



Professional Development Program

2019-2024

“...improved student learning through improved teaching skills.”

Appendix A

District PDC and Building PDC

Current Membership

<u>Central Elementary 2019-24</u>	*Teri Dow Marilyn Beck– Position 1 Jennifer Donnelly– Position 2
<u>West Elementary 2019-24</u>	*Amy Flinn Cathy Woodyard– Position 1 Robin Butler– Position 2
<u>Wamego Middle School 2019-24</u>	*Travis Graber – Position 1 Anne Jardine – Position 2
<u>Wamego High School 2019-24</u>	*Kale Katt Crystal Brunner - Position 1 John Scoggins– Position 2
<u>Special Services Coop 2019-24</u>	*Chris Cezar Kelly Estes – Position 1- USD 320 – Position 2- USD 329 Danny Evans – Position 2- USD 323
<u>Director of Instruction Services</u>	*Mary Kaye Siebert (* denotes administrator)

Membership Rotation

Members of the district PDC will be elected by their respective buildings and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership.

District PDC Representatives shall be elected in the spring following this pattern:

2019-20:	All Position 2s
2020-21:	SPED, Central: Position 1
2021-22:	West, WMS, WHS: Position 1
2022-23	All Position 2s
2023-24	SPED, Central: Position 1

If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term.

****Notification of any replacements to positions above will be made to Marilyn Beck and Anne Jardine (PDC Chairs) and Dr. Mary Kaye Siebert Director of Instructional Services) when such PDC Representative replacements occur.***

Appendix A

**Wamego School District USD 320
Professional Development Plan
2019-2024**

USD 320, Wamego School District

Mission

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

Vision:

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

Collective Commitments:

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan.
 - We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
 - We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
 - We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
 - We are committed to regularly using data to guide change and improvement.
 - We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
 - We are committed to supporting teachers in their endeavor to provide high quality instruction.
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Philosophy, Purpose and Beliefs of the Professional Development Council

Philosophy

Staff members will seek personal and professional growth to develop skills for improvement of instruction, which will positively impact the academic achievement and social emotional development of all students.

Purpose

The purpose of USD 320 Professional Development Council is to facilitate continuous learning for all licensed staff members. Professional development

activities shall include the implementation of new knowledge, skills, and concepts, which enhance student learning, increase program effectiveness, and improve professional competence.

To do this we will:

- involve all staff as appropriate and as needed
- align professional learning with the USD 320 Strategic Plan
- identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices, including job-embedded staff development and action research
- facilitate documentation of educators' professional development points for the purpose of re-licensure

Beliefs

Professional Development should:

- be results-based and support student achievement
- address individual needs of students
- be directed toward fulfilling the district's mission
- focus on on-going professional growth and improvement for all certified staff
- be aligned with individual, building, and/or district goals
- reflect research and successful application of the standards for professional development (Learning Forward Standards)
- provide for various levels of proficiency
- be supported with time and money
- enable employees to increase their value to the organization
- align with Learning Forward Standards (see Appendix C)

Professional Development Council Membership

The Professional Development Council shall be representative of the employee licensed personnel and include at least as many teachers as administrators. Members of the district PDC will be elected by their respective buildings, and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership. If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term.
(see Appendix A)

In the event that buildings cannot secure representation through the building election process, the WTA will appoint a representative to fill the vacancy. The PDC Chair(s) will contact the WTA president to fill an open position. The WTA President will work directly with the building administrator to secure the necessary building representative(s) for the PDC.

District PDC Membership

- two teacher representatives from each building, who also will serve on the Building Leadership Team
- a USD 320 teacher from the Special Services Cooperative one administrator from each building
- Director of Special Services
- Director of Instructional Services
(see Appendix A)

Building Leadership Team Membership

- District PDC representatives (2)
- building principal
- additional teachers representing various departments or grade levels

Special Services PDC Membership

- one teacher representative from each of the Special Ed Coop districts
- Director of Special Services
- members elected by teachers from each of the Special Ed Coop districts

Professional Development Operational Procedures

District PDC

- PDC members will participate annually in a KSDE approved training on professional development
- meets at least once per quarter of each academic year
- evaluate staff professional development needs
- In working with each buildings' BLT, plans the following year's district and building level professional development opportunities based on student, building, and teacher needs
- elects a chairperson and co-chairperson during the last meeting of the academic year

