or school policy change. 2. Revision of district, grade level, or content area curriculum. 3. Evidence of application by others. 4. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.
Has the PDC planned for the KSDE required annual training for PDC members?	PDC members are going to participate annually in the KSDE approved training for PDC members that is provided by Ed's Super Service Center in Neverdone, Kansas.
How are measures of the impact of staff development priorities at each level determined?	Impact is measured through: <ol style="list-style-type: none"> 1. Assessment of students' academic performance on specific academic targets annually. 2. Analysis of related student behaviors annually. 3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year. 4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.
How are professional development points assigned?	There are no limits to the number of points that may be awarded at any level. Level 1: One hour of professional development equals one professional development point. Level 2: 2 x knowledge points Level 3: 3 x knowledge points
Who reports what staff development results to whom, when, and in what manner?	<ol style="list-style-type: none"> 1. Individual teachers share evidence related to each level with his/her designated supervisor when professional development points receive initial validation. 2. PDC representatives report results to PDC body annually. 3. PDC chairperson reports results to BOE annually.
How has PDC representation been chosen?	To build continuity across the district, our PDC is made up of all members of our Building Leadership Teams from the elementary, middle, and high schools. Their respective peer groups select members of these Leadership Teams. These three bodies come together regularly to chart district direction and to do the work of the PDC. BLT members are chosen by their teammates to serve. This group is comprised of six administrators and nineteen teachers. This body has developed guidelines and procedures for the operation of the professional development system, including the appointment of a subgroup of the body to approve/disapprove points for licensure renewal and salary movement.
When was the plan adopted by the local BOE?	Board of Education adopted the 2001-2006 plan on April 23, 2001.

What do the questions in the first column *Professional Development Program Requirements* reference?
These questions reference state requirements for a district Professional Development Plan. In this summary of the district plan, the PDC ensures that the components of the plan that meet state requirements are described and easily seen.

Why are the first three questions in the column *Professional Development Program Requirements* organized in columns titled *Individual Focus*, *Building Focus*, and *District Focus*?
This summary format illustrates how the focus for staff and professional development at each of these three levels is determined.

In the section answering the question "What activities/actions are present at each level to accomplish staff development priorities?" why are the levels labeled knowledge, application, and impact?
This illustrates that the Professional Development Plan defines and lists the activities and actions that will meet the PDC's criteria for documentation and awarding professional development points at each of these levels.

**Sample Executive Summary
District/Agency Professional Development Plan Form**

Professional development Program Requirements	Individual Focus	Building Focus	District Focus
How is the professional development program aligned with the mission, academic focus, and school improvement plan?			
Who decides what the focus for staff development will be?			
How is the focus of staff development determined at each level?			
How are the goals written to meet a results-based focus?			
What activities/actions are present at each level to accomplish staff development priorities?	<p><u>Level 1: Knowledge</u> <u>Level 2: Application</u> <u>Level 3: Impact</u></p> <ul style="list-style-type: none"> • For teachers: • For administrators (or other licensed personnel not in the classroom): 		
Has the PDC planned for the KSDE required annual training for PDC members?			
How are measures of the impact of staff development priorities at each level determined?	Impact is measured through:		
How are professional development points assigned?	<p>There are no limits to the number of points that may be awarded at any level for purposes of recertification/relicensure. Level 1: One hour of professional development equals one professional development point. Level 2: 2 x knowledge points Level 3: 3 x knowledge points</p>		
Who reports what staff development results to whom, when, and in what manner?			
How has PDC representation been chosen?			
When was the plan adopted by the local BOE?			

Sample District/Agency Professional Development Plan

This Sample plan includes those items reviewed by KSDE consultants. It does not include a calendar of activities, district policies, specific forms, or resources that may be attached to an actual District Professional Development Plan. It is provided as an illustration of a possible District Professional Development Plan. A KSDE Consultant adapted this "Sample District Professional Development Plan" from multiple district professional development plans submitted to the KSDE in the past.

USD 123 Professional Development Plan

Philosophy and Purpose of the Professional Development Council

It is the philosophy of USD 123, Heartfelt Public Schools that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the USD 123 Professional Development Council is to facilitate the professional learning of licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- Involve all staff.
 - Align professional learning with the district's mission and academic goals established by the USD 123 Board of Education, including graduation requirements, exit outcomes and school improvement academic targets.
 - 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.
 - Provide support and staff development to school and district administrators related to their leadership role.
-

Professional Development Council Membership

The Professional Development Council includes all members of our Building Leadership Teams (BLTs) from the elementary, middle, and high schools.

Building Leadership members are chosen by their building teammates to serve. Teachers select teachers and administrators select administrators. The three Building Leadership Teams come together regularly to chart district direction and to do the work of the PDC.

This group is comprised of six administrators and nineteen teachers. This body has developed guidelines and procedures for the operation of the professional development system, including the appointment of a subgroup of the body to approve/disapprove points for licensure renewal and salary movement.

Members serve no less than one year and not more than three years. So continuity is maintained, membership is rotational.

Professional Development Council Operational Procedures

Officers

Officers include a Chairperson, a Vice-Chairperson, and a Secretary/Recorder. All officers are elected for a term of one year by consensus of the members and begin their terms at the first meeting in the fall.

Duties of the officers include:

- Chairperson:**
- Calls and conducts all meetings.
 - Calls special meetings as needed.
 - Carries out other duties as determined by the PDC.

Vice Chairperson: Acts in the absence of the Chairperson.
Carries out other duties as determined by the PDC.

Secretary/Recorder: Keeps records and minutes of meetings.
Maintains a file of all minutes in the district office.
Carries out other duties as determined by the PDC.

Meetings

- The Professional Development council shall meet a minimum of 4 times each academic year.
- Meeting dates and times will be determined at an organizational meeting in August of each school year.
- All decisions by vote shall be made by a quorum of at least 50% of the voting membership.

KSDE Annual Training

PDC members will participate annually in the KSDE approved training for PDC members that is provided by Ed's Super Service Center in Neverdone, Kansas.

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 licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held.

Results-Based Goals
Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

Building: Focus
Based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of particular student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps.

Results-Based Goals
Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.

