

Professional Development

In-service Education Plan

2009 – 2014

Three Lakes Educational Cooperative

Interlocal # 620

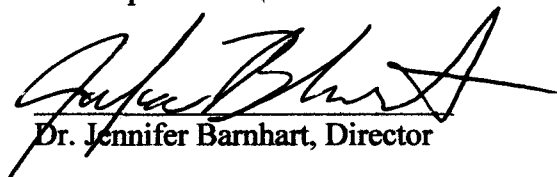
Lyndon, Kansas 66451

(785) 828-3113

LOCAL APPROVAL OF THE PROFESSIONAL DEVELOPMENT


IN-SERVICE EDUCATION PLAN

I recommend that the Three Lakes Educational Cooperative Interlocal #620 Professional Development In-service Education Plan be approved.


Dr. Jennifer Barnhart, Director


Date

The Interlocal #620 Professional Development In-service Education Plan was received and approved by the Board of Directors of Three Lakes Educational Cooperative. We recommend that the State Board of Education approve the In-service Education Plan.



President
Board of Directors
Three Lakes Educational Cooperative


Date

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ACRONYMS:		
TLEC	=	Three Lakes Educational Cooperative
PDP	=	Professional Development Plan
PDC	=	Professional Development Council
IEP	=	Individualized Education Plan

I. PROFESSIONAL DEVELOPMENT PLAN GENERAL INFORMATION

1. A PDP for each individual will be written/updated at the start of every school year.
2. At least one individual goal should be written in addition to district and coop goals.
3. The PDP must be signed by the individual's supervisor and the PDC chairperson.
4. The PDP may be amended throughout the year if the individual decides to add a goal after attending a conference or other activity. However, it must be resubmitted for signatures.
5. An individual may earn unlimited number of points at all levels. (see point grid)
6. All points submitted to the state must have been earned during the five-year renewal period. Therefore, no "leftover" points on an individual's transcript can be used for the next renewal period.
7. Application and Impact points can be earned in a separate year from the original knowledge points and even during a new renewal period.
8. Pre-approval from the individual's supervisor for Application and Impact points are required before submitting them to the PDC. Application and Impact goals and results must be reviewed over an entire semester before points will be awarded.
9. College courses must be pre-approved by the supervisor before taking them if the individual wishes to use them for re-licensure. (see application form)
10. If college courses are taken, an official college transcript or copy of grade card must be submitted to PDC committee and points will be awarded for college hours. However, each individual is responsible for requesting his official PDC transcript and official college transcript and submitting it to the KSDE.
11. The PDC committee will meet every month so that teachers may submit updated PDPs and college credit transcripts in a timely manner.
12. PDC books will be submitted twice a year, once in January and once in May.
13. PDC meeting and PDC notebook due dates are listed on the TLEC Master Calendar.
14. Faculty meetings or IEP meetings cannot be submitted for PDC points.

II. IN-SERVICE EDUCATION PLAN, PURPOSE, AND ALIGNMENT

Professional development is a process of planned growth and change. Individual staff members and the Cooperative work toward identified goals designed to improve instructional skills, professional growth, and student outcomes. While individual development remains important, the focus for the in-service program includes professional development necessary for school and student improvement as well as overall organizational development for the Cooperative.

A critical element of school and Cooperative improvement is professional development. We strongly endorse the principle that school improvement and professional development are linked and that school improvement will only be successful if the staff is effective. Therefore, it is important that our professional development plans focus on the desired outcomes and results of participation rather than on attendance only.

The Three Lakes Educational Cooperative professional development programs will be focused in three areas: Cooperative goals, School goals, and Individual goals. Cooperative level professional development will reflect the needs identified from cooperative-wide data and improvement goals. School-level professional development will reflect the goals and objectives of each school's improvement plan. In addition to Cooperative and School-level professional development, Individual professional development plans will address the personal growth needs perceived by the individual staff member. At all three levels the question must be answered, "What impact will this program or activity have on student outcomes?" Focusing our professional development goals on outcomes will require the staff members to agree on evidence of improved knowledge and/or competence.

The benefits of developing a Professional Development Plan (PDP) include: (1) a method to track and make a commitment to professional growth and development; (2) to meet re-licensure requirements; (3) to meet salary schedule advancement requirements; and (4) to provide a focus for professional development which incorporates the Individual, School, and Cooperative goals.

