

**Burlington
USD 244**

**Professional Development Council
Handbook**

**Approved by
USD 244 Board of Education
July 14, 2003
(Revised June 30, 2016)**

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Professional Development Council

Philosophy Statement

The Professional Development Council (PDC) of USD 244 believes that a quality staff development program must be in place for certified and classified personnel to achieve the district and building missions. As the council that governs the staff development process for our district, it is the charge of the PDC to continually assess the program to measure progress toward the ultimate goal of improvement of student performance. As teachers achieve more success in their endeavors, so will students and those who support the school community. Staff development is essential as we continue to strive for quality and the accomplishment of the missions, linking staff development and school improvement.

Council Creation and Purpose

In April 1985, the Kansas Legislature appropriated monies for districts with approved professional development plans. The purpose of the Professional Development Council is to plan, implement, and monitor the staff development activities for USD 244. The PDC also governs the credit the staff earns toward re-licensure and salary schedule advancement.

Composition of the Council

USD 244 will support their professional development council which will be:

- Representative of the licensed personnel in USD 244.
- Include at least as many teachers as administrators in both shall be selected solely by the group they represent.

Burlington Elementary School

Darla Long
Evelyn Ervin, Vice-chairperson
Lisa Kuhlmann, Chairperson
Stacy Heins
Cindy Doebele

Burlington Middle School

Matt Thomsen
Amanda Allen
Christy Over
Deb Stukey
Dorothy Wilson, Secretary

Burlington High School

Stacy Reed
Holly Thomsen
Sam Samuelson
Mike Thorne

District Office

Tonya Barnes

Responsibilities and Functions

The Professional Development Council will:

1. Participate in annual training related to roles and responsibilities of council members, including implementing Kansas In-Service Regulations.
2. Develop operational procedures
3. Review and recommend to the board of education approval or disapproval of individual Professional Development Plans (PDP) for renewal of licensure.
4. Design, coordinate, recommend, and approve staff development activities for USD 244 for staff development credit.
5. Verify completion of staff development activities and validate points awarded.

Meetings

1. The PDC meeting date is the third Wednesday of each month.
2. Notification of PDC meetings must be distributed to PDC members and buildings for posting.
3. All decisions will be decided by a simple majority of the total PDC membership providing a quorum is present. A quorum is a simple majority of the total PDC membership.
4. Agenda items may be submitted by any certified staff person in USD 244 and by PDC members.
5. Agenda items must be submitted in writing to the PDC chair at least five working days prior to the meeting.
6. Meeting agendas must be distributed at least three days prior to the meeting to PDC members and buildings for posting.
7. At the beginning of the meeting, agenda items may be added by the PDC chair subject to the approval of the PDC.

Records

1. Meeting records and materials will be kept on file with the Chairperson.
2. The PDC secretary will record minutes of the PDC meetings and distribute them to the committee members within a week following each meeting.
3. Minutes of the meetings will be forwarded to all USD 244 certified staff.
4. A copy of the PDP for each participating staff person will be kept on file with the Chairperson.
5. Individuals will have access to their own files via the online PDP Toolbox.
6. The Southeast Kansas Education Service Center shall maintain a record of points earned by an individual for eight years.

Officers

1. The officers of the PDC will be the Chairperson, Vice-chairperson, and Secretary.
2. The duties of the Chairperson will include, but not limited to:
 - Presiding at all regular meetings

- Calling and presiding at all special meetings
 - Preparing and distributing agenda at least three days in advance of the meetings
 - Providing notification of all meetings
 - Serving, at own discretion, as an ex-officio non-voting member of any subcommittee
 - Appointing PDC members to subcommittees subject to the approval of the PDC
 - Representing the PDC at all appropriate public functions or appointing a PDC member to represent the PDC
 - Receiving all resignations from PDC members
 - Establishing yearly PDC tasks and timelines
 - Insuring that IDP records are accurately completed and safely kept in a designated location
 - Attending, along with the curriculum director, the Southeast Kansas Regional Staff Development Consortium meetings two times during each school year.
 - Carrying out other necessary duties as needed
3. Duties of the Vice-chairperson will include, but not be limited to:
 - Fulfilling all the duties of the Chairperson in the Chairperson's absence
 - Carrying out all other duties assigned by the Chairperson.
 4. The duties of the Secretary will include, but not be limited to:
 - Taking and maintaining the minutes of all meetings
 - Publishing and distributing the minutes of all meetings within a week of each meeting
 - Carrying out all other duties assigned by the Chairperson.