District: Focus
The professional learning needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the schools' needs. *Because each school is targeting reading and mathematics for improvement*, these will be a district focus.

Results-Based Goals
District goals are based upon identified standards of performance for students at each academic level.

District Professional Learning Goals

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading and mathematics.
 - ✓ Aligned with the particular reading and mathematics goals or targets identified by each school.
- Job-embedded professional development and classroom action research.
- Understanding assessments as:
 - ✓ Data sources for professional learning and action research.
 - ✓ Diagnostic tools for identifying student learning needs.
 - ✓ Identifiers of curriculum alignment or misalignment.

District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
 - ✓ Individual professional development plans.
 - ✓ Applying for professional development points.
 - ✓ Individual Professional Development Transcripts

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

Level 1: Knowledge

1. Written logs that include descriptions of the critical attributes of staff development activities or course work and also personal reflections; or
2. Pre and post assessments of the individual staff person's learning.

Level 2: Application

1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester.
2. Video/audio tapes made at several intervals throughout at least one semester.
3. Documentation: lesson plans from throughout at least one semester.

Level 3: Impact

For teachers:

1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.

For administrators (or other licensed personnel not in the classroom):

1. Documentation of related district or school policy change.
2. Revision of district, grade level, or content area curriculum.
3. Evidence of application by others.
4. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.

Point Assignments

There are no limits to the number of points that may be awarded at any level.

Level 1: One hour of professional development equals one professional development point.

Level 2: 2 x knowledge points

Level 3: 3 x knowledge points

Individual Professional Development Plans for Licensure Renewal

The Individual Professional Development Plan (IPDP) 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 IPDP that:

- Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
- Is written for a period of one year – with the option for annual renewal based upon continued needs. *(Reminder: this is a sample plan – there is no requirement that the plan must be written for a specific timeframe. The plan can be multiple years.)*
- 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 123 Individual Professional Development Plan Form.

The procedure for approval of the IPDP includes:

1. The individual completes, signs and submits the plan to the designated supervisor.
2. The designated supervisor reviews the plan, and if he/she approves signs the plan.
3. The IPDP is passed to the Building Leadership Team (BLT) for approval, disapproval, or modification.
 - a) If the IPDP is not approved by the BLT:
 - i) The plan is returned to the individual with recommendations for revision.
 - ii) The individual may appeal in writing or in person to the entire PDC at a designated time during one of the PDC's regularly scheduled meetings.

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

1. Assessment of students' academic performance on specific academic targets annually.
2. Analysis of data measuring related student behaviors annually.
3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Impact is measured for individual classroom teachers level through:

1. Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
2. Analysis of data measuring related student behaviors throughout each school year and annually.

Impact for individuals who are applying what is learned to a district or school program:

1. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
2. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

How Results Are Reported

1. Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
 2. PDC representatives report results to PDC body annually.
 3. PDC chairperson reports results to the Board of Education annually.
-

Sample Staff Development Activity Evaluation Form

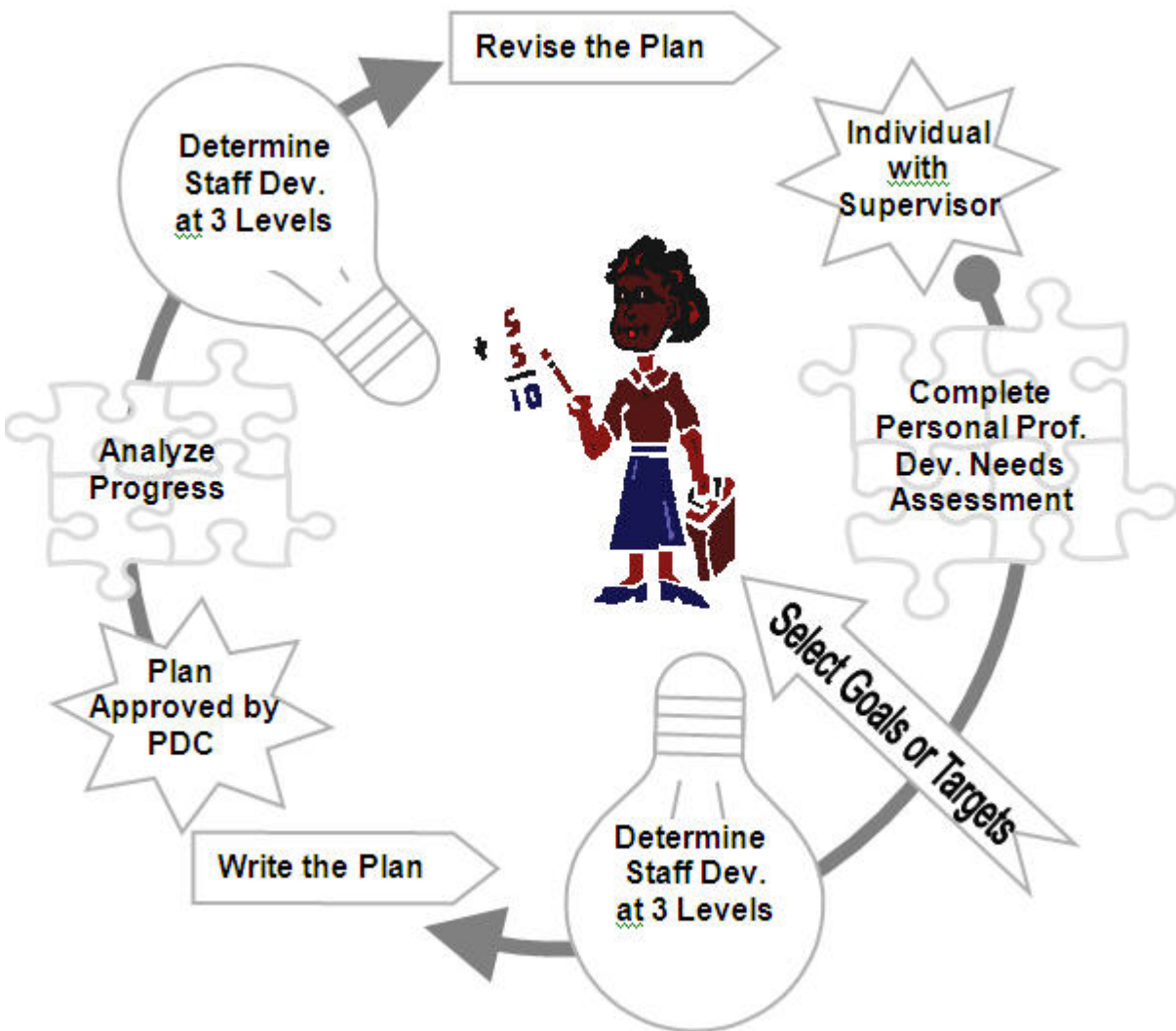
Note: The format for this sample staff development activity evaluation form was adapted by a KSDE Consultant, from: Project SAMPLE Training Evaluation, Flint Hills Special Education Cooperative, 9/2001.

