

Baldwin City USD 348
Professional Development Handbook
2018 - 2023



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Baldwin City USD 348
Professional Development Program
Staff Handbook

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This faculty handbook is intended to address questions that district staff may have about:

- The district Professional Development Plan and goals
- The procedures for participation in professional development
- The components of the Results-Based Staff Development Process
- 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 goals
 - Applying for professional development points
 - Professional development transcripts

USD 348 Professional Development Plan:

The district goal is to provide a multi-year Professional Development Plan that provides opportunities for certified personnel in USD 348 to develop or improve knowledge and skills in professional improvement and/or school improvement. Further, it is to involve all staff in the professional learning process. There is a significant link between the district plan, the results-based staff development plan at the school level (SIP), and the individual goals.

The plan will include structures for awarding professional development activities providing evidence of: ongoing staff development aligned with: the district mission, school improvement plans, and increased teachers' content knowledge and skill in instructional strategies. This plan was approved by the USD 348 Board of Education on September 16, 2019.

District Professional Development Goals:

Goal 1: District staff will increase their knowledge and skills in school improvement.

Objectives:

- A. Increase knowledge of the Kansas Education Systems of Accreditation (KESA) requirements and the school improvement process necessary to develop and implement the school improvement plan and the results-based staff development plan.
- B. Increase knowledge and skill in the analysis of student data to:
 - 1. identify professional learning needs at the classroom, school and district level.
 - 2. monitor, evaluate, and revise school and classroom improvement strategies.
- C. Increase knowledge and skills to facilitate the implementation of collaborative
- D. learning communities.

Goal 2: District staff will increase their knowledge and skills in curriculum, assessment and instruction.

Objectives:

- A. Develop and implement curriculum and assessments aligned to the Kansas College and Career Ready Standards.
- B. Increase knowledge in research-based instructional strategies to meet diverse student learning needs.

Goal 3: District staff will increase their knowledge and skills in the use of technology as an educational tool.

Objectives:

- A. Increase knowledge and skills to integrate technology into the teaching and learning process.
- B. Increase knowledge and skills to use technology as instructional/management tools.
- C. Increase knowledge and use of technology as a tool to strengthen connections with family and community members.
- D. Increase knowledge and use of technology as a tool to provide professional learning opportunities for all educators.

Goal 4: District staff will increase their knowledge of and improve skills necessary to meet the developmental needs of all students.

Objectives:

- A. Increase knowledge in practices that promote emotionally and physically safe environments and convey a respect for all students.
- B. Increase knowledge in strategies to work with students of different abilities, gender, socio-economic status, and cultural background.
- C. Develop skills that communicate high learning expectations for each student.
- D. Increase knowledge in strategies to create relationships with parents and community members to support student learning.

Participation in the USD 348 Professional Development Program

If you wish to participate, you must submit individual professional development goals within the PDP Toolbox at pdptoolbox.org. The plan results from cooperative planning with a designated supervisor.

Participants should retain access to a copy of all professional development records for their files. (Reg. 91-1-206)

Step One: Development of the Individual Professional Development Goals

- Complete Individual Professional Development Goals (pdptoolbox.org) and submit to the Professional Development Council (PDC) for approval. Goals should be reviewed yearly.
- The plan will outline your professional growth goals and activities for the year.
- The PDC will use your plan to guide them as points are awarded for professional growth.

Step Two: Prior to Professional Development Activities

- Complete the Professional Leave Request (on TalentEd Records) prior to attending a workshop or training out-of-district.
- Complete the College Course Approval form (in PDP Toolbox) prior to enrolling in a college course.

Step Three: Participation in Professional Development Activities

Validation of Participation

- Gather evidence that demonstrates participation, such as: agenda, notes, handouts, participation certificate, etc.

Step Four: Request Points

A. Complete request for points in PDP Toolbox for professional development activities.

B. College/University Coursework

Professional Development education points may be earned for completing undergraduate, graduate credit, and non-credit or continuing education courses at an accredited college or university. When the course has been completed, applicant should attach a copy of the college transcript to their point request in PDP Toolbox.

Step Five: Point Approval

- A. As point requests are submitted, they are sent to the building administrator for first approval.
- B. Upon administrative approval, point requests are sent to representatives of the Professional Development Council for final approval.
- C. After final approval, points are added to your PDP Toolbox transcript.

Appeal Procedures:

The participant will submit an appeal in writing to the PDC Chairperson within 60 days of notification of denial, listing specific reasons why he/she feels the decision was incorrect. At a scheduled review session, the appeal will be made in person to the PDC.

Appeals of the PDC's decision are made to the USD 348 Board of Education.

Professional development appeals may be made to the licensure review committee at the state level.

