


PROFESSIONAL DEVELOPMENT PLAN

**RUSSELL COUNTY USD #407
802 N. MAIN
RUSSELL, KANSAS 67665**

USD #407'S five-year Professional Development (PD) Plan submitted to the Kansas State Board of Education for approval for the period of August 1, 2009 - July 31, 2014.

Approved by the USD #407 Board of Education

July 21, 2009

Signed:  _____
Board President

Signed:  _____
PDC Chairman

PROFESSIONAL DEVELOPMENT PLAN

USD #407 MISSION STATEMENT

The mission of Unified School District #407 is to teach all students to their fullest potential, provide an appropriate learning environment, and to prepare students to become functional and effective citizens in an ever-changing world.

Rationale for Having a Professional Development Plan:

- Effective Schools research has validated the importance of professional development for enhancing staff performance and increasing student learning.
- The explosion of knowledge regarding the ways students learn has made it necessary to continually update teaching styles and methods.
- The overwhelming advances in technology require that teachers, administrators, and support staff receive training - both to improve teaching and to enhance record keeping.
- Training programs are becoming more relevant and useful.
- Allowing professional development points to be used for recertification, and providing technical expertise to districts participating in the Kansas Professional Development Education Program.

Purposes of the USD #407 Professional Development Plan:

- This plan is designed to provide a means of enhancing the professional qualities of the employees of Russell County USD #407 through relevant and meaningful professional development activities that are founded in what research has shown are sound staff development practices including job-embedded staff development and action research.
- It is hoped that all of the employees of USD #407 will choose to take full advantage of this plan because it represents a way for each to improve their job-related skills.
- Most certified employees must use this plan as a means of gaining points to use toward recertification and/or for movement on the salary schedule.
- Administrators may use this plan to direct employees to attend certain workshops or seminars to enhance or improve skills needed - either to assist with the "Building Improvement Plan" or to improve individual teacher performance.
- Support staff may use this plan as an avenue to improve their job skills.
- Citizens of Russell County, who are not employed by Russell County USD #407 may use this plan as a means of gaining professional development points to keep their teaching certificates current.
- This plan provides a means of aligning professional learning with the district's mission and academic goals established by the Russell County Unified School District #407, including graduation requirements, exit outcomes, and school improvement goals.

Who Will Participate in the Plan?

- All certified staff in USD #407 are eligible and expected to participate.
- Any employee (non certified and certified) who wishes to attend any workshop or seminar that is in addition to the all-inclusive district professional development days must fill out the forms (See Appendix C for sample forms.) provided in this plan to qualify for reimbursement, to have their

expenses paid by the district, or to gain professional development points to be used for recertification purposes.

- Employees may be directed by the administration to participate in the program to help meet building needs or for needed individual improvement based on job performance and evaluation.
- Any community member wanting to retain their current teaching certificate can file an Individual Personal Development Plan (IPDP) with the district office.

The Professional Development Plan:

The USD #407 Professional Development Plan will be flexible and adaptable. Because information gathered by the district Professional Development Committee (PDC) may annually change the direction of district-wide professional development and because information assembled by the individual School Improvement Teams in School Profiles may result in changes in the School Improvement Plans, it is imperative that the professional development plan be able to accommodate these changes. Therefore, professional development activities developed by the district PDC and those guided by the School Improvement Plan for each school (as developed by the School Improvement Team with input from the Site Council) will be a part of every teacher's Individual Professional Development Plan (IPDP); and every teacher who attends workshops, lectures, seminars, etc. relevant to district-wide professional development or relevant to their building's School Improvement Plan will be eligible for financial assistance from the district and eligible to receive professional development points for such professional development activities. It is recognized that district planned professional development activities and professional development activities governed by a building's improvement plan, which is limited in the number of target areas to be addressed for school improvement, cannot cover all of the professional development activities that could be of great benefit to individual instructors. Each building principal working with his School Improvement Team will have the authority to allow individualization of professional development plans outside the scope of the building improvement plan; and any employee wishing to attend meetings may be allowed to do so - if it is determined that his/her attendance will improve the district, the building, or the individual or will provide service to the profession. Furthermore, the building principal may counsel individuals to attend certain workshops when the principal believes that the teacher's attendance would help meet the building's mission or when he/she believes that the teacher's attendance is needed to correct a deficiency in the teacher's job performance.

Constant in the Professional Development Plan:

Although the USD #407 District Professional Development Plan will be flexible, adaptable, and changeable, there are certain elements that will always be present in the plan. The following six questions will always be answered when planning any activity:

- 1) Who decides what the focus of professional development will be?
- 2) How are the needs of the district assessed?
- 3) Are the goals of the professional development written in an outcomes approach?
- 4) What activities at the individual, building, and/or district level will help to accomplish the improvement plan?
- 5) How are the targets/outcomes evaluated?
- 6) Who is responsible for administering the plan at each level?

Operational Procedures

Membership on the Professional Development Council (PDC):

- Each building shall have teacher representation on the committee.
- The Superintendent is a life-long member.
- At least one administrator will serve each year.
- The Title II-A Coordinator will serve to help coordinate state and local revenues and guidelines.

Membership Rotation:

Teacher members shall serve for two (2) year, staggered rotation.

The Superintendent and the Title II-A Director are permanent members.

Membership Selection:

- Teacher members shall be elected by the teachers in the building they represent.
- The administration team selects the administrator.
- Members of the PDC Committee shall elect the PDC Chairman.

Meetings:

- Meetings will occur monthly throughout the school year.
- The chairperson or superintendent can call special meetings.
- Non-members can address the council upon request
- The council may request non-members to attend.
- All meetings are open to the public.