The Three Lakes Educational Cooperative Professional Development Plan is provided for certified/licensed personnel. Participants may accumulate in-service education points for re-licensure and movement on the salary schedule. The Professional Development Council (PDC) will award the in-service points.

TLEC LEVEL PROFESSIONAL DEVELOPMENT

Purpose: Cooperative level professional development will reflect the outcomes desired to achieve changes and improvements across the organization.

Outcomes: The Cooperative Professional Development Plan will reflect various elements including Federal and State mandates, Board of Directors goals, Interlocal Strategic Plan, documented student performance needs, curriculum and instruction needs, and staff input.

Process: The PDC will assist in determining the Cooperative level professional development priority areas. The PDC will also provide leadership and communication related to the priority areas. The PDC will evaluate the achievement of the specified outcomes and award in-service points.

SCHOOL LEVEL PROFESSIONAL DEVELOPMENT

Purpose: School level professional development will reflect the goals and objectives of the School Improvement Plans of each of the schools that are served by the Cooperative. The objective is to encourage the full participation of Cooperative staff in the school level Q.P.A. and other improvement activities.

Outcomes: The outcomes specified in the School Professional Development Plans are directly linked to the School Improvement goals and their identified needs. Each building will determine which professional development opportunities are needed to achieve the chosen goals.

Process: Each School in the Cooperative is responsible for determining its own needs and professional development plans. Each School's improvement plan will be on file at the Cooperative. The PDC will award points for Cooperative staff participating in the School professional development plans. The staff member will be required to submit an agenda or summary of each activity sponsored by the School before points can be awarded.

INDIVIDUAL LEVEL PROFESSIONAL DEVELOPMENT

Purpose: Individual professional development will reflect the needs identified and prioritized by the individual who may work together with an administrator.

Outcomes: Individual professional development plans will be: (1) linked to Cooperative or School improvement priorities or (2) self-chosen goals to improve skills, and (3) focused toward increased student success.

Process: The individual may develop an action plan for professional development that is beyond the scope of either the School or the Cooperative professional development plans. The Professional Development Council (PDC) will evaluate the achievement of the outcomes specified in the Individual Level Professional Plan and award in-service points accordingly.

III. PROFESSIONAL DEVELOPMENT COUNCIL

A. Definition:

The PDC is a representative group of Cooperative certified personnel.

B. Purpose of the Council:

1. To develop procedures to identify the in-service educational needs of the Cooperative and translate the needs into goals and outcomes for the in-service program.
2. To develop and annually review the five-year in-service education plan for TLEC for consideration by the Board of Directors.
3. To establish guidelines, criteria, and procedures governing the following:
 - a. identification of activities acceptable for professional development;
 - b. submission of PDPs and other applicable documentation;
 - c. determination of in-service point assignments; and
 - d. determination of acceptable evidence of implementation.
4. Review and approve PDPs.
5. Validate and award in-service credit points earned as a part of an approved professional development plan.
6. Develop and implement strategies for monitoring and evaluating the Cooperative in-service education plan.

C. Composition:

- 1 Administrator of the Cooperative
- 1 Member of the Board of Directors
(optional at the discretion of the Board of Directors)
- 4 Licensed Staff Members

D. Term in office:

The representatives of the licensed staff members group will serve no more than a three-year term. The Administrator will be a permanent voting member of the Council. The Board of Directors will determine the term of the Board Member that serves on the Council.

E. Method of Selection:

Vacancies on the PDC caused by expiration of terms of office shall be filled by the first day of September of each year. Their peers will elect representatives from the licensed staff of the Cooperative. The representative of the Board of Directors will be selected by the Board of Directors.

F. Filling Vacancy on PDC:

Should a vacancy occur during a representative's term in office, the licensed staff members group will elect a replacement.

G. Officers:

Chair, Vice-Chair, and PDC Secretary. An officer will be allowed to hold the same position for more than one year. Officers will be selected by the PDC at the September meeting each year.

