



# **Results Based Professional Development Manual**

**Guidelines, Forms and  
Answers to Questions Regarding  
Arkansas City Unified School District 470  
Local Professional Development Plan  
(available on-line [www.arkcity.com](http://www.arkcity.com))**

**July 2007-June 2012  
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## Foreword

### Arkansas City Unified School District 470 Five Year Professional Development Plan

Submitted August 1, 2007

The USD 470 professional development plan is a jointly developed process involving teachers and administrators. Two standing committees regularly provide the ongoing input and oversight: (1) The District School Improvement Council (representation from all buildings) provides the overall focus and administration for professional development activities, and (2) The Professional Development Council (representation from all buildings) is responsible for the supervision and awarding of professional development points.

Student achievement and teacher survey data along with NCA building improvement plans and our district strategic plan establish building and district professional development priorities. Staff surveys and student achievement data are reported regularly to determine changing and current needs. Current building professional development priorities have been defined in the areas of math, reading, parent involvement and school climate (see page 8 & 31) of the District Professional Development Handbook for greater detail. District priorities focus on increasing student achievement by instructional/management strategies, the NCA process, and student social skills and responsibilities. Individual staff may define specific personal professional development needs in cooperation with the building principal.

Specific building level professional growth level activities are determined by the building improvement team and building administrator. District-wide professional growth activities are determined by the District School Improvement Council, Associate Superintendent of Curriculum and Instruction and the goals of the District Strategic Plan. A special emphasis is placed on development of in-district leadership. This is not only a best practice related to being resource efficient, but also provides the peer coaching and regular on-going collegial support that supports student learning through meaningful implementation and follow-up monitoring.

Impact is determined by changes in instructional behaviors and skills as well as improvement in student performance. NCA/QPA and Kansas CRTs assessments will be the primary student impact measuring devices.

Approval and documentation of specific professional development activities is under the supervision of the Associate Superintendent of Curriculum and Instruction. Annual reports are provided to the local school board describing professional development activities and participation. The District School Improvement Council is utilized as a vehicle to coordinate and share professional development activities between buildings.

During Spring of 2007, the USD 470 Professional Development Plan was completely revised. The focus continues to be from "attending meetings" to improving students' achievement through job-embedded research-based professional development. A second emphasis is on maintaining promising practices within the classroom via support from instructional leadership of principals, professional learning communities and academic coaches. The change in emphasis can best be noted by reviewing the new IDP point values on page 15 and page 25 of the Professional Development Handbook. Most

recently, changes regarding KSDE Licensure and implementation of No Child Left Behind have prompted additional revision of the USD 470 Professional Development Plan.

As currently designed, the USD 470 Professional Development Plan provides a “three-tier” framework driven by formative data for meaningful professional development that supports the NCA process as being flexible, and leading our staff to reach the Standards of Excellence as measured by the Kansas State Assessments. The following Professional Development Handbook provides implementation details.

## Preface

This guide is designed as a synopsis of the local professional development process, awarding of points, and using the points for re-licensure and movement on the salary schedule. Questions left unanswered by this guide may be addressed by the chairperson of the council or a member of the Professional Development Council. Professional Development in USD 470 provides a coherent and systematic program of learning opportunities for our certified staff that is defined by each building's school improvement plan, district professional development plan, district strategic plan, and Individual Development Plan (IDP) under the QPA/NCA process based on the needs of staff and students.

The following rules govern the action of the local council:

1. Final approval of all professional development credit by the local board of education.
2. The local PDC:
  - a. develops and interprets the PDC guidelines,
  - b. awards PDC points based on evidence submitted, and
  - c. is composed of certified staff representing all participating 470 buildings,
  - d. assists the School Improvement Council in defining the annual professional development plan
3. The local PDC will meet at least once each semester. Additional meetings will be held as needed.
4. Compensation is paid to PDC members via the Supplemental Contract.
5. The local PDC will participate in annual training beginning July 1, 2003.

## Introduction

The intent of professional development is for each staff member to continue expanding his/her skills, knowledge, and ability to promote student learning leading to higher graduation rates and improved student achievement. Specific activities to accomplish this professional growth will vary from teacher to teacher. A growth experience for one teacher may be an already accomplished skill for another. For this reason, each person's IDP will be unique and have an individual focus.

