

Valley Center USD 262



Professional Development 5-Year Plan

2013-2018

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Valley Center Professional Development

Philosophy

The Valley Center School District is committed to on-going professional learning by and for all employees that will improve student learning and further the vision, mission, and long range goals of the district.

Purpose

The purpose of professional learning is to provide the opportunity for continuous individual and collaborative learning and the implementation of new knowledge, skills, research-based strategies which increase student learning and achievement, strengthen program effectiveness and improve professional competence.

Beliefs

Professional learning should...

- ...be results-based and support increased student achievement.
- ...address individual and team needs in a collaborative fashion within a learning community
- ...be directed toward fulfilling the district's mission and vision
- ...align with individual, building, and/or district goals.
- ...focus on on-going individual improvement for all employees.
- ...reflect research and best practices.
- ...be successfully implemented in classrooms.
- ...provide for various levels of proficiency.
- ...be supported with time and money.
- ...enable employees to increase their value to the organization.
- ...align with the National Standards for Professional Learning.
- ...align with the Kansas Standards.

District Professional Learning Goals

Leadership/Professional Responsibilities

District educators will increase student achievement by demonstrating leadership and professional responsibilities through:

- Commitment and contributions to the mission and goals of the school and district
- Participation in district initiatives
- Demonstration of leadership in the classroom, school, and profession
- Participation in professional learning
- Deepening content knowledge
- Effective and purposeful collaboration
- Communication with stakeholders
- Professional self-reflection and evaluation

Classroom Management and Environment

District educators will increase student achievement by cultivating an effective classroom management system and environment through:

- Effective classroom management skills
- Classroom environment that is respectful and nurturing
- Ability to meet the learning needs of a diverse student population
- Collaboration and building relationships with parents/guardians and community

Curriculum, Instruction, and Assessment

District educators will increase student achievement by demonstrating knowledge and effective implementation of district curriculum, instruction, and assessment through:

- Identification of critical learning objectives aligned to state and national standards (What do students need to know?)
- Application of research-based instructional strategies
- Technology integration
- Creation of learning opportunities that emphasize the application of higher order thinking and 21st Century learning skills and the Habits of Mind
- Assessment design/use to measure student progress toward meeting learning goals (How do we know students are learning?)
- Collection and analysis of student data to monitor learning progress
- Quick response to learning needs to ensure mastery of concepts, skills, and content
- Collaboratively designing intervention and/or enrichment for those students who struggle or need extension (What will we do when students haven't learned or already know the learning objectives?)
- Reflection of lessons taught and creation of next steps

The District Professional Development Council (PDC)

Under Kansas statute school districts must establish and maintain a Professional Development Council. The role of the district PDC is to design and assist with managing district-wide professional learning opportunities in alignment with the district's mission, academic focus, and school improvement plans. The PDC shall consist of one licensed representative appointed from each building in May, administrative representation, and a district administrative chair. The team must include at least as many teachers as administrators. Terms are for one year and members may be reappointed at the end of their terms. The committee meets up to ten (10) times outside of the school day August to May to participate in annual training related to roles and responsibilities of council members, develop operational procedures, approve application and impact level requests, and develop and implement a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board. Members are paid a district supplemental salary.

Determining the Focus of Staff Development in USD 262

District and building goals and objectives are created annually by review of assessment data and teacher evaluation data. A building's Leadership Team reviews building's data and conducts data-driven dialogue to create their goals and objectives. Based on this data, the building's Leadership Team develops the results-based staff development plan that is submitted to the PDC.

The PDC will also conduct an annual Title II Needs Assessment. This is done through an electronic survey. The questions are compiled by the PDC from building and individual goals. The data will be compiled and distributed to district and building Leadership Teams.

Measuring the Impact of the USD262 Plan

Impact of professional learning will be measured through:

- A continued increase in student achievement,
- Reduced percentage of students needing Tier 2 & 3 levels of support,
- Teacher evaluation data that will demonstrate an increased number of teachers performing in the top levels of the District's adopted teacher evaluation system.