Decision Making Process:

- All decisions are made by majority vote of the Council present.
- If less than 50% of the PDC members attend a meeting, the meeting will be adjourned, and another meeting will be scheduled.

Records of the Meetings:

Minutes will be posted in each building following each PDC meeting.

Officers:

Each officer is elected for a term of one year by a consensus of the members of the Professional Development Council and begins their terms at the first meeting in the fall. Duties of each are as follows:

- **Chairperson:**
 - Calls and conducts 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:**
 - Keeps records and minutes of meetings.
 - Maintains a file of all minutes in the district office.
 - Provides each member of the PDC with a copy of the minutes to be posted in each building.

KSDE Annual Training:

At least one PDC member will attend yearly training as provided by the district, a service center, or KSDE.

1. Who decides the focus of staff development?

District Level Professional Development: In collaboration

- District Professional Development Committee (PDC)
- Administration (Superintendent, and/or Special Education Director)
- State and Federal Sources

Building Level Professional Development: In collaboration

- Building Principals
- Building Improvement Teams
- Site Councils may make recommendations.

Individual/Personal Professional Development:

- The employee may make a request.
- The building principal may require.
- District Administration or the Board may allow.

2. How the focus is determined?

In alignment with School Improvement Plans (SIP's) and Research Based Staff Development (RBSD) the following goals were established at each of the following levels: District, Building, and Individual.

District Level Focus and Goals:

District-Level Focus:

- The district Professional Development Committee (PDC) conducts a needs survey based on the desires and perceived deficiencies of the staff.
- Administration makes decisions based on position-specific knowledge, desires of the Board of Education, and curricular demands.
- State and Federal Mandates may require certain professional development activities (for example: blood borne pathogens, sp. ed. inclusion, lockout, etc.)
- Local and state student achievement data and research are used to drive the decision making process.
- District goals, naturally, include areas target in all of the individual school's School Improvement Plans (reading and math).
- District goals are based upon identified standards of performance for students at each academic level.

District-Level Research-Based Goals:

District goals are written based on individual needs and professional teaching standards. Goals address three (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. Therefore, district-level goals are designed to:

- Support the accreditation process and school improvement plan
- Support school improvement efforts to achieve the goals of QPA and No Child Left Behind
- Results based teaching and learning in all content areas to improve teaching and learning.
- Integration of technology to enhance teaching and learning.
- Strengthen trust and working relationships among our stakeholders.

Pre K–12 Building-Level Focus and Goals:

Building-Level Focus:

- Because of his/her position as the instructional leader of the building, the building principal may decide that particular professional development activities are needed and are appropriate. An example would be changing from one student data management software (grades, attendance, etc.) to another management system.
- The School Improvement Team (SIT) plans and develops a building profile from which a School Improvement Plan, Results Based Staff Development is devised. The school improvement plan is "data driven" based on information in the profile, and it is used by the SIT to make decisions regarding what kinds of professional development activities are needed at the building level to provide teachers with the knowledge and skills need to implement research-based strategies to close identified student learning gaps.

- The school's Site Council may suggest professional development activities at the building level to address perceived shortcomings of the building staff. It is then up to the building principal working with his/her SIT to determine if the need for the suggested professional development activities is supported by data.

Building-Level Research-Based Goals:

Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning to those targets. Results are measured according to three (3) levels: knowledge, application, and impact. Therefore, building-level goals are designed to help to:

- Provide activities aligned to district level goals.
- Support the effective and appropriate use of math programs/strategies to achieve AYP.
- Support the effective and appropriate use of reading programs/strategies to achieve AYP.
- Provide support, resources and a positive school climate to all students to assist them in becoming independent lifelong learners.

Individual/Personal Focus and Goals:

Individual Focus:

- The individual may request permission to attend workshops or receive some other kind of professional development based on individual needs and/or desires as stated in their IPDP that have been identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Individual goals may also include progressing toward a license not previously held by the individual.
- The building principal may require individuals to attend certain professional development activities for various reasons. Among which may be to improve in an area noted as a concern on the teacher's evaluation, to acquire a new skill that already may be possessed by a majority of the staff, or to receive a skill that may help in data collection or data interpretation.
- The **Board of Education** may allow individuals to attend state or national conferences, activities, etc. as a representative of the district.

Individual Research-Based Individual Goals:

Goals are written on individual needs and professional teaching standards. Goals address three (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. Individual goals will focus on increasing knowledge, skills and application in order to impact student learning and school climate.

3. 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 math which are aligned to goals and 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, and identifiers of curriculum alignment or misalignment
- Help district staff understand the requirements for earning professional development points for the purpose of licensure renewal
- Teachers learning the appropriate procedures and using the appropriate forms for writing Individual Professional Development Plans, applying for professional development points (Assessment of Results), and understanding their Professional Development Transcripts

4. What activities/actions at the individual, building, and/or district level will help to accomplish the intended outcomes of the improvement plan?

In USD #407, professional development planning is considered to be a collaborative effort between all personnel - teachers, staff, administrators, and school board. District level student exit outcomes, building level improvement plans, and individual level development plans all help to determine the scope and variety of activities that will help to meet our mission. Activities that are planned for the purpose of meeting district level, building level, and/or individual needs and which are in line with district and/or building goals will be approved for financing by the district and, if desired, for earning professional development points which may be used for recertification and/or movement on the salary schedule.