PDC and Building Leadership Team

- building administrators and the Director of Special Services facilitates the establishment of certified employees' professional development goals no later than October 1
- the building administrator and one additional building PDC representative meets with certified staff in each building to review point applications as needed
- makes recommendations for building level professional development opportunities to the district PDC based upon evaluation needs

District PDC Chair & Co-Chair

- reviews Building PDC final approval of points to each teacher
- maintains a District PDC file for each certified personnel that will include a hard copy of requested transcripts
- prepares teacher transcripts for re-licensure, and sends original in sealed envelope to teacher and files copy in teacher's file
- plans and conducts PDC meetings as needed with the Director of Instructional Services
- communicates with entities related to the professional development program (e.g. KSDE)
- works collaboratively with district leadership in the following areas:
 - scheduling and conducting all meetings
 - calling special meetings as needed
 - carrying out other duties as determined by the PDC

Secretary

- records the minutes of the meeting, including date, time, place of meeting, members present, and a statement of all formal actions
- provides a copy of minutes and sends to all District PDC members
- places a copy of minutes in the PDC District file; we will maintain this information in a shared folder (*secretary manages this shared folder*)
- the position of secretary will be assigned to buildings on a rotation basis beginning with Central in 2019, West in 2020, WMS in 2021, WHS in 2022 and Central in 2023

Director of Instructional Services

- collaborates with the PDC Chairperson in planning/implementing the following:
 - KSDE training on PDC Plans and processes
 - quarterly district PDC meetings
 - professional development opportunities

How the Focus and Goals for Staff Development (Professional Learning) Is Determined at the Individual, Building and District Levels

Individual: Focus

Based on individual needs identified through an analysis of skills related to student learning needs and/or teacher evaluation, and licensure renewal requirements that includes the Standards for Professional Learning (see Appendix B) Goals may also include progress toward a license not previously held.

Results-Based Goals

Goals are measured at three levels: **knowledge, application** and **impact**. Goals address individual needs related to **content**

endorsements, **professional education** standards and/or **service** to the profession.

Building: Focus

Based upon School Improvement Plans, and identified student achievement gaps, and identified student needs that are determined through the analysis of students' assessment data and/or behavioral data. Following this, each building's professional learning needs are identified. This is done by determining the knowledge and skill needed to implement researched-based strategies designed to promote student success.

Results-Based Goals

Results are measured at three levels: **knowledge, application** and **impact**.

District: Focus

The professional learning needs of the district are identified through collaboration with each school's staff and administration. The district needs are then determined by the schools' needs, and aligned with the USD 320 District Strategic Plan.

Results-Based Goals

District goals are based upon identified student performance standards identified at each academic level, and the USD 320 District Strategic Plan.

District Professional Learning Goals

Goal 1: Quality

To increase student achievement, district staff will use research-based practices for:

- curriculum implementation as aligned with state standards
- instructional design
- assessment design and analysis
- classroom management

Goal 2: Collaboration

To increase student achievement, district staff will work with colleagues to:

- interpret and use student data
- examine student work and student behaviors related to student achievement
- use the district curriculum to design instruction and assessments

Goal 3: Professional Responsibilities

To increase student achievement, district staff will attend to their professional responsibilities through:

- participating in self-reflection
- deepening content knowledge
- communicating with stakeholders
- participating in professional organizations
- participating in professional development
- understanding the requirements for and participate in the process for licensure renewal
- contributing to the mission and goals of the school and district as stated in the USD 320 District Strategic Plan

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

Professional Development Plans for Licensure Renewal	CONTENT (What I teach)	PROFESSIONAL EDUCATION (How I teach--pedagogy)	SERVICE TO THE PROFESSION (How I have assisted others in acquiring proficiency or with licensure, accreditation and professional organizations)
Knowledge What do you know now that you did not know before?	1 pt.=1 contact hr.	1 pt.=1 contact hr.	1 pt.=1 contact hr.
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level
Impact How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level

Level I Knowledge Indicators
What do I know now that I did not know before?
1 Clock hour = 1 point

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels. An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

Verification Required:

For **Content** (what I teach) or **Professional Education** (pedagogy or how I teach) areas, verification required will include any of the following:

- Professional Development Evaluation form for in-house (as required), or out-of-district activities
- attendance at building/district professional development activities
- attendance at conferences and workshops
- professional book studies
- independent research involving professional literature and internet resources (to include an estimation of time spent, and a reflective summary of what was learned)
- collaborative development of new units and lessons that support revised curriculum
- development of units or lessons in conjunction with state or national teacher recognition awards/programs

For **Service to the Profession**, (how I have served others in the profession in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations).