Approval of Staff Development Activities

The Professional Development Council in USD 244 will approve activities that:

1. Are consistent with the district, building, and approved individual goals.
2. Contain clearly stated results related to the objectives and are attainable within the timeframe of the activity.
3. Provide resource personnel possessing the skill and knowledge required for successful attainment of the objectives for which the activities were developed.
4. Specify the number and level (Knowledge, Application, Impact) of staff development hours/points generated by the activity and the groups to be involved.
5. Provide support for acquisition of Knowledge, Application of that knowledge into practice, and validate Impact on student or professional learning.

Evaluation of Staff Development Activities

Annually, the PDC council in conjunction with the District Leadership Committee (Curriculum Coordinating Council (CCC)) will determine staff development activities to be provided to address the staff development objectives.

The PDC will follow up with the participants regarding the effect of the activity on their professional performance. This may be done through means such as formal observation,

informal observation, presentation of data, records, questionnaires, and visits with the participants.

Evaluation of staff development activities will be a function of the Professional Development Council. These evaluations will be analyzed as to the relevance of the activities and the degree to which the activities met the objectives.

Staff Development Plan

Staff Development Organization

The major components of the plan are:

1. Points will be awarded to licensed staff through three types of goals:
 - Working on district goals
 - Working on building goals
 - Working on individual goals
2. Annually, licensed staff will submit an updated Professional Development Plan (PDP). Progress on PDP's will be assessed by the supervisor and/or building PDC representatives.
3. The number of points an individual receives will be based on their level of involvement. Each individual shall develop a plan that includes activities in one of these three areas:
 - Content – subject areas and some college classes
 - Professional education – some college classes and all other methodology.
 - Service to the profession – approved committees or listings from the district PDC manual.
4. Points will be awarded at the end of each year or at any designated Professional Development Council Meeting based on documentation of the staff member's involvement in each of the goal areas. Toolbox from Greenbush.

Process

Writing a Professional Development Plan and Determining Activities

At the beginning of each school year, all licensed staff shall draft a Professional Development Plan (PDP) that will encompass district, building, and individual goals. The PDP is developed in cooperation with the building principal or superintendent. It will incorporate mandated building goals. Staff may also select district and individual goals.

The planning at the beginning of each year is only a guide. The level of activity can be modified during the year by the staff and supervisor as individual needs arise. Checkpoints may be put into place to allow the staff member and supervisor to modify

and adjust the plan as needed. The PDP points awarded are based on the Kansas State Staff Development Plan, which identifies three levels of involvement from knowledge to impact. Points a person may receive range from the Knowledge Level (one point per contact hour) to Application (2 X Knowledge Level points), to Impact (3 X Knowledge Level points).

- **Knowledge** is “What do you ‘know’ now that you didn’t know before?”
- **Application** is “What can you ‘do’ that you couldn’t/didn’t do before?”
- **Impact** is “What is the result of your newly acquired knowledge and skill in terms of impact on students, other adults, programs or policy development?”

Each goal selected shall be addressed with separate activities and/or interventions. A copy of the PDP will be filed with the PDC by September 20 of each school year. The plan will be composed of the following different types of goals:

District Goals

District goals are areas of emphasis that focus on school improvement from the district level and are encompassed in the building goals. All certified staff members may include District Goals established by the Professional Development Council in conjunction with the QPA District Steering Committee.

USD 244 district goals include:

1. USD 244 will provide opportunities for educators to increase their knowledge and skills in school improvement.
2. USD 244 will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.
3. USD 244 will provide opportunities for educators to increase their knowledge and skills in the use of technology as an educational tool.
4. USD 244 will provide opportunities for educators to increase their knowledge and skills in student development.
5. USD 244 will provide opportunities for the development of professionalism.

