Professional Development Plan

2018-2023

Sedgwick Public Schools
USD 439 / 400 W 4th
Sedgwick, KS 67135

Approved October 8, 2018

Contents

The Professional Development Plan (PDP)

This document is intended to be an outline for the district and educators of USD 439 to facilitate the development of individual professional plans to grow as district employees and an educator. The district PDP is designed to help educators plan their own development as a professional as well as aid the district in supporting educators address the educational needs of each student. An individual Professional Development Plan is a plan designed by individual educator which outlines activities that will lead to professional growth. Typically, individual PDPs are developed at the beginning of each school year and includes goals and activities (i.e., workshops, study groups, conferences, special projects) that the educator intends to complete during the year.

Purpose

The purpose of this district Professional Development Plan is to provide support and guidance for USD 439 teachers and staff in their efforts to educate students for a successful future. The goal of this plan's development through the Professional Development Committee, Building and District Leadership Teams, and administration is to provide the tools for educators to grow professionally as they support the various goals and expectations of Sedgwick Public Schools and the Kansas Department of Education. The most important purpose of this document is to support professional growth and development in order to best meet the educational needs of each student served by this district.

District Professional Learning Goals

1. To support the vision of the State Board of Education in *Leading the World in the Success of Each Student* through Kansas Education Systems Accreditation (KESA).
2. To support and implement the Strategic Plan as set forth by the USD 439 Board of Education.
3. To provide ongoing and effective professional development opportunities for teachers as a *Responsive* professional culture.
4. To support educators, through professional development, in the provision of educational opportunities for each student that are *Relevant* to the educational and life goals.
5. To facilitate the development and maintenance of each educator's individual professional goals.
6. To provide and support quality professional development opportunities for certified staff in-house and outside the district.
7. To encourage movement on the negotiated salary table that rewards continuing graduate level professional development.

Professional Development Committee

The Professional Development Committee is organized to represent the certified faculty and administration continuing education needs within the district. The PDC committee will attend training as required by the Kansas State Department of Education. The PDC committee will make professional development recommendations and guide decisions based on the goals of this district, teaching standards of KSDE, the goals and expectations of the Kansas Education Systems Accreditation (KESA) model, and to facilitate the individual professional development goals as described in the teachers' PDPs.

Determining Professional Focus

The focus of Professional Development areas will be determined by several factors. The district PDP will be guided by the areas identified by various needs assessments, student progress as monitored by district level and state assessments, the District Building and Leadership Teams, the administration, and other areas as determined by local and state educational expectations. The PDC will include representatives from the certified staff, MTSS team, school counselors, special education staff, and administrators.

Scheduling Professional Development Opportunities

Each year, USD 439 will establish a number of in-district professional development opportunities. The administration will work closely with the PDC to develop a schedule of planned development opportunities to meet district needs, address general PDP goals, as well as maintain compliance with KSDE requirements and Kansas statutes. The PDC and administration may also assist individual teachers in finding professional development opportunities to meet individual PDP goals and/or needs of the district.

Professional Development Plan Impact

As a district and as individual professionals, continuous measurement of progress towards goals and the impact of progress is an integral part of this plan. In addition to the progressive steps within each individual PDP, the following may also be used to measure the impact of the district PDP:

1. Increased student achievement
2. Reduced number of tier two and three students
3. Teacher evaluation data
4. Advancing column placement on teacher salary table
5. Achieving objectives of the district strategic plan
6. Implementation of KESA

Committee Management

Meetings:
   a. A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year.
   b. The chair may cancel scheduled meetings and/or call special meetings.
   c. All meeting minutes of the committee will be available to staff.
   d. Except on request of the chair, non-members may address the committee if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting. Time limits as may be set by the chair and/or the committee.

Decisions:
   The decision of the committee will be indicated by an affirmative vote, of a simple majority, of the authorized membership of the committee as present. Consensus (unanimous consent) may be recognized and stated by the chair as the decision of the committee where a simple majority of the authorized membership is present, provided no member requests a formal vote.

Agenda:
> Members and others wishing to set matters before the committee are urged to make such desires known to the chair in a reasonable timeframe prior to the meeting in which they wish these matters discussed.