Professional Development Plan (PDP)

Three Easy Steps:

Write
Implement
Analyze

Writing Your Plan

Your Professional Development Plan (PDP) will have district goals, building goals, and your own personal goals on the McREL Teacher Evaluation System and mylearningplan.com. You are required to review your personal goals and update as needed each year. You may amend or add to your goals at any time throughout the school year.

- 1. Complete the McREL Self-Assessment to determine your staff development needs**
 - Consider your needs in relation to the Professional Teaching Standards, self-evaluations and/or formal evaluations
 - Consider your needs in relation to licensure renewal
 - Consider your needs in relation to district and building goals
 - Consider your needs in relation to your own professional growth as an educator
 - Collaborate with your supervisor to determine professional development needs
- 2. Write Professional Learning SMART goals on the McREL Profession Development Plan in the McREL System**
- 3. Copy your Personal Goals to My Learning Plan**
 - Copy and paste-your goals from your Professional Development Plan in the McREL System into the **My Personal Goals** section of My Learning Plan. From your PDP, highlight your first goal, copy it, go to the left menu bar and click on My Personal Goals. Click “Add New,” go to the description box and paste your goal. Give your goal a name. (Repeat for each goal) This allows your learning goals to be tied to future professional learning opportunities and be visible on Prior Approval Forms and Knowledge Validation Forms.
- 4. Meet with your building administrator to review and revise your learning goals by September 15th.**

EXAMPLES SMART (Specific; Measurable; Attainable; Relevant; Time-bound)

Remember: All individual goals should be geared specifically to how they will impact the learners.

Goal: 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 (Phoneme Substitution).

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

Goal: 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, reteaching, 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

Goal: 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

Implementing Your Plan

Participation in professional development activities is expected in order to increase teacher effectiveness and student learning. These activities may also be used to earn professional development points for licensure renewal.

Points are awarded across three **areas** of professional development at one of three **levels**:

Areas:

- Content Endorsement Standards – WHAT you teach
- Professional Education Standards – HOW you teach
- Service to the Profession – What you do to help the profession (i.e. committees, mentoring, cooperating teacher for a student teacher, facilitate team or group learning, etc.)

Levels:

- I. Knowledge (Basic Awareness) – What new information have you gained from this activity? How will you use this new information to further student growth? It is best practice to complete the Knowledge Level Evaluation form immediately after completing the activity. After 90 days, the activity will be deleted from individual My Learning Plan accounts.
- II. Application (Becoming Proficient by Applying the Skills) – How are you implementing this knowledge over time (minimum of 9 weeks) to foster increased student achievement or staff effectiveness?

III. Impact (Advanced/Exemplary Level of Expertise - There is a positive effect on student achievement and/or staff practices through application of skills). As a result of the application of this new knowledge over an extended period of time (minimum of one semester), how has student performance improved, OR how has a district practice, program or curriculum changed?

Earning Professional Development Points in USD 262

To Earn Knowledge Level Professional Development Points:

1. **Complete a Prior Approval Form or enroll in the activity via the District Catalog:** complete on MLP prior to the activity (seat time does not include lunch and breaks).
2. **Attend activity**
3. **Complete the Knowledge Validation Form** to reflect upon your learning.
4. **Mark Complete:** Go to MLP, click on the activity title and click MARK COMPLETE. **You MUST do this step within 90 days of the activity to receive knowledge level points or the activity will be deleted from your MLP account.**

To Earn Application Level Professional Development Points

(2x knowledge level points)