Building Goals

Building goals are areas of emphasis which will focus on school improvement from the building level. All licensed staff members will include Building Goals that are agreed upon by each of the QPA Building Steering Committees.

Burlington Elementary School, Burlington Middle School, and Burlington High School have common building goals. Those goals include:

1. Teachers will increase skills to improve student achievement in reading comprehension.
2. Teachers will increase skills to improve student achievement in math problem solving.

Individual Goals

An individual goal could be described as an individual effort to improve professionally. All licensed staff members will include Individual Goals chosen for professional growth with student impact as the focus.

Re-licensure

Renewal of License

When used for renewal of license, staff development education credit requirements are as follows:

- One clock hour of approved staff development education activity is equal to one staff development point. Staff will determine if the activity applies to the Content Standards, the Professional Educational Education Standards, or is Service to the Profession.
- One semester college/university credit is equal to 20 staff development points.
- Staff development points used for renewal of license must have been earned during the five year period preceding the application for renewal.
- For applicants whose highest degree is the baccalaureate degree, 160 staff development points are required for renewal of license; and 80 of these points must be college/university credit.
- For applicants whose highest degree is a master's or other advanced degree, 120 staff development points are required for renewal of license.
- For applicants renewing a substitute teaching license, 50 staff development points are required.

Activities for Which Staff Development Points May be Earned

- Approved participation at subject area meetings, conferences, and conventions.
- Approved participation in professional learning experiences led by persons with expertise in an area of education. These persons leading the experiences will be able to apply for two hours of prep time for every one hour of presentation time. It must be documented with a signed meeting log with a maximum of three to four hours allowed.
- Observation of programs related to the educational settings (advanced approval from the superintendent and would include the following: a plan of study or action plan for advanced degree or endorsement)
- Publication of professional articles in a professional journal or other recognized education publication.
- Supervised learning of educational programs/practices/study groups to be used in USD 244
- Service to the Profession activities that assist others in acquiring proficiency in professional practices or content or activities that directly relate to licensure of educators, accreditation processes, or professional organizations. (one point per hour of time)
- Certified staff members may request transcripts from the Southeast KS Education Service Center. The request may be made by calling Greenbush at (620)-724-6281 or by requesting transcript through Greenbush Toolbox. It is the staff member's responsibility to mail the information to the state to receive their new license.
- Those individuals responsible for coaching in USD# 244 may submit points for district coaches meeting only. (1 hour)

Salary Schedule Advancement

Points earned outside of the contract day or are classified as Service to the Profession may be used for movement on the salary schedule. Those conditions are stated on the Salary Advancement Points Validation Form. This form will not be sent to Greenbush for inclusion on the individual's transcript. All PDC points will be recorded on the PDC Points Request Form. Salary Advancement Points are limited to a total of 60 points per year and submitted by the first Monday of May to building administrators.

Validation of Credit Points

The individual staff member is responsible for submitting and resubmitting documentation necessary to validate activities for awarding points. The PDC shall provide the staff with a personal binder to collect documentation of their own progress in developing new knowledge and practices or strengthening existing practices. The evidence is presented to district PDC for final validation.

Mentoring Program for New Staff

New teachers may be assigned a mentor by the building administrator. New teachers may receive knowledge points in the area of professional education. Mentors may receive points for service to the profession. You must keep a meeting log. Any staff member may pair up with a mentor, with prior approval of his/her supervisor, to work on a new strategy or intervention to receive points with proper documentation.

