

Valley Center USD 262



Professional Development 5-Year Plan

2018-2023

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Valley Center Professional Development

Philosophy

The Valley Center School District is committed to continuous professional learning that will improve staff effectiveness, student learning and further the vision, mission, and goals of the district.

Purpose

The staff of the Valley Center School District will engage in continuous professional learning and apply that learning in their job settings for overall improvement of the district.

Beliefs

Professional learning should...

- ...be results-based and support increased student achievement.
- ...address individual, team, building, and district needs in an equitable and 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 individual improvement for all employees.
- ...reflect research and best practices.
- ...be successfully implemented in classrooms.
- ...provide for various levels of proficiency.
- ...be supported with resources.
- ...enable employees to positively affect the students, district, and the community.
- ...align with the State and National Standards for Professional Learning.

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
- Active participation in professional learning
- Deepening knowledge of effective teaching practice and content
- 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 students, staff, families, 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
- Application of research-based instructional strategies
- Integration of Digital, Media, and Global Literacies
- Collection and analysis of student data to monitor progress of academic learning and social, emotional, and character development
- Quick response to learning needs to ensure mastery of skills and content by designing intervention and/or enrichment for those students who struggle or need extension

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 members are paid a supplemental salary and meet up to ten (10) times outside of the school day from August to May.

Roles and Responsibilities include:

- Participate in annual training related to roles and responsibilities of council members
- Develop operational procedures, approve application and impact level requests
- Provide input regarding professional development needs
- Develop and implement a five-year plan to submit to the Board of Education and KSDE for approval

Determining the Focus of Staff Development in USD 262

District and building goals and objectives are created annually by review of assessment data, teacher evaluation data, and the district strategic plan. A building team reviews its data and develops a results-based staff development plan that is submitted to the PDC.

The PDC will also conduct an annual electronic Title II Needs Assessment survey. The questions are compiled by the PDC from building and individual goals. The survey data will be compiled by the PDC and distributed to the leadership cabinet who will disseminate as needed.

Measuring the Effect of the USD262 Plan

Effect of professional learning will be measured through:

- Staff perception surveys
- Student performance data
- Strategic plan progression
- Teacher evaluation data

Professional Development Plan (PDP)

Five Easy Steps:

- Self-assess
- Write
- Copy
- Implement
- Reflect

Developing 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.

Steps:

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 learning goals by September 15th of each year
2. **Write Professional Learning SMART goals on the Professional Development Plan in the McREL System**
3. **Copy to your Personal Goals in My Learning Plan** - This allows your learning goals to be tied to future professional learning opportunities and appear on Prior Approval Forms.
 - 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 McRel PDP, highlight your first goal and copy it.
 - Open My Learning Plan. On the left menu bar, click on “My Personal Goals.”
 - Click “Add New Goal,”
 - Paste your learning goal into the description box and name the goal. When you save the goal, ensure that “Active” is set to “yes.” (Repeat for each goal)

Personal Goals

Goal

Goal Name/Title: Improve Student Performance in ELA

Description (max. 1000 chars): By March 2019, 80% of my students will score in categories 3 or 4 on the Kansas State Assessment.

Active: Yes No

Save

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4. Implement

- Begin to implement your learning plan by participating in relevant learning opportunities designed to help you meet your goals. Touch base with your PDC representative and/or building principal, as needed, for help in selecting appropriate learning activities.

5. Reflect

- Reflect upon your progress in meeting your goals via McRel at both Mid-year and End-of-year. Your principal will contact you about your progress as part of this process.

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: 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? If a Knowledge Level Evaluation

form is required, it is best practice to complete it immediately after attending 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 and ensure you sign the attendance roster.**
3. Following any activity that was placed in the district catalog, the building PDC representative will mark the activity as “Complete” based on the sign-in sheet. This will immediately move the activity into the Recently Completed section.
4. Staff who complete an activity requested on the “College Credit Approval Form” or the “Prior Approval Form” will complete the Knowledge Level Evaluation form and then “Mark Complete” in order to earn credit. **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)

Steps:

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. Make sure, if you are using points earned from college credit, that you have discussed with your PDC representative the appropriate number of points you may take to application level.
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, reflections, 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. Thorough documentation is key to the PDC in determining whether or not to grant application points.**

PDC Policy Regarding College Courses and Application Level Points

Knowledge points earned from college credit classes can be taken to application and/or impact level under the following guidelines.