1. Meet with your building PDC representative to discuss your plan of action for application and seek possible suggestions. This would also be a time to explore the opportunity to take these skills to the impact level, beginning with a pretest.
2. Go to MLP: click on the Activity Title, then click on the **APPLICATION LEVEL** button. Complete this form.
3. Carry out your plan for a minimum of nine weeks while collecting artifacts proving application and data if you're planning to request impact points.
4. After the nine week period, go to MLP: click on the Activity Title, then click **APPLICATION REFLECTION (Level II)**. Complete this form. This is your REFLECTION of how you applied the knowledge level skills repeatedly over that time period (start date is the date of the activity; end date must be at least nine-weeks later). Suggestion – you may want to keep a file of practice trials.
5. Meet with your building PDC representative: reflect on your plan, show evidence of application, student work, lesson plans, etc. Your PDC rep will present your application documentation at the next monthly PDC meeting for final approval of your application level points by the council.

To Earn Impact Level Professional Development Points:

(3x knowledge level points)

1. After application level points have been approved, meet with your building PDC representative to discuss your plan of action for impact and seek possible suggestions.
2. Go to MLP: click on the Activity Title, then click on the **IMPACT LEVEL** button. Complete this form.
3. Carry out your plan and collect data for a semester or an additional nine weeks if data was collected during the application level process.
4. After the semester time period, go to MLP: click on the Activity Title, then click **IMPACT Reflection**. Complete this form. This is your REFLECTION of how implementation of your learning positively impacted student achievement or your

professional practice repeatedly over the identified time period (start date is the date of the activity; end date must be at least a semester later).

- Meet with your building PDC representative: reflect on your plan, show evidence of positive impact with data related to observations, assessments, student work, anecdotal notes, surveys, etc. Your PDC rep will present your impact documentation and data at the next monthly PDC meeting for final approval of your impact level points by the council.

Appeal Process: USD 262 certified/licensed staff members may appeal a denied request or loss of points by submitting a letter to the Professional Development council through their representative to be considered and voted on by the council.

Areas of Professional Development

Levels of Indicators	AREAS OF PROFESSIONAL DEVELOPMENT Points used for renewal of a license must be earned in at least two of the three areas.		
	Content Endorsement	Professional Education *	Service to the Profession
Knowledge What do you know now that you didn't know before?	1pt = 1 hour of activity	1pt = 1 hour of activity	1pt = 1 hour of activity
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
Impact How has student and/or teacher performance improved?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level.

Knowledge level points provide the baseline for the points that may eventually be earned at the Application and Impact levels. Application or Impact level points may be earned from Knowledge level points awarded during previous licensure periods.

EXAMPLES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

<u>AREAS OF PROFESSIONAL DEVELOPMENT</u>			
Points used for renewal of a license must be earned in at least two of the three areas.			
	Content Endorsement	Professional Education	Service to the Profession
Knowledge What do you know now that you didn't know before?	<ul style="list-style-type: none"> • College Course • Workshop or conference sessions • Read book or journal article 	<ul style="list-style-type: none"> • College Course • Workshop or conference sessions • Read book or journal article 	<ul style="list-style-type: none"> • Professional Committee • Presenting Information to Colleagues • Peer coaching • Cooperating Teacher for student teacher • Mentoring • Facilitating Professional Learning
Application What are you doing now that you could/did not do before? <ul style="list-style-type: none"> • Nine-week time period • Artifacts must be submitted to PDC. 	<ul style="list-style-type: none"> • Implement new lesson plans or units of study based on knowledge level activity. 	<ul style="list-style-type: none"> • Implement newly-learned methodology or strategy in classroom. 	No points awarded at this level.
Impact How has student performance improved? <ul style="list-style-type: none"> • Semester time period • Data proving positive student achievement must be submitted to PDC. 	<ul style="list-style-type: none"> • Sustained Action Research including data: pre-/post-testing, examination of student work, etc. 	<ul style="list-style-type: none"> • Sustained Action Research including data: pre-/post-testing, examination of student work, etc. 	No points awarded at this level.

