

Results Based Professional Development Manual

**Arkansas City Unified School District 470
Local Professional Development Plan
(available on-line www.usd470.com)**

July 2020-June 2025

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Professional Development Mission Statement

The mission of the USD 470 professional development program is to provide the processes and activities necessary to assist educators in acquiring or enhancing the knowledge, skills, and beliefs necessary to respond to a variety of learners, resulting in increased student learning.

Belief Statements

- Professional development is an intentional, ongoing process.
- Quality staff development is results-based, with improved student learning as the goal.
- Each staff member has a responsibility to engage in professional growth.
- The development of knowledge, skills, and attitudes is a lifelong process.
- Professional development is job-embedded, on-going, and supportive of school improvement efforts.
- Staff development must include the components of knowledge, demonstration, practice, feedback (peer coaching), and transfer of new strategies to the classroom.

District Mission Statement

USD 470 is committed to excellence in teaching and learning for all students. We will provide effective instructional leadership and quality learning environments which promote improved student outcomes. Our district holds high expectations for students and staff. We share with the community the responsibility for educating all students so they will be prepared to live, work, and continue learning how to learn in an ever-changing world.

Alignment

- District professional development priorities are based on USD 470 Board of Education Goals. Goals are determined from district student achievement data, community collaboration, and administrative input. District professional development is offered to increase staff skills related to district and building priorities.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementation and a results-based staff development plan is written for each staff development priority. Each building in USD 470 lists its school improvement strategies as its outcomes for building professional development plans. Other building outcomes that result in improvement of student learning may be listed as well.

**Arkansas City Public Schools
Strategic Plan**

https://www.usd470.com/88873_2

Introduction

The intent of professional development is for each staff member to continue expanding his/her skills, knowledge, and ability to promote student learning leading to higher graduation rates and improved student achievement. Beginning in the 2013-2014 school year, the IPDP goals were aligned with the instructional domain of the certified evaluation. As KSDE changes are mandated, the goal alignment will be adjusted to continue to meet those requirements.

Professional development points can be earned in the following areas within each goal: knowledge, application and impact. It will be the responsibility of each educator to have a copy of the Professional Development Manual (available at https://s3.amazonaws.com/scschoollfiles/800/2015pdc_guidelines_revised.pdf). Teachers use Frontline Professional Growth (formerly MLP PDMS and MLP OASYS) at www.usd470.com → For Staff → Frontline Education Apps, or by directly logging in to www.mylearningplan.com to complete all forms and documentation, including the Individual Professional Development Plan (IPDP) and evidence of knowledge, application and impact.

IPDP and supporting documents will be reviewed bi-annually by the Professional Development Council. PD points awarded appear on the individual's professional development transcript in www.mylearningplan.com. It is the responsibility of each professional to monitor and maintain records on www.mylearningplan.com and submit evidence to the council.

Professional growth is a continuous process; thus, points within any given year could involve any one or more areas within a goal.

Needs Assessment

As part of the development of the original professional development plan, a staff development needs assessment was conducted and the most recent needs assessment was conducted in 2019. The following information was addressed:

- Building level school improvement priorities and resulting staff development priorities (building student achievement data, surveys, curricular changes and teacher input were used in the selection of the school improvement and staff development priorities)
- District achievement data

Professional Development Council (PDC)

The professional development council contributes to the writing of the District Professional Development Plan. The Plan is approved by the Board of Education and meets the criteria established by the Kansas State Board.

The Plan's criteria include:

1. Establishment of a professional development council consisting of teachers and administrators
2. Development of operational procedures for licensed persons who live/work within the educational agency's boundaries
3. An assessment of staff development needs
4. Identification of goals and objectives
5. Evaluative criteria
6. Procedures for awarding professional development points

Each school year, members of the council participate in training related to their roles and responsibilities. The training includes knowledge of and ability to implement professional development regulations K. A. R.); 91-1-217 (b) (1); 91-1-215(g); and 91-1-216(a)(b)(c). PDC officers attend annual training related to effective professional development. *Compensation is paid to PDC members based on the Supplemental Salary Schedule.*

Role of the District PDC

The District Professional Development Council responsibilities include :

- Developing effective staff development leadership capacity
- Recommending approval or disapproval of local Individual Professional Development Plans for license renewal
- Determining the focus for staff development at the individual, building and educational level
- Reviewing building level PDC approvals
- Awarding points (credit) for approved and completed activities
- Aligning focus for staff development at the individual, building and educational agency levels

Upon Board of Education approval, professional development credit becomes usable for a filer's renewal of licensure and movement on the salary schedule. The Council also serves as the District School Improvement Team to provide a common vision and direction to schools in their implementation of Kansas Education Systems Accreditation (KESA).