1. Original projects completed as part of, or as a requirement of the coursework for the college class cannot be used. Those are considered requirements of the knowledge level points you have already earned.
2. The application of the knowledge earned would need to be extended beyond any original requirement of the class.
3. All requirements for application level points must be met.
4. **A maximum of 20% of the knowledge points earned for the college class may be taken to application/impact.**

Example: 3 credit hour class = 60 knowledge level points. A maximum of 12 points can be taken to application, which results in 24 application level points. Many times, however, you are not using 20% of the knowledge gained from the entire class, therefore less than 20% should be requested.

To Earn Impact Level Professional Development Points:

(3x knowledge level points)

Steps:

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).
5. 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. Thorough documentation is key to the PDC in determining whether or not to grant impact points.**

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		
	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 (20% limit for college credit)	2 X Knowledge Level points (20% limit for college credit)	No points awarded at this level.
Impact How has student and/or teacher performance improved?	3 X Knowledge Level points (20% limit for college credit)	3 X Knowledge Level points (20% limit for college credit)	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

	AREAS OF PROFESSIONAL DEVELOPMENT		
	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 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. (Documentation required) 	<ul style="list-style-type: none"> Implement newly-learned methodology or strategy in classroom. (Documentation required) 	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. (Documentation and data required) 	<ul style="list-style-type: none"> Sustained Action Research including data: pre-/post-testing, examination of student work, etc. (Documentation and data required) 	No points awarded at this level.

Analyze Progress of the Plan

- Keep your mylearningplan.com records current.
- Consider progress toward your goals each semester
- Revise your Professional Development Plan in McRel annually and as new needs are recognized.

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 and can be accessed at www.ksde.org under the licensure tab.

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

Type of License	Renewal Options	Total PDC Points Needed	Points needed from College credits	Transcripts Needed	Forms/Items needed
Initial- to renew an initial license	PDC Points	160	80	PDC and College	Form 20 - online process/form
	8 credit hours	0	0	College	
	Accredited Experience	0	0		1 year of experience in last 6 years
	Retaken and Passed Praxis	0	0		Must send KSDE test results
Initial- to move to professional license	Complete a year-long mentoring program	0	0	0	Form 21 - online process/form
Professional	PDC Points + College coursework	160	80	PDC and College	Form 3a for all
	PDC Points only- Must have Master's	120	0	PDC (if no college hours on PDC transcript)	
	College credit-new endorsement area or Master's degree that gives new endorsement	0	8 college credits needed	College	
	Master's Degree + experience	0	0	0	Can be used twice during career
	National Board Assessment	0	0	0	Must earn Nat'l 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. Enter your Username (firstname.lastname) and Password then click Sign In. For example, john.smith.
3. Once logged in, click on the **My User Profile** link, located on the lower left side of the screen, to verify your account details. *
4. 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 icon is located at the top of your screen and is represented by the blue help  Help button

** 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

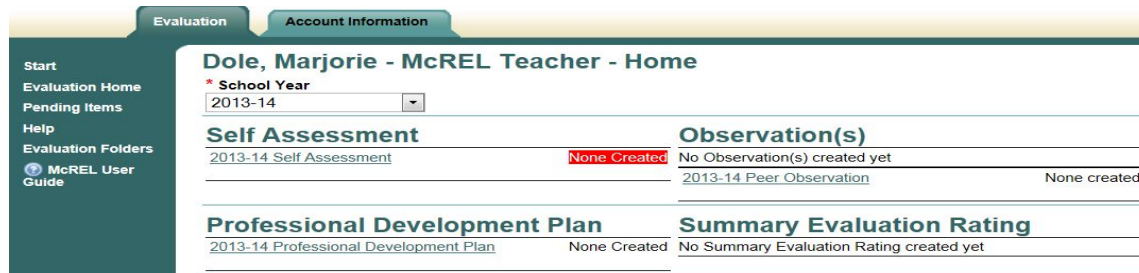


The image shows the 'Employer Login' page. It has a dark green header with the text 'Employer Login'. Below the header, there are two input fields: 'User Name:' and 'Password:'. Below these fields are two buttons: 'Login' and 'Clear'. At the bottom of the form area, there is a maintenance notice: 'Maintenance 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.



The image shows the 'McREL Teacher - Home' page for 'Dole, Marjorie'. The page has a dark green header with 'Evaluation' and 'Account Information' tabs. The main content area is divided into several sections:

Dole, Marjorie - McREL Teacher - Home	
* School Year 2013-14	
Self Assessment	Observation(s)
2013-14 Self Assessment	No Observation(s) created yet
	2013-14 Peer Observation
	None created
Professional Development Plan	Summary Evaluation Rating
2013-14 Professional Development Plan	No Summary Evaluation Rating created yet
	None Created

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 the appropriate year’s Professional Development Plan. If you are doing this in the spring for the following year, make sure to select your PDP for the following school year.
2. Choose the Standard and Element that your first goal will address.
3. Complete the Strategy Planning Sections.
4. Save your plan.