H. Duties of the Officers:

1. Chair: coordinates activities and responsibilities of the PDC; conducts meetings; reports progress to the Board of Directors and participating staff. The chair will review each PDP. The chair will consult with the council should there be questions regarding one or more of the established criteria.
2. Vice-Chair: serves in the absence of the Chair.
3. PDC Secretary: records minutes of meetings and maintains all records of PDC activities, including PDPs, Cooperative PDPs, KSDE reports, and individual transcripts. The Cooperative administrators will appoint a Cooperative clerical staff person to serve as the secretary for the PDC.

I. Meetings:

1. The PDC will meet on last Monday of each month during the school year.
2. PDC meeting dates will be published on Cooperative calendar each school year.
3. All meetings will be called to order when at least three (3) members are present.
4. Chair may call meetings as needed and change dates as necessary.

J. Decisions:

Decisions of the PDC may be made by a majority of vote.

IV. NEEDS IDENTIFICATION PROCESS

The PDC will oversee a comprehensive in-service education needs assessment at least every five years, and an annual update of the needs assessment will be completed each spring.

- A. Needs Assessment/Update Process—suggested timeline and procedure:
 - 1. by March: The PDC will meet to determine the most appropriate needs assessment process for developing priorities for the coming year or for renewal of the five-year plan. This may include surveys of staff and analysis of local School Improvement Plans.
 - 2. by April: The needs assessment will be completed and the results will be analyzed by the PDC.
 - 3. by May: The results will be used to establish recommended goals, outcomes and action plans for the coming year and/or five-year plan.
 - 4. by July: The PDC will present recommended goals, outcomes and action plans to the Board of Directors in the Annual Update or Five Year Plan.
 - 5. by August 1: The Annual Update/Five Year Plan will be submitted to KSDE for approval.

V. IN-SERVICE EDUCATION GOALS

Goals and outcomes for the Cooperative's five year professional development plan are based on the staff needs assessment survey, the Cooperative's Strategic Plan, advisory committee recommendations, grant project priorities, and the member districts' nineteen School Improvement Plans. These goals and outcomes are subject to annual review and revision. The PDC will review the plan annually and amend or update as needed. Using the above information sources, the following Cooperative-level goals have been established for the five year period, 2009-2010 to 2013-2014 school years.

- B. Student Behavior Strategies
- C. Use of Educational Technology
- D. Curriculum and Instructional Strategies
- E. New Issues and Trends in Special Education
- F. Selected Topics: (Transition of Secondary Students; IEP Development; Exceptionality Categories; Communication Skills; Supervision of Para-educators; and Teacher Collaboration).

Staff development opportunities will be provided throughout the year to meet identified in-service education needs. Staff development information will be provided to all certified staff members as described in the following outcome-focused action plans. The action plans will be revised and new action plans will be developed as outcomes are met.

VI. ACTION PLANS FOR IMPLEMENTATION

Results-based staff development requires Cooperative staff to move from the traditional model of “sit and get” in-service to a model involving on-going training and follow-up. The chart below, compiled by Joyce and Showers, illustrates the significance of providing ongoing help and support to teachers until they are able to implement and transfer the new knowledge, skills, attitudes, and/or practices to their classrooms.

Staff Development Training Strategies	Desired Outcomes		
	Provides Knowledge	Demonstrates a New Behavior	Transfers to the Classroom
Presents concepts and theory	85%	15%	10%
Provides demonstration of the Desired behavior (modeling)	85%	18%	10%
Provides low-risk practice with feedback	85%	80%	15%
Provides coaching in the work setting to improve desired behaviors	90%	90%	80%

Percentages indicate the number of people to achieve the desired outcomes.

The following are the current action plans to address the Cooperative-level professional development goals. These plans will be updated and revised and additional plans will be developed as needed throughout the school year.

Goal Area 1: Student Behavior Strategies (Mandt Training; Positive Behavior Supports; Positive Classroom Discipline)

Desired Outcome: Participants will understand and implement positive, preventative discipline strategies in the classroom. Participants will complete workshops with certified trainers and will complete the required number of hours of in-service for certification. Trainee resource books will be provided for each participant. Workshops are structured to include opportunities for practice with trainer supervision and feedback. Opportunities are also provided for ongoing recertification. Sessions are scheduled as needed.

Goal Area 2: Use of Educational Technology (WebKIDSS and a variety of computer programs that can enhance the educational opportunities of the children)

Desired Outcome: To understand the applications and use of software.