Suggestions for Developing Professional Development Goals

Individual professional development goals should be tailored to meet personal professional development needs. This includes acquiring professional development points for license renewal. The plan can be developed with a focus on individual, building, and district level goals.

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. 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. 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 district priorities flow directly from the mission and academic goals approved by the Board of Education. These include graduation requirements and exit outcomes. District goals are based upon identified standards of performance for students at each academic level.

Steps for Writing Individual Professional Development Goals

1. Collaborate with your administrator.

2. Assess your individual needs.

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

3. 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 and/or the district's Professional Development Council In-service 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.

4. Write the Individual Professional Development Goals.

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

The goals 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 included on pages 10-11. Please note the lists under "Verification required." Note also that points increase as you progress through the three levels.

Instead of attending an in-service activity and gaining only one point per hour spent in the activity, it is possible to earn 6 times the original in-service points by demonstrating that you have progressed from Knowledge (Level 1) to Impact (Level 3).

5. 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.

6. Revise the goals as necessary.

Based upon what is learned from the analysis of progress (described above), revise the goals to address newly identified needs and/or those needs previously identified but that are not showing improvement. Please submit your professional development goals by September 15th of each school year.

Professional Development Plans for other Educational Staff

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. Contact the District Curriculum Director.

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. Individuals may be allowed to attend at their own expense.

Requirements for acquiring professional development points include that the individual goal(s)::

- Are developed and approved in collaboration with a designated supervisor.
- Reflect the Professional Learning Standards or Learning Forward Standards for Professional Learning.

	Leadership	Needs Assessment	Goals	Strategies	Results
<p>School</p> <p>School Improvement</p> <p>Results-Based Staff Development Plan</p>	<p>School Improvement Steering Team</p>	<p>Student Performance Data</p>	<p>Improved Student Learning related to specific academic area targets. In Kansas, reading and mathematics are mandated targets.</p>	<p>Tools & Activities for Learning</p>	<p>Student performance data show significant improvement related to targets.</p>
		<p>Student Performance Data</p> <p>&</p> <p>Identified Staff Needs</p>	<p>Skills in helping students learn – particularly related to specific improvement targets.</p>	<p>Tools & Activities for Learning</p>	<p>Teachers gain knowledge and improve skills.</p> <p>Student performance data show significant improvement.</p>
<p>District</p> <p>Professional Development Council In-service Plan</p>	<p>Professional Development Council</p>	<p>Student Performance Data</p> <p>&</p> <p>Identified Staff Needs</p>	<p>Skills in helping students learn – particularly related to specific improvement targets.</p>	<p>Tools & Activities for Learning</p>	<p>The district staff improves the quality of education to students. Student performance data show significant improvement.</p>
<p>Individual</p> <p>Professional Development Plans</p>	<p>Individual Staff</p>	<p>Identified Personal Professional Needs– Including Gaining Points for Licensure Renewal</p>	<p>Skills in helping students learn.</p> <p>Gaining required points for licensure renewal.</p>	<p>Tools & Activities for Learning</p>	<p>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.</p> <p>Licensure is maintained.</p>

Criteria for Awarding Professional Development Points

The PDC will use the following criteria for awarding PD Points:

- Activities should support quality professional development.
- PD activities relative to its students/Educational Agency (KS Guidelines).
- Activities are consistent with the goals of the District Professional Development Plan and/or building School Improvement Plans or Licensure Requirements.
- Activities contain clearly stated outcomes.
- Activities are provided by resource personnel possessing the skill and knowledge required for successful attainment of the objectives.

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. 'No limits' means that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

Level I – Knowledge- 1 point per contact hour or 20 points per college credit hour Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels. Knowledge level points can be partial points.

What do you **know** now that you did not know before?

Knowledge level points can be attained by:

A. Attending sessions related to improvement of student learning:

- Workshops
- Conferences
- Seminars
- College/university course
- Study groups
- Providing staff development

B. Service to the Profession: (service to the professional may take place during contractual time) 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 PTO.
 - Serving as a member on the school's site council.
 - Serving as a member of the building's leadership team.
 - Serving on a planning committee.

- Serving as a consultant. (When individual has multiple presentations of the same title, points will be awarded for their first presentation only.)
- Serving as a member on the PDC.
- Serving as a supervising teacher or mentoring.
- Samples of published articles 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 like KNEA, KRA, KSDC, KMEA.
- Serving on an onsite team for another school or district and an explanation of the time spent.
- Coaching courses (considered on an individual basis)

Level II – Application- 2 times awarded knowledge points

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

*Application points cannot be awarded for service to the profession.

What are you **doing** now that you did not do before?