Role of the Building PDC

The building level PDC includes the representative(s) to the district PDC council. The building level PDC responsibilities include

- Using input from building Teacher Advisory Councils (TACs) to recommend professional development topics
- Reading, then approving or denying individual knowledge plans and assessments
- Providing updates from district PDC to building staff members
- Using information gained from district PDC to serve as a school improvement resource for the building.

Professional Development Council (PDC)

Jamie Hibbs, ACHS
Jeremy Truelove, ACHS
Ann Headrick, ACMS
Braden Smith, ACMS
Renee Sweetwood, Jefferson
Bob Onelio, Jefferson
Ellen Cales, Roosevelt
Pam Barbour, Roosevelt
Wendy Thomson, Adams
Rosann Meier, Adams
Jennifer Beeson, Frances Willard
Amy Pinion, Frances Willard
Kali Vickery, IXL
Sharon Borrer, IXL
Misty Kramer, C4
Amy Hutto, C4
Jeri L. Crumbliss, District Adm

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

Professional Development Goals

District Goal 1: *To be a district that is rich in opportunities by enhancing rigor and relevance to new and existing initiatives in order to ensure individual achievement and post-secondary success for all students.*

Action Plan Strategy for Collaboration:

1. The district will provide collaboration opportunities for teachers to:
 - Analyze student data and involve students in goal setting
 - Develop curriculum guides, assessments and lesson plans aligned with Kansas State Standards
 - Deepen knowledge and understanding of new content
 - Engage students in relevant and cognitively complex tasks

Action Plan Strategy for Professional Development:

1. The district will provide professional development including:
 - Deepening content knowledge
 - Instructional strategies
 - Instructional vocabulary
 - Technology integration.

District Goal 2: *To create a responsive, relationship-based culture that addresses the diverse social and emotional needs of an ever-changing and growing population.*

Action Plan Strategy for Collaboration:

1. The district will provide collaboration opportunities for teachers to:
 - Facilitate relationships with students and families
 - Involve students in self-regulating strategies
 - Deepen knowledge and understanding of aspects of diversity and inclusion
 - Address social and emotional needs through the use of data
 - Implement trauma-informed approaches and strategies

Action Plan Strategy for Professional Development:

1. The district will provide professional development including:
 - Positive behavioral intervention support (PBIS)
 - Social-Emotional development and well-being
 - Prevention and Responsive Culture
 - Conflict Management

Suggested Building Goals

Goal #1: Teachers will collaborate to increase rigor and relevance:

Action Plan Strategies:

- analyze student data
- develop lesson plans aligned with Kansas State Standards and
- monitor student success

Goal #2: Teachers will help students deepen their understanding of self regulation.

Action Plan Strategies:

- Teachers help students deepen their knowledge by:
 - examining their own reasoning or the logic of the information as presented to them
 - examining similarities and differences in social-emotional situations

Goal #3: Teachers will engage students in cognitively complex tasks involving hypothesis generating and testing.

Action Plan Strategies:

- Teachers organize the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
- Teachers act as resource provider and guide as students engage in cognitively complex tasks.

Individual Goals

Each individual will write three goals that may be related to the instructional domain of the evaluation. Additional personal goals may be included in the individual professional development plan (IPDP). The IPDP is completed annually by the end of September. All goals will be submitted through www.mylearningplan.com

PDC FAQs (Frequently Asked Questions)

1. **What is PDC?**

Professional Development Council is designed to allow educators to continue their professional growth and education in ways that may or may not be related to taking a college course. PDC allows educators to achieve re-licensure, as well as move across the district pay schedule.

2. **How many PDC points equal one college credit hour?**

20 PDC points = 1 credit hour

3. **How many hours and/or points are necessary for re-licensure?**

Bachelor's degree - Every five years, the state requires 160 professional development points, of which 80 points must be for college credit in order to become re-licensed. You may use 80 PDC points for re-licensure (equivalent to 4 hours of college credit) and then take the remaining 4 hours of approved college courses to meet the state requirements.

