# The Service Center at ClearWater

# Professional Development Plan Guidelines

## Cycle 2008-2013

**Revised October 21, 2008**

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**Individual Professional Development Plans must be updated and approved for each licensure renewal (within the five-year renewal period), and it can be updated as needed. Individual supervisors may require annual IPDP renewal.**

## Service Center Professional Development Plan

The purpose of the Professional Development Plan is to advance and enhance programs of instruction and professional growth.

The Professional Development Council is responsible for the creation and revision of the plan on an annual basis. The Council also meets quarterly to approve Professional Development Points for employees of The Service Center. Annual PDC training will occur each year during the October meeting.

Changes to the PDC Plan must be discussed by the Council at least one meeting prior to adoption of the proposed changes. A simple majority vote of the Council will approve changes.

The Service Center at ClearWater proposes that participants in the Professional Development Plan incorporate the following professional goals into their five-year plans:

## SCKESC Goals for Professional Development:

1. **To apply current practices and procedures for building assignment within SCKESC employment.**
2. **To appropriately use and implement educational tools (technology, software, web-based programs, etc).**
3. **To apply continuous school improvement principles.**

Individual Professional Development Plans must include the goals listed as well as individual professional goals for each participant.

## Process for Applying for Professional Development Points

**(All forms can be found on the Employee section of the website for The Service Center at ClearWater. Employees must have a user ID and password to access the employee forms.)**

1. All licensed employees of The Service Center at ClearWater must utilize the Professional Development Plan to receive PDC points on an official transcript to be used for license renewal through the Kansas Department of Education, including those using **college credit** to renew a license.
2. To apply for points, participants must have an approved **Individual Professional Development Plan (IPDP**) on file at The Service Center.
3. Once a participant has accumulated a basic knowledge of new content or professional instructional practices, or developed points through service to the profession, a **Level 1**

**Form** must be completed, **signed by the employee's immediate supervisor**, and submitted with a copy of the **approved IPDP**. All requests for points will be reviewed for approval at the **quarterly meetings of the PDC**. Quarterly meetings are posted on the website, but generally occur in July, October, January, and April of each year. **(Requests for approval for college courses must also include a Form 1 with proof of registration for a course.)**

4. Participants receive points based on KSDE's formula of **1 hour** of learning or service to the profession **equals 1 PDC point**. College hours equal 20 points as converted. **Documentation** to support the number of requested hours is required for point approval. Potential documentation can be found in the attachments of this document that include each form.
5. Participants wishing to **double their Level 1 points** through **application** of their new knowledge can submit a **Form 2** after evidence of application is collected. Form 2 should be submitted at a later meeting than Form 1 for the same knowledge or activity.
6. Participants wishing to **triple their Level 1 points** through **measuring impact** can submit **Form 3** after **data has been collected on student achievement**.

## Points Level Chart

| "Professional development plans for licensure renewal" | Content | Professional Education | Service to the Profession |
|---|---|---|---|
| **Knowledge**<br>What do you know now that you did not know before? | 1pt. = 1 contact hr. | 1pt. = 1 contact hr. | 1pt. = 1 contact hr. |
| **Application**<br>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**<br>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 |

**Earning PDC Points**

A. All points earned prior to the 2003-2004 school year will remain in effect until their expiration and may be used for relicensure.
B. Points earned after July 1, 2003 must meet the following criteria:
   1. Points will be awarded according to the KSDE guidelines
      a. Level 1 – Knowledge – One hour of "clock time" equals one professional development point.
      b. Level 2 – Application – 2 times Knowledge Level points.
      c. Level 3 – Impact – 3 times Knowledge Level points.
   2. One semester of college credit shall count as 20 professional development points.
   3. Knowledge Level points have to be earned during the life of the license (or matching the KSDE's criteria as published on its website at www.ksde.org). Application and Impact Level points may be based on knowledge earned in a previous licensure period.
   4. Points can be earned in any of the following three areas:
      a. Content – as defined by K.A.R. 91-1-202.
      b. Professional Education – as defined by KSDE Professional Education Standards.
   5. Service to the Profession – defined as 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.
   6. Knowledge Level points must be used as baseline points for Application and Impact Level points.
   7. Points for "Service to the Profession" can only be counted at the Knowledge Level and cannot be multiplied for Application or Impact Level points.
   8. No limits exist as to the number of points that can be accumulated at any level.

## Steps to Relicensure

**Ready to Learn Something New or Provide Service to the Profession?**

1. Have a current Individual Professional Development Plan (IPDP) on file at SCKESC.
2. Request participation in the activity, professional development, or service commitment from your immediate supervisor.
3. Complete the requested activity, collecting documentation to provide evidence of completion.