**Goal Area 3: Curriculum and Instructional Strategies
(Positive Classroom Instruction, Discipline, and Motivation; Instructional
and Curricular Adaptations and Strategies; and Collaboration with
Educational Teams)**

Desired Outcome: Participants will understand and implement curriculum and instructional strategies in the classroom.

Goal Area 4: New Issues and Trends in Special Education

Desired Outcome: The staff will understand new issues and implement new procedures/trends in the provision of special education services to the children.

**Goal Area 5: Selected Topics
(Transition of Secondary Students; IEP Development; Exceptionality
Categories; Communication Skills; Supervision of Paras; and Teacher
Collaboration)**

Desired Outcome: The staff will enhance their knowledge and understanding of a variety of topics and will implement new procedures in the classroom.

VII. PROFESSIONAL DEVELOPMENT PLAN (PDP)

A. Definition

The PDP describes the yearly professional development goals, outcomes, and activities to be addressed by the individual to renew their license. The plan also includes the means of documentation of measurable outcomes of professional development. Proper filing of the plan and validated completion of the approved activities specified in the plan, make available to the individual the option of applying in-service education points, college or university credit, or a combination of both, toward re-licensure and salary schedule movement.

B. Plan Development and Maintenance

1. Individuals wishing to participate in the local In-service Education Plan must complete a PDP. Forms are available from the Cooperative office and are also included. *(See reference section)*
2. The PDP shall be based upon the individual's needs as determined through self-evaluation of career needs and interests, school improvement plans, consultation with administrators, and Cooperative objectives.
3. Individuals will typically focus on one or two individual outcomes per year.
4. A new PDP will be written at the first yearly in-service.
 - a. And immediately after papers have been submitted to KSDE for re-licensure.
 - b. These plans will be considered for approval at the next PDC scheduled meeting.

5. Each individual may review and update his/her PDP and submit the updated plan for approval by the PDC at any time after the initial PDP has been approved.
6. Each individual should keep a copy of their PDP to add to or update as the year progresses.

C. PDP Approval

Once a PDP is developed and submitted to the PDC, with participant signatures, the following procedures will be applied:

1. The chair will review each PDP. The chair will consult with the counsel members should there be questions regarding one or more of the criteria.
2. The following criteria will be used to evaluate each plan:
 - a. Professional development goals and activities must have a direct impact on improved student learning and/or improved job performance.
 - b. The professional development goal(s) selected have been established as a Cooperative or School-based priority, or is an individual goal that can be justified because of its importance and the direct relationship to the individual's job role
 - c. The professional outcome(s) is clearly stated.
3. The PDC may request that the individual meet with the Council to discuss the plan.
4. The PDC will notify individuals of the approval/disapproval of their plan. Written reasons for disapproval and recommended revisions will be supplied. Individuals may either revise and resubmit the plan or they may appeal the Council's decision.
5. Each individual is responsible for requesting his/her official PDC transcript and official college transcript and submitting it to the KSDE for licensure.
6. The participating individual will be supplied with a notebook containing the approved PDP; In-service Activity Plan forms; a copy of the five-year in-service plan; and other related forms. The individual will be responsible for updating the notebook and resubmitting the notebook to the PDC for verification of points.

D. Appeal Procedure

An appeal procedure is available to individuals whose PDP, In-service Activity Report forms, or verification reports have not been approved.

1. At least five (5) days prior to the next Professional Development Council meeting, the individual notifies the Chair of the Council, in writing, of intent to appeal.
2. The individual may submit an appeal case either in writing prior to the next meeting, orally before the Council at the next meeting, or may do both.
3. The individual will be notified of the Council's decision within fourteen (14) working days following the appeal.

E. In-service Education Points

1. Definition: An in-service education point typically represents one clock hour of approved professional development activity, unless a different ratio has been specified in the PDC guidelines.
2. When requesting IDP points, staff members should round their time up to the nearest half hour. Time spent for meals, breaks, and travel is not considered to be professional development and should not be counted.
3. The PDP has developed a list of specific types of activities and the number of points allowed for each activity.