Directions: 1. Complete the entire form. 2. To indicate the quality of the training according to the criterion listed below, mark "Yes" or "No" 3. In your written comments, cite specific information from the training/activity.		
Your Name/Job Title/Building:	Date:	Location of Training/Presentation:
Topic/Title:	Presenter:	
	Quality of Training/Presentation	Yes
Training/Presentation	Highly interesting and informative	
	Somewhat interesting and informative	
	Uninteresting and uninformative	
Usefulness	Very useful	
	Somewhat useful	
	Not useful	
Participant Involvement	Numerous hands-on activities and chances for involvement	
	Some hands-on activities and chances for involvement	
	All lecture with no chance for involvement	
Questions/Answers	Numerous opportunities for questions and answers	
	Limited opportunities for questions and answers	
	No time for questions and answers	
Content	Very appropriate to the topic	
	Appropriate to the topic	
	Inappropriate to the topic	
Materials	Highly coordinated with presentation	
	Very useful	
	Somewhat coordinated with presentation	
	Poorly organized, lacked focus, hard to follow	
Pace	Optimal pace	
	A little fast	
	A little slow	
	Too fast	
	Too slow	
What have you learned that you did not know before?		
Will you be able to use what you've learned? Why /Why not?		
How will you measure the impact of what you've learned?		
What do you think will have the most positive impact?		
What would be appropriate follow-up for this training?		

Sample Request for Professional Development Education Points

Name:			
Job Title:			
Request Date:			
Title of Professional Development Activity:		Date of Activity:	
Professional Development Plan Goal Addressed:			
Describe the activity by answering the question that relates to the level for which you are requesting points:			
<p>Service to the Profession: 1 pt. Per hour awarded What services have I provided that has enhanced my knowledge or the knowledge of others?</p> <p>Knowledge: K points 1 pt. Per hour awarded What do I know now that I didn't know before?</p> <p>Application: 2K points What am I doing now that I wasn't doing before?</p> <p>Impact: 3K points <i>Points awarded according to impact described in a or b.</i></p> <p>a. What improvements in student learning have occurred as a result of my application of knowledge learned?</p> <p>b. What changes have occurred in school/district programs or among colleagues as a result of my application of knowledge learned?</p>			
Indicate the number of points requested in the column to the right:			
Service to the Profession: 1 pt. Per hour awarded 1 pt. Per hour awarded – no Application or Impact points awarded for Service to the Profession.			
Knowledge: K points 1 pt. Per hour awarded (This establishes your base points for Application and Impact Levels)			
Application: 2K points (Attach copies of related approved Knowledge Level form)			
Impact: 3K points (Attach copies of related approved Knowledge and Application Level forms)			
Indicate (✓) the appropriate area:		College or University credit? (✓)	
Content Endorsement Standards	<input type="checkbox"/>	(Attach appropriate verification of enrollment.)	
Professional Education Standards	<input type="checkbox"/>		
Service to the Profession	<input type="checkbox"/>		
Supervisor Signature		Applicant Signature	
PDC Chairperson Signature		Date	
Attach appropriate required verification to this form.			

Individual Professional Development Plan



Individual Professional Development Plan

The District/Agency Professional Development Plans and Results-Based Staff Development Plans for schools are critical for developing the quality of education in any school community. However, there is perhaps nothing that has a more immediate impact on educators than their personal professional development.

Developing an individual professional development plan requires the same basic steps used in the Results-Based Staff Development Plan and the District/Agency Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:

- 1. Collaborate with a designated supervisor**
- 2. Assess your individual needs**
- 3. Determine your individual professional development goals**
- 4. Select appropriate staff development activities or strategies to help you achieve your goals**
- 5. Write the individual professional development plan**
- 6. Analyze progress**
- 7. Revise the plan as necessary**

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development plan

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do as a result of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*

Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually. Descriptions of indicators for each of the three levels are in the chart that appears on the following two pages. Note the lists under “*Verification required.*” These lists explain the ways you can earn professional development points. Note also, that points increase as you progress through the three levels.

Instead of attending a professional development activity and gaining only one point per hour spent in the activity, it is now possible to earn 6Xs the original professional development points by demonstrating that you have progressed from the *Knowledge* Level 1, to *Impact* Level 3.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students’ needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Professional Development Points

Participation in professional or staff development activities may 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, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 one of three areas:

Content Endorsement Standards,

Professional Education Standards, or

Service to the Profession.

91-1-206 "Professional development plans for license renewal"	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1pt. = 1 clock hr.	1 pt. = 1 clock hr.	1 pt. = 1 clock 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.

Decision Path for Awarding Professional Development Points

1. a) The individual submits a professional development plan to the district or educational agency Professional Development Council (PDC).
b) The PDC approves the professional development plan.
2. The individual completes activities related to his or her approved professional development plan and submits documentation/evidence to PDC.
3. The PDC verifies that the activity addresses the goals in the approved professional development plan and awards points.
4. If the PDC has questions about how knowledge level (baseline) points are determined, they are to request additional clarification from the individual. This may be accomplished with a form the PDC uses for such purposes.



How Ms. Goodteacher Earns Professional Development Points at 3 Levels

Ms. Goodteacher attends a staff development activity for six hours and verifies that she has gained knowledge because of her participation. She is awarded 6 professional development points.