With this in mind, the PDC does not want to develop rigid guidelines that will result in "cookie cutter" IDP's. Instead, the intent is to develop broad, general guidelines that provide a professional growth philosophy and depend on professional integrity of individuals. All IDP's will align with the school improvement plan mission and maintain an academic focus.

The accumulation of IDP points should not be the sole consideration for participation in professional development activities. The points should reflect professional growth that impacts student achievement. A reasonable point target per year might be 20-25 points for staff with a baccalaureate degree (80 can be utilized for a five-year renewal). A person with a master's degree can utilize 120 professional development points, so 30-35 points per year will produce an adequate number. Professional development should emphasize quality rather than quantity. A maximum of One Hundred(100) IDP points will be awarded to an individual within one calendar year. **However, the PDC may not impose a limit on the number of points earned for the purpose of licensure renewal.** [Authorized by and implementing Regulation 91-1-218(f) purposes of renewing a certificate or license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters. March 2004.]

During the spring of 2002 the Professional Development Council continued the PDC philosophy from "seat time" to emphasis on reflecting student impact. The following information on the procedures and activities will assist you in being an active participant in the process.

Professional development points can be earned in the following areas within each goal: knowledge, application and impact. It will be the responsibility of each educator to have a copy of the Professional Development Manual(posted on [www.arkcity.com](http://www.arkcity.com)). The manual contains forms for the recording of activities, documentation, and an IDP point summary sheet. Upon approval by the PDC, the point sheet will become a permanent file in the Central Office to support any audit related to an individual's transcript. IDP point sheets and supporting documents will be collected annually but also more often knowing that only awarding points annually may not be often enough if annual awarding interferes with the licensure renewal process. PD points awarded are recorded on the individual's transcript. Because **Only the point sheet will be kept on District file, one will need to maintain a personal file.** Professional growth is a continuous process; thus, points within any given year could involve any one or more areas within a goal.

**Professional Development Council (PDC)  
2007-08**

Elementary:

Adams	Barb Scram
C-4	Jennifer Wright
Frances Willard	Earlene Logan
IXL	Dianna Thompson
Jefferson	Linda Grant
Roosevelt	Theresa McIntosh

Middle School:

Nancy Eis

High School:

Jamie Hibbs  
Linda Stahl

Administration:

ACHS	Dr. Jan Voss, Assoc. Supt.
Jefferson	John Headrick, Asst. Principal
ACMS	Sheryl Leeds, Principal
	Cheryl Carter, Asst. Principal

Personnel Secretary:

Linda Postlewait

Note: The Associate Superintendent of Curriculum and Instruction will serve as the committee chairperson.

**Council Membership Selection**

The PDC shall consist of four administrators appointed by the administrative group, one staff representative from each elementary school, two staff representatives each from the middle school and from the high school. Staff representatives shall be selected/ appointed by the staff of each building. Committee members shall serve a two-year term. Adams, Frances Willard, and IXL, will select their representatives in the spring of the years ending with an odd number; C-4, Jefferson, and Roosevelt will select their representatives in the spring of the years ending with an even number. Each year, one representative will be selected from both the high school and middle school. Selection of representation shall occur in May for the following year.

## District Professional Development Goals

1. Utilization of instructional/management strategies that result in each student increasing his/her student achievement.
2. Staff involvement in one or more facets of the NCA/QPA process.
3. Assisting students in the areas of social skills and responsibilities, peer relationships, and conflict management.

All staff will be expected to use the building, district, or special area goals beginning with the school year. This will require the special area staffs--music, P.E., art, guidance, library/media, and administration--to develop area goals if they wish to have options beyond building and district goals. Each area has the option of developing up to four special area-related goals using the same format as used for building and district goals. **The special area goals must be developed and forwarded to the PDC no later than February 1.**

### EXPLANATION OF DISTRICT PROFESSIONAL DEVELOPMENT PRIORITIES

The 2007-12 district professional development priorities are expanding and perfecting those skills necessary for successful implementation of the NCA/QPA process. This involves not only understanding NCA/QPA, but also a wide range of best-practice, scientifically research-based instructional strategies, student management strategies, and an educational paradigm shift which acknowledges the impact on student achievement from results-based professional development.