Acceptable Activities for Knowledge/Application/Impact:

- approved district curriculum revision or curriculum projects
- approved district or building study committee (grading, discipline, etc.)
- district-wide professional development days
- building-level staff development
- workshops, seminars, conferences, conventions, lectures, etc.
- visitations to schools/sites related to the individual's assignment
- publication of professional articles community presentations
- participation on committees of educational or work-related organizations
- implementation activities (Mentoring, Peer Coaching, Cooperative Learning, etc.)
- serving as a member of a support team. (It is believed that witnessing what other schools are doing in the area of school improvement will greatly benefit participants and, consequently, should qualify for financing and PD points.)
- college credit
- on-line learning
- service to the profession

EXAMPLES OF POINTS AWARDED FOR VARIOUS INSERVICE ACTIVITIES

Activities for which points may be earned shall include, but not be limited to:

- Professional development activities participated in on days designated on the district calendar as professional development days.
 - Activities for which the participant has a professional leave request approved prior to the activity.
 - Meetings attended that may not require a professional leave request, but result in service to the profession.
 - Activities performed by teachers on teacher workdays that have prior approval of the PDC as qualifying as professional development – not just work required as a part of normal teaching responsibilities.
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- ◆ **Approved district curriculum revision or curriculum projects** - 1 point per hour
 - ◆ **Approved district or building study committee (grading, discipline, school profile, etc.)** - 1 point per hour
 - ◆ **District-wide professional development activities planned by the PDC** -1 point per hour for time spent in sessions – excludes lunch, driving time, etc.
 - ◆ **Building-level staff development with prior approval of the PDC, if conducted on a district designated professional development day or teacher workday will qualify for professional develop points.** -- 1 point per hour

- ◆ **Workshops, seminars, conferences, conventions, lectures, etc., for which professional leave is granted** (Only time spent in session is applicable.) - 1 point per hour
- ◆ **Presenter (workshop, seminar, etc.)** – Additional points for preparation may be earned at the rate of 3 hours of preparation time for each hour of presentation for an original presentation or one hour of preparation time for each hour of presentation on a repeat presentation
- ◆ **Observations/visitations to schools/sites related to the individual's assignment** (excluding travel time and lunch time) - 1 point per hour
- ◆ **Publication of articles in a professional journal** – 1 point per hour for time spent writing the article
- ◆ **Community presentations** – preparation time 3 points per hour prep time and presentation time at 1 point per hour
- ◆ **Participation on committees of educational or work-related organizations** – 1 point per hour
- ◆ **Implementation Points** – Double the Knowledge points for any activity that the PDC approved for Knowledge points
- ◆ **Verified Results** – Triple the Knowledge points for any activity that the PDC approved for Knowledge points
- ◆ **Serving as a member of an On-Site Visitation or Consultation Team** – 1 point per hour for visitation time (excluding driving and lunch time) – chairman also receives 1 point per hour for documented time devoted to reporting

The preceding are just examples. Other professional development activities may qualify for points - the number of which will be determined by the district PDC.

Involvement in an activity does not guarantee that points will be awarded. The activity must be aligned with an approved outcome, and the district PDC must approve points requested.

To receive professional development points, the individual must submit a completed "Request for Professional Development Points" that has been approved and signed by the building principal to the building's PDC representative. Failure to submit the "Request for Professional Development Points" form for Knowledge points within the school year (defined as September 1 – August 30) of the activity will result in forfeiture of points being requested. If Knowledge points are forfeited, Implementation and Results points, consequently, cannot be earned.

Note: It is impossible to designate all the various types of activities that may present opportunities for professional development credits. Therefore, professional development points for activities not listed above require prior approval of the participant's supervisor.

Levels for the Awarding of Points

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 numbers of points that may be earned. No limits mean that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

Level I – Knowledge or Service to the Profession (One hour of PD = One PD point)

Points are awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the in-service activity or has provided service to the profession.

Level II – Application (2 X Knowledge points)

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

Level III – Impact (3 X Knowledge points)

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

Evidence Necessary for Awarding Points

Any individual requesting professional development (PD) points must complete a “Request for PD Points” form, and for each level of points requested must also submit the information required for each level for each activity. See below:

Level I – Knowledge/Service (Learning) = 1 point per clock hour

Participants must demonstrate the following evidence: (all required)

- Complete Professional Development Activity Evaluation Form
- Document actual time spent at the activity

Level I – Service to the Profession = 1 point per clock hour

Participants must demonstrate the following evidence: [at least two (2) are required]

- Submit minutes noting contributions to meetings and a record time spent at meetings
- A log of time spent on a school committee, council, or team such as:
 - Membership on the district PDC
 - Membership on a School Improvement Team
 - Serving on a curriculum development team
- A record of time spent providing staff development and a description of the PD activity, and a request for preparation time (3 hours prep time for each hour of an original presentation, or one (1) hour prep time for each hour of presentation for a repeat presentation)
- Samples of articles in journals or newspapers and a record of 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 a record of time spent
- Other activities deemed appropriate by the individual's immediate supervisor

Level II – Application (Use of New Knowledge & Skills) = 2 X's points Level I

Participants must submit two of the four:

- Submit 3 detailed lessons plans showing application of Level I – Knowledge throughout a period of at least one semester
- Video/audio tapes made at several intervals throughout at least one semester
- A record of practice time with feedback from a trained peer coach or supervisor that takes place throughout at least one semester
- Student sample work, at least 3 samples from the same student that demonstrate work throughout at least one semester

Level III – Impact = 3 X's points awarded for Level I

Teachers in a Classroom Setting - must choose one of the following:

- Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year). The teacher may choose evidence to submit to support the claim of improved performance. Prior to submitting the evidence to the PDC, the teacher must have the building principal verify by his/her signature that he/she agrees with the claim of improved student performance.
- Documentation of positive changes in students' behaviors over a period of at least one (1) academic year, including: improved attendance, higher homework completion rates, independent and/or supervisor's observation of positive student classroom behaviors, increased enrollment in advanced courses, increased participation in school-related activities, and/or decreased student dropout rate.

Administrators, Other Licensed Personnel not in the Classroom, or Teachers Serving on Special Committees - must choose at least one of the following:

- Documentation of related district or school policy change.