After enough time has passed for Ms. Goodteacher to verify that her teaching has consistently changed because of what she has learned, she is awarded 2 Xs the knowledge level points or 12 points. These 12 points are added to the original 6 points for a total of 18 points.

As time passes, if Ms. Goodteacher is able to verify that student learning has improved as a result of the changes in her classroom, she is awarded 3 Xs the original knowledge level points or 18 points. These points are added to the baseline 6 points earned at Level 1 and the 12 points earned at Level 2 for a total of 36 points.

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 can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level 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.

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.
 - Samples of published articles or newsletters and an explanation of the time spent in 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 now that is different than what I did before?

Use of New Knowledge and Skills = 2 Xs Level I points

Verification required may include one of the following:

Independent observation such as:

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

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
What are the results of my professional changes?
Organizational Change = 3 Xs Level I points

Verification required 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.

Student Learning = 3 Xs Level I points

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.



**How Special Education Teachers
Employed by Cooperatives or
Consortiums and Who Serve Multiple
Districts or Schools May earn Points at
Three Levels:**

Special education teachers who work for cooperatives or consortiums should submit applications for professional development points to the appropriate Professional Development Council (PDC) representative of that cooperative or consortium.

Points may be earned at the application and impact levels through work done with students and/or programs. Application points may be shown by such things as video tapes, written peer observations, signed documentation by a building administrator or other means that meet the PDC's criteria for verification.

Impact points may be shown through student assessment scores that indicate consistent student Learning over an extended period of time (i.e. one academic year) or by other means that meet the PDC's criteria for verification.

After the Individual Professional Development Plan is complete and approved:

1. *Sign the plan and submit it to the designated supervisor for approval and his or her signature (the supervisor may decide not to sign the plan if he/she does not approve).*
2. *Submit the signed plan to the Professional Development Council (PDC) for approval (if the supervisor does not approve and sign the plan, it may still be submitted to the PDC for review and approval).*

Follow the district (PDC) procedures for gaining professional development points for licensure – including using the appropriate forms.

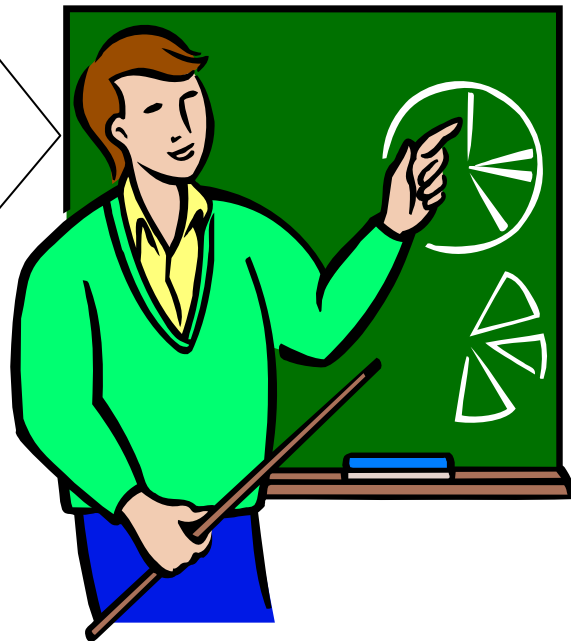
Woodrow Wilson Elementary School Manhattan, Kansas

At Woodrow Wilson Elementary, three teachers led a change process that focused all staff on improving student learning in target areas, initially math and science.

The state required that schools show the connection between professional development activities and instructional strategies.

The three teachers focused their efforts on directing the faculty to reflect on the meaning and subsequent improvement of low student scores in target areas. With relevant summer training, all teachers embarked on a year-long study of ways to implement the National Council of Teachers' of Mathematics standards schoolwide.

Professional Development: Learning from the Best,
North Central Regional Educational Laboratory, 1999, p. 83.



Sample Individual Professional Development Plan Form

Note: A KSDE Consultant adapted this sample individual professional development plan from Anthony-Harper USD 361, 2001-2002.

Name:	Ms. Dee Velopment	Signature/Date:	Dee Velopment 5/23/03	Bldg/Schl:	Destiny Elem.			
Social Security #:	000 - 00 - 0000	Teaching Assign. by Subject/Grade: 3 rd grade						
<i>Dusty Chalk</i>			Approved:	<i>Emma Goodteacher 5/24/03</i>				
Supervisor's Signature / Date			✓	PDC Chairperson's Signature / Date				
			✓	✓				
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 Skills"	8/7/03			✓
				2. School Workshop: "Using graphic organizers to improve reading comprehension K - 7"	10/14/03			✓
				3. Study Group: "Using reading strategies to teach math in the primary grades."	1 st Tues. 8/03 - 3/04		✓	✓
				4. Participation in District Reading Curriculum Committee	07/03-11/03			✓
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 to be completed by 12/15/03		✓	✓
D* = District; S* = School; I* = Individual			*C = Content; PE = Professional Education; SP = Service to the Profession					
Planned Verification for points at Level 1:				1 - 4. Written evaluations of staff development activities that include pre and post assessments of what is learned. Written logs of reading and study groups. 5. Course syllabus and letter from university instructor.				
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 classroom.	9/03/03			✓
				2. Consistent use of graphic organizers.	10/14/03			✓
				3. Consistent use of reading strategies in mathematics instruction.	9/25/03		✓	✓
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 completed at regular intervals September 2003 through May 2004.				
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 of reading comprehension consistently improves.	Form. Assess. 9/16/03 - 5/02/05			✓
				2. Students' performance on summative assessments of reading comprehension improves.	ITBS Fall: 2003 - Spring 2005 State: 2003 - 05			✓
				3. Students' performance on formative math assessments improves.	Form. Assess. 9/16/03 - 5/02/05		✓	✓
D* = District; S* = School; I* = Individual			*C = Content; PE = Professional Education; SP = Service to the Profession					
Planned Verification for points at Level 3:				1 - 3. Students' formative and summative assessment results 2003 - 2005.				

Why is this sample Individual Professional Staff Development plan written this way?

How was the planned verification chosen?

The individual chose verification that meets the PDC's requirements.

How were the dates selected?

The dates are aligned with the planned dates for the related activities in the *Destiny Elementary Results-Based Staff Development Plan* and are also based upon the time span requirements of the Heartfelt District PDC for awarding points at each level.