The first district priority for professional development is to have all staff members utilizing best-practice instructional/management strategies that assist each student in improving his/her student achievement. Examples to be utilized are data-driven lesson planning, portfolios, alternative assessments, high order thinking strategies, problem solving strategies, curriculum mapping, integrating curriculum, hands-on experiences, differentiation resulting from formative data, cooperative learning, cross-age grouping, mentoring, learning styles, inclusion, and other results-based best practices for core subject areas.

The second district priority will be to involve all staff members in one or more facets of the NCA/QPA process, i.e. building site team, district steering team, outcomes development committees, profile development, establishing programming priorities, etc.

The third district priority will be expanding staff skills in understanding and assisting students in the areas of social skills and responsibilities, peer relationships, and conflict management. Specific professional development activities will include areas such as conflict resolution, multi-culturalism, inclusion, at-risk students, stress management, collaborative skills, parental involvement, decision making, and thinking skills.

## PDC FAQs (Frequently Asked Questions)

1. What is PDC?  
Professional Development Council is designed to allow educators to continue their professional growth and education without necessarily taking a college course. PDC allows educators to achieve re-licensure, as well as move across the district pay schedule.
2. How many PDC points equal one college credit hour?  
20 PDC points = 1 credit hour
3. How many hours and/or points are necessary for re-licensure?  
Bachelor's degree - Every five years, the state requires 8 hours of college credit to become re-licensed. You may use 80 PDC points for re-licensure (equivalent to 4 hours) and then take the remaining 4 hours of approved college courses to meet the state requirements.  
  
Master's degree - Every five years, the state requires 6 hours of college credit or 120 PDC points to become re-licensed. You may use ALL PDC points for re-licensure. In other words, you would not have to take college courses.
4. How long can you accumulate PDC?  
PDC points remain "active" for re-licensure and moving across the pay scale for five years. Each year after, the new year replaces one year of PDC points. For example, if you accumulate 35 points during your first year of teaching, and it is currently your 6<sup>th</sup> year of teaching, the first year's points no longer count. Your 6<sup>th</sup> year points replace the 1<sup>st</sup> year points. Be sure to use your points at appropriate times to receive the benefits for re-licensure.
5. How many hours are necessary to move across the pay schedule?  
Please refer to the Teachers Contract.
6. What is attendance and how much is it worth?  
If you attend a workshop or conference, you may use those hours for attendance points. For example, if you attend a workshop that goes from 9 to 5:00, then you could count one hour of attendance for each hour attended for PDC attendance credit.
7. Define content endorsement, service to the profession and professional education standards. (definitions from Resource Guide for KSDE Professional Development Council Training- October 2006).  
**Content endorsement** – Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License.  
**Service to the profession** – Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.  
**Professional Education Standards** – Those standards adopted by the Kansas State Board that specify the knowledge, competences, and skills necessary to perform in a particular education role or position.
8. Can supervising a student teacher result in professional development points being awarded?  
Yes, Supervising a student teacher equals 15 hours or 15 points.

9. What kinds of activities do not qualify for PD points?

Exhibit or break times, back to school meetings, blood borne pathogens, motivational speakers, insurance meetings, coaching clinics, and meal times. The PDC would determine whether the clinic or activity met the requirements of regulation 91-1-206(a) in one of the following areas: content endorsement, professional standards, or service to the profession.

## HOW TO USE YOUR PROFESSIONAL DEVELOPMENT POINTS FOR RENEWAL OF LICENSURE

Beginning August 1, 1992, each certified employee of USD 470 whose highest degree is a bachelor's degree, may earn 80 professional development education points for recertification every five years with some points earned each year. A certified employee holding a master's degree or other advanced degree(s) may earn 120 professional development education points for recertification every five years. While some points may be earned each year, all points submitted for re-licensure could also be earned in a single year. Points for re-licensure are not limited.