- Revision of district, grade level, or content area curriculum.
- Evidence of application by others.
- Documentation of positive changes in students' behaviors over a period of at least one (1) academic year, including: improved attendance, higher homework completion rates, independent observation of positive student classroom behaviors, increased enrollment in advanced courses, increased participation in school-related activities, and/or decreased student dropout rate.

The PDC may request additional information from participants, and participants at any time may appeal to the council to accept evidence not listed in the district plan. Submitting a request does not guarantee that points will be granted. Any time that a request for points is denied, the PDC's building representative will return the request to the individual with a written explanation of why the points were denied. If the denial is based on a lack of supporting evidence, more information may be requested from the person submitting the request for points. If the person fails to provide the additional information prior to the next PDC meeting, the individual forfeits the right to appeal. If the individual believes that adequate information has been submitted and wishes to do so, he/she may request an audience with the PDC committee to plead his/her case. Likewise, the PDC may request an individual to attend a PDC meeting for the purpose of clarifying information that has been submitted.

Awarding of Points

Professional Development (PD) Points:

To receive professional development points, the individual must complete a "Professional Development Activity Evaluation Form" and a "Request for PD Points" form for each activity for which they are requesting points and document time spent on the activity. One PD point will be awarded for each hour spent at professional development activities; and additional points, not to exceed double the points for knowledge, may be earned for each hour of documented application; and additional points, not to exceed triple the points for knowledge, may be earned for documented improvement of student performance and/or improvement to the educational climate. Due to the fact that new professional development activities are constantly being scheduled, teachers and administrators may add activities their IPDP at any time - provided that the activities will help to accomplish the district mission and/or the building improvement plan or will address needs related to state standards.

Staff Development Points/Hours for Recertification and/or Salary Schedule Movement:

Participation in the professional or staff development activities must be used to gain professional development points for licensure renewal. Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional development has led to increased knowledge.
- How the professional development has led to service to the profession.
- How it has been applied in practice.
- What the results of that practice have been.

PD Points and College Credit for Licensure Renewal

Bachelor's Degree:

If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved Individual Professional Development Plan to renew their 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. (Note: If a person currently holds a "Certificate," application for renewal may be made up to eighteen (18) months prior to the certificate expiration, and college hours and PD points earned up to six (6) years may be applied to the requirements for receiving a license. If the candidate is renewing a

“License,” the application for renewal may be made no sooner than six (6) months prior to the expiration of the license; and only those points or college credits earned during the effective dates of the license are eligible to be used for licensure renewal.)

Advanced Degree:

If a person currently holds a “Certificate,” the individual must have at least 120 points for acquiring a license. Application for acquiring a license may be made up to eighteen (18) months prior to the certificate expiration, and college hours and PD points earned up to six (6) years may be applied to the requirements for receiving a license. If the candidate is renewing a “License,” the application for renewal may be made no sooner than six (6) months prior to the expiration of the license; and only those points or college credits earned during the effective dates of the license are eligible to be used for licensure renewal.

If an individual holds an advanced degree, and currently has a “License,” they must submit 120 professional development points earned under an approved Individual Professional Development Plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional activities. The professional development points used for renewal of a license must be earned in one of the three areas:

- Content Endorsement Standards
- Professional Education Standards
- Service to the profession

Conversion of College Credit to PD Points

Approval of Acceptable College Credit for Conversion to Points:

Pre-approval of all college credit is required if the desired course is outside a certified employee’s area of certification. Grade report or transcript will need to be provided to the PDC for college credit to be converted to professional development points. For each hour of college credit earned that meets the above criteria, individuals will be awarded twenty (20) professional development points. Professional development points earned through conversion of college credit are eligible for double the Knowledge points for Application and triple the Knowledge points for validated Impact.

Individual Professional Development Plan (IPDP)

Research has shown that schools cannot be improved without first improving the individuals. Although schools are the focus for improvement, it will be the individuals in the schools that actually bring about the improvement. Therefore, individuals must be given the freedom and the resources to learn about and to explore new techniques and methodologies that may assist them in the school improvement process. However, as Rosabeth Kanter says, "Freedom isn't the absence of structure - letting everyone go off and do whatever they want; but rather, a clear structure which enables people to work within the established boundaries in a creative and autonomous way."

Using the reasoning stated in the above paragraph, individual improvement plans must reflect the needs and goals of the entire district - as well as the needs and aspirations of the individual. Therefore, every certified employee in USD #407 will have an Individual Professional Development Plan (IPDP) that is inclusive of the District PD Plan and the Building PD Plan and that allows for individualized planning by each certified employee.

Professional development activities that are attended to help meet the mission of USD #407 and/or the individual's Building Improvement Plan, if approved by the administration or PDC, will qualify for financing and/or PD points toward recertification. As previously stated, each Individual Professional Development Plan will also be designed to allow for attendance at activities that may not directly reflect district or building level outcomes, but which are judged by the building administration or the PDC to be appropriate. If approved, these activities will qualify for financing and/or PD points toward recertification. Due to the fact that professional development activities are constantly being scheduled and individuals have no way of knowing in advance what activities might be available to them, activities may be added to the IDP at any time with the approval of the administration and PDC. [See **Appendix C** for a sample **Individual Professional Development Plan (IPDP)**].

Appeals Process: Any individual Professional Development plan not approved by the local council will be sent back to the participant with a letter stating the reason for not approving the plan at this time with encouragement to modify and resubmit. However, if a person is unable to obtain approval of an Individual Professional Development Plan through the local Professional Development Council, the person may appeal to the licensure review committee for a review of the proposed Individual Profession Development Plan.

