

Multi-Year Professional Development Plan

For

District _____

This district is a member of the Greenbush Professional Development Planning Toolbox Consortium and submits the enclosed plan to meet the requirements for the Kansas Staff Development Regulations 91-1-217-B3.

This plan (front page, one copy of page 10 for each school, (optional: one page 11 for each goal from page 10) is to be submitted to Lynn Bechtel at the Kansas State Department of Education, 120 SE 10th, Topeka, KS 66612

Please send a copy to Ginger Mein, Greenbush

Executive Summary

KSDE Professional Development Program Requirements	Individual Focus	Building Focus	District Focus	Consortium Focus
How is the Professional Development program aligned with the mission, academic focus, and school improvement plan?	Individual priorities flow from the professional teaching standards, and identified skills needed to improve student learning	Building-level priorities flow directly from building improvement targets that are identified by examining students academic achievement data related to academic standards.	District priorities flow directly from the mission and academic goals established by the Board of Education (BOE). These include graduation requirements and exit outcomes.	Consortium priorities flow from the identified needs of the consortium members.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE)	The Consortium Advisory Committee made up of representatives from the member districts.
How is the focus of staff development determined at each level?	Based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.	By comparing desired student academic targets or goals to actual student performance. This is called identifying the achievement gap and includes analysis of the achievement of particular student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the school's needs.	The needs of the consortium are determined by the identified needs of the member districts.
How are the goals written to meet a results-based focus?	Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.	Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.	District goals are based upon the identified standards of performance for students at each academic level.	Consortium goals are based on the needs of the member districts.
Who reports what staff development results to whom, when, and in what manner?	<ol style="list-style-type: none"> 1. Individual teachers share evidence related to each level with his/her designated supervisor when PDP points receive initial validation. 2. PDC representatives report results to PDC body annually. 3. PDC chairperson reports results to BOE annually. 4. A representative from each district's PDC is invited to participate on the Consortium Advisory Committee which meets twice a year. 			
How has PDC representation been chosen?	Each district PDC shall be representative of the agency's certified or licensed personnel; and includes at least as many teachers as administrators and both shall be selected solely by the group they represent. A representative from each district 's PDC is invited to participate on the Consortium Advisory Committee.			

Professional Learning Experiences, Levels, and Categories

<i>Levels and Categories</i>	<i>Characteristics</i>	<i>Evidence</i>	<i>Point Awards</i>
Content and Professional Education Standards			
<p style="text-align: center;">Knowledge</p> <p>“What do I <u>know</u> that I didn’t know before?”</p>	<ul style="list-style-type: none"> Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is Has attended a workshop or conference or read or heard about new knowledge/skills Has knowledge but hasn’t yet applied or practices the knowledge/skills 	<p>Participation in activities that increase participants’ knowledge/skill about content and/or professional practices</p>	<p>1 hour = 1 point</p> <ul style="list-style-type: none"> Attendance with reflection of workshops or conferences, visits to other schools – 1 point = 1 contact hour of learning time Study groups – 1 point = 1 contact hour of discussion time Reading professional journals or books – 1 point/hour of reading time plus reflection
<p style="text-align: center;">Application</p> <p>“What am I <u>doing</u> that I didn’t do before?”</p>	<ul style="list-style-type: none"> Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity Engages in dialogue with peers about how to improve or enhance use of skill or behavior 	<p>Evidence and/or artifacts that illustrate application of the strategy</p>	<p>2 x the knowledge level points awarded for specific strategy</p> <p>Evidence should include such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meetings, management plans, artifacts representative of project.</p> <p>Evidence will be documented over time and should not reflect only one time use.</p>
<p style="text-align: center;">Impact</p> <p>“What’s the result of your newly acquired knowledge and skill in terms of impact on students, other adults (i.e. mentorship) or program or policy development?”</p>	<ul style="list-style-type: none"> Able to correlate the goal to student learning and school improvement Uses student achievement results to guide use and adaptation of strategy Trains or coaches others in use of the strategy 	<p>Evidence and/or artifacts that demonstrate impact from the strategy</p>	<p>3 x the knowledge level points awarded for specific strategy</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> Improved student academic performance Positive changes in student behaviors District or school policy change Application activities by others, Revision of district, grade level, or content area curriculum. <p>Evidence will be documented over time and reflect a change in practice.</p>
Service to the Profession			
<p>(Knowledge Level – 1 point/hr)</p> <p>“How have I served others in the profession”</p>	<ul style="list-style-type: none"> Able to perform activities that assist others in acquiring proficiency in professional practices or content Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations 	<p>Participation in activities that help others in the profession expand their expertise</p>	<ul style="list-style-type: none"> Mentoring student teachers – 1 point/hr of mentoring time Service on accreditation teams – 1 point/hr served State and consortium committees, offices or committees in professional organizations, local committee work – 1 point/hour served Workshop presentations – 1 point/hour of presentation including preparation time