Application of knowledge using two pieces of evidence such as:

- Teaching resources/units
- Review of student product
- Teacher log/journal
- Presentation to BOE, Site Council, conferences
- Teaching teachers
- Formal/informal data collection
- Peer coaching
- Classroom observation
- Video presentation
- In-service presentation

Level III– Impact- 3 times points awarded for knowledge

*Impact points cannot be awarded for service to the profession.

What are the **results** of your professional changes?

Follow-up indicating long-term implementation and benefit to the learning process within one year or a logical cycle following implementation. Use two additional pieces of evidence to demonstrate a positive impact on student learning.

Organizational Change:

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 Changes:

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.

Criteria for Licensure

It is the responsibility of each teacher to monitor his or her renewal date for licensure.

It is the intent of this district to improve employee performance and provide staff members with opportunities to earn Professional Development education points that can be used for license renewal. Therefore, certified/licensed employees now have three options for renewing their teaching license:

- 1) Local Professional Development points
- 2) College credit
- 3) A combination of Professional Development points and college credit.

All staff development credit to be used for recertification must be completed within the scope of an individual professional development plan, with approval of the local Professional Development Committee, and within the guidelines of Kansas State Department of Education.

If an individual holds a graduate degree:

- They must submit 120 professional development points earned under an approved individual professional development plan to renew their professional license.
- The Professional Development Committee will determine the appropriateness of college credit prior to awarding points.
- They may submit professional development points earned through any combination of college course credit and other professional development activities.
- An individual with a graduate degree is not required to earn any points from completing college course credit.

If an individual does not hold a graduate degree:

- They must submit 160 professional development points earned under an approved individual development plan to renew their professional license.
- At least half of the professional development points (80 points) must be awarded for completing appropriate college credit.
- The Professional Development Committee will determine the appropriateness of college credit before awarding points.

If an individual holds an initial license:

- They must complete a state approved mentoring program to apply for their professional license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

1. **Content Standards:** Skills and knowledge required for the specific content endorsements in a Kansas license (i.e., math, science, ...).

Coursework related to content should be related to the endorsement/license the individual holds or to new endorsements/licenses that the individual may be working toward. Some content is considered applicable to any educator, such as technology.

2. **Professional Education Standards:** Knowledge, competence and skills necessary to perform in a particular education role or position.

Professional education (pedagogy) may be related to content endorsements or that which would be applicable to any educator, no matter the endorsement/licensure area.

3. **Service to the Profession:** Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or that directly relates to licensure of professional education, accreditation processes or professional organization.

There may be coursework that is related to service to the profession, such as a coaching course, that the PDC may consider appropriate on an individual basis. The PDC has flexibility in making a determination of “appropriate credit” when considering individual situations and requests.

Kansas Licensure Standards for Professional Education

January 2015

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Learning Forward Standards for Professional Learning

Adopted April 2012 KSBE

<https://learningforward.org/standards-for-professional-learning>

Glossary

Accreditation process: A process by which schools are evaluated by the state as having met specific standards.

Action research: Examining a teacher's own teaching and his or her students' learning by engaging in a research project in the classroom. See also staff development strategies.

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.

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. See also licensure.

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. See also licensure.

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. See also staff development strategies and teacher mentoring.

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. See also National Staff Development Council Standards for Staff Development.

Context standards: Standards that address learning communities, effective leadership, and effective use of resources. See also National Staff Development Council Standards for Staff Development.

Consultant: One who gives professional advice or services for which payment is received.

Criteria: Objective specifications or requirements that are referenced to make judgments.

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.

Individual professional development plan: 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, a designated supervisor, the PDC chairperson, and one other PDC member prior to being submitted to the Kansas State Department of Education for purposes of licensure renewal.

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: 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. See Learning First Alliance.

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 2015). There are a total of 10 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.

Leadership: Here leadership refers to those who guide continuous instructional improvement.

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; and 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. See also certification.

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.

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.

Non-contractual time: Periods of time during which an employee is not under a contractual obligation to perform services.

Pedagogy: The art, profession, or science of teaching.

Professional Development: Continuous learning that is based on individual needs that 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 inservice education plan.

Professional development plan: A document describing the inservice education activities to be completed during a specified period of time by the individual filing the plan.

Professional development point: One clock hour of inservice education. One semester hour of college credit counts as 20 professional development points.

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

Research-based: Based upon documented teaching and learning theories; and supported by extensive observation, investigation, and experimentation.

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.

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.

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.

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. See also staff development strategies.

Supervising teacher: A faculty member assigned to a student teacher by the university or college the student teacher is attending.

Teaching endorsement: The official recognition by the Kansas State Board of Education that an individual has met state requirements in an acknowledged specialization.