For a step-by-step guide for working in the McRel System, click on this link:
<https://cdn.searchsoft.net/images/SearchSoftMcRELUserGuideV1.pdf> .

Quick Start Guide to MyLearningPlan.com

Logging onto the MyLearningPlan Website

- Go to the internet and type in the following website address: <http://www.mylearningplan.com>
- At the MyLearningPlan log on screen type your Username (firstname.lastname) and Password.

My User Profile

- To receive E-Mail Notifications about upcoming activities in the District Catalog, click on My User Profile located on the left-hand side of the screen in the Navigation Panel.
- Select Yes or No to all of the available options.
- Next select your Building and Department.
- Check a grade level (optional).
- After you have made your choices click "Save."

Professional Development Plan - McREL

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

Professional Development Plan con't

- Collaborate with your supervisor to determine professional development needs
2. Write Professional Learning SMART goals on the McREL Professional Development Plan in the McREL System
 3. Copy your Personal Goals to My Learning Plan (See Below)
 4. Meet with your building administrator to review and revise your learning goals by September 15th.

My Personal Goals

By entering your personal goals into My Learning Plan, you will be able to link your future professional learning opportunities to your professional development plan. In addition, your goals will be visible for selection on the My Learning Plan forms that you complete to request professional development points.

- From your Professional Development Plan in the McREL system, copy your first goal.
- In My Learning Plan, click on the My Personal Goals link.
- Next click on **Add New**.
- Paste your first goal into the description box.
- Select an appropriate title for your Personal Goal (i.e. communication, technology, etc.)
- Click **Yes** next to **Active**.
- Click **Save**. Repeat for each of the goals listed on your PDP

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Prior Approval Form

- This form is used when requesting to attend an event or workshop that is NOT already listed in the district catalog. It should be completed prior to the event.
- To complete this form under **Fill-In Forms** located on the left-hand side of the screen in the Navigation Panel, click on the **Prior Approval Form** link.
- Fill in each section.
- Under **PDC Points**, make sure that you do not include lunch time as you determine the number of points to request. (i.e. 1 hour seat time = 1 point)
- Select the appropriate **Goals and Objectives** by clicking in the appropriate boxes.
- Under **Purpose(s)** make sure to click the relicensure box.
- Click **Submit**.

Knowledge Level Evaluation Form

- After attending an activity for which you completed a Prior Approval or College Credit Approval form, you will need to complete the Knowledge Level Evaluation Form in order to receive points/credit.
- Click on the **Manage** box next to the title of the activity listed within the **Approved and/or In-Progress** section of your home page.
- Click on the Knowledge Level Evaluation Form and complete each section of the form.
- After you have completed the form, click **Save**.
- **You must now mark this activity complete to request final approval.** To do this click on the **Manage** box again and click **Mark Complete**.

College Credit Approval Form

- Fill out the **College Credit Approval Form** to request approval when taking a college class.
- To complete this form under **Fill-In Forms** located on the left-hand side of the screen in the Navigation Panel, click on the **College Cr Approval** form link.
- Fill in each section.
- Enter the number of college credits the course is worth in the **College Credits** box.

College Credit Approval Form con't

- Select the appropriate **Goals and Objectives** by clicking in the appropriate box(es)
- Under **Purpose(s)** make sure to click in the Relicensure box
- Add Comments if needed.
- Click **Submit**.
- After you have completed the course, you will need to complete a **Knowledge Level Evaluation Form** in **My Learning Plan**.
- Click on the **Manage** box next to the title of the activity listed within the **Approved and/or In-Progress** section of your home page.
- Click on the Knowledge Level Evaluation Form and complete each section of the form.
- After you have completed the form, click **Save**.
- **You must now mark this activity complete to request final approval.** To do this click on the **Manage** box again and click **Mark Complete**.

Teach A Class Proposal

- If you want to teach/present to educators then you will need to complete the **Teach a Class Proposal** so that it will appear in the District Catalog.
- Under **Activity Proposals** located on the left-hand side of the screen in the Navigation Panel, click on the **Teach a Class** link.
- Fill in each section.
- Under **Costs** you are required to fill in an amount. If there is no cost put in 0.
- **Make sure that you do not include the lunch time under Hours.**
- Select the appropriate **Goals and Objectives** by clicking in the appropriate box(es).
- Under **Purpose(s)** make sure to click in the Relicensure box.
- Select the **Audience** you want to receive this proposal by clicking in the appropriate box(es) or leave it blank for the entire district to receive.
- Add any Comments if needed.
- Click **Submit**.

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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?*

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 a few days before you are ready to send in your relicensure request.