Greenbush Professional Development Planning Toolbox Consortium

Consortium Goals

The goals of the LEAs in the Southeast Kansas Regional Staff Development Plan are stated below. The local district staff development plan will include structures for individually determined professional development and will reward only those activities providing evidence of: ongoing staff development aligned with the mission, academic focus, and school improvement plan; increased teachers' skills in instructional strategies; and increased student success.

Goal 1: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in school improvement.

In the development of objectives for this goal LEAs may address areas such as the following: increase knowledge of the school improvement process, results-based staff development, research-based teaching strategies, diagnosing student learning based on data, improving school climate, data handling and disaggregation of data, performance assessment, and site council training. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

Goal 2: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.

In the development of objectives (or focused goals) for this goal, LEAs may address areas such as the following: developing curriculum, aligning the curriculum, evaluating the curriculum, teaching strategies, teaching higher order thinking skills, management skills, comprehensive assessment planning, developing performance based assessments, and expanding learner-focused approaches. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

Goal 3: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and skills in the use of technology as an educational tool.

In the development of objectives (or focused goals) for this goal, LEA's may address areas such as the following: using technology to expand learning, using computers as an instructional/management tool, using technology as an instructional resource, using computers for assessment, computer literacy for teachers and students, and technological applications in vocational education. This is a list of selected examples, and LEA's may have other objectives that are included under this goal.

Goal 4: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for educators to increase their knowledge and improve their skills in student development.

In the development of objectives (or focused goals) for this goal, LEA's may address areas such as the following: developing student motivation and responsibility, working with disruptive students, teaching self-control, developing counseling skills for teachers to use with students, working with abused children, developing parental communication and involvement, working with special needs students, and identifying student, parental, and community needs. This is a list of selected examples, and LEA's may have other objectives that are included under this goal.

Goal 5: The LEAs in the Greenbush Professional Development Planning Toolbox Consortium will provide opportunities for the development of professionalism.

In the development of objectives for this goal, LEAs may address areas such as the following: developing educational leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations, increasing knowledge in subject and content areas, developing site-based management, practicing professional ethics, and keeping up-to-date with school laws and legal rights of students and staff. This is a list of selected examples, and LEAs may have other objectives that are not included in this goal.

**Goal 1 - School Improvement
Action Plan for Staff Development**

OUTCOME/PRIORITY	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>	All staff will apply knowledge and skills in implementing the school improvement plan.	<i>What evidence?</i>	<ul style="list-style-type: none"> • All schools will develop school improvement plans. • All schools will show improvement. • All schools in the consortium will be accredited.

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge	All staff will participate in school improvement process trainings, discussions, and study groups	<ul style="list-style-type: none"> • Attendance records with reflection 		Staff development time; Consultants; Materials
Application	<p>All staff will develop school improvement documents to demonstrate knowledge of the process.</p> <p>All staff will use data to diagnose individual students and to make changes in instruction.</p>	<ul style="list-style-type: none"> • School Profile • School Improvement Plan • Annual Reports • Staff Development Documentation • Implementation Records - Strategies • Student Data • Instructional Activities <p>➤ <i>Additional Ideas</i></p>		<p>Document development time; Consultants/staff to facilitate; Example documents</p> <p>Time to interpret data, prepare plans; Consultants/staff to facilitate; Materials</p>
Impact	All students will improve performance relative to school improvement goals.	<ul style="list-style-type: none"> • Student Data <p>➤ <i>Additional Ideas</i></p>		Time to interpret data; Time to celebrate.