Record of Meeting:
a. The secretary will make record of all committee meetings, such record to include:
    i. date, time and place of meeting
    ii. list of members present
    iii. statement of all formal actions to include the means by which taken (consensus or vote) and the count on any vote taken.
b. The secretary will send minutes to each member of the committee within a reasonable time following each meeting.

Roles and Responsibilities

The roles and responsibilities of all those involved in the USD #439 PDP are as follows:

Board of Education
- approves the 5-year plan
- identifies district staff development priorities

Professional Development Committee
- made up of 2 administrators, one member of the MTSS team, one counselor, one special education teacher, and at least 2 teachers (one from each building)
- members of PDC are selected by the USD 439 faculty and administration at the beginning of each school year
- Develop a local in-service plan for staff development that is approved by the local school board of education and that meets the criteria established by the Kansas State Board. These criteria are:
    a. Establishment of a professional development committee.
    b. An assessment of in-service needs through input from district needs assessments, the BLT & DLT, MTSS team, administration, etc.
    c. Identification of goals and objectives based on these needs.
    d. Identification of activities based on goals.
    e. Evaluation criteria for these activities.
    f. Implementation for a procedure for awarding professional development points
- approves points submitted monthly

Building Administrators
- assist teachers in identifying needs and goals
- review and approve special projects and implementation portfolios
- oversee building's staff development goals
- suggest staff development activities for teachers

Teachers
- complete needs assessment based on teaching standards
- conference with principal on development and validation of PDP
- create Professional Development Plans (PDPs)

- collect evidence to validate points
- update PDP as needed
- maintain required documentation
- conference with principal at the end of each school year

Board Clerk/District Secretary
- maintains staff development records
- creates official transcripts

Superintendent
- oversee compliance with district PDP
- determine financial resources for professional development
- report progress of district PDP, progress, and impact to the Board of Education

The Individual Professional Development Plan Process

Step 1 - Identify Goals
- Teaching Standards
- District Goals
- Building Goals

Step 2 - Develop Individual Development Plan
- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) (Special projects, if included, are planned in collaboration with principal)

Step 3 - Administrative Approval
- Discusses IDP with administrator
- Teacher and principal sign official PDP.

Step 4 -Submit PDP to the Professional Development Committee
- PDC reviews PDP (revise as necessary)

Step 5 - File PDP
- Send Approved PDP to district Office.
- Official copy is placed in teacher's PDP file in Central Office and updated annually.

Step 6 - Implement PDP
- Teacher identifies training opportunities that support the IDP
- Teacher completes activities identified in IDP

Step 7 - Document and Track progress
- Document professional training hours
- Submit documentation/forms to administrator and PDC for approval
- Maintain copies of records of activities completed during school year.

Step 8 - Review IDP progress with Administrator
- Principal validates PDPs as part of end-of-year checkout procedure
- Principal and teacher collaborate to determine any/all summer staff development needs.

Developing the Professional Development Plan (Detail)

Identifying Individual Goals

Educators will identify professional development goals. Goals are generally broad statements that describe *skills, knowledge, or behaviors* you would like to gain, enhance, or improve. Goals may be modified from year to year as professional growth is made. Goals may be added or eliminated because of special circumstances (i.e., mentoring, student teacher, MTSS team member, etc.). The PDP is a *working* document in which modifications are expected depending on individual, building, and district needs.

There are several sources available to help identifying individual goals:

District/Building Needs Assessment. Each year, the district conducts a number of activities to determine district/building needs. Areas of focus can be determined from a needs assessment such as effective communication with parents of struggling students. A goal might state: *to develop effective teacher/parent communication skills.*

Teaching Standards. The Kansas Department of Education has developed teaching standards (appendix A). Standards are listed in the following domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. A goal might state: *to gain skills for effective differentiated instruction.*

District Goals. The USD 439 Board of education has a Five-Year Strategic Plan that is reviewed each year. Objectives from the plan may be a source for individual PDP planning. A goal might state: *to develop skills to address students' competencies in math. (Appendix B)*

Building Goals. Each building develops goals through their Building Leadership Team. A goal might state: *to improve my ability to effectively teach phonetic awareness.*

KESA. USD 439 has developed areas of focus within the plan development for the accreditation process Appendix C). Several areas are identified as target areas within the KESA documents. A goal might state: *To develop skills to facilitate students in identifying potential career interests.*

Writing Goals

S.M.A.R.T. (Specific; Measurable; Attainable; Relevant; Time-bound)
Remember: All individual goals should be geared specifically to how the professional development will impact the learners.