Master's degree - Every five years, the state requires 6 hours of college credit or 120 PDC points to become re-licensed. You may use ALL PDC points for re-licensure, eliminating the requirement to take college courses.

4. **How long can you accumulate PDC?**

PDC points remain "active" for re-licensure and moving across the pay scale for five years. Each year after the first five years, the new year replaces one year of PDC points. For example, if you accumulate 35 points during your first year of teaching, and it is currently your 6th year of teaching, the first year's points no longer count. Your 6th year points replace the 1st year points. Be sure to use your points at appropriate times to receive the benefits for re-licensure.

5. **How many hours are necessary to move across the salary schedule?**

Please refer to the current negotiated Master Agreement.

6. **What is attendance and how much is it worth?**

If you attend a workshop or conference, you may use those hours for attendance points. For example, if you attend a workshop that goes from 9 to 5:00, then you could count one hour of attendance for each hour attended for PDC attendance credit.

7. **Define content endorsement and service to the profession.**

Content endorsement – Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License.

Service to the profession – Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

8. **What are professional learning standards?**

Kansas Professional Education Standards

(Learning Forward Standards adopted by the Kansas State Board of Education, April 2012):

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 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.

9. **Can supervising a student teacher qualify for professional development points?**

Yes, Supervising a student teacher minimally is 15 hours or 15 points but may be extended to 60 hours or 60 points with documentation if log related to the four domains of Enhancing Professional Practice (Danielson) ie.

- a. Planning and preparation
- b. Classroom environment
- c. Instruction
- d. Professional responsibilities

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

Exhibit or break times, back to school/faculty meetings, blood borne pathogens, motivational speakers, insurance meetings, MTSS and student analysis meetings, coaching clinics, and meal times. Data team meetings/ Teacher Tables, etc. can be used for PDC points **if** knowledge on pedagogy, methodology, content, and/or classroom management is presented, or application of the same is addressed. The PDC would determine whether the clinic or activity met the requirements of regulation 91-1-206(a) in one of the following areas: content endorsement, professional standards, or service to the profession.

Activities must be professional growth experiences related to academics. Although activities related to athletics and other supplemental contracts that do not relate to your certified position do not usually qualify, if an individual has a PE endorsement, coaching clinics could

potentially be used for re-licensure purposes. The PDC determines whether the PD activities submitted met the requirements of regulation 91-1-206(a) are in one of the following areas: content endorsement, professional education standards, or service to the profession.

11. **Does online research, webinars, and/or online pd count for points?**

Yes, if a log of the dates and times spent gaining new knowledge (similar to a book study).

HOW TO USE PROFESSIONAL DEVELOPMENT POINTS FOR RENEWAL OF LICENSURE

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

Points from Another District

Points from another district will be accepted for the purposes of re-licensure and a transcript should be submitted to the Curriculum office. Points from previous districts may not be used for salary movement.

HOW TO COMBINE PROFESSIONAL DEVELOPMENT POINTS AND/OR COLLEGE HOURS

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

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

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

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

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

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

Kansas State Board of Education
Licensure Teacher Education
120 SE 10th Avenue
Topeka, Kansas 66612

KSDE License Renewal Website/Forms: <http://www.ksde.org/Default.aspx?tabid=1648>
KSDE Professional Development & Licensure Regulations:
<http://www.ksde.org/Default.aspx?tabid=2132>

LOGISTICS OF THE POINT SHEETS

1. A USD 470 individual professional development plan (IPDP) will be completed annually by each certified staff member and will include individual, building and district goals. All professional development activities must apply to an approved goal.
2. Each USD 470 certified staff member will have access to a Professional Development Manual (www.usd470.com) containing reference information and example forms. All forms will be completed using www.mylearningplan.com to record professional development activities. The forms will be reviewed and approved by the PDC bi-annually and will be available on the individual's transcript (located by logging in to www.mylearningplan.com) after being approved by the Professional Development Council.
3. If a plan or assessment is denied by the immediate supervisor, building PDC, or district PDC, the filer may appeal that decision by filing an appeal. Contact the Curriculum Office for additional information.
4. If approval of points is needed prior to the next PDC meeting it may be given by agreement between the building representative, PDC chair, and the building administrator. If agreement cannot be reached, approval must wait until the next PDC meeting. PDC meetings are scheduled three times each school year.
5. Needed documentation is specified for each of the three levels and documentation must be completed through www.mylearningplan.com. The Individual Professional Development Plan, Knowledge form, and Application/ Impact form are available at www.mylearningplan.com. Evidence for the purposes of professional development points will need to be presented at the building level no later than April 15 of each year.