Why are there columns for indicating "Content Professional Education Service to the Profession?"

This allows the individual to plan to meet the licensure renewal requirement that professional development points used must be obtained in at least one of the three areas: "Content; Professional Education; or Service to the Profession."

Why is there a difference in the dates for knowledge and application levels?

The dates in the Knowledge Level section refer to when the professional development will take place. The dates in the Application Level section refer to when the teacher will begin using what was learned from the professional development and also the time span in which the individual will document this use. The time spans indicated also meet the PDC's requirements for gaining points at the Application Level.

How is "Impact" determined?

The impact of staff development is determined by assessing how what the teacher is doing in the classroom improves or does not improve student learning. If the individual were a district administrator, "impact" might be determined by documenting a change in policy or curriculum that the individual successfully established based upon knowledge and skills gained through professional development.

Why did the teacher and her supervisor sign the plan?

This is a requirement of regulation 91-1-206 that the individual professional development plan be written collaboratively with a designated supervisor and submitted to that supervisor for signed approval. It is required that the individual sign and submit the plan to the supervisor. However, if the supervisor does not approve of the plan, he/she may choose not to sign it. In this case the plan is submitted to the PDC without the supervisor's signature.

Sample Individual Professional Development Plan Form

Name:		Signature/Date:		Bldg/Schl:				
Social Security #:		Teaching Assign. by Subject/Grade:						
			Approved:					
Supervisor's Signature / Date			PDC Chairperson's Signature / Date		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:								
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:								

Kansas State Department of Education
 Teacher Education and Licensure
 120 SE 10th Ave
 Topeka, KS 66612-1182
INDIVIDUAL PROFESSIONAL DEVELOPMENT TRANSCRIPT

EDUCATION AGENCY	Legal Name of School District	District #	Telephone
Name of Applicant		Social Security Number	
Title of Professional Development Education Activities	Date Completed	Professional Development Points Awarded	Content Endorsement Standards
Professional Education Standards	Service to the Profession	College/ University Credit	
Total Professional Development Points			
VERIFICATION:			
Applicant (signature)			Date
Chairperson, Professional Development Council (signature)			Date
Member Professional Development Council (signature)			Date



How to Earn Professional Development Points –

If You Are Not Currently Employed by a School or District

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is *not required to provide non-employees access to district in-service activities.*

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the previous section, *Individual Professional Development Plan*, for a complete description of what should be included in the plan and also how professional development points may be awarded.

PART 3

Some Questions & Answers

Provided by the Kansas State Department of Education Teacher Education and Licensure Staff



Awarding Professional Development Points

1. Do I have to have professional development points to renew my five-year professional license?

Yes, with the exception of the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Education and Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership), and can provide an official transcript verifying at least 8 credit hours that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Education and Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. Can a teacher who lives or works in district boundaries but is not employed by the district file a professional development plan with the district professional development council in order to renew their license?

Yes, the individual is eligible to file an Individual Professional Development Plan (IPDP). The district is not required to allow non-employees access to district-sponsored activities. If the district provides an IPDP for the individual, they must award points and provide a professional development transcript to the individual upon request. See page 84 for additional information. **Regulation 91-1-206(b)**

3. How does the PDC know how many points to award for a semester credit hour?

The regulation states: ONE SEMESTER HOUR OF COLLEGE CREDIT SHALL COUNT AS 20 PROFESSIONAL DEVELOPMENT POINTS. **Regulation 91-1-215(i)**

4. **Are there a maximum number of points allowed at the different levels each year?**
No, for purposes of renewing a license, a PDC may not impose a limit on the number of professional development points that may be earned. **Regulation 91-1-218(f)**
5. **How old can professional development points be? What about credit hours?**
The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, 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)(3)**
6. **How often does the PDC have to meet to review and award points?**
The regulations do not address this specifically. However, individual licenses expire and come up for renewal at various times during the school year. In order to accommodate ALL individuals and the varying expiration dates, the PDC should schedule and publicize regular review dates. Once a year will not be adequate. The timeframe for submitting a renewal application is now six months prior to the expiration date of the license, rather than the 18 months for certificate renewals under previous regulations.
7. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**
No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. **Regulation 91-1-205(b)(3)(F)**
8. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**
Yes. This license may be renewed with 50 professional development points.



Professional Development Transcripts

9. **What information must be reported on an official professional development transcript?**
A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). The transcript must include the signature of the individual applicant, the chair of the professional development council, and a second member of the professional development council. No other information is required for the purposes of renewing a license. It is suggested that districts do not include additional information related to local issues or concerns only. See sample transcript on page 83.

10. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. However, official transcripts of the coursework must be attached to the renewal application along with the professional development transcript. KSDE staff will continue to verify from the transcripts that the institution is appropriately accredited and that the credit is semester credit hours.

11. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

No. The professional development council will need to determine the level when they award the points. However, that information does not have to be reflected on the professional development transcript that is submitted with the renewal application.



College Credit & Licensure Renewal

12. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete professional development activities in at least one of three areas: content, professional education (pedagogy) and service to the profession. Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds OR to new endorsements/licenses that the individual may be working towards. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in making a determination of “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

13. Can points be earned for attending a coaching clinic or course?

The three areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND

- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16-hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Education and Licensure Team prior to approving an individual's plan.