Example Goal #1: Phonological Awareness Skills Description:

By the end of the current school year, 90% of my kindergarten students will meet the end of year target for phonological awareness skills. The following is an example of how this goal meets the SMART criteria:
S: Students will achieve the appropriate level of phonological awareness skills based on the continuum
M: 90% of students will achieve the goal
A: Yes, this is an attainable goal

R: Students must apply these skills in becoming proficient readers
T: By the end of the current school year

Example Goal #2: Brain-based learning Description:

By the end of the current school year, I will research brain-based learning and implement strategies in my classroom to help all students meet or exceed grade level proficiency as demonstrated on common formative and summative assessments, classroom projects, and state assessment results. The following is an example of how this goal meets the SMART criteria:

S: By implementing brain-based learning strategies, student learning will improve
M: Students will meet grade level proficiencies on common formatives, summative, classroom projects, and state assessments
A: Yes, this goal is attainable (might require differentiation, re-teaching, and intervention for some students)
R: This goal will help students meet grade level/course expectations
T: By the end of the current school year

Example Goal #3: Formative Assessments in Reading/Writing Description:

Throughout the current school year, I will research, create, and implement formative assessments in reading and writing. During the current school year, I will use formative assessments aligned to Kansas College and Career Ready Standards, to monitor and improve student learning for all students prior to any summative assessments. The following is an example of how this goal meets the SMART criteria:

S: The use of formative assessments will help monitor student progress and inform instruction to improve student achievement
M: Students will demonstrate proficiency on grade level learning goals based on formative assessments
A: Yes, this goal is attainable as teachers create common formatives to measure the KCCRS for English Language Arts
R: This goal will help students meet grade level/course expectations.
T: By the end of the current school year

Goals are broad statements to develop or enhance professional skills, knowledge, or behaviors. Goals should be specific enough to allow for evaluation of progress.

Goal Examples:

- To enhance my leadership skills
- To improve my classroom management skills
- To expand my content knowledge in science
- To stay current with issues related to mathematics education
- To enhance my ability to engage at-risk students in learning
- To gain strategies for helping others develop professionally

Non-Examples:

- To be part of a study group
- To participate in cooperative learning training
- To pursue professional growth by going to workshops
- To go to workshops to get points for recertification and salary movement

Identifying Activities for Professional Growth

Once professional development goals have been established, anticipated step towards meeting professional goals will be identified. Activities such as workshops, conferences, study groups, and training sessions should be listed under the identified goals.

District/Building Level Professional Development –
Each year, USD 439 will plan and offer a variety of teacher inservice/professional development opportunities. These inservices will pertain to district goals, identified areas that warrant improvement, statutorily required trainings, etc. Your building administrator will also have information about training that is planned for your building.

Workshops/Conferences –
Teachers and administrators may find that professional development needs extend beyond what can be offered at the district level. There are several area resources such as ESSDACK (www.essdack.org), Orion located in Clearwater (www.orion.org), and KSDE (www.ksde.org) that provide regular opportunities for workshops and training.

Other Activities –
Other professional growth activities may include participating in study groups, visiting other schools, reading professional books, and pre-approved independent studies.

While the district highly supports professional development, funds for conferences and workshops are limited. Participation in conferences outside the district will be approved by the administration.

Administrative/PDC Approval

Once the individual PDP is developed, it is submitted to the building administrator and the PDC for approval.