**Ready to Request PDC Points to be Added to Your Transcript?**

1. Have a password to login on staff section of the SCKESC website (www.sckesc.org).
2. Download or print a copy of the form(s) needed.

3. Complete the appropriate form(s) and tie the activity to one or more goals listed on your IPDP.
4. Have your supervisor sign the form(s) to indicate their approval of the application process.
5. Collect all supporting documentation for the activity, which might include the Service To Profession log, a copy of your approved IPDP, previous approved forms from Knowledge or Application Level (whichever the points might be based on if asking for Level 2 or Level 3 points). Acceptable documentation for each level can be found on the application forms. If your documentation is unique, please check with your PDC representative for feedback and support of use.
6. Submit form(s) via hard mail (13939 Diagonal Road, P.O. Box 160, Clearwater, Kansas 67026), email (dives@sckesc.org), or fax (620-584-3307) prior to the quarterly PDC meetings (3rd Tuesday in the months of July, October, January, and April).
7. Review PDC Point Summary sheets received each semester for accuracy. Only points earned during the validity of the license can be used for renewal.
8. Inaccuracies should be brought to the attention of Debbie Ives at dives@sckesc.org.

**Ready to Renew Your Professional License?**

1. Complete a license renewal form from KSDE (available via www.ksde.org in the teacher licensure section).
2. Request an official copy of your PDC transcript from Debbie via email or hard mail.
3. Request any applicable official college transcripts.
4. Submit to KSDE within 6 months of your license renewal date.

**Suggestions for Appropriate Requests**

1. Unless your request for points is aligned with at least one goal on your approved IPDP, the request will not be approved.
2. Submit a copy of your approved IPDP with each request.
3. Complete all sections of each form as applicable to your request.
4. Provide complete documentation in alignment with the list on each form.
5. When counting time spent in learning, do not include breaks and meals, unless a speaker presents during the mealtime.
6. Your supervisor must sign every form.
7. All Application and Impact Level point requests must be supported by a copy of the original Knowledge Level form.
8. If you are turning in a log, be accurate in your time spent. Logs are accepted as documentation for committee work, study groups, special projects, classroom observations, etc. Logs are not accepted as documentation for workshops or formal professional development.

## Professional Development Council Design

The Service Center at ClearWater's Professional Development Council shall consist of representatives from each department or entity comprised of professional educators. Representation is from the School Improvement, Diploma Completion Programs, and Virtual School. Representatives are selected on an annual basis at the end of the school year by the licensed professionals in their respective departments or buildings. The chairperson is elected by the PDC representatives on an annual basis. Vacancies will be filled by selection of a replacement by the licensed professional from the impacted department or entity. Vacancies can be filled at any time during the school year.

The Council meets on a quarterly basis to approve points and to make appropriate planning decisions. The meeting dates, times and locations are selected at the July meeting for the upcoming school year. Quarterly meetings occur in October, January, April, and July. The Council meets in the library of The Service Center on the third Tuesday of each of the selected months at 8:00 A.M. Meetings currently are scheduled to coincide with the Administrative Council meetings for ease in scheduling and attendance. Annual PDC training will be held at the October meeting each year.

The meetings are held to approve points and to make appropriate planning decisions regarding professional development or to discuss suggested changes to procedures. Minutes of each meeting are emailed to those affected by the decisions made at each meeting within 24 hours of the meeting for review by those who have requested points. Decisions are made by consensus or simple majority of those present. Meetings can be held with as few as two members present, on the condition that the two do not represent the same department or entity.

Points must be reviewed and recommended for approval by two members of the Council who represent different departments or entities. For security and assurance, PDC members are not allowed to approve their own request forms for points. Decisions made by the Council may be appealed in person or in writing at the next quarterly meeting.

When transcripts are required between the scheduled meetings, and points must be approved prior to the completion of the transcript, three PDC members must approve the points. The points are again reviewed at the next PDC meeting.

# Executive Summary

**FIVE YEAR PROFESSIONAL DEVELOPMENT PLAN 2008-2013**
**SCKESC, USD #628**

**How is the inservice program aligned with the mission, academic focus, and school improvement plan?**

Individuals — Individual priorities are derived from identified skills needed to improve student learning.

Buildings — Building level priorities are identified by building/program level administrators and staff by examining academic achievement data and other educational results.

Service Center —Service Center priorities flow directly from the mission and academic focus established by the Board.

**Who decides what the focus for staff development will be?**

Individuals — The focus for staff development is determined by the individual licensed professional in collaboration with his or her designated supervisor.

Buildings — The building focus for staff development is determined by building staff, administration, parents, and other representatives of the particular school's community.