Activities aligned with this priority and timeline can be developed as the calendar is developed.

**Goal 2 - Curriculum and Instruction
Action Plan for Staff Development**

OUTCOME/PRIORITY	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>	All schools will develop and implement curriculum, instruction, and assessments aligned to the Kansas Standards.	<i>What evidence?</i>	(one or more of the following) <ul style="list-style-type: none"> • Aligned curriculum documents. • Documentation of the use of aligned instructional strategies and programs. • Diagnose student achievement using data from aligned assessments.

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge	All staff will participate in curriculum, instruction, and assessment trainings.	<ul style="list-style-type: none"> • Attendance records with reflection 		Staff development time; Consultants; Materials
Application	<p>All staff will develop and/or use curriculum documents, instructional strategies, and aligned assessments.</p> <p>All staff will interpret data to determine effectiveness of the instructional program.</p>	<ul style="list-style-type: none"> • Curriculum Documents • Strategy Documentation • Assessment Documents & Data • Monitoring Data • Student Data <p>➤ <i>Additional Ideas</i></p>		Staff development time; Document development time; Materials; Assessments; Consultants Staff development time; Time to interpret data; Consultants to facilitate
Impact	All staff will revise, review, and adjust instruction based on the data	<ul style="list-style-type: none"> • Revisions in Curriculum & Assessments • Student Data • Continuous Improvement <p>➤ <i>Additional Ideas</i></p>		Staff development time; Consultants; Materials

Activities aligned with this priority and timeline can be developed as the calendar is developed.

**Goal 3 - Technology
Action Plan for Staff Development**

OUTCOME/PRIORITY	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>	All staff will use technology as a tool for instruction, classroom management, and other activities.	<i>What evidence?</i> (one or more of the following)	<ul style="list-style-type: none"> • Attendance at training. • Technology generated products. • Student use of technology in learning and achievement. • Integration rates of technology and instruction.

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge	All staff will participate in training to use various technologies in the workplace.	<ul style="list-style-type: none"> • Attendance Records with reflection 		Staff development time; Consultants; Substitutes; Funding for workshops; Materials & software
Application	<p>All staff will use various technologies to integrate instruction to manage classroom data.</p> <p>All staff will use technology and internet applications in instruction so that students use technology, also.</p>	<ul style="list-style-type: none"> • Technology Generated Products • Data Relative to Management • Student Products Generated Via Technology • Student Data <p>➤ <i>Additional Ideas</i></p>		<p>Staff development time; Consultants; Materials & software</p> <p>Staff development time; Consultants; Materials & software</p>
Impact	Technology is a tool for all teachers and students.	<ul style="list-style-type: none"> • Classroom Management Data • Student & Teacher Generated Products <p>➤ <i>Additional Ideas</i></p>		Staff development time; Consultants; Materials, software & hardware

Activities aligned with this priority and timeline can be developed as the calendar is developed.

**Goal 4 - Student Development
Action Plan for Staff Development**

OUTCOME/PRIORITY	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>	All staff will diagnose student needs.	<i>What evidence?</i> (one or more of the following)	<ul style="list-style-type: none"> • Attendance and reflection of training. • Effective IEPs, 504 Plans, and Student Improvement Plans • Student data (interpreted for diagnosis) • Parent Involvement Data

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge	All staff will participate in student development training.	<ul style="list-style-type: none"> • Attendance Records with reflection 		Staff development time; Consultants; Materials
Application	<p>All staff will use information about student needs, student data, and other information to inform instructional practice.</p> <p>All staff will design curriculum and instruction to meet student needs.</p>	<ul style="list-style-type: none"> • Information About Student Needs • Student Data • Student Plans (IEP, 504, SIPs) • Curriculum (modified) • Assessment Accommodations • Student Plans (IEP, 504, SIPs) <p>➤ <i>Additional Ideas</i></p>		<p>Staff development time; Interpretation time; Consultants; Materials</p> <p>Staff development time; Student plan development time; Consultants; Materials</p>
Impact	All students will meet educational goals based on individual diagnoses.	<ul style="list-style-type: none"> • Student Data (Academic & Affective) <p>➤ <i>Additional Ideas</i></p>		Data interpretation time; Consultants; Materials

Activities aligned with this priority and timeline can be developed as the calendar is developed.