Tracking Progress and Documentation

Level 1: Knowledge

1. Various forms of supportive documentation such as attendance certificates, agendas, on-line completion reports, on-line course passing grade, etc. or personal reflections on the staff development activities or course work.
2. Time logs for activities (such as book studies, on-line learning etc.) that includes the title of the activity, the date, the time, the total time, and a reflection statement on "How this activity has affected my knowledge level as a Kansas Professional". (See Forms in Appendix D)

Level 2: Application

1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester.
2. Written summaries of observations and/or multi-media presentations (video/audio/web, etc.) made at several intervals along with written personal reflections.
3. Other forms of supportive documentation
4. For teachers: Sample lesson plans and examples of student work selected throughout at least one semester.
5. For administrators or other licensed personnel not in the classroom: Sample of participants' journals, portfolios or other artifacts.

Level 3: Impact

1. Evidence of improved student academic achievement over a period of at least two semesters (or one academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least one academic year, 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; or decreased dropout rate.
3. Documentation of related district or school policy change.
4. Revision of district, grade level, or content area curriculum.
5. Evidence of application by others.
6. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.
7. Other forms of supportive documentation.

Documentation should be provided to the district office or via district approved professional development software programs. Each educator should keep copies of all personal continuing education documents

End of the Year Discussion
Before the conclusion of each school year, each educator should review the PDP and discuss progress with their building administrator. Goals and potential modifications for the following year's PDP should be discussed.

Appendix A – Professional Standards

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KANSAS PROFESSIONAL EDUCATION STANDARDS

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The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Instructional Practice

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Appendix B – USD 439 Strategic Plan

Goal 1: USD 439 will provide individualized educational opportunities based on each student's ability and interests to foster success in post-secondary education, career opportunities, and within the community.

Objective 1A: USD 439 will provide quality educational services to each student according to the student's needs and ability.

Objective 1B: Each student will be challenged to excel in core subject areas using a variety of instructional techniques and approaches.

Objective 1C: Each student will have access to curricular and extracurricular opportunities that foster the development of life skills, cultural competencies, character, and a higher understanding of interpersonal relationships.

Objective 1D: Each student will have opportunities to explore and plan for post-secondary educational opportunities.

Objective 1E: Each student will have opportunities to explore and plan for post-secondary career opportunities.

Objective 1F: Each student will have opportunities to learn and explore participation within their community, understand basic civic responsibilities, and have opportunity for service projects within the community.

Goal 2: USD 439 will provide and maintain educational programs focusing on quality curricular standards, early intervention, technology integration, and career related opportunities.

Objective 2A: USD 439 will support ongoing curriculum development and monitoring practices to ensure effectiveness at each grade level.

Objective 2B: USD 439 will provide early and ongoing academic interventions to foster individual student success through empirically based interventions.

Objective 2C: USD 439 will provide early and ongoing social/emotional/behavioral interventions to foster individual student success through empirically based interventions.

Objective 2D: USD 439 will support ongoing integration of technology into the classroom

Objective 2E: USD 439 will work with students who seek work-study opportunities.

Goal 3: USD 439 will recruit and maintain quality staff by setting high expectations, offering competitive compensation, and providing opportunities for ongoing professional development.

Objective 3A: USD 439 will recruit highly qualified candidates for open positions within the district.

Objective 3B: USD 439 will develop and maintain current board and building policies

Objective 3C: USD 439 will support ongoing professional growth through staff evaluations and feedback.

Objective 3D: USD 439 will offer competitive compensation benefits for certified and classified staff.

Objective 3E: USD 439 will provide opportunities for staff to continue development of professional knowledge and practices.

Goal 4: USD 439 will provide safe, secure educational facilities with a focus on efficiency, cutting edge technology, and a vision for future needs.

Objective 4A: USD 439 will provide safe & secure facilities.

Objective 4B: USD 439 will continuously work towards being as efficient as possible with local, state, and federal resources.

Objective 4C: USD 439 will strive to maintain current and effective technological support both within the classroom and for district facilities.

Objective 4D: USD 439 will maintain a process to identify and develop a facilities plan to effectively address future needs of the district.

Goal 5: USD 439 will maintain a communication model to ensure the district reflects the vision of the community and will provide multiple sources of communication with students, parents, and district stakeholders.

Objective 5A: USD 439 will maintain a district website to provide relevant and current information.