5. Measurement of Impact

In order for professional development activities to be of lasting benefit to the education organization, they must be evaluated as to how well they meet the goals and outcomes that they were intended to address. There must be congruence between the desired result and the measure. Therefore, whether the professional activity is intended to address a district level, building level, or individual need, it will be evaluated using the following criteria:

Impact is measured at the building and district level through:

- Teacher feedback/survey
- Session evaluation form
- Analysis of student achievement data on specific academic targets annually
- Analysis of data measuring related student behaviors annually
- Professional Development level point totals

Impact is measured for individual classroom teachers level through:

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

Impact is measured by individuals applying what is learned to a district or school program:

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

System for Reporting the results:

Evaluation data will be collected and compiled then shared in written form with all staff, administration, and board members.

- Individual teachers share evidence related to each level with his/her supervisor when IPDP points receive initial validation

- PDC representatives report results to the PDC annually.
- The Superintendent reports results to the Board of Education annually.

6. Who is responsible for administering the professional development plan at each level?

District level professional development activities are planned and coordinated by the district Professional Development Committee (PDC) in cooperation with the central office administration. Building-level professional development activities are planned and directed by the School Improvement Team (SIT) or total faculty working in cooperation with the building level and district level administration. Individual Professional Development Plans (IPDP's) that reflect district, building, and individual needs are developed jointly and signed by the individual and his/her immediate supervisor and submitted to the district Professional Development Committee for approval. The supervisor and the individual will meet at least once or, preferably, twice annually to discuss and update the IPDP. Individuals who have not updated their IPDP by October 15 of each school year will not be eligible to receive PD points during the period from October 15 and the date the updated IPDP is submitted. Points to be awarded for the purpose of recertification are determined by the district Professional Development Committee. To receive points for recertification and/or movement on the salary schedule, it is the individual's responsibility to fill out required validation for each professional development activity for which points are being requested, have it approved by the immediate supervisor, and submit it to the district PDC for approval. After the PDC has awarded points, the "Request for PD Points" will be validated by electronic signature. The submitted evidence will then be returned to the individual receiving points to be filed or disposed of in a manner of the individual's choosing. All permanent Professional Development records will be maintained on computer – not paper. The computerized Professional Development Program, which has been designed by David Couch, Superintendent of Russell County USD #407, will have the capability of producing the following: Individual Professional Development Plans, records of all meetings attended, total number of points earned during the entire period of participation in the district plan, transcript of professional development points earned for recertification of certificate or license, and record of points earned for movement on the salary schedule.

USD 407 Board of Education's Responsibilities and Actions:

- Approve the USD #407's District Professional Development Plan.
- When appropriate, authorize out-of-state professional development activities.
- Provide time and resources to make professional development activities possible. Time may include:
 - paid professional leave days,
 - days built into the schedule and designated,
 - granting specific requests for out-of-state activities deemed appropriate.

District PDC's Responsibilities:

- Review and approve the District Professional Development Plan and Individual Professional Development Plans.
- Plan and implement district-wide professional development activities, using appropriate needs assessments.
- Award professional development points for recertification purposes.
- Communicate with the individuals in each attendance center, and act as a liaison between the staff and the PDC.

Central Office's Responsibilities and Actions:

- Assist with the planning and implementation of professional development activities.
- Assist the PDC in maintaining a computerized program for managing and reporting the elements involved in the entire Professional Development program.
- Maintain records of points awarded.
- Submit Transcripts to the State Licensure Department for individuals seeking to renew licenses

- Report to the State. (Annual Update and Financial Reports)
- The superintendent will report to the Board of Education annually.
- The superintendent will communicate with community members who may wish to maintain licensure the opportunity to participate in the district's professional development program.
- The superintendent has developed a computer program that will allow individuals to record logs of activities, request PD points, view transcripts, etc.

School Improvement Teams' Responsibilities and Actions:

- In cooperation with building and district administration, plan and implement building level professional development activities.
- Periodically gather and evaluate data on student achievement, professional development usage, and any other data that might assist in improving the attempts to provide adequate, meaningful staff development opportunities.
- Create a School Profile and develop a School Improvement Plan, which will allow professional development activities to be data driven.

Building Administrator's Responsibilities and Actions:

- Work with the SIT or faculty to plan and implement building level professional development activities.
- Work with individuals in the development of IPDP's.
- Periodically (minimum of once a year prior to October 15) meet with each certified staff member to update his/her IPDP.
- When necessary, direct individuals to take advantage of needed professional development activities.
- Try to provide time when teachers can meet to collaborate on activities.
- Personally assist individuals with implementing PD activities, or help the individual in need locate another staff member who might be willing to serve as a peer coach, an observer, a mentor, or in any other capacity that will assist with successful implementation of professional development strategies.

Individual Staff Member's Responsibilities and Actions:

- Whether requesting PD points or not, fill out the required, computerized "Activity Log" for each activity participated in.
- Assess individual needs.
- Determine individual professional development goals.
- Select appropriate staff development activities or strategies to help achieve individual goals.
- In cooperation with their supervisor, develop an IPDP.
- Fill out appropriate forms before and after attending professional activities.
- When appropriate, apply to the district PDC for professional development points.
- Analyze progress.
- In cooperation with the immediate supervisor, revise the IDPD as needed.

Appendix A

Computerized Individual Professional Plan (IDPD)

PROGRAM START PAGE

RUSSELL COUNTY USD #407

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

STAFF DEVELOPMENT

LEVELS OF LEARNING: Knowledge, Service, Application, or Impact

PURPOSES OF LEARNING: Inspiration, Awareness, Application, Intervention, and Technology

Individual Professional
Development Plan (IPDP)
Description

Building & District Components
of the IPDP

Individual Component
of the IPDP

Individual Component
of the IPDP - Page 2

Print
Individual Professional
Development Plan (IDPD)

Click on the Blue box on each page to return to this page.