## HOW TO COMBINE PROFESSIONAL DEVELOPMENT POINTS AND/OR COLLEGE HOURS

1. Professional employees can renew their certificates with one of the following options:
  - a) 6 approved college hours and 0 professional development points, or
  - b) 5 approved college hours and 20 professional development points, or
  - c) 4 approved college hours and 40 professional development points, or
  - d) 3 approved college hours and 60 professional development points, or
  - e) 2 approved college hours and 80 professional development points, or
  - f) 1 approved college hour and 100 professional development points, or
  - g) 0 approved college hours and 120 professional development points.

To use points for renewal of licensure, professional development education credit requirements are as follows:

2. If the highest degree earned is a **bachelor's degree, 80 professional development points** are allowed. **The remaining half or re-licensure must be comprised of college/university credit.**
3. If the highest degree earned is a **master's or other advanced degree(s), then all 120** professional development education points may be earned from professional development education activities and no points must be earned from college/university credit.

Points earned may be accumulated during the **five-year** period preceding the renewal of licensure. After re-licensure the slate is wiped clean when you use your points. You start again with "0" points. Those renewing a license may only use points earned during the validity of that license to renew. Because one can renew up to 6 months ahead of the expiration date of the license, a PDC transcript reflecting points accumulated during the 5-year period preceding the renewal of the license may contain points not valid for renewal.

Submit a written request for a transcript to Central Office at least 30 days prior to your re-licensure filing date.

The individual requesting licensure renewal shall send the official sealed professional development education transcript and a license renewal application to the Kansas State Board of Education. Application for license renewal shall be made within an 6-month period prior to renewal date. The address is listed below.

Kansas State Board of Education  
Licensure Teacher Education  
120 SE 10<sup>th</sup> Avenue  
Topeka, Kansas 66612

**91-1-205. Licensure renewal requirements.**

- (a) Conditional licenses.
- (1) Any person, within five years of the date the person was first issued a conditional license, may apply for renewal of the initial conditional license by submitting an application for renewal of the conditional license and the licensure fee.
  - (2) Any person who does not renew the initial conditional license within five years of the date the conditional license was issued may obtain one or more additional conditional licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a) shall have been taken not more than one year before the date of application for the conditional license, or the applicant may verify either eight semester hours of recent graduate-level credit related to one or more endorsements on the conditional license or one year of recent accredited experience.
  - (3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under a conditional teaching license shall not be issued an additional conditional teaching license, unless the person successfully completes the following retraining requirements:
    - (A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and
    - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
  - (4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional conditional school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
    - (A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
    - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
- (b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
- (1) An application for renewal;
  - (2) the licensure fee; and
  - (3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
    - (A) Has completed all components of the national board for professional teaching standards assessment for board certification;
    - (B) has been granted national board certification;
      - (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
      - (ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree; or
    - (C) has completed a minimum of eight credit hours in an approved program or completed an approved program.**
- (c) Accomplished teaching licenses.
- (1) Any person may renew an accomplished teaching license by submitting to the state board the following:
    - (A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
    - (B) an application for accomplished teaching license; and
    - (C) the licensure fee.
  - (2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D) above.
- (d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
- (1) Verification that the person has earned, within the last five years, a minimum of 100 professional development points under an approved individual development plan filed with a local professional development council;
  - (2) an application for a substitute teaching license; and
  - (3) the licensure fee.
- (e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
- (1) Verification of completion of at least 50 percent of the deficiency plan;

- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for provisional endorsement teaching license; and
- (4) the licensure fee.
- (f) Provisional school specialist endorsement license. An individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
  - (1) Verification of completion of at least 50 percent of the deficiency plan;
  - (2) verification of continued employment and assignment as a school specialist;
  - (3) an application for provisional school specialist endorsement license; and
  - (4) the licensure fee.
- (g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
  - (1) If the person's license expired fewer than five years preceding the date on which application is made, the person shall perform the following:
    - (A) Submit an application for a license and the licensure fee; and
    - (B) meet the requirements of subsection (b) of this rule and regulation.
  - (2) If the person's license expired five or more years preceding the date on which application is made, the person shall submit to the state board the following:
    - (A) An application for a license and the licensure fee; and
    - (B) verification of one of the following:
      - (i) Having met the requirements of paragraph (b) (3) of this rule and regulation; or
      - (ii) having at least three years of recent, out-of-state accredited experience under a professional license.
  - (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less.
- (h) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003.)*