Verification required must include one of the following:

- minutes noting contributions to meetings and/or time spent at meetings
- an explanation of time spent on a committee such as:
 - membership in the school or district PDC
 - serving as a member of the school's Site Council
- evidence of active participation in revision process in district, grade level or content area-curriculum.
- serving as a new teacher mentor
- serving on student improvement teams
- serving on external assistance team
- supervising student teachers with narrative log
- providing demonstration lessons for other educators
- serving on leadership teams
- serving as a proctor for assessments using technology
- providing staff development
- samples of published articles or newsletters (*all points are awarded based on 1 point=1 clock hour*)

- an explanation of contributions made while holding an office or serving on a committee for an educational organization (*i.e.*, KNEA, WTA, any subject organization)
- serving on an onsite team for another school or district
- teaching a college class in the member's licensed content or pedagogy at an accredited university (*up to 20 points per credit hour taught*)
- other appropriate verification

For **Completion of the National Board Process** (any candidate completing the process will be awarded 500 points which may not be carried across for application or impact points). Verification required will include one of the following:

- copy of your submitted portfolio
- copy of your notice from NBPTS of completion of the process

<p>Level II Application Indicators What am I doing now that I couldn't/didn't do before? 2 X Knowledge Level Points</p>
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Verification in Content and Professional Education will include an individual reflective analysis in Frontline Education Professional Growth (MyLearningPlan) on Application Level Request Form AND one of the following:

- direct observation using trained observers or video/audio tapes
- lesson plans
- samples of student work and/or examples of assessments
- examination of participants' journals, portfolios or other artifacts

<p>Level III Impact Indicators How has student performance improved or how has a district program or curriculum changed? 3 X Knowledge Level Points</p>
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Verification of student learning or organizational change will include one of the following:

- evidence of improved student academic performance (pre/post tests or other evidence of student growth)
- samples of positive changes in students' behavior (*i.e.* study habits, improved school attendance, improved homework completion rates, independent observation of positive students' classroom behaviors, etc.)
- evidence of related district or school policy change
- evidence of Level II Application activities you have taught to other educators

Notes:

- *There is no limit to the number of points an individual may earn in any area or level.*

- *Teachers can apply for impact points several times for the same knowledge level experience, if the “new” impact is sufficiently different from the previously awarded impact points.*

Individual Professional Development Plans for Licensure Renewal

The Individual Professional Development Plan is a plan describing the professional development goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the PDC. In the event that a non-employed certified/licensed teacher should wish to file an Individual Professional Development Plan with USD 320 for the purpose of license renewal, they should contact the District Instructional Supervisor for appropriate materials and information.

The individual, in cooperation with a designated supervisor (in most cases the building principal), will write an Individual Professional Development Plan that:

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- addresses individual goals in at least one of these areas: content, professional education, or service to the profession, that are determined through analysis of skills related to student learning needs and/or teacher evaluation, identified teacher goals, professional education standards, service to the profession, licensure renewal requirements, or progress toward a license not previously held
 - is written for a period of one to five years, with the option for annual renewal based upon continued needs
 - may or may not include specific titles of courses, seminars, conferences or workshops (as this specific information is available, the individual will add this to his/her plan)
 - all course work that is used for licensure renewal must be included in the Individual Professional Development Plan and fit in one of these areas:
 1. *Content endorsements currently on the person’s license*
 2. *Courses that are part of an approved program in which the person is enrolled (approved programs lead to new endorsements)*
 3. *Other courses as approved by the Building PDC/Leadership Committee*
 - is written using the official USD 320 Individual Professional Development Plan form and **filed before Oct. 1** with principal. **The procedure for approval of the Individual Professional Development Plan (IPDP) and includes these steps:**
 1. The individual completes signs and submits the IPDP
 2. The designated supervisor reviews the IPDP, approves and/or sends back for revisions as needed
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Notes: *In the event that an IPDP is not approved by the Building PDC, the following will occur:*

1. *The plan will be returned to the individual, with recommendations for revision.*
2. *The individual may appeal in writing, or in person, to the District PDC; the District PDC will address the issue at a regularly scheduled meeting.*