ALLOWABLE ACTIVITY POINTS

* One clock hour of approved in-service education activity (Time for lunch/breaks are not included) (Submit in-service agenda)	1-point
* Reading and summarizing education related materials	.5 pt. each
* Reading and summarizing education related books	.5 pt./chapter
* Watching and summarizing education related videos	.5 pt. each
* Listening to and summarizing education related tapes	.5 pt. each
* Publication of articles for newspapers, newsletters, school papers, etc.	1 pt. each
* Preparation and publication of articles for a professional journal (JABA, TASH, CEC, etc.)	25 pts./article
* Presentations at workshops, parent meetings, in-services, college classes, etc.	2 pts./hour
* Presentation preparation for workshops, parent meetings, in-services, college classes, etc.	Submit Log 1 pt./hour
* Preparation and/or learning information for presentation	1 pt./hour
* Supervision of adult volunteers working in the teacher's classroom	Submit Log 1 pt./hour
* Supervision of college level student teacher or intern working in the teacher's classroom	Submit Log 1 pt./hour
* Service on education related committees (Log sheet of meeting submitted annually)	1 pt./hour per committee per year

(Copy appears in Reference Section)

F. In-service Activity Reporting (*See reference section*)

Upon completion of an activity, verification of the accomplishments should be recorded on the In-service Activity Report Form and submitted to the PDC for awarding of points.

1. Immediately after completing any in-service activity, complete the documentation in the notebook. Copies of workshop agendas, articles, etc. that help verify your activity should be three-hole punched and placed in the notebook.
2. District in-service: include in-service agenda (date, time, and the number of points awarded).
3. Immediately after completing a college course, copy the grade sheet, 3-hole punch and place in PDC notebook along with prior approved college coursework form (green form).
4. In-service Activity Reporting forms for summer activities are due to the PDC at the beginning of the year in-service in August.
5. Points for Cooperative sponsored activities will be documented and verified through a sign-in sheet at the in-service.
6. If your activity was presenting at a meeting, conference or workshop, please be sure to indicate that you were the presenter and the length of your presentation.
7. Committee Work (*See reference section*)
The individual should submit the Committee Work form, with the top portion completed. To be approved, committee work must contribute to professional development such as QPA, General Education Interventions, Site Council, etc. The log must be submitted with the Professional Development notebook in order for points to be awarded.

G. Awarding of Points

Kansas In-service Program Regulations Grid Regarding Awarding of Points

CATEGORIES → LEVELS ↓	Content “The What” Curriculum Subject Matter ↓	Professional Education “The How” Instructional Strategies How we teach, how we deliver ↓	Service to the Profession School Improvement Committee Work Building, District, State, and National ↓
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Knowledge</div> “What do I <u>know</u> that I didn’t know before?”	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Application</div> “What am I <u>doing</u> that I didn’t do before?”	2 x Knowledge- level points	2 x Knowledge- level points	Not Applicable
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Impact</div> “What <u>results</u> am I getting?”	3 x Knowledge- level points	3 x Knowledge- level points	Not Applicable

(Copy appears in Reference Section)

VIII. RE-LICENSURE AND SALARY ADVANCEMENT

A. Re-licensure Process

To re-license using PDP points, an individual must make a written or verbal request to the PDC Secretary to prepare an official transcript. The PDC Chair, the Director, and the Board of Directors must verify this transcript. **Staff members are responsible for sending this official transcript , along with the re-licensure application materials, to the Kansas State Board of Education. Staff members must request the transcript at least one month ahead of the date they plan to mail their paperwork to KSDE to allow time for the PDC to approve and sign the transcript.**

☆ **It is necessary for staff members to write a new PDP at the time of re-licensure.**

In order to re-license using in-service education points, the state requires the individual to have an approved PDP on file.

PROFESSIONAL DEVELOPMENT POINTS AND RE-LICENSURE

All professional development points used for renewal of license must be aligned with an individual development plan.

1 clock hour of education activity = 1 PDP point

1 college credit hour = 20 PDP points

Check your current certificate/license for re-licensure instructions and information.

LICENSURE RENEWAL REQUIREMENTS

If highest degree is:

Baccalaureate Degree = a minimum of 160 approved PDP points, including at least 80 points for college credit

If highest degree is Masters degree or above = 120 approved PDP points

Substitute Teaching Endorsement = 100 approved PDP points

RE-LICENSURE TIME

Each staff member is responsible for determining the type of renewal needed and contacting the Kansas State Board of Education re-licensure office (785/296-2288, 120 E 10th St., Topeka, KS 66612). An excellent source of information is the re-licensure department's web site: <http://www.ksde.org/Default.aspx?tabid=111>

Be sure to notify the Office of Staff Development to get the PDP portion of the paperwork started. Allow 4-6 weeks for this process.