Objective 5B: USD 439 will develop and maintain various methods of communication with parents and patrons.

Objective 5C: USD 439 will establish and support opportunities for community involvement in providing feedback, expectations, and vision for the district.

Objective 5D: USD 439 will conduct Board of Education meetings consistent with the Kansas Open Meetings Act and will communicate meeting dates, times, agendas, and meeting minutes to the public.

Appendix C – KESA Areas of Focus

KESA Areas of Focus

State Board Outcomes	KESA Rubrics	
	Relationships	Relevance
Social and Emotional Learning	Component 1: Staff Needs: -Consistent staff mentoring program -Building level and district level policies and procedures that support Positive Behavior Support -Professional development in interventions and data collection/analysis -Collaboration among staff -Communication with and support from district staff	Component 1: Curriculum Needs: -Research and adoption of building/district wide Social/Emotional Development program
	Component 2: Students Needs: -Sufficient counselor/student ratios -Development and implementation of building wide and district wide social/emotional/character programs -Planning for safe learning environment -Positive Behavior Support	Component 2: Instruction Needs: -Professional development regarding PBS program
	Component 3: Families Needs: -Opportunities to engage parents in developing district's social/emotional/character development -Share information and resources with parents -Provide professional development to encourage teacher/parent communications and partnerships -Establish teacher accountability towards family engagement	Component 3: Student Engagement Needs: - Opportunities for character development opportunities - Strengths based student recognition
	Component 4: Communities Needs: -Develop working relationships with area agencies/resources that provide services related to social/emotional development.	Component 4: Technology Needs: - Provide access to evidenced based/ computer based activities that promote social/emotional development - Provide school safety information online -Research and utilize apps or other technology designed to address school safety, reported, or assistance.
Kindergarten Readiness	Component 1: Staff Needs: - Opportunities for staff to meet and work with pre-school aged students -Communications with preschool services providers regarding student needs.	Component 1: Curriculum Needs: -Professional development regarding assessment via Ages and Stages assessment -Provide consultation and resources to pre-school agencies to address individual child needs.
	Component 2: Students Needs: -Provide resources to parents post Kindergarten Roundup -District preschool program	Component 2: Instruction Needs: -Provide resources for pre-K students based on individual needs
	Component 3: Families Needs:	Component 3: Student Engagement Needs:

	-Communication with families regarding kindergarten readiness Component 4: Community Needs: -Greater collaboration with community preschools and daycares.	-Consultation opportunities with pre-school providers Component 4: Technology Needs: -Web-site content for parents who have pre-school age children
Individual Plans of Study	Component 1: Staff Needs: - Increase understanding and involvement of IPS -Provide professional development regarding IPS and instruction development -Increase connections between IPS, career interests and coursework/instruction	Component 1: Curriculum Needs: -Connect student IPS with course curriculum -Professional development in Projects Based Learning
	Component 2: Students Needs: -Increase understanding and involvement regarding IPS -Encourage support communication between students and teachers regarding interests and goals Component 3: Families -Conversations with parents regarding career interests, College and Career Readiness, and individual student data	Component 2: Instruction Needs: - Collaborate with students regarding strengths and interests. - Connect instruction to student interests - Professional development regarding project based learning Component 3: Student Engagement Needs: - Curriculum is individualized
	Component 4: Community Needs: -Collaboration with community stakeholders (businesses, agencies, etc.) to increase career education opportunities for students	Component 4: Technology Needs: - Promote the use of technology to be education driven and relevant to the classroom -Develop system wide and classroom expectations for technology use
Graduation Rate	Component 1: Staff	Component 1: Curriculum
	Needs: -Development and implementation of PBS -Monitoring and proactively addressing attendance issues -Implementation of tiered support	Needs: - Adjust curriculum to student interests - Design each course to be of value and interest to students
	Component 2: Students	Component 2: Instruction
	Needs: - Valued as individual student - Mentor teacher program for at risk students	Needs: - Address student needs through tiered support
	Component 3: Families	Component 3: Student Engagement
	Needs: - Encourage access of student data via Powerschool - Provide information and support to parents about the importance of regular attendance	Needs: - Understand student interests - Match curriculum to student interest/goals
	Component 4: Communities	Component 4: Technology
	Needs: - Increased working relationship with community/businesses to improve student school to career opportunities.	Needs: - Encourage individual grade monitoring via Powerschool - Students play a role in planning high school courses though IPS - Students track goals via computer based IPS
Postsecondary	Component 1: Staff	Component 1: Curriculum
Attendance/Completion	Needs: -Incorporate IPS/interests in curriculum -College/career/employability skills education	Needs: - Students build problem solving skills - Courses are rigorous and valued by students
	Component 2: Students	Component: 2 Instruction
	Needs:	Needs:

	- Career interest education - Speakers/former student presentations - Establish/maintain post-grad mentor - Post-secondary education financial awareness	- Instruction is designed to promote self-discovery - Self-advocacy is promoted - Resiliency is a focus in all coursework and extracurricular activities
	Component 3: Family	Component 3: Student Engagement
	Needs: - Information gathering opportunities such as post-secondary finances - Parent/teacher communications about student readiness and needs	Needs: - Post-graduation communication/mentoring - Peer connections between graduating students and individuals in the specific program or field
	Component 4: Community	Component 4: Technology
	Needs: - Enhancing scholarship opportunities with community resources	Needs: - access to multiple forms of technology as a USD 439 student - develop an understanding and/or experience with field related technology

KESA Foundational Structures

- Tiered Framework of Support
- Diversity and Equality
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Post-Secondary and Career Preparation

Appendix D – Forms
Form 1

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PROFESSIONAL DEVELOPMENT PLAN
UNIFIED SCHOOL DISTRICT 439

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Check One
Original _____
Amendment _____

The Board of Education of USD 439 recognizes the value of continuing professional development for its certified staff members.

In order to become an active member in the USD 439 In-service Education Plan, please complete this form cooperatively with your principal and submit it to the PDC prior to **October 9**.

DISTRICT STAFF DEVELOPMENT EMPHASIS

The Professional Development Council has identified the following goals upon which to focus the district's staff development activities during the ___-___ school year:

      1.
      2.
      3.
      4.
      5.

PERSONAL DEVELOPMENT EMPHASIS

Please identify at least two areas in which you would like to focus your staff development efforts for the 20___ - ___ school year. You may choose from the district goals above, or develop your own goal areas.

      1.
      2.
      3.
      4.

SIGNATURES
My signature indicates my desire to actively participate in the USD 439 In-service Education Plan.

_____ _____ _____
Signature   Date   Certificate Renewal Date

I have worked and will continue to work cooperatively with this staff member in all staff development efforts.

_____ _____
Principal   Date

The Professional Development Council approves this staff member's participation in USD 439's In-service Education Plan.

_____ _____
PDC Chair   Date

Form 2 Side 1 Request for PDC Points
Request for Professional Development Education Points

Name:	
Job Title:	
Request Date:	

Title of Professional Development Activity:	Date of Activity:

Professional Development Plan Goal Addressed:

Describe the activity by answering the question that relates to the level for which you are requesting points:

Service to the Profession: K points 1 pt. Per hour awarded
What services have I provided that has enhanced my knowledge or the knowledge of others?
Knowledge: K points 1 pt. per hour awarded
What do I know now that I didn't know before?
Application: 2K points
What am I doing now that I wasn't doing before?
Impact: 3K points
Points awarded according to impact described in a or b.
a. What improvements in student learning have occurred as a result of my application of knowledge learned?
b. What changes have occurred in school/district program or among colleagues as a result of my application of knowledge learned?

Indicate the number of points requested in the column to the right:

Service to the profession: K points 1 pt. per hour awarded 1 pt per hour awarded - no Application or Impact points awarded for Service to the Profession.	
Knowledge: K points 1 per hour awarded (This establishes your base points for Application and Impact Levels)	
Application: 2K points (Attach copies of related approved Knowledge Level form)	
Impact: 3K points (Attach copies of related approved Knowledge and Application Level forms)	

Indicate the appropriate area:

Content Endorsement Standards		College or University credit?	Yes/No
Professional Education Standards		Credit Hours	
Service to the Profession		(Attach appropriate verification of enrollment)	
X		X	
Supervisor Signature		**Applicant Signature**	
X		Date:	
PDC Chairperson Signature		Attach appropriate required verification to this form.	