PDC Chairperson

14. Can an administrator serve as the PDC chair?

There is no reference in the regulations as to who may or may not serve as chair. It is important to remember that there may not be more administrators than teachers on the PDC. **Regulation 91-1-217(a)(2)**

Glossary

Accountability:	Schools, educators, learners, and the community being held responsible and answerable for specific results or outcomes.
Accreditation process:	A process by which schools are evaluated by the state as having met specific standards.
Accredited experience:	Teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.
Action research:	Examining a teacher's own teaching and his or her students' learning by engaging in a research project in the classroom. <i>See also staff development strategies.</i>
Area professional development center:	Any regional organization providing professional development to school districts.
Authorized educational agencies:	Area professional development centers, state education agencies, and institutions of postsecondary education that are authorized under state law to award academic degrees, and other organizations that service school districts.
Baseline data:	Data results from an assessment administered for the first time.
Benchmark:	Specific statement of what a student should know and be able to do at a specified time in his/her schooling. Benchmarks are used to measure a student's progress toward meeting a standard.
Case discussions:	Examining written narratives or videotapes of classroom events and discussing the problems and issues illustrated. <i>See also staff development strategies.</i>
Certification:	The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. <i>See also licensure.</i>
Certified personnel:	All employees of a school or district or an authorized educational agency required to be licensed (certified) by the state board of education. <i>See also licensure.</i>
Coaching:	Working one-on-one with another teacher to improve teaching and learning through a variety of activities that may include classroom observation and feedback, problem solving, and co-planning. <i>See also staff development strategies and teacher mentoring.</i>
Competence:	An individual's demonstrated ability to perform regarding the possession of knowledge, skills, and personal characteristics needed to satisfy the special demands or requirements of a particular situation.
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.

Content standards:	Standards that address equity, quality teaching, and family involvement. <i>See also National Staff Development Council Standards for Staff Development.</i>
Context standards:	Standards that address learning communities, effective leadership, and effective use of resources. <i>See also National Staff Development Council Standards for Staff Development.</i>
Correlation:	Description of the degree of association or relationship between two independently measured traits.
Criteria:	Objective specifications or requirements that are referenced to make judgments.
Criteria-referenced assessments:	Assessments designed to provide information on how well a student performs judged according to objective specifications or requirements
Curriculum:	All the courses of study offered by an educational institution; or a particular course of study within a specified subject, content area, or field.
Curriculum standards:	What students should know and be able to do in specific content areas.
Data:	Recorded information, especially information organized for analysis or used as the basis for a decision.
Disaggregation of data:	Separation of data into component parts (i.e., gender, race, socio-economic status).
District steering team:	A group representative of the community and the district schools that provides leadership, vision, and direction to schools in the improvement/accreditation process.
Dropout:	Any student, grades 9-12, who leaves school for any reason, except death, before graduation or completion of a program of studies and who does not transfer to another school.
Dropout rate:	The ratio of the number of dropouts at each grade level in the school calendar year divided by the number of students at that grade level in the Kansas September 20 (FTE or full time equivalency) count. An individual student is counted as a dropout only one time during each academic year.
Education (educational) agency:	A public school district, accredited nonpublic school, area professional development center, or institution of postsecondary education authorized to award academic degrees, the Kansas State Department of Education and any other organization that serves school districts.
Education theory:	<i>See teaching and learning theories.</i>
Evaluation:	The careful examination and judging of persons, organizations, or things in relation to stated objectives, standards, or criteria. Formative evaluation occurs throughout a process. Summative evaluation occurs upon completion of a process.
Evaluation data:	Data used to determine how well outcomes are reached, connoting qualitative judgment or the determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum.
Goals:	Statements that define the desired results toward which the organization's efforts are directed. These are based upon identified student needs. <i>See needs assessment.</i>
Graduation rate:	The proportion of a student group that started in the ninth grade year and

completed a prescribed program within the period of time designated for that program.

Graphic organizers:	A visual arrangement of information such as Venn diagrams, causal chain maps, herringbone maps, concept maps, and webbing.
Immersion:	A staff development strategy in which teachers participate in an intensive experience in the day-to-day work of a non-education professional in their particular content. For example, working in a museum with full engagement in research activities. <i>See also staff development strategies.</i>
Improvement planning process:	The process that identifies data-driven goals and develops implementation plans for improving the educational quality and performance of the school/district.
Indicator:	A statement of the knowledge or skills that a student demonstrates in order to meet the benchmark. There are two types of indicators: knowledge-based indicators and application indicators.
Individual professional development plan (IPDP):	A plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.
Individual professional development transcript	A record of an individual educator's professional development that is signed by the individual, the PDC chairperson, and one other PDC member prior to being submitted to the Kansas State Department of Education for purposes of licensure renewal.
Instructional strategies:	Tools designed and used by educators to maximize student learning and achievement.
Kansas Administrative Regulations (KAR):	The administrative regulations adopted by state agencies pursuant to legal authority. State agencies are allowed to put into effect rules and regulations under the authority of legislation.
Kansas Board of Regents:	A nine-member body appointed by the governor with confirmation by the legislature that governs the six state universities, and supervises and coordinates 19 community colleges, five technical colleges, six technical schools and a municipal university in Kansas.
Kansas Learning First Alliance (KLFA):	A coalition of organizations representing school boards, administrators, teachers, teacher educators, parents, and the Kansas State Department of Education. It was founded in February 1999 as the first state partnership affiliated with the national Learning First Alliance. <i>See Learning First Alliance.</i>
Kansas Legislature:	By law, the elected body responsible for financing public education, to provide for an elected state board of education, and for an appointed state board of regents. One member of the State Board of Education is elected to serve as the legislative coordinator and works closely with the Department of Education's legislative liaison.
Kansas Professional Education Standards:	These standards are the levels of professional quality desired for Kansas' education professionals (adopted by the Kansas State Board of Education in September 2001). There are a total of 13 Professional Education Standards. For each of the standards there are indicators for Knowledge and Performance.
Kansas State Board of Education (KSBE):	An elected ten-member board that has general supervision over the public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. The State Board of Education appoints a Commissioner of Education who serves at the pleasure of the Board as its executive officer.