PLAN DISCRPTION & MISSION STATEMENT

RUSSELL COUNTY USD #407

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

STAFF DEVELOPMENT

LEVELS OF LEARNING: Knowledge, Service, Application, or Impact

PURPOSES OF LEARNING: Inspiration, Awareness, Application, Intervention, and Technology

Every certified staff member in USD #407 will develop an Individual Professional Development Plan (IPDP). The plan will be developed in conference with each person's immediate supervisor. Each plan will consist of three components - District, Building, and Individual. Outcomes and time lines are covered at the district and building level by the Annual Report and by the School Improvement Plan (SIP) and will not need to be restated on each individual's plan. Outcomes and time lines will need to be stated in the Individual Component of the IPDP. Regardless of the level (district, building, or individual), for each activity in which an individual participates, an "Activity Log" form will be filled out within ten (10) working days after attendance at the inservice activity.

If the individual desires to receive inservice credit points to be applied toward recertification, a copy of the "Request for Professional Development Points" form with the required supporting evidence must be given to and approved by the individual's supervisor and given to the buildings representative on the district Professional Development Committee (PDC). In committee, it will be the responsibility of the district PDC to determine if inservice points are to be awarded and to determine how many points are to be awarded for each activity. The "approved" or "denied" form will then be signed by an authorized PDC member.

All district-wide inservice activities are a required part of each individual's IPDP, and the individual's supervisor may also require inservice activities as a portion of an individual's plan of improvement or as a means of enhancing the probability of reaching a building level goal. It is desirable and recommended that every individual go beyond participating in only those inservice activities that are required. To do so, the individual must complete the "Individual Component of the IPDP." Completion of this portion of the IPDP will be done by the individual in conference with the immediate supervisor. The individual portion of the IPDP shall be reviewed by the individual and his supervisor at least once a year. It is recommended that the IPDP be filed or updated by October 15 and reviewed in February or March of each year.

MISSION STATEMENT

The mission of USD #407 is to teach all students to the fullest of their potential, provide an appropriate learning environment, and prepare students to become functional and effective citizens in an ever changing world.

DISTRICT & BUILDING COMPONENTS



RUSSELL COUNTY USD #407

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

STAFF DEVELOPMENT

LEVELS OF LEARNING: Knowledge, Service, Application, or Impact

PURPOSES OF LEARNING: Inspiration, Awareness, Application, Intervention, and Technology

District Component of the Individual Professional Development Plan (IDPD)

As a certified staff member in Unified School District #407, I recognize my obligation to improve myself professionally. I recognize the importance of staff development as one means of accomplishing individual improvement, and I also recognize that improving the individuals in the district will help to improve the entire district. I am informed of the fact that the district has a Professional Development Committee (PDC) which plans district-wide inservice activities that are designed to promote the mission and goals of the district. District-wide staff development activities reflect the results of a needs assessment conducted by the district PDC or reflect a directive of central office administration based upon position specific knowledge. Because these district-wide inservice activities are developed to help to accomplish the mission and goals of the district, I have the obligation of participating in the activities. I understand that my obligation in this portion of my IPDP is to keep a record of my attendance at district-wide inservice activities on a "Activity Log" and to complete an "Assessment of Results" for each activity for which I desire to receive PD points. The outcomes and timeline are all handled for me by the district PDC and the central office administration in the Annual Inservice Report.

Building Component of the Individual Professional Development Plan (IDPD)

GOAL: To increase staff knowledge, skills, and attitudes based on outcomes identified in the School Improvement Plan (SIP).

Each building in USD #407 has targeted math and reading (communications) in its present school improvement plan, and at least on additional target area. If I request or if I am directed to attend an inservice activity that addresses a target area in my building's School Improvement Plan (SIP), then I understand that the outcomes and timelines for reaching the goal as stated in the SIP have already been established. I also understand that it is my professional duty to attend those building level inservice activities which I am directed to attend by my immediate supervisor. I will add each activity to my "Log of Activities," and I will complete an "Assessment of Results" for each activity.

INDIVIDUAL COMPONENT

USD #407 Individual Professional Development Plan (IPDP)

Name (Last, First): _____, _____ ID : _____

Building: _____ Assignment: _____

Signature: _____ Date: _____

Activity: _____
Date(s): _____ Level: _____
Category: _____ Related Goal: _____
Planned Verification 1: _____
Planned Verification 2: _____

Activity: _____
Date(s): _____ Level: _____
Category: _____ Related Goal: _____
Planned Verification 1: _____
Planned Verification 2: _____

Activity: _____
Date(s): _____ Level: _____
Category: _____ Related Goal: _____
Planned Verification 1: _____
Planned Verification 2: _____

Activity: _____
Date(s): _____ Level: _____
Category: _____ Related Goal: _____
Planned Verification 1: _____
Planned Verification 2: _____

Activity: _____
Date(s): _____ Level: _____
Category: _____ Related Goal: _____
Planned Verification 1: _____
Planned Verification 2: _____

Supervisors Signature: _____ Date: _____

PDC Rep Signature: _____ Date: _____

Appendix B

Computerized Professional Development Program

Professional Development Records

Note: Before you can request any points for professional development, you must have an **Individual Professional Development Plan (IPDP)** approved by your supervisor and approved by the Professional Development Committee. The only IPDP that will be accepted by the PDC Committee is the online form. If you need assistance completing the online form seek assistance from your administrator, a fellow teacher, or call the Central Office and ask for David Couch, Kathy Cook, or Jane Cline.

Follow the steps below in sequence by clicking on a colored box to move to that screen.

No PD points will be awarded for any activity if Step 2 is not completed.
For District-Level, you only need to report the cost of your substitute, if applicable.