PDP Toolbox Use

Professional Development Plan (Required by State Department of Education for 2005-2006 school year) lists building and district priorities for staff development

- individual may list up to three individual priorities
- must be completed in the PDP Toolbox and submitted for approval by September 20th
- PDP Toolbox preferences must be updated annually to ensure current points for licensure application or renewal are available

Learning Activity Request

- must be completed when individual wishes to attend a particular workshop
- registration form must be given to building administrator at the time the request is submitted

PDP Points Request

- must be completed for each activity for which you are requesting re-licensure points

- transcript must be provided to building administrator for all college classes before points request will be validate
- when entering a request on Toolbox under New Points Request make sure to list name of college, course name and course number in addition to transcript in the evidence box

Documentation

- Meeting Log
- used to record meeting dates and times
- used for Service to the Profession points
- record committee meetings, curriculum work, mentoring, presentations, etc.
- keep a separate log for each type of activity
- must be signed by one other person participating in the activity

- Salary Advancement Points Validation Form
- must be completed and submitted to building administrator by the first Monday in May to receive salary advancement points
- maximum of 60 points per year may be awarded for salary advancement

PD Application Level Evaluation Form

- must be completed at the end of the school year in conjunction with submission of the PDP Toolbox Application Points request
- must be completed and submitted to building administrator to receive application level points

PD Impact Level Evaluation Form

- must be completed at the end of the school year in conjunction with submission of the PDP Toolbox Impact Points request
- must be completed and submitted to building administrator to receive impact level points

Receiving Points

Each licensed staff member shall turn in their binder at the end-of-year check out. The binder must include evidence of activities and results. Such documentation must include the required forms and all evidence to support the level of development. The binder will be returned to staff members at the beginning of the next school year.

Staff members may continue goals for more than one year as long as involvement in the goal increases and results in a teacher achieving at a higher level each year. For example, a teacher may choose a goal the first year that he or she wants to achieve at the knowledge level. When a goal is met, the teacher may choose to continue the goal but at the application level the next year.

Kansas Statute 91-1-218

Points for all USD 244 district-wide professional development will be awarded on a “one contact hour equals one point” basis per Kansas Statute 91-1-218 as follows:

Awarding of professional development points:

- a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock hour of professional development education.
- b) If a person documents completion of a professional development activity, the person shall be awarded professional development points equal to the number of clock hours completed.
- c) If a person who has earned points for completion of a professional development activity later verifies that he or she has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the professional development activity. Evidence of application of the knowledge gained through the professional development activity shall be presented to the PDC and may include the following:
 - 1) Independent observation;
 - 2) Written documentation; or
 - 3) Other evidence (i.e. conference with supervisor) that is acceptable to the PDC.
- d) If a person who has earned points for application of knowledge or skills learned through professional development activities verifies that application of the knowledge or skills has had an impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the professional development activity. Evidence of impact upon student performance or school improvement shall be presented to the PDC and may include the following:
 - 1) Independent observation;
 - 2) Written documentation;
 - 3) Evidence of improved student performance; or
 - 4) Other evidence that is acceptable to the PDC.

- e) A person shall be award professional development points for activities related to service to the profession upon the basis of the number of clock hours served. The person shall be awarded one point for each clock hour of service. The person shall submit verification of service to the PDC.
- f) For purposes of renewing a license, a professional development council may not impose a limit on the number of professional development points that may be earned.
- g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution).

Kansas Educators Standards for Professional Learning

The Role of Professional Standards is to enable educators to increase student learning and the educators effectiveness. The following standards help the educator to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning in an effective way by guiding the professional learning to help make decisions and practices of all persons responsible to the above.

Standard 1: Learning Communities- Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Standard 2: Leadership- Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems of professional learning.

Standard 3: Resources- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Standard 4: Data- Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Standard 5: Learning Designs- Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Standard 6: Implementation- Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Standard 7: Outcomes- Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Criteria for Awarding Professional Development Credit

Knowledge

One Point per Contact Hour

1. Participation in district, building, or individual staff development activities.
2. Participation in sharing, reflection, and planning activities.
3. Must address content standards, professional education standards, or service to the profession.

Application

2X Contact Hours

1. Participate in peer or administrative observation.
2. Exhibit written documentation.
3. Demonstrate other evidence that is acceptable to the PDC.
4. Application points may address content standards or professional education standards.

Impact

3X Contact Hours

1. Participate in peer or administrative observation.
2. Exhibit written documentation.
3. Provide evidence of improved student performance.
4. Demonstrate other evidence that is acceptable to the PDC.
5. Impact points may address content standards or professional education standards.