Evidence for application and /or impact should be printed and submitted using the Professional Development Evidence Cover Sheet located in the file library on www.mylearningplan.com. Once points are approved only the transcript will be kept on file; therefore, maintain a personal file.

DISTINGUISHING CATEGORIES

1. **Knowledge:** Points may be earned at the rate of one point per hour. This is to be recorded as attendance on the summary sheet and noted on the attendance support sheet, with clock time involved also noted. Goal for attendance remains in place. This can be any professional development group activity regardless of the activity length IF knowledge on pedagogy, methodology, content, and/or classroom management is presented, or application of the same is addressed.
2. **Application:** This involves implementation of a significant strategy, concept, or idea with your students that you have not previously utilized. Use the application documentation form on mylearningplan.com to verify a new curricular activity that has been tried. To be significant there should be multi-lessons involving the application process.
3. **Impact:** This is different than application in that a "research" format needs to be utilized to measure the impact of the application on students. Particular emphasis needs to be placed on comparing the new activity impact with the previous approach, etc. being replaced. Use the impact documentation form on mylearningplan.com to verify the activity.

3-TIER POINT SYSTEM

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

LEVELS	CONTENT ENDORSEMENT	PROFESSIONAL EDUCATION STANDARDS	SERVICE TO PROFESSION
KNOWLEDGE "What do I know that I didn't know before?"	1 point = 1 clock hour	1 point = 1 clock hour	1 point = 1 clock hour
APPLICATION "What am I doing that I didn't do before?"	2 x Knowledge points	2 x Knowledge points	
Impact "What evidence do I have of improved student performance?"	3 x Knowledge points	3 x Knowledge points	

Screenshot of IPDP (Individual Professional Development Plan) form from MyLearningPlan

- 1. Login to MyLearningPlan.com
- 2. Select IPDP from under Fill-in Forms

Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal Information

Plan Title

Individual Professional Development Plan

Highest Degree Attained

Recertification Date

Teaching Assignment

School Year for the Professional Development Plan

Start Date

07/01/2019

End Date

06/30/2020

District Goals

Please select:

Goal : To create a responsive, relationship-based culture addressing the

☐ Address social and emotional needs through the use of data.

☐ Deepen knowledge and understanding of aspects of diversity and in

☐ Facilitate relationships with students and families.

☐ Involve students in self regulating strategies.

Goal : To enhance rigor and relevance ensuring individual student achiev

☐ Analyze student data and involve students in goal setting.

☐ Deepen knowledge and understanding of new content.

☐ Develop lesson plans aligned with Kansas State Standards.

☐ Engage students in relevant and cognitively complex tasks.

Building Goals

Please select:

☐ Adams:By the year 2022, 100% of Adams students will read on or above grade level.

☐ Adams:By the year 2022, the number of office referrals at Adams Elementary will b

☐ C-4:By May 2022, 100% of C-4 students will score in the Low Risk or Low Moderat

☐ C-4:By the year 2022, 100% of C-4 students will read on or above grade level en

☐ Frances Willard:By May 2022, 100% of Frances Willard students will score in the Low Risk or

☐ Frances Willard:By May of 2022, 100% of Frances Willard students will read on or above grad

☐ High School:By May, 2022, Arkansas City High School will have a graduation rate of 90%

☐ High School:By May, 2022, staff will receive training to insure that 100% of our studen

☐ IXL:By May 2022, 100% of IXL students will score in the Low Risk or Low Moderat

☐ IXL:By the year 2022, 100% of IXL students will read on or above grade level en

☐ Jefferson:By 2022, the number of office referrals at Jefferson Elementary will be red

☐ Jefferson:By the year 2022, 100% of Jefferson students will read on or above grade le

☐ Middle School:Goal #1: ACMS will deliver differentiated instruction to meet all stud

☐ Middle School:Goal #2: ACMS will build critical thinking, creativity, communication, and

☐ Roosevelt:By May 2022, 100% of Roosevelt students will score in the Low Risk or Low M

☐ Roosevelt:By the year 2022, 100% of Roosevelt students will read on or above grade le

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



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Domain Three SMART Goals

Listed below are my Individual Goals for professional development. These goals focus on any of the four domains on the teacher evaluation rubric.