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

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

**91-1-207. Renewal of certificates issued before July 1, 2003.**

- (a) Each applicant renewing a valid certificate issued before July 1, 2003 shall renew that certificate based on the renewal requirements in effect at the time of the issuance of the certificate.
- (b) Upon renewal of a certificate issued before July 1, 2003, each person holding an advanced degree conferred before July 1, 2003, may be granted two renewals of a five-year certificate or professional license if the person has completed three years of accredited, recent experience during the term of the most recent certificate or professional license.
- (c) Upon renewal of a certificate issued before July 1, 2003, the applicant shall be issued the appropriate license with content endorsements obtained before July 1, 2003.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of Kansas Constitution; effective July 1, 2003; amended July 1, 2003.)*

**91-1-208. General requirements.**

- (a) Application procedures. Application for each license, renewal, or duplicate license shall be made by the person seeking the license. Application shall be made on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and, when required, official documentation to the certification section, state department of education.
- (b) Renewal period. A license may be renewed up to six months before its expiration date.
- (c) License registration. Each teacher or other licensed person employed in a public school shall file a valid license in the office of the superintendent of the district in which the person is employed.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

## LOGISTICS OF THE POINT SHEETS

1. Each USD 470 certified staff member will have access to a Professional Development Manual ([www.arkcity.com](http://www.arkcity.com)) containing reference information and documentation forms to record professional development activities. The IDP point summary sheet(s) and documentation will be collected annually each school year and points earned during the period will be recorded on the individual's transcript after being approved by the Professional Development Council. A USD 470 professional development plan will be completed annually by each certified staff member and will include individual buildings goals (see forms)
2. The blue IDP point summary sheet becomes the official record of your IDP points awarded by the PDC committee. For this reason it must be properly completed (such as the teacher's name, goal area, and period covered).
3. "Date of plan" refers to the calendar period for which the points on the sheet will be collected.
4. The goal **must be** one of the building, district or special area approved , which may include a personal goal. (See the attached sheet of current building and district goal areas-page 32)

If approval is needed prior to the next PDC meeting it may be given by agreement between the building representative, PDC chair, and the building administrator. If agreement cannot be reached, approval must wait until the next PDC meeting. PDC meetings are scheduled three times each school year.

5. Needed documentation is specified for each of the 3 levels and documentation must be attached. The Staff Development Plan (pink), Form 1-Knowledge (goldenrod), Form 2-Application (green), Form 3-Impact (white) are available in each building office.
6. The blue IDP point summary sheet is a running record of activities. Utilize as few sheets as possible. Complete all requested information.
7. Staple supporting documentation (in the sequence of activities) behind the blue IDP point summary sheet. Once points are approved only the summary sheet will be kept on file; therefore, maintain a personal file.

## **TYPES OF ACTIVITIES THAT QUALIFY FOR IDPs**

1. Activities must be professional growth experiences related to academics. Although activities related to athletics and other supplemental contracts that do not relate to your certified position do not usually qualify, if an individual has a PE endorsement, coaching clinics could potentially be used for re-licensure purposes. The PDC determines whether the PD activities submitted met the requirements of regulation 91-1-206(a) are in one of the following areas: content endorsement, professional education standards, or service to the profession.
2. Sharing for application and training must be with other staff, not students or parents.
3. Activities must represent a significant growth experience for the teacher, not a current practice, except as maintenance which will be clarified later. For example, a current ongoing lesson will not qualify as an implementation.
4. The activity should have a realistic potential of producing a positive impact on student learning and/or behavior.

## **DISTINGUISHING CATEGORIES**

1. **Knowledge**: Points may be earned at the rate of one point per hour. This is to be recorded as attendance on the summary sheet and noted on the attendance support sheet, with clock time involved also noted. Goal for attendance remains in place. This can be any professional development group activity regardless of the activity length so long as it reflects exposure to professional growth opportunities as opposed to "administrative" activities.
2. **Application**: This involves implementation of a significant strategy, concept, or idea with your students that you have not previously utilized. Use the application documentation form to verify a new curricular activity that has been tried. To be significant there should be multi-lessons involving the application process. For example: An additional twelve points may be earned for each implementation resulting from "a 6 hour extended knowledge category" to the application category.
3. **Impact**: This is different than application in that a "research" format needs to be utilized to measure the impact of the application on students. Particular emphasis needs to be placed on comparing the new activity impact with the previous approach, etc. being replaced. Use the student impact documentation form to verify the activity. For example: A maximum of eighteen points can be earned for each student impact activity.