Service Center — The Service Center's focus for staff development is determined by teachers and consultants and approved by the local Board.

**How is the focus of staff development determined at each level?**

Individuals — The focus for staff development is based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.

Buildings — The building focus for staff development is determined by comparing desired student academic targets or goals to actual student performance.

Service Center — The needs of The Service Center are identified through collaboration with each school's staff, administration, and community.

**How are the goals written to meet a results-based focus?**

Individuals - Goals are written based upon individual needs related to content endorsement and professional education standards. These will address the three levels: knowledge, application and impact.

Buildings— Goals are aligned with identified student academic targets leading to desired professional skills necessary to facilitate student learning. Results are measured according to 3 levels: knowledge, application, and impact.

Service Center — Service Center goals are based upon identified standards of performance for students at each performance level for both the buildings and those of the

member districts.

**What activities/actions are present at each level to accomplish staff development priorities?**
The Service Center and its individual buildings are supportive of professional development that aligns with individual, building, and Service Center goals. Individuals may participate in any of the following activities in order to accomplish their goals identified in the IPDPs:

- Professional development opportunities offered for individuals at each building site
- Service Center professional development offerings (either workshops specific to goals or agency-wide training specific to Service Center or building goals)
- Outside professional development opportunities as approved by supervisors that meet one or more identified goals
- Classroom observation of others implementing identified practices
- Journaling for a focused reflection related to a goal or area of improvement
- Book studies (either alone or as part of a group) connected to identified goal(s)
- Individual research projects related to identified goal(s)
- Individualized support in an area identified for improvement
- Other activities as approved by supervisors and the PDC

**All forms require original signatures - submit original documents for PDC approval**

***What documentation do I need to apply for points?***
Level 1: Knowledge In addition to a detailed agenda or certificate of attendance that shows actual seat time, verification activities/actions should include the following in a 1 page typed format:

1. A summary of the presentation or knowledge gained
2. A personal reflection as to implementation plan of this new knowledge in your daily work

**Complete either #1 OR #2 PLUS #3. Handouts alone are not adequate.**

Service to the Profession=1 point per clock hour. It may take place during contractual time.

Level 2: Application: "What am I doing now that is different than what I did before?" 2 x level 1 points. Verification required may include one of the following:

1. Minutes noting contributions to meetings and time spent at meetings.
2. An explanation of time spent on a school committee, council, or team such as:
   a. Serving as a member of the school's program development committee
   b. Serving on a curriculum development committee.
   c. Providing staff development.
   d. Samples of published articles or newsletters and an explanation of the time spent in writing.
   e. Serving on an onsite team for another school or district and an explanation of the time spent.

3. Independent observation such as:
    a. Direct observation using trained observers or video/audio tapes.
    b. Structured interviews with participants and their supervisors.
4. Evidence such as:
    a. Lesson plans.
    b. Pre and post samples of students' work.
    c. Examination of participants' journals, portfolios or other artifacts.

Level 3: Impact: "What are the results of my professional changes?" Teacher improvement that impacts student achievement. 3 X level 1 points

For teachers:

1. Evidence of improved student academic achievement over a period of at least one semester.
2. Documentation of positive changes in related students' behaviors over a period of at least one semester, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.

For administrators:

1. Documentation of related district or school policy change.
2. Revision of district, grade level, or content area curriculum.
3. Evidence of application by others.
4. Documentation of positive changes in related students' behaviors over a period of at least one semester, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.

**How are measures of the impact of staff development priorities at each level determined?**
Impact is measured through:

1. Assessment of student's academic performance on specific academic targets annually.
2. Analysis of related student behaviors annually.
3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

**How are inservice points assigned?**

Level 1: Knowledge, One hour of inservice equals one inservice point
Level 2: Application, 2 X knowledge points
Level 3: Impact, 3 X knowledge points

**Who reports what staff development results to whom, when, and in what manner?**

1. Individual teachers share evidence related to each level with his/her designated supervisor when IDP points receive initial validation.
2. PDC representatives report results to PDC committee quarterly for committee approval.
3. PDC chairperson reports results to Service Center Board. PDC annually reviews point summaries to help guide professional development needs and opportunities for future Service Center or building level goals.
4. At least once a year participating staff receive a cumulative report of the approved points.

**How has PDC representation been chosen?**
The Professional Development Council is made up of five members, one representing each department or entity within SCKESC. Representatives are selected from each major program group of the certified/licensed staff. If programs are added or eliminated, the committee size would be appropriately adjusted. The PDC chairperson is elected by the representatives on an annual basis.

**When was the plan adopted by the local BOE?**
The South Central Kansas Education Service Center board adopted the 2008-2013 plan in June of 2008.