Status

Personal Goal

Actions

--- No entries. Click ADD NEW below. ---

[Add New Personal Goal](#)

Revision Notes/Comments

Comments



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Finish

FORM 1- The Knowledge Level (definition & examples)

At the Knowledge Level you are describing the new knowledge you gained from a professional development activity. You will earn 1 point for every hour that you spent learning new information that you can use in the classroom with students (either content related or professional education standards) or in service to the profession.

Activities must represent a significant growth experience for the teacher, not a current practice. For example, a current ongoing lesson will not qualify as a knowledge or implementation.

Screenshot of Knowledge Form from MyLearningPlan (Professional Growth)

The screenshot displays the 'Knowledge Professional Development Form' with the following sections and fields:

- Activity Details**
 - Activity Title: Text input field with a lock icon.
 - Description: Large text input field.
 - Activity Type: Dropdown menu with the text '--- Click To Select ---'.
 - Characters left: 2048.
- Dates/Times/Locations**
 - # of Meetings: Dropdown menu with the value '1'.
 - MeetingDate 1
 - Meeting 1 Date: Date input field.
 - Start & End Time: Two time input fields (HH:MM) separated by 'To'.
 - Location: Text input field.
- Provider**
 - Provider: Dropdown menu with the text '--- Click To Select ---'.
 - If not on list, enter here: Text input field.
- Hours**
 - 1 Hour = 1 Point: Text input field.
 - Hours: Text input field.
 - Will you apply for application points? Radio buttons for YES and NO.
 - If yes, how will you apply the knowledge? What are the next steps? Text input field.
 - Characters left: 2048.
- Goal(s) and Objective(s)**
 - Select At Least One District Objective: Two goal sections, each with a list of objectives marked by checkboxes.
 - Goal : To create a responsive, relationship-based culture addressing the**
 - ☐ Address social and emotional needs through the use of data.
 - ☐ Deepen knowledge and understanding of aspects of diversity and in
 - ☐ Facilitate relationships with students and families.
 - ☐ Involve students in self regulating strategies.
 - Goal : To enhance rigor and relevance ensuring individual student achiev**
 - ☐ Analyze student data and involve students in goal setting.
 - ☐ Deepen knowledge and understanding of new content.
 - ☐ Develop lesson plans aligned with Kansas State Standards.
 - ☐ Engage students in relevant and cognitively complex tasks.

Relicensure Section

Select a Purpose(s)

☐ Relicensure
☐ Movement on the Pay Scale

Category

--- Click To Select ---

File Attachment Section

In order to attach a file below, you must first upload that file to My File Library on your left menu. The file will then appear below to select.

Please check off the file(s) to attach to this request.

Comments

Comments

Characters left

2048

KS State Standards

Please select:

KS State Standards

☐ Standard 1: Learner Development.
☐ Standard 2: Learning Differences.
☐ Standard 3: Learning Environment.
☐ Standard 4: Content Knowledge.
☐ Standard 5: Application of Content.
☐ Standard 6: Assessment.
☐ Standard 7: Planning for Instruction.
☐ Standard 8: Instructional Strategies.
☐ Standard 9: Professional Learning and Ethical Practice.
☐ Standard 10: Leadership and Collaboration.

Finish

Submit

Save as Draft

For some in-district activities the teacher will be pre-enrolled or will need to sign-up in the District Catalogue on MyLearningPlan (Professional Growth).

Application Level (definition & examples)

You are ready to take the Knowledge (FORM 1) that you gained and change your instruction. You have reached the level where you can **demonstrate or model** what you learned at the professional development. \You are ready to teach the new strategy in your classroom or to other professionals. **To show application of knowledge:**

Complete the application form on www.mylearningplan.com, which should include:

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

Successful completion of application will allow you to double your knowledge points. You are doubling points from the specific knowledge activity leading to your application.

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

Impact Level (definition & example)

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

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

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

To get to the application form, go into the knowledge level activity and select Application level:

HS Inservice/Collaboration April 2020

Activity Details

HS Inservice/Collaboration April 2020 Dates: 04/13/2020
Status: Completed

Instructor(s): Truelove, etc.

1 Meeting(s)

#	Date	Time	Location
1.	Mon Apr 13, 2020	8:00 am to 3:00 pm	Virtual

Virtual inservice and collaboration in April 2020. Teachers had multiple sessions to attend.