## **SUFFICIENT AND APPROPRIATE EVIDENCE**

1. Only the minimum of evidence should be included to support your PDC points and validate the activity. Do not include complete program agenda, lessons, etc.
  - For attendance and activities use the appropriate single documentation sheet.
  - For implementation and impact, use an appropriate documentation sheet for each activity.
2. Duplicate forms as needed to provide your supporting evidence and point summary.

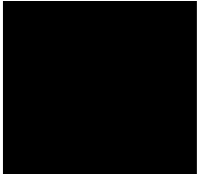
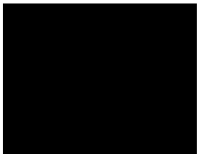
SEE: APPENDICES

## DISTRICT PROFESSIONAL DEVELOPMENT EDUCATION PLAN

The District Professional Development Education Plan allows teachers to renew licensure. Professional development points may be earned by participation in district professional development activities resulting from development and implementation of building improvement plans and activities outside these plans when an individual plan is filed and approved by the Council.

### 3-TIER POINT SYSTEM

The three-TIER POINT SYSTEM allows for points to be awarded in three areas. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level.

LEVELS	CONTENT ENDORSEMENT	PROFESSIONAL EDUCATION STANDARDS	SERVICE TO PROFESSION
<b>KNOWLEDGE</b>  "What do I know that I didn't know before?"	1 point = 1 clock hour	1 point = 1 clock hour	1 point = 1 clock hour
<b>APPLICATION</b>  "What am I doing that I didn't do before?"	2 x Knowledge points	2 x Knowledge points	
<b>IMPACT</b>  "How did I change student performance"	3 x Knowledge points	3 x Knowledge points	

**Examples of How Professional Development Activities and Points May Be Accumulated**

You DO NOT fill out these forms. These are provided as Graphic Organizers to demonstrate how points accumulate. You use FORM 1 (Copy on Goldenrod), FORM 2 (Copy on green), FORM 3 (Copy on White).

EXAMPLE:

	<b>CONTENT ENDORSEMENT</b>	<b>PROFESSIONAL ED STANDARDS</b>	<b>SERVICE TO PROF.</b>
<b>KNOWLEDGE</b>	In Dec. attended 6 hr Professional Development about Reading instruction Re: Reading Academy = 6 pts.		
<b>APPLICATION</b>	After devel. Lesson Plans & prep during Jan-May instructed 24 Summer stud. In Read. Academy = 12 points		

**TOTAL POINTS = 18**

Example:

	<b>CONTENT ENDORSEMENT</b>	<b>PROFESSIONAL ED STANDARDS</b>	<b>SERVICE TO PROF</b>
<b>KNOWLEDGE</b>			Served on PDC Council - 5 hrs served on Math Comm. - 3 hrs Served on QPA Team - 4 hrs
<b>APPLICATION</b>			
<b>IMPACT</b>			

**TOTAL POINTS = 12**

Examples of How Professional Development Activities and Points may be Accumulated  
(continued)

Example:

	<b>CONTENT ENDORSEMENT</b>	<b>PROFESSIONAL ED STANDARDS</b>	<b>SERVICE TO THE PROFESSION</b>
<b>KNOWLEDGE</b>		Attended professional development on student learning Styles = 4 points	
<b>APPLICATION</b>		Added 2 new strategies Addressing student Learn styles to lesson plans = 8 points	
<b>IMPACT</b>		Carefully Documented: shared results in a Presentation at KSDE Effective Schools Conf. = 12 points	

**TOTAL POINTS = 24**

**GUIDELINES TO SUBMIT FORMS**

While the state does not require each teacher to have a PDC or Individual Development Plan filled out each year, the state requires of those on licenses for renewal purposes to have a completed IDP. The IDP form can be a multi-year document Form (1,2 and 3) must be filled out completely with supporting documentation attached. The documentation is extremely important in helping the PDC decide if you have fulfilled the requirements for each level so they may award the points. Please assist your PDC committee by having your documentation in order.