Analyze Progress of the Plan

- Keep your mylearningplan.com records current.
- Consider progress toward your goals throughout your licensure cycle.
- Revise your Professional Development Plan annually throughout your licensure cycle and as new needs are recognized.
- Continue a vertical movement in your goals: Knowledge to Application to Impact.

Appendix

Licensure

Licensure is the responsibility of the employee. It is also your responsibility to secure transcripts for college/university credit and professional development points earned.

Your specific license renewal information is found on the front of your current license.

5 Year Certificate Renewal: 5 year to 5 year Professional License

If the applicant holds a graduate degree: Earn 120 professional development points awarded by a Kansas local professional development council under an approved individual development plan. If retired and participating in an educational retirement system, earn 60 professional development points.

OR

If the applicant does not hold a graduate degree: Earn 160 professional development points awarded by a Kansas local professional development council under an approved individual development plan, including at least 80 points for college credit. If retired and participating in an educational retirement system, earn 80 professional development points, including at least 40 points for college credit.

OR

If completing a program to add a new teaching, school specialist or school leadership endorsement, apply eight semester credit hours of the approved program towards renewal.

OR

Verify three years of accredited experience during the current professional license IF the applicant holds a graduate degree. This type of experience renewal may be used only twice in the applicant's career. Choose "License Lookup" at www.ksde.org (Educator Licensure) to check how many times this option has been accessed if eligible.

OR

Complete all components of the National Board for Professional Teaching Standards assessment for National Board Certification.

OR

To move to an accomplished teaching license, achieve National Board Certification.

For additional specific information and application forms regarding your license, please contact the Kansas State Department of Education at www.ksde.org.

Standards for Professional Learning

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.

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

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

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.

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.

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.

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

Adopted from Learning Forward

KANSAS PROFESSIONAL EDUCATION STANDARDS

1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
3. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.
5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading
8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
9. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).
10. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being
11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
13. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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.

Step-By-Step Guide

1. Go to <http://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.***

Getting Started with the McREL Teacher Evaluation System

Step-By-Step Guide

1. Go to https://ats1.searchsoft.net/ats/emp_login?COMPANY_ID=OA001382



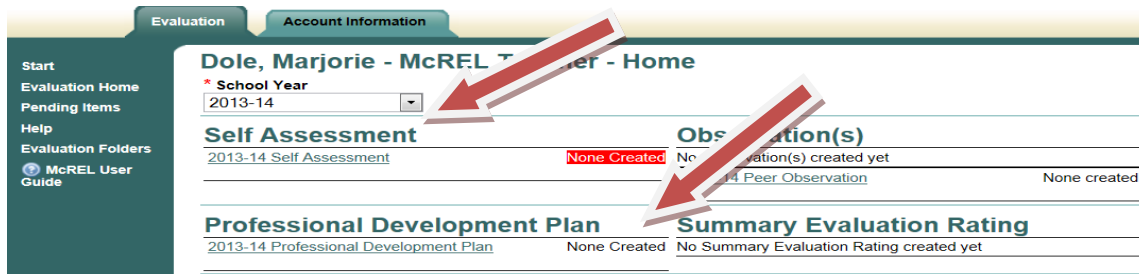
The image shows the 'Employer Login' page. It has a dark green header with the text 'Employer Login'. Below the header, there are two input fields: 'User Name:' and 'Password:'. Below these fields are two buttons: 'Login' and 'Clear'. At the bottom of the form area, there is a maintenance notice: 'Maintenance for this system will be on Tuesday 07/23/2013 beginning 10pm through 2am.'