Hours: 6.00 | Program: [District Catalog](#) | Form: Catalog Registration

Approval Status

#	Administrator	Approval Type	Comments	Status
1		Final Approval		

If you have any questions regarding the approval of this request, please contact the appropriate approver(s) listed above.

Actions

[View/Print Form](#) [Download Calendar File](#)

[Print Certificate](#) [Application Level](#)

For Application Level:
After completing a knowledge level activity, go into My Portfolio and select the activity.

Then go to Application Level and fill out the application form.

Additionally, print the form & evidence to submit to the PDC committee.

Screenshot of Application Form:

Knowledge Professional Development Form	
Activity Details	
Activity Title	<input type="text"/>
Description	<input type="text"/>
Activity Type	<div> <div>--- Click To Select ---</div> <div>▼</div> </div> <div>Characters left 2048</div>
Dates/Times/Locations	
# of Meetings	<input type="text" value="1"/>
MeetingDate 1	
Meeting 1 Date	<input type="text"/>
Start & End Time	<div> <div><input type="text"/></div> <div>▼</div> <div>:00</div> <div>▼</div> <div>To</div> <div><input type="text"/></div> <div>▼</div> <div>:00</div> <div>▼</div> </div>
Location	<input type="text"/>
Provider	
Provider	<div> <div>--- Click To Select ---</div> <div>▼</div> </div>
If not on list, enter here	<input type="text"/>
Hours	
1 Hour = 1 Point	
Hours	<input type="text"/>
Will you apply for application points?	<input type="radio"/> YES <input type="radio"/> NO
If yes, how will you apply the knowledge? What are the next steps?	<input type="text"/>
<div>Characters left 2048</div>	
Goal(s) and Objective(s)	
Select At Least One District Objective	<p>Goal : To create a responsive, relationship-based culture addressing the</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address social and emotional needs through the use of data. <input type="checkbox"/> Deepen knowledge and understanding of aspects of diversity and in <input type="checkbox"/> Facilitate relationships with students and families. <input type="checkbox"/> Involve students in self regulating strategies. <p>Goal : To enhance rigor and relevance ensuring individual student achiev</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and involve students in goal setting. <input type="checkbox"/> Deepen knowledge and understanding of new content. <input type="checkbox"/> Develop lesson plans aligned with Kansas State Standards. <input type="checkbox"/> Engage students in relevant and cognitively complex tasks.

Relicensure Section

Select a Purpose(s)

- ☐ Relicensure
☐ Movement on the Pay Scale

Category

--- Click To Select ---


File Attachment Section

In order to attach a file below, you must first upload that file to My File Library on your left menu. The file will then appear below to select.

Please check off the file(s) to attach to this request.

Comments

Comments

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KS State Standards

Please select:

- KS State Standards**
- ☐ Standard 1: Learner Development.
 - ☐ Standard 2: Learning Differences.
 - ☐ Standard 3: Learning Environment.
 - ☐ Standard 4: Content Knowledge.
 - ☐ Standard 5: Application of Content.
 - ☐ Standard 6: Assessment.
 - ☐ Standard 7: Planning for Instruction.
 - ☐ Standard 8: Instructional Strategies.
 - ☐ Standard 9: Professional Learning and Ethical Practice.
 - ☐ Standard 10: Leadership and Collaboration.

Finish

[Submit](#)

[Save as Draft](#)

Screenshot of Impact Level Form:

Impact Level Request Form

Submit this form to validate and demonstrate your impact of learning on students.

Application Level Activity Being Applied and Measured

Title of Activity

Description

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Hours/Points for Impact

(3x number of point from Application Level Activity)

Hours/Points

Timeline of Application

Start Date (mm/dd/yy)

End Date (mm/dd/yy)

School Student Achievement Goal

List any and all related Goals below. For example, reduce the percentage of failing grades to 10% or less in this academic area.

Goals

Characters left 2048

Change in Educator Practice

As a result of your new knowledge, describe below what practice(s) you will be changing in your classroom.

Type of Change

If Other, Describe Change

Describe changes in practice


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Baseline Data: Where are we now in relation to the Goal? What does the current data reveal?


For example, Last year 25% of our students failed one or more semesters of math and 15% failed one or more semesters of language arts.