**Goal 5 - Professionalism
Action Plan for Staff Development**

OUTCOME/PRIORITY:	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>	All staff will develop as informed and reflective professionals.	<i>What evidence?</i> (one or more of the following)	<ul style="list-style-type: none"> • Training attendance records with reflection of learning • Implementation records • Reflection writings

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge	All staff will participate in training relative to their own professionalism.	<ul style="list-style-type: none"> • Attendance Records with reflection 		Staff development time; Consultants; Materials; Substitutes; Training costs
Application	<p>All staff will develop programming using what they learned in application to their own professional needs.</p> <p>All staff will implement strategies relative to their training on the job.</p>	<ul style="list-style-type: none"> • Documents or activities generated • Plans, reflections • Instructional or other types of plans • Reflection writings <p>➤ <i>Additional Ideas</i></p>		<p>Staff development time; Development time; Consultants; Substitutes; Training costs</p> <p>Implementation documents</p>
Impact	<p>All students will use the generated programming as a permanent part of their learning thereby increasing achievement.</p> <p>All staff will use the generated programming as a permanent part of their learning and thereby increase student learning.</p>	<ul style="list-style-type: none"> • Student data • Professional data showing improvement <p>➤ <i>Additional Ideas</i></p>		Staff development time; Consultants; Materials

Activities aligned with this priority and timeline can be developed as the calendar is developed.

District Professional Development Plan Goals

FIVE YEAR (MULTI-YEAR) PLAN
USD _____ SCHOOL _____

Consortium goals:

The professional staff will increase their knowledge and skills in the area of:

- | | |
|--------------------------------------|-----------------------------------|
| 1. School Improvement | 4. Student Development |
| 2. Curriculum and Instruction | 5. Development of Professionalism |
| 3. Technology as an Educational Tool | |

District Goals: (reflects Needs Assessment Analysis and District Mission/Beliefs)

1. The district supports staff development activities based on the consortium goals.

(add additional District Staff Development Goals as desired)

School Goals: (reflects School Improvement Plan _____ School)

School Administrator _____ Date _____

PDC Chair _____ Date _____

Superintendent _____ Date _____

School Board Approval _____ Date _____

(The district compiles the individual school's Needs Assessments, develops and prioritizes District goals. Individual Schools will add their School Improvement goals. After approval of the LEA School Board this page (10) is sent to the Kansas State Department of Education, Lynn Bechtel, Education Program Consultant, 120 SE 10th Avenue, Topeka, KS 66612. A copy is sent to Ginger Mein, Greenbush Professional Development Toolbox Consortium, P.O. Box 189, Girard, KS 66743)

**Greenbush Professional Development Planning
Toolbox Consortium**

**District and/or School: _____
Action Plan for Staff Development**

OUTCOME/PRIORITY:	Decide what it is you want staff to know, do, or apply.	INDICATORS:	Decide what evidence you will accept that staff knows, does, or applies (data to be collected)
<i>What?</i>		<i>What evidence?</i>	

Staff Development Steps	Implementation Activities • Training Plan	Indicators • Documented Evidence	Time Line	Resources Needed
Knowledge		<ul style="list-style-type: none"> Attendance Records with reflection 		
Application		<ul style="list-style-type: none"> Documents or activities generated Plans, reflections 		
Impact		<ul style="list-style-type: none"> Student data Professional data showing improvement 		

A separate action plan should be developed for each goal at the district , school and individual level. Activities can be developed over time and can be adjusted as needed.