Points earned during the current PDP year are not available to use for re-licensure until the next PDP year. For example, the Board of Education will approve 6/1/2009 – 5/31/2010 points, during September 2010.

(Copy appears in Reference Section)

B. Salary Schedule Advancement Process

Staff members may also use PDP points to advance on TLEC Interlocal #620 salary schedule. For salary advancement, submit college and/or PDP transcript and paperwork to the TLEC Director within 15 days after the beginning of contract year.

PDP points can be counted toward placement on the salary schedule in accordance with the current TLEC negotiated agreement.

IX. ANNUAL EVALUATION AND UPDATE OF THE PLAN

Appropriate records regarding the TLEC's PDP Plan will be maintained at the Cooperative office. The PDC Chair and Secretary will be responsible for maintaining these records. Files will be maintained for all components of the in-service education plan, including each of the following:

A. Records of the PDC

Council meetings and decisions, including minutes of meetings and record of Council members.

B. Needs Assessment Procedures, Results, and Annual Updates

C. Cooperative Level Professional Development Goals

D. The Cooperative will maintain a copy of the School Improvement Plan for each of the 20 buildings.

E. PDPs for each participating staff member. An individual's file will contain a copy of their approved PDP, validation forms for completed activities/outcomes, and a professional development transcript.

The annual evaluation and update of the Cooperative In-service Education Plan will be the responsibility of the PDC. The annual evaluation and update will be completed in accordance with the requirements of the Kansas State Board of Education, including: (1) one to three staff development priorities addressing school improvement target areas; (2) means of assessment of each priority; and (3) level of implementation of staff priority.

REFERENCE SECTION

FORM A	Professional Development Plan
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PROFESSIONAL DEVELOPMENT PLAN IN-SERVICE ACTIVITY REPORT FORM

Name: _____

This activity report is for: (check one area below)

1. _____ Three Lakes Educational Cooperative (TLEC) - Level Priority Area:
 _____ A _____ B _____ C _____ D _____ E
2. _____ School - Level Priority Area:
 _____ A _____ B _____ C _____ D _____ E
3. _____ Individual - Level Priority Area:
 _____ A _____ B _____ C _____ D _____ E

Knowledge

New learning that took place was _____.

The way this activity relates to my professional goal is _____.

Conference / Inservice

Date(s)	Begin	Time	End

OR

Miscellaneous Activities

(Reading, Watching, Listening, Publications, Presentations, and Supervision)

Circle type of activity below:

- | | | |
|---|-----------------------------|----------------------|
| Book Chapter(s) / Article | Video Tape(s) | Audio Tape(s) |
| Publication | Journal Article | Initial Presentation |
| Repeated Presentation | Supervision of Volunteer(s) | |
| Supervision of College Student / Intern | | |

Date(s) of Activity: _____

Start Time(s): _____ End Time(s): _____

- * Attach a detailed summary of the materials read, watched or listened to.
- * Attach copy of published article(s).
- * Attach outline of presentation, and meeting agenda.
- * Describe supervision activities.

<p>PDC Use Only</p> <p>_____</p> <p>1 pt. per clock hr.</p> <p>Knowledge Pts.</p> <p>_____</p>

IMPORTANT NOTE:

PDC must award Knowledge points *and* individual must get supervisor's signature before earning Application and Impact points.

Signature: _____ Date: _____

Application

- classroom action plans
- action research
- collaboration / team meetings
- workshop / conference follow-up
- application of technological skills

PDC Use Only

 2 pts. per clock hr.

Application Pts.

Attach sampling of what you are doing differently than what you were doing before.

Impact

Attach a sample of data including a description, summary, and conclusion. Include 3 of the following:

- 1.) Evidence
- 2.) Summary of data
- 3.) Conclusion from data and its impact on future teaching.
 - anecdotal records
 - data collection
 - pre-post tests
 - sample IEP's

PDC Use Only

 3 pts. per clock hr.

Impact Pts.

PROFESSIONAL DEVELOPMENT POINTS AND RE-LICENSURE

All professional development points used for renewal of license must be aligned with an individual development plan.