Target student groups


(example: all students, students with failing grades; students in bottom 25th percentile)

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Targeted Grade Level

 Characters left 2048

Baseline Data Description

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Academic Area

In the field below, enter baseline or pre-test data point relating to the academic area under study. For example, a baseline average of 62% would enter 62 below.

Baseline Data (number only)

How will evidence of professional development impact on teachers and students be collected? How will progress toward the SMART Goal be measured?

Check all forms of data collection that will be used to quantify the impact of the professional development in the areas listed below.

Application Measurement Options

Application (Changes in Educator Practice)

- ☐ PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS
- ☐ INTERVIEWS
- ☐ DIRECTOR OBSERVATIONS OR VIDEOTAPED LESSONS
- ☐ WALK-THROUGHS BY SCHOOL TEAMS
- ☐ EDUCATOR PORTFOLIOS
- ☐ LESSON PLANS
- ☐ PRODUCTS (UNIT PLANS; CURRICULUM MAPS; ETC.)

Student Impact Baseline Data

Impact (Improvement in Student Achievement/Performance)

- ☐ TEACHER-DEVELOPED CLASSROOM ASSESSMENTS
- ☐ INDIVIDUAL/GROUP TASKS OR PRODUCTS (RUBRIC SCORED)
- ☐ CLASSROOM SIMULATIONS OR DEMONSTRATIONS
- ☐ SCHOOL RECORDS: GRADES
- ☐ SCHOOL RECORDS: HONORS CLASSES
- ☐ SCHOOL RECORDS: GRADUATION RATES
- ☐ SCHOOL RECORDS: PERCENT IN REMEDIAL CLASSES
- ☐ SCHOOL RECORDS: HS DROPOUTS
- ☐ STANDARDIZED ACHIEVEMENT ASSESSMENTS
- ☐ STANDARDIZED PERFORMANCE ASSESSMENTS

Goals/Objectives/Strategies

Goal : To create a responsive, relationship-based culture addressing the

- ☐ Address social and emotional needs through the use of data.
- ☐ Deepen knowledge and understanding of aspects of diversity and in
- ☐ Facilitate relationships with students and families.
- ☐ Involve students in self regulating strategies.

Goal : To enhance rigor and relevance ensuring individual student achiev

- ☐ Analyze student data and involve students in goal setting.
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Relicensure Section

Please select:

- ☐ Relicensure
- ☐ Movement on the Pay Scale

Category

--- Click To Select ---



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KS State Standards

Please select:

KS State Standards

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- ☐ Standard 7: Planning for Instruction.
- ☐ Standard 8: Instructional Strategies.
- ☐ Standard 9: Professional Learning and Ethical Practice.
- ☐ Standard 10: Leadership and Collaboration.

Comments

Comments





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Finish

Submit

Save as Draft

Professional Leave Request Form:

Professional Leave Request	
Teachers use this form to request approval to attend an out of district conference.	
Conference Details	
Conference Name	<input type="text"/>
Description	<input type="text"/>
	 Characters left 2048
Location	<input type="text"/>
URL for Description	<input type="text"/>
Purpose	<input type="text" value="--- Click To Select ---"/>
Dates/Times/Locations/Subs	
# of Meetings	<input type="text" value="1"/>
MeetingDate 1	
Meeting 1 Date	<input type="text"/>
Start & End Time	<input type="text"/> To <input type="text"/>
Location	<input type="text"/>
Sub Needed for Date #1	<input checked="" type="radio"/> Yes <input type="radio"/> No
Absence Start/End Time1	<input type="text"/> To <input type="text"/>
Location of Absence1	<input type="text" value="Adams"/>
Provider	
Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
Payment	
Payment	<input type="text" value="--- Click To Select ---"/>
Transportation	
Transportation	<input type="text" value="--- Click To Select ---"/>
Time Needed	<input type="text"/>
Estimated Costs to the District	
Registration Fee	<input type="text"/>
Estimated Lodging	<input type="text"/>
Lodging # of nights	<input type="text"/>
Name and Address of Hotel	<input type="text"/>
	 Characters left 2048
Transportation	<input type="text"/>
Transportation # of miles	<input type="text"/>
Meals	<input type="text"/>

Hours/Points

Enter the number of Points you are seeking for this activity

Hours

10

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : To create a responsive, relationship-based culture addressing the

- ☐ Address social and emotional needs through the use of data.
- ☐ Deepen knowledge and understanding of aspects of diversity and in
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Goal : To enhance rigor and relevance ensuring individual student achiev

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Relicensure Section

Select a Purpose(s)

- ☐ Relicensure
- ☐ Movement on the Pay Scale

Category

--- Click To Select ---



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Please check off files to attach to this request

KS State Standards

Please select

KS State Standards

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- ☐ Standard 9: Professional Learning and Ethical Practice.
- ☐ Standard 10: Leadership and Collaboration.