1. "Personal Information"
Please start here to verify that the personal information entered for you is correct.

2. "Required Activity Log"
This is required of all employees for each professional development activity, regardless of the desire to receive PD points.

3. "Request for PD Points"
This form must be filled out completely before the PDC will award PD points.

4. "Complete Evaluation"
This is required for Level I Knowledge or Service to the Profession. It is an option for Level II or Level III activities.

5. "Meeting Types, Date, & Location"
This is a list of all of the PD activities that you have on file, and you may search for PD points available for licensure.

6. "Transcript Salary Movement"
This will allow you to track the number of PD Points and College Hours that you have approved for salary movement. Points will not show until approved by the PDC>

For Office Use Only:

"Individual PDA Costs"
Professional Development expenditures must be reported to KSDE on an annual basis. Your completing the "Required Activity Log" will make this process much easier. Your cooperation will be greatly appreciated.

Personal Information

Select your ID and click **Continue** on the left or hit your **Return** key.

First Name:	David	Last Name:	Couch
Identification:	dcouch		
Date Hired	08/25/1978		
Building:	CO		
Position:	Administrator		
Job Function:	Supterintendent		
Certificate or License Issued:	03/27/2008		
Certificate or License Expires:	03/27/2013		
Highest Degree Earned:	EdS		
Date Highest Degree Received:	5/16/1986		
Current Placement on Salary Schedule:	Not applicable		
Eligible for PD Salary Movement:	NO		

After you do the above, look under "Found" on the left side of the screen. If the number of records seems unusually **high** or **low**:

Stop and seek help!

If you are satisfied that the number of records is correct, continue to update your file. If you need help, ask a fellow teacher, your administrator, or call the Central Office and ask for David Couch or Jane Cline.

Select an option below by clicking on one of the colored buttons:

If you create a new record, check to see that your "Personal Information" on the newly created record is correct, then click on the "Go to Step 2" button to enter required expenditures information. You will be taken to the record that you just created.

Create New Record & Update Personal Info:
Click Here, Select your Identification
Click "Continue" on the left side of the screen.

Go to Step 2:
After creating a new record or to update existing records, click this button to go to the required "Activity Log"

Return to Start Page

Admin. or PDC click "HERE" to approve PD Points.

“Activity Log” - Every employee wishing to receive funding, release time, or any other benefit of the Profession Development Plan must fill this out for each activity attended, regardless of his/her desire to receive PD points.

“Indicate whether this activity was: Dist., Bldg., Individ., or Sp. Ed.”
 If it was Dist., Bldg, or Sp. Ed., the only expense you should have to report is if you had a substitute. For Individual activities, report all expenses. Administrator will fill “Fund.”

If meals were included in the registration, do not list them separately.
 If more than one person rode together, be sure to fill in number of passengers.
 For District-Level, you may only need to complete “Dist., Bldg., Sp. Ed., or Individ.”

Fill Out for Each Activity Attended

Click on the arrow on a page to move forward or back through the found records.

<u>Dist., Bldg., Sp. Ed., or Individ.:</u>		<u>Individual Activity - No substitute</u>	
<u>First Name</u>	David	<u>Last Name</u>	Couch
<u>Building:</u>	CO		
<u>School Year:</u>	2002-03		
<u>Activity:</u>	KASA Summer Symposium (3 days)		
<u>Start Date of Activity (format as xx/xx/xxxx):</u>	06/16/2003		
<u>Location of Activity (City or Town):</u>	Emporia		
<u>Roundtrip Mileage:</u>	364	<u>Type of Vehicle</u>	Passenger
<u>Number of Passengers including the Driver:</u>	1	<u>Mileage Cost</u>	\$212.94
<u>Registration Cost:</u>	\$125.00		
<u>Meals Cost (not included in registration):</u>	\$30.00		
<u>Lodging Cost:</u>	\$210.00		
<u>Miscellaneous Costs (supplies, books, etc.):</u>	\$0.00		
<u>Substitute Cost (\$75/day or \$37.50/half day):</u>	\$0.00	<u>Fund:</u>	Prof. Dev.

Did this activity meet an IPDP goal at district, building, or stated on individual level: Yes
 If **no** and you are not requesting conversion of college hours, **stop** here - no PD points.
 If **yes** and you desire to receive PD points, **read** the section below.

If you have a current IDPD and if you desire Professional Development points, you may fill out one “Request for PD Points” form to cover several separate activities that you attend on the same day. However, you must provide your supervisor with appropriate evidence that you have earned points for each session for which your request points. Only actual time spent in each session will be counted. If you attend an all day session, you cannot count lunch time, driving time, etc.

Submitting Requests for Professional Development Points:

1. Fill out the “Request for Professional Development Points” form.
2. You must put times and dates on PDC Request, and you must fill out PD Evaluation.
- 3 Your supervisor will then validate his/her approval and inform your building PDC representative.
4. Do not send any paperwork directly to the Central Office.
5. Suggestion: Keep a notebook containing meeting agendas, your notes, etc.

Go to Step 3:
 Request PDC Points

Return to Start Page

**USD #407 Professional Development Plan
"Request for PD Points"**

<u>First Name</u> David	<u>Last Name</u> Couch	<u>ID</u> dcouch	<u>Building:</u> CO	<u>School Year:</u> 2004-05
----------------------------	---------------------------	---------------------	------------------------	--------------------------------

"Request for PD Points" sheets may be turned in at any time during the school year. Professional development points will be awarded on an hour for hour basis, i.e. each hour of professional development that is documented will earn one (1) inservice point.

"Presentation & Preparation Time" may be earned for presenters as follows: for an original presentation, up to three hours for each hour of presentation may be earned; for a repeat presentation, the rule will be hour for hour.