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Form 2 Side 2 Activity Evaluation Form

Directions:
1. Complete the entire form.
2. Indicate the quality of the training according to the criterion listed below.
3. In your written comments, cite specific information from the training/activity.

Your name/Job Title/Building:	Date:	Location of Training/Presentation:

Topic/Title:		Presenter:

		Quality of Training/Presentation (Choose one for each category)
Training/Presentation		Highly interesting and informative
		Somewhat interesting and informative
		Uninteresting and uninformative
Usefulness		Very useful
		Somewhat useful
		Not useful
Participant involvement		Numerous hands-on activities and chances for involvement
		Some hands-on acivities and chances for involvement
		All lecture with no chance for involvement
Questions/Answers		Numerous opportunities for questions and answers
		Limited opportunities for questions and answers
		No time for questions and answers
Content		Very appropriate to the topic
		Appropriate to the topic
		Inappropriate to the topic
Materials		Highly coordinated with presentation
		Very useful
		Somewhat coordinated with presentation
		Somewhat useful
		Poorly organized, lacked focus, hard to follow
Pace		Optimal pace
		A little fast
		A little slow
		Too fast
		Too slow

Please answer each question listed below on another sheet of paper and attac

1. What have you learned that you did not know before?
2. Will you be able to use what you've learned? Why / Why not?
3. How will you measure the impact of what you've learned?
4. What do you think will have the most positive impact?
5. What would be appropriate follow-up for this training?

Form 3 Request for Approval of a College Course

Name:

Job Title:

Request Date:	**Date class begins & ends:**

Title of College Class:

Name of College or University:

Professional Development Plan Goal Addressed:

Describe the class that you are wanting to take, why do you want to take it and how do you think it will help your teaching (please attach another sheet if this space is not large enough):

Indicate the number of points requested in the column to the right:

Indicate the number of college hours that this class is, this number will be converted to points by using 20 pts per college credit hour.	
Knowledge: K points 1 pt. per hour awarded If you are planning on taking components of this class to the application level or impact level indicate the number of points requested in the column to the right. A class syllabus will be required with your professor's signature verifying how much time was spent on the part of the class that you are planning on taking to the application and impact levels. (This establishes your base points for Application and Impact Levels)	
Application: 2K points (Attach copies of related approved Knowledge Level form)	
Impact: 3K points (Attach copies of related approved Knowledge and Application Level forms)	

Indicate the appropriate area:

Content Endorsement Standards		College or University credit? Yes / No (Attach appropriate verification of enrollment.)
Professional Education Standards		Graduate Level Class? Yes / No
Service to the Profession		Will this class be used for advancement on salary schedule? Yes / No
X **Applicant Signature**		To be signed by the Superintendent if credit hours are to be used for salary advancement.
X **Supervisor Signature**		X **Superintendent Signature** Date
X **PDC Chairperson Signature**		X **Date Approved**

Appendix E – My Learning Plan

Getting Started with MyLearningPlan.com
Purpose: The purpose of this step-by-step guide is to outline the steps you should follow in order to access MyLearningPlan.com. MyLearningPlan.com allows you to view/enroll in your District Catalog of activity offerings as well as submit all of your district professional development-related forms online.

1. Step-By-Step Guide
   Go to www.mylearningplan.com
2. Click the "Log In" Button located on the top right side of the website.
3. Enter your Username (firstname.lastname) and Password (firstname.lastname or district log-in), and click the button to log in. For example, john.smith.
4. Once logged in, click on the My User Profile link, located on the lower left side of the screen, to verify your account details.
5. For further details on using MyLearningPlan.com, you can access tutorials which walk you through the full site, how-to's, and other resources in the Help Section. The Help Section is located on the top left side of your screen and is represented by the red Help link.
   ** Please Note: In order to insure that your submissions are routed properly, you will want to verify that the information contained in your "My User Profile" section is correct. Your primary building and department should be identified there.