Comments

Comments



Characters left 2048

Finish

Submit

Save as Draft

Professional Development Application/Impact Assessment Evidence Cover Sheet

Name _____

Date _____

Activity Title _____

Please indicate forms of evidence below and attach a copy of your application evidence/data. Then submit this form with your data to your building PDC rep.

Transportation	
Transportation	<div style="border: 1px solid #ccc; padding: 2px;">--- Click To Select ---</div>
Time Needed	<div style="border: 1px solid #ccc; height: 20px;"></div>
Estimated Costs to the District	
Registration Fee	<div style="border: 1px solid #ccc; padding: 2px;">\$</div>
Estimated Lodging	<div style="border: 1px solid #ccc; padding: 2px;">\$</div>
Lodging # of nights	<div style="border: 1px solid #ccc; height: 20px;"></div>
Name and Address of Hotel	<div style="border: 1px solid #ccc; height: 40px;"></div>
	Characters left 2048
Transportation	<div style="border: 1px solid #ccc; padding: 2px;">\$</div>
Transportation # of miles	<div style="border: 1px solid #ccc; height: 20px;"></div>
Meals	<div style="border: 1px solid #ccc; padding: 2px;">\$</div>
Hours/Points	
<div style="border: 1px solid #ccc; padding: 5px;">Enter the number of Points you are seeking for this activity</div>	
Hours	<div style="border: 1px solid #ccc; padding: 2px;">h</div>
Goal(s) and Objective(s)	
Select At Least One District Objective	<div style="font-size: small;"> Goal : BUILDING : Teachers will collaborate <input type="checkbox"/> Analyze student data <input type="checkbox"/> Develop lesson plans aligned with CCSS <input type="checkbox"/> Monitor student success Goal : BUILDING : Teachers will engage students in cognitively complex t <input type="checkbox"/> Teachers act as resource provider and guide as students engage in <input type="checkbox"/> Teachers organize the class in such a way to faculty students wor Goal : BUILDING : Teachers will help students practice and deepen their <input type="checkbox"/> Engaging students in practice activities that help them develop f <input type="checkbox"/> Examining similarities and differences <input type="checkbox"/> Examining their own reasoning or the logic of the information as Goal : DISTRICT : Every teacher will implement common core with fidelity <input type="checkbox"/> Develop curriculum guides and assessments <input type="checkbox"/> Plan for implementation <input type="checkbox"/> Provide PD including instructional strategies <input type="checkbox"/> Provide PD including instructional vocabulary <input type="checkbox"/> Provide PD including technology integration <input type="checkbox"/> To analyze instructional shifts Goal : Personal <input type="checkbox"/> Academic coach initiates collaboration with classroom teachers in <input type="checkbox"/> Academic coach is highly engaged in providing quality professio <input type="checkbox"/> Academic coach is proactive in locating resources for instruction </div>

Administrator/ designee
observation *

Minimum of four observation within your six-month application period.

	Lesson plans or (not both) implementation log *	Should cover a 6-month period and have a minimum of 18 lessons/entries. (Please highlight the strategy description on the lesson plans.)
	Student work samples	Show pre-strategy example and strategy example. Provide 1:5 sampling of various ability levels from the class (secondary would only include work from one class period).
	Teacher reflection comparing current practice with previous practice *	Complete graphic organizer and summarize your findings. Attach summary in essay form using Word or similar program.
	Portfolios - teacher/student	Show reflection of a student's performance over time.
	Student interview / conference *	Include the questions asked and answers. Interview/conference 1:5 sampling of various ability levels from the class (secondary would only include work from one class period).
	Videotape process / lesson with analysis *	Completion of analysis form with detailed explanations.
	Still photography with analysis *	Completion of analysis form with detailed explanations.
	Peer coaching *	Develop a system of meaningful feedback you want your coach to use and have them observe a minimum of three times.
	Other evidence approved by PDC on an individual basis	