"Application Points" may be earned with documented implementation into the classroom or school. Application points will be awarded at the rate of 2 X's the number of Knowledge or Service to the Profession points awarded in Level I.

"Impact on Student Performance or Educational Program" points may be earned at an amount of 3 X's the Knowledge or Service to the Profession points.

Level for this application **Service** Application Number: 70312

Activity or Activities Professional Development Workshop for LLHS Teachers

Start Date of Activity: 11/09/2004 Location: Russell, KS

- Documentation shared with my supervisor or provided below includes:**
- Attendance - Date provided above and (if available) agenda attached
 - Attached completed Professional Development Activity Evaluation Form

Evidence supporting the methods of documentation you listed above must be provided to your supervisor

Clock Hours for Knowledge or Service Points: 5.00 # of Points Requested 5.00

If this is a request for Application or Impact points, you must attach a copy of your approved "Request for PD Points" for the related Knowledge, Service, or college credit points.

On the lines below document clock hours by showing dates and times of meetings, dates and times of work done, etc. Note: For all inservice activities, only actual time spent in the meetings (no driving time, breaks, etc.) counts toward points.

Actual Hours: 1:00 p.m. - 3:30 p.m. presentation & 2.5 hours preparation time (repeat presentation)

List the date(s) and times for each activity for which you want PD points.

Items in this box are for official use only:

Application #: 70312	PDC Action : Approved	# of Points Awarded: 5.00	Points Awarded for:
			K S A I C
			0.00 5.00 0.00 0.00 0.00
Supervisor: DD		Date: 10/27/2004	
PDC Chair, V. Chair, or Supt.: CB		Date Awarded by PDC: 12/08/2004	

Go to Step 4:
PD Evaluation
Print
Go to Start

**USD #407 Professional Development Plan
"Activity Evaluation"**

<u>First Name</u>	<u>Last Name</u>	<u>ID</u>	<u>Building:</u>	<u>School Year:</u>	<u>Ap. Number:</u>
David	Couch	dcouch	CO	2003-04	70315
Activity or Activities	Superintendents' Meeting.. FHEDC.....				
				
				

Start Date of Activity: 07/28/2004 Location: Hays

Write a paragraph below describing the activity or activities that you participated in:

Every superintendent's meeting I attend provides me with knowledge of programs and services offered by Smoky Hill Education Service Center. SHESC's staff keeps current on the latest improvements and innovations in education, and the staff does a good job of introducing the member superintendents to those changes. I keep notes and agendas from each meeting that I attend.

How will be able to use what you have learned to improve student learning or to help you with your job performance?

I bring information back from each meeting that I attend and share that information with my administrative staff. As an administrative team, we decide if we want to further explore or implement programs that I share with them. If needed, we invite staff from SHESC to visit our district to give presentations, or I may take a team of administrators to meetings offered by SHESC.

Give a brief evaluation of the activity: Day well spent? Deserving of follow-up activities? Not worth the time spent?

The monthly superintendents' meeting are definitely beneficial, and I try to attend as many as possible.

Create a New Record:
Clicking Here will return you to the Personal Information Page. When there, click on "Create a New Record" and go through the steps again.

Check Points for Licensure:
Clicking Here will take you to the Licensure Transcript Page. Once there, follow directions to see how many points you have earned that can be used for renewal of your current license.

Check Points for Salary Movement:
Clicking Here will take you to the Salary Transcript Page. Once there, follow directions to see how many points you have earned that can be used for salary advancement.

[Return to Request PD Points](#)

[Go to Start](#)

[Exit Application](#)

Appendix C

Forms

- ◆ “Request for Professional Travel, Professional Leave, or Temporary Emergency Leave” (Note: Instead of filling out this form, employees may use the Professional Leave Request form and the Request for Transportation form available through district Thundermail.)
- ◆ “Reimbursement Voucher” (This form must be completed on paper and submitted to the Superintendent.)

"Request for Professional Travel, Professional Leave, or Temporary Emergency Leave"

_____ (Date)

_____ (Requested by)

1. Purpose and location of the meeting, travel, or leave: _____

2. Dates this request will require applicant to be absent from assigned duties:

3. Is this request designed to help meet an outcome on the individual's IPDP?
 Yes () or No ()

4. Estimated expenses:

Reg. Fee	Lodging	Travel	Meals	Substitute	Materials
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
** 55 cents/mile for travel, \$6/meal, and \$75/day for sub.**					

5. Number of people attending from USD #407: _____

6. Vehicle requested: Car (), Van (), Suburban (), or Bus ()

7. Comments (if necessary): _____

Approved by: _____

Principal	Date
_____	_____
Superintendent	Date
_____	_____
Transportation Director	Date
_____	_____

Reimbursement Voucher

ACCOUNT CODE:	
July 14, 2009	Central Office
DATE	SCHOOL
* Cory Funk	
CLAIMANT	TYPE OF MEETING
* 1634 N. Kansas St.	January 1 - June 1, 2008
MAILING ADDRESS	INCLUSIVE DATES
Was this activity attended to meet and IPDP outcome? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
EXPENDITURES	
Travel - Total Miles:	@ 50.5 cents per mile (\$30 per semester) \$0.00
Meals (\$5 per meal)	\$0.00
Lodging (Attach bill)	
Other Miscellaneous	
TOTAL REIMBURSEMENT REQUESTED:	\$0.00
	* CLAIMANT'S SIGNATURE
APPROVAL: * PRINCIPAL	* SUPERINTENDENT
COMMENTS:	
* THESE LINES MUST BE COMPLETED AND TOTALED BEFORE VOUCHER WILL BE ACCEPTED FOR REVIEW AND PAYMENT. COMPLETE MILEAGE CHART ON BACK.	