2. Type your User Name (Your email address) and password.

3. From the Evaluation Tab, select Evaluation Home.



4. From this screen, you will be able to complete the Self-Assessment and create your Professional Development Plan.



This screenshot shows the user's home page for 'Dole, Marjorie - McREL Teacher - Home'. The page has a dark green header with 'Evaluation' and 'Account Information' tabs. The 'Evaluation' tab is active. On the left, there is a sidebar menu with options: 'Start', 'Evaluation Home', 'Pending Items', 'Help', 'Evaluation Folders', and 'McREL User Guide'. The main content area shows a 'School Year' dropdown menu set to '2013-14'. Below this, there are two main sections: 'Self Assessment' and 'Professional Development Plan'. The 'Self Assessment' section shows '2013-14 Self Assessment' with a status of 'None Created'. The 'Professional Development Plan' section shows '2013-14 Professional Development Plan' with a status of 'None Created'. To the right, there are sections for 'Observation(s)' and 'Summary Evaluation Rating', both showing 'None created'. Red arrows point to the 'Self Assessment' and 'Professional Development Plan' sections.

Completing a Self-Assessment on the McRel Teacher Evaluation System

1. From the Evaluation Home Page, click on the Self-Assessment link. Note the status of “not Created” in red.
2. Complete the entire self-assessment form. You can always save it at the bottom and come back later to finish.
3. Once the entire form is complete, select “Yes” under “Completed Self-Assessment.”
 - a. Selecting “Yes” to “Other People may View Self-Assessment” allows administrators to view the form.
 - b. Selecting “No” only allows administrators to see that it has been completed.

Working with a Professional Development Plan on the McRel Teacher Evaluation System

1. Create a Professional Development Plan by clicking on 2013-14 Professional Development Plan
2. Choose the Standard and Element that your first goal will address.
3. Complete the Strategy Planning Sections
4. Save your plan.

Working with a Professional Development Plan

Step #1: Create a Professional Development

The screenshot shows the 'Professional Development Plan' interface. At the top, there is a 'Professional Development Plan' header with a 'New' button and a 'Draft' status. Below this, there are two main steps:

- Step #1: Create a Professional Development**: This step is illustrated by a callout box pointing to the 'New' button and another callout box pointing to the 'Draft' status. A third callout box points to the 'View an existing Plan' link.
- Step #2: Work with the teacher to build the plan**: This step is illustrated by a callout box pointing to the 'Add or Remove strategy planning sections' button. Another callout box points to the 'Standard & Element that this section focuses on' dropdown menu.

The main interface includes a table with the following structure:

Element	Expected Outcome and Evidence of Completion
[51] A. Teachers lead in their classroom.	
Activities/Actions	
Resources Needed	

The table is labeled 'Planning Area'.

QUESTIONS AND ANSWERS

1. *Who has to use mylearningplan.com?*

All licensed staff members are required to keep a record of their professional development activities on mylearningplan.com. A printed transcript of those activities is necessary only when relicensing or moving on the salary schedule.

2. *Do I need to write a new PDP each school year?*

Yes. At the beginning of each school year, you should evaluate your goals and change them as needed on mylearningplan.com. At any time during the licensure period, you may change your goals with principal approval. You will have a meeting with your principal to collaboratively review your goals. Your principal must approve your goals.

3. *Do college courses have to be submitted for prior approval on mylearningplan.com?*

If you have a LICENSE, college courses MUST be submitted for approval on mylearningplan.com using the College Credit Approval form. Enter the number of college credits you will be receiving. Do not multiply that number by 20. Be sure to select relicensure as a purpose so that it will be included on your transcript. An official transcript from the college/university will be required by the district and the state for relicensure.

4. *If I am National Board certified, do I have to use mylearningplan.com?*

Yes. You may not wish to record activities for points, however, you are still bound by the district professional development plan. My Learning Plan helps track your professional development.

5. *Can I earn points for departmental/team/grade level meetings?*

Yes. If your meeting is routine in nature, discussing items that are a normal part of your job, then Service to the Profession points can be earned. If your departmental meeting is to learn a new software program or a new teaching strategy, then Content Knowledge points can be earned.

6. *How do I get an official My Learning Plan transcript for relicensure?*

Contact the Assistant Superintendent at 755-7000 at least two weeks before you are ready to send in your relicensure request.