## FORM 2 - The Application Level

You are ready to take the Knowledge (FORM 1) that you gained and change your instruction. You have reached the level where you can **demonstrate or model** what you learned at the professional development. An example might be: ie. (Doubling points only for time spent learning about word walls rather than doubling points for the entire literacy professional development session.) You are ready to teach the new strategy in your classroom or to other professionals. **To double the number of points you earned on FORM 1,**

Complete Form 2, which could include:

- √ Demonstration or instruction that you modeled.
- √ Brief description of the activity.
- √ Prep time to develop and teach the lesson.
- √ A video of the lesson or a brief summary or checklist from a colleague or written documentation of the lesson from the teacher.

Caution! A teacher cannot automatically jump from FORM 1 to FORM 2. Your preparation before you teach the lesson or new strategy should include personal research, development, discovery, or research of appropriate materials, and carefully constructed lesson plans. This process may extend beyond one school year. You are encouraged to strive for quality instruction and not the "quick fix". Therefore, the time to accomplish your goal may vary. However, there is a two year time span leading to impact; one year for application and one year for impact.



### **FORM 3 - The Impact Level**

You have the knowledge and the skills, so how is that impacting student performance? How are you changing the quality of education in your building, district, or beyond? Evidence of impact upon student performance or school improvement (see Form 3) shall be presented to the professional development council.

At this level your points are tripled! For example: if a person completes a 6-hour training (FORM 1 = 6 Points), then, he/she would receive an additional 12 points (FORM 2) for modeling or demonstration for a total of 18 points. If the teacher can later provide evidence of impact on students, they would receive additional 18 points (3x6 Impact points) for the already accrued 18-points for a total of 36 points.

Again, caution! A teacher cannot automatically jump from FORM 2 to FORM 3. Your preparation before you teach the lesson or new strategy should include personal research, development, discovery, or research of appropriate materials, and carefully constructed lesson plans. This process may take longer than one school year. You are encouraged to strive for quality instruction and not the "quick fix". Therefore, the time to accomplish your goal may vary. However, there is a two year time span leading to impact; one year for application and one year for impact.

**FORM 3 - IMPACT LEVEL**  
**Level 3 (3 X Knowledge Level)**

Name \_\_\_\_\_

Circle the Area: CONTENT  
ENDORSEMENT

PROFESSIONAL  
EDUCATION  
STANDARDS

COLLEGE/UNIVERSITY  
CREDIT

Number of points requested \_\_\_\_\_

Brief Description of Activity:

A. Student impact: What learning related to district outcomes, or behavior change, or impact was demonstrated?

\_\_\_\_\_

B. Name strategy or goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please attach documentation:

\_\_\_\_\_ Pre and post-test results (ie. Student achievement) REQUIRED

\_\_\_\_\_ Evidence of student product

\_\_\_\_\_ Page narrative

\_\_\_\_\_ Other (approved by PDC)

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

(Master copy - use white)

**USD 470**  
**PROFESSIONAL DEVELOPMENT PLAN**  
**2007-12 Date of Plan** \_\_\_\_\_  
(Completed annually by September)

Name \_\_\_\_\_ Building \_\_\_\_\_

Highest Degree Attained \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ Recertification Date \_\_\_\_\_

List Building Goals for Professional Development

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Listed below are my Individual Goals for professional development. These goals focus on increasing my knowledge and skills as specified by the three levels of professional development aimed at improving student performance as outlined by KSDE.

List Individual Goal(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Please list District or Building Committee responsibilities for the upcoming school year:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Administrator's Signature

**Forward original to building principal. Make one copy for your records.**  
(Master Copy - use pink)

District Goals:

1. Utilization of instructional/management strategies that assist each student in reaching his/her potential.
2. Staff involvement in one or more facets of the NCA/QPA process.
3. Assisting students in the areas of social skills and responsibilities, peer relationships, and conflict management.