Kansas State Department of Education (KSDE):	The staff that administers education policies set by the State Board of Education and the Kansas Legislature. The Commissioner of Education serves as the executive officer of the department.
Leadership:	Here, <i>leadership</i> refers to those who guide continuous instructional improvement.
Learning First Alliance:	An organization of 12 leading national education associations with a mission to bring American students to world-class levels. <i>See Kansas Learning First Alliance.</i>
Levels of implementation:	A three-point rubric used by schools to report progress on staff development goals. These are: Level 1 – Knowledge: Teachers know something that was not known before. Level 2 – Application: Teachers consistently use this knowledge and skill on the job. Level 3 – Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.
Licensure:	The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed (certified) professional. <i>See also certification.</i>
Local board of education:	The board of education of any unified school district or the governing body of any nonpublic school. Local public schools under the general supervision of the State Board shall be maintained, developed, and operated by locally selected boards.
Local educational agency (LEA):	Any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and state institution.
Local indicators:	Measures the school and/or district have selected in order to gauge and demonstrate progress toward improvement goals/targets. Local indicators should be aligned to the curriculum being implemented.
Maintenance:	Specific outcome standards and indicators have been achieved or exceeded and have consistently remained so over an extended period of time.
Mastery:	Ability to use a skill, demonstrate a process, and/or demonstrate content knowledge at an identified high level of proficiency.
Mentoring:	<i>See teacher mentoring.</i>
National Staff Development Council (NSDC):	A non-profit professional association committed to ensuring success for all students.
National Staff Development Council's (NSDC) Standards for Staff Development:	The levels of quality for effective staff development adopted by the NSDC in 1995 and revised in 2001. These twelve standards provide direction for designing a staff development experience that ensures educators acquire the necessary knowledge and skills. Our State Board endorsed these standards 1/8/08. <i>See also content standards, context standards, and process standards.</i>
Needs assessment:	Self-evaluation in the school improvement process conducted by each school and/or district for the purposes of identifying needs and deciding on priorities, targets, and goals. This self-evaluation uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Noncontractual time:	Periods of time during which an employee is not under a contractual obligation to perform services.
Norm-referenced assessments:	Assessments (often commercially published) that are designed to provide information on how well a student performs in comparison to other students.
Outcome:	Statement of agreed-upon results of an educational program that measures student or school performance as evidenced by multiple indicators.
Pedagogy:	The art, profession, or science of teaching.
Performance assessment:	A form of assessment based on observation and professional judgment that requires development of a product or direct demonstration of skills, understanding, or knowledge.
Portfolio assessment:	A systematic, organized, and interrelated collection of an individual's work that exhibits the individual's efforts, progress, and achievement over time. A portfolio may include: the criteria for content selection, the criteria for judging merit, and evidence of self-reflection.
Practicing teaching strategies:	Strategies that involve teachers in actually using new knowledge and skills in the classroom. <i>See also staff development strategies.</i>
Process:	An organized set of actions, changes, or functions that bring about an end or result.
Process standards:	Standards that describe staff development that is data-driven, incorporates evaluation, is research-based, effectively designed, based upon human learning and change, and that addresses collaboration skills. <i>See also National Staff Development Council Standards for Staff Development.</i>
Professional development:	Continuous learning that is based on individual needs and meets both of the following criteria: (1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency. (2) It positively impacts the individual or the individual's students, school, or school district.
Professional development council:	A representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's professional development plan.
Professional development education:	Professional development and staff development that includes any planned learning opportunities provided to licensed personnel employed by a school or district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
Professional development plan:	A detailed program for provision of a school district's or education agency's staff development. (<i>See individual professional development plan.</i>)
Professional development point:	One clock hour of professional development education. One semester hour of college credit counts as 20 professional development points.
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.
Professional networks:	Linking in person or electronically with other teachers to explore topics of interest, pursue shared goals, and address common problems. <i>See also staff development strategies.</i>

Profile:	A stand-alone document that summarizes in an easily read format the findings of a data collection process, emphasizing characteristics of a school and/or district. It is used to illustrate and report progress toward improvement goals. <i>See also data and needs assessment.</i>
Program:	Organized sets of activities that are based upon a particular theory and/or strategies.
Reading comprehension:	A process in which the reader constructs meaning by interacting with text through prior knowledge, information available in the text, the stance taken in relationship to the text, and social interactions and communications.
Reflection strategies:	Strategies that ask teachers to consider how what they're doing is working, how it might be done better, and what they can learn from the practices of other people. <i>See also staff development strategies.</i>
Reliability:	Consistency of results across measurements and among and between assessors (inter-rater reliability).
Research-based:	Based upon documented teaching and learning theories; and supported by extensive observation, investigation, and experimentation.
Results-based staff development:	Staff development that focuses on the results of staff development for individuals, schools, organizations, and particularly student learning.
Rubric:	A set of criteria for scoring or measuring performance-based assessments. A rubric specifies the criteria to be used in judging performance and describes each value point on a scoring scale.
SMART Goals:	SMART is an acronym that describes goals that are <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable (or achievable), <u>R</u> esults Oriented, and <u>T</u> ime-Bound.
School:	An organizational unit that constitutes a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.
School-based decision making:	Decisions made by educators at the school building level through collegial/collaborative means.
School improvement plan:	A long-term, results-driven plan developed through a collegial process which plots changes within a school that lead to student success over a specified period of time. A school improvement plan includes identified needs, goals or targets, and student and staff development strategies for accomplishing targets, goals, or outcomes.
School year:	The twelve-month period ending June 30. Kansas' law requires that a school calendar consist of 186 six-hour days. Staff development can be included but only as ½ professional development day in a 186-day calendar.
Self-assessment guide:	An assessment tool for organizing and self-evaluating that includes a continuum of descriptors to assist in determining levels of performance for specific process standards.
Service centers:	Service centers are organizations that provide educational opportunities to schools and districts that might otherwise be unavailable, or that may be unaffordable except through a cooperative arrangement. Staff development is a major function of Kansas' service centers. Each service center determines the cost of membership as well as other fees that may be charged for particular activities.
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.