Appendix

Forms

Burlington USD 244
PDP Impact Level Evaluation/Documentation

Teacher: _____ Date: _____
PD Activity: _____
PD Activity Date: _____ Contact Points: _____ X3= _____

Post-Workshop Questionnaire
(Measure of Impact for PDP points)

- | | | |
|----------------|-----------------------|----------------------------|
| | <u>Familiarity</u> | <u>Opinion for Success</u> |
| Likert scale - | 1 – Unaware | 1 – None |
| | 2 – Somewhat familiar | 2 – Low |
| | 3 – Familiar | 3 – Good |
| | 4 – Very familiar | 4 – Very good |
-
1. Please rate your present knowledge of the program, strategy, or intervention covered in the professional development activity _____[FAMILIARITY]

 2. Based on what you now know about the program, strategy, or intervention, what degree of merit do you place on the strategy for achieving the desired goals the school has set for school improvement or for your own individual goals? _____ [OPINION FOR SUCCESS]

 3. Based on you knowledge of the students, was the program effective? _____ [OPINION FOR SUCCESS]

 4. How familiar are you now with the steps necessary for effective staff development to take place in order for the identified program or strategy to be successful? _____[FAMILIARITY]

 5. What do you believe were the key components of the program? (short answer)

 6. Why do you believe the program to be successful? Or not?(short answer)

(Continued on next page)

7. What is your present attitude relating to the program, strategy, or intervention? Be honest! (short answer) How will it be utilized in your classroom in the future regardless of its role in school improvement?

Include multiple evidence of Impact. Examples are:

- a. Pre/post test data**
- b. Evidence of improved student academic performance**
- c. Evidence of positive changes in student behaviors**
- d. Application activities by others**
- e. Reflective journals**

Teacher signature: _____ Date: _____

Note: Attach extra evidence of Impact if necessary.

Meeting Log
2016-2017 School Year

This form must be used to record meeting dates and times for verification of Service to the Profession (committee work, mentoring, presentations, etc.) Keep a separate log for each committee or activity that you do. Have one other person involved in the activity (not necessarily a USD #244 employee) sign the log for verification of each meeting.

Name: _____ SS#: _____

Committee/Activity: _____

Date: _____ From: _____ To: _____ Total Time: _____

Summary of activity: _____

Verification: _____

Date: _____ From: _____ To: _____ Total Time: _____

Summary of activity: _____

Verification: _____

Date: _____ From: _____ To: _____ Total Time: _____

Summary of activity: _____

Verification: _____

Date: _____ From: _____ To: _____ Total Time: _____

Summary of activity: _____

Verification: _____

Date: _____ From: _____ To: _____ Total Time: _____

Summary of activity: _____

Verification: _____

Salary Advancement Points Validation Form
2016-2017 School Year

Name: _____ SS#: _____

**A MAXIMUM OF 60 POINTS PER YEAR WILL BE AWARDED FOR SALARY
ADVANCEMENT.**

Service to the Profession (Must attach meeting log for each activity listed.)

Activity: _____

Total clock hours of activity for the school year: ____

Activity: _____

Total clock hours of activity for the school year: ____

Activity: _____

Total clock hours of activity for the school year: ____

Activity: _____

Total clock hours of activity for the school year: ____

Workshops outside of contracted time: (One clock hour equals one salary advancement point. Does not include travel time. Must attach proof of attendance for each activity listed.)

Activity: _____

Total clock hours for this activity: ____

Activity: _____

Total clock hours for this activity: ____

Applicant's signature

Date

Administrator's Signature

Date

This form must be completed & given to your building administrator by May 1st.

For PDC Committee Use

Points approved: _____

PDC Chairperson's Signature

Date

PDC Chairperson keeps original. Return copy to applicant.

This form WILL NOT be sent to Greenbush. Greenbush points are for re-licensure only. In order to use these points for re-licensure you must fill out a PDP Toolbox Points Request for each activity.