1 clock hour of education activity = 1 PDP point

1 college credit hour = 20 PDP points

Check your current certificate/license for re-licensure instructions and information.

LICENSURE RENEWAL REQUIREMENTS

If highest degree is:

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Be sure to notify the Office of Staff Development to get the PDP portion of the paperwork started. Allow 4-6 weeks for this process.

Points earned during the current PDP year are not available to use for re-licensure until the next PDP year. For example, the Board of Education will approve 6/1/2009 – 5/31/2010 points, during September 2010.

EXAMPLES OF ACTIVITIES FOR POINT LEVELS

LEVEL	ACTIVITIES
<p>I – Knowledge to the Teacher</p> <p>What do I know now that I didn't know before?</p> <p>1 point = 1 clock hour</p>	<ul style="list-style-type: none"> ❖ Professional development ❖ Professional development at organizational meetings/conferences ❖ Study groups ❖ On-line courses ❖ Visits to other schools ❖ Observations ❖ Parent/community learning activities ❖ Professional journals ❖ College credit
<p>II – Application to the classroom</p> <p>What am I doing now that is different than what I did before?</p> <p>2 x Knowledge Points</p>	<ul style="list-style-type: none"> ❖ Application of staff development ❖ Classroom action plans ❖ Action research (individual or small team) ❖ Collaboration/team meetings ❖ Workshop/conference follow-up ❖ Technology (applications of skills in classroom instruction)
<p>III – Impact on the students</p> <p>What are the results of my Professional changes?</p> <p>3 x Knowledge Points</p>	<p>Analysis of student learning through:</p> <ul style="list-style-type: none"> ❖ Anecdotal record ❖ Data collection ❖ Pre-post tests
<p>Service to Profession</p> <p>1 point = 1 clock hour</p>	<ul style="list-style-type: none"> ❖ District PDC member (including alternate) ❖ District Instructional Team member ❖ Presentations at local, state, or national conferences or organizations ❖ Service on local, regional, or state committees ❖ Service on accreditation teams ❖ Peer coaching/mentoring ❖ Training for peers/paras/instructional aides

ALLOWABLE ACTIVITY POINTS

* One clock hour of approved in-service education activity (Time for lunch/breaks are not included) (Submit in-service agenda)	1-point
* Reading and summarizing education related materials	.5 pt. each
* Reading and summarizing education related books	.5 pt./chapter
* Watching and summarizing education related videos	.5 pt. each
* Listening to and summarizing education related tapes	.5 pt. each
* Publication of articles for newspapers, newsletters, school papers, etc.	1 pt. each
* Preparation and publication of articles for a professional journal (JABA, TASH, CEC, etc.)	25 pts./article
* Presentations at workshops, parent meetings, in-services, college classes, etc.	2 pts./hour
* Presentation preparation for workshops, parent meetings, in-services, college classes, etc.	Submit Log 1 pt./hour
* Preparation and/or learning information for presentation	1 pt./hour
* Supervision of adult volunteers working in the teacher's classroom	Submit Log 1 pt./hour
* Supervision of college level student teacher or intern working in the teacher's classroom	Submit Log 1 pt./hour
* Service on education related committees (Log sheet of meeting submitted annually)	1 pt./hour per committee per year

Kansas In-service Program Regulations Grid Regarding Awarding of Points

CATEGORIES → LEVELS ↓	<i>Content</i> "The What" Curriculum Subject Matter ↓	<i>Professional Education</i> "The How" Instructional Strategies How we teach, how we deliver ↓	<i>Service to the Profession</i> School Improvement Committee Work Building, District, State, and National ↓
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Knowledge</div> "What do I <u>know</u> that I didn't know before?"	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Application</div> "What am I <u>doing</u> that I didn't do before?"	2 x Knowledge- level points	2 x Knowledge- level points	Not Applicable
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Impact</div> "What <u>results</u> am I getting?"	3 x Knowledge- level points	3 x Knowledge- level points	Not Applicable

Kansas Professional Education Standards

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

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student learning including critical thinking, problem solving, and reading.

Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8: The educator understands and used formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other personal developmental aspects for all learners.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), process (Kansas Quality Performance Accreditation).

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well being.

Standard #11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practice.