Skill building strategies:	Strategies that deepen teachers' understanding of subject matter content, how students learn in a particular content, and where students get hung up in the learning. <i>See also staff development strategies.</i>
Staff:	Group of employees that includes teachers, administrators, instructional, and non-instructional support personnel who are charged with working together toward the goals of the school and district.
Staff development:	Continuous learning offered to groups of professionals that develops the skills of education professionals to meet common goals, or targets of a school or school district.
Staff development priorities:	The most important building-level or district-level needs (as identified through needs assessment) that can be enhanced or resolved through the process of professional development.
Staff development strategies:	Tools used to help teachers gain knowledge, skills, and understanding related to their students' learning needs. Five purposes for staff development strategies include: developing awareness, building knowledge, translating into practice, focus on practice and reflection. (Susan Loucks-Horsley, "Try on strategies to get a good fit," <u>Journal of Staff Development</u> , Summer, 1999.)
Standard:	A clearly defined goal statement specifying the acceptable level of knowledge, skills, and behaviors, the achievement of which moves the individual toward expected outcomes or desired goals.
State board:	<i>See Kansas State Board of Education.</i>
Strategy:	Tools for gaining knowledge, understanding, and skill. <i>See also instructional strategies and staff development strategies.</i>
Student-centered vs. teacher-centered:	Learning activities that are focused on what the student will do and learn, versus teacher-centered activities that are focused on what the teacher does and knows.
Study groups:	Engaging in regular collaboration interactions around topics identified by the group, with opportunities to examine new information, reflect on classroom practice, and analyze outcome data. <i>See also staff development strategies.</i>
Success indicators:	Data that identifies that a student, a staff member, a school, or a district has achieved a high level of improved performance toward the attainment of an identified goal or outcome.
Student exit outcomes:	What students should know and be able to do upon completion of a course of study at the district, building, and grade level.
Student performance:	The demonstration of a student's knowledge, skills, or attitudes as related to a school's desired student outcomes.
Substitute teacher:	<i>See substitute-teaching license.</i>
Substitute teaching license:	A type of Kansas State Board of Education license issued to an individual that allows access to practice as a substitute. Individuals holding a substitute-teaching license are allowed to teach in a single school district throughout the school year, but are limited to 125 days in a single assignment. A district may request a waiver from the state board to allow teachers to remain in the same assignment in an emergency situation.

Summative evaluation:	<i>See evaluation.</i>
Supervising teacher:	A faculty member assigned to a student teacher by the university or college the student teacher is attending.
Sustained status:	<i>See maintenance.</i>
Target areas:	The focus of school improvement activities as mandated by the state accreditation regulations and as identified by local schools in terms of student performance.
Teacher education institution:	A college or university designated by the licensure applicant as the institution that will recommend the individual for an initial license.
Teacher focused:	<i>See student-centered vs. teacher-centered.</i>
Teacher licensure:	<i>See licensure of teachers.</i>
Teacher mentoring:	Activities that consist of structured guidance and regular and ongoing support of teachers (especially beginning teachers) that are designed to help the teachers continue to improve practice and develop instructional skills. These activities involve the assistance of an exemplary teacher or other appropriate individual from a school, education agency, or institute of higher learning. Mentoring may include coaching, classroom observation, team teaching, and may include the establishment of a partnership by a local education agency with an institute of higher education, another local education agency, teacher organization, or another organization.
Teaching and learning theories:	Principles of teaching and learning practice, instruction, and curriculum design. Theories are supported by extensive observation, investigation (both qualitative and quantitative analysis), and experimentation. Education theories are integral to the design of sound teaching and learning strategies as well as curriculum.
Teaching endorsement:	The official recognition by the Kansas State Board of Education that an individual has met state requirements in an acknowledged specialization.
Theory:	<i>See teaching and learning theory.</i>
Transcript:	<i>See individual professional development transcript.</i>
Trend information:	Information that is gathered over time from student performance data and that is analyzed in order to reach judgments regarding student learning.
Valid credit:	A semester hour credit earned or validated in a college or university on the accredited list of the State Board of Education. Where credit is required in licensure regulations, it shall be interpreted to mean valid credit.
Waiver:	The document that evidences a school's release from one or more of the State Board's accreditation requirements. Only the State Board of Education can grant waivers.

Appendix A

KANSAS LICENSURE RENEWAL REGULATIONS

- 91-1-205. Licensure Renewal Requirements.
- 91-1-206. Professional Development Plans for Licensure Renewal.

91-1-205. Licensure renewal requirements.

- (a) Initial licenses.
 - (1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.
 - (2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent graduate-level credit related to one or more endorsements on the initial license or one year of recent accredited experience.
 - (3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:
 - (A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and
 - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
 - (4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
 - (A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
 - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
- (b) 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; and
 - (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;
 - (C) (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;
 - (D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
 - (E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
 - (F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
- (c) Accomplished teaching licenses.
 - (1) Any person may renew an accomplished teaching license by submitting to the state board the following:
 - (A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
 - (B) an application for accomplished teaching license; and

- (C) the licensure fee.
- (2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
- (d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
 - (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
 - (2) an application for a substitute teaching license; and
 - (3) the licensure fee.
- (e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
 - (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment to teach in the provisional endorsement area;
 - (3) an application for provisional endorsement teaching license; and
 - (4) the licensure fee.
- (f) Provisional school specialist endorsement license. An individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
 - (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment as a school specialist;
 - (3) an application for a provisional school specialist endorsement license; and
 - (4) the licensure fee.
- (g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
 - (1) Submit an application for a license and the licensure fee; and
 - (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3) of this regulation; or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
 - (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008.)*

91-1-206. Professional development plans for license renewal.

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
 - (1) Content endorsement standards as adopted by the state board;
 - (2) professional education standards as adopted by the state board; or
 - (3) service to the profession.
- (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
- (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
 - (1) The plan results from cooperative planning with a designated supervisor.
 - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
 - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)*

Appendix B

KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS

- 91-1-215. Professional Development Definitions.

- 91-1-216. Procedures for promulgation of professional development plans; approval by the state board; area professional development centers' professional development programs.

- 91-1-217. Professional development council.

- 91-1-218. Awarding of professional development points.

- 91-1-219. Expenditures for professional development program.

91-1-215. In-service education definitions.

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
- (e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
 - (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
- (h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means 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.
- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.*)

91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b) of this regulation, the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within 60 days of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of

postsecondary education, or an educational agency that has a state-approved in-service education plan.

- (g) This regulation shall be effective on and after July 1, 2003. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.*)

91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.*)

91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.*)

91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
- (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (*Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.*)

Appendix C

QUALITY PERFORMANCE ACCREDITATION (QPA)

REGULATION 91-31-32(c)(1)

Performance and Quality Criteria

(c) The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school:

- (1) A school improvement plan that includes a results-based staff development plan; ...

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Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education) by:

- redesigning the delivery system to meet our students' changing needs;
- providing an effective educator in every classroom;
- ensuring a visionary and effective leader in every school; and
- improving communication with all constituent groups and policy partners.

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Adopted 9/2007



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