



District Professional Development Council

*“Active engagement in professional learning promotes change
in educator practice and in student learning.”*

Learning Forward

Manhattan-Ogden USD 383

2019-2020 Handbook

Contents

District Professional Development Council Roster	1
USD 383 Mission & Goals and Professional Development Goals (5 year plan)	2
USD 383 Professional Development	3
Professional Development and Collaboration Schedule and Guidance	4-5
Yearly Timeline	6
District Professional Development Council (composition, functions, responsibilities, procedures, committees)	7-11
Frontline Education, mylearningplan.com	12
Individual Professional Development Plan	13-14
Relicensure	15-20
Appendix A – Forms	21
Building Professional Development/SIP Forms 1-5	22-31
Helpful Hints for District Development Council Representatives: FAQ, Small Group Reading Sample Form	32-34
<i>A Framework for Teaching: Domains, Components, Elements</i>	35

**PROFESSIONAL DEVELOPMENT COUNCIL (PDC)
2019-2020**

Term Expires: June 2020

Amanda Arnold	Shirley Vogts
Frank Bergman	Julie Doyen*, Chairperson
Lee	Mandy Scholz *
Marlatt	Serena Marquez *
Anthony Middle School	Casey Ewy *
Manhattan High School	Craig Ackerman *
Early Learning	Abbie Wedel *

Term Expires: June 2021

Northview	Renae Mercado *
Ogden	Susan Farr *
Woodrow Wilson	Dorothy Claussen *
Anthony Middle School	Alicia Pecenka *
Eisenhower Middle School	Erica Roberts
Manhattan High School	Kristal Kleiner, Vice-Chairperson
Middle School Administration	Vickie Kline
High School Administration	Trina Dibbini *
Manhattan Virtual Academy	Kim Lackey *

Term Expires: June 2022

Amanda Arnold	Angie Motley *
Bluemont	McKenzie Swiger *
Northview	Denise Christensen *
Theodore Roosevelt	Mynon Reffitt *, Secretary
Eisenhower Middle School	Summer Lunsway *
Manhattan High School	Grant Byquist *, Dedra Braxmeyer
Elementary School Administration	Cleion Morton

* Frontline Education District Professional Development Council validator

Ex-Officio Non-Voting Members

Dept. of Teaching and Learning	Paula Hough
	Jeanne Disney
	Lucas Shivers
District ESOL Coordinator	Emily Chermis
Special Education	Andrea Tiede
Library Media	Lucas Loughmiller
Dir. of Instructional Technology	Mike Ribble
Board of Education	Karla Hagemester
KESA Advisor	Julie Doyen



USD 383 DISTRICT MISSION, VISION AND GOAL

Mission

Building foundations for dynamic futures

Vision

Manhattan-Ogden USD 383 is a public school system nationally recognized for the success of all students.

Goal

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

USD 383 DISTRICT IMPROVEMENT PLAN GOALS:

RELEVANCE (Personalized Learning)

By 2022, USD 383 educators will have established a system for evaluating the effectiveness of MTSS and Individual Plans of Study in order to address and respond to the learning needs of all students.

RESPONSIVE CULTURE (Academic Engagement)

By 2022, USD 383 educators will demonstrate evidence-based correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills.

READING

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the English Language Arts State Assessment will increase from 45.0 in 2018-2019 to 55.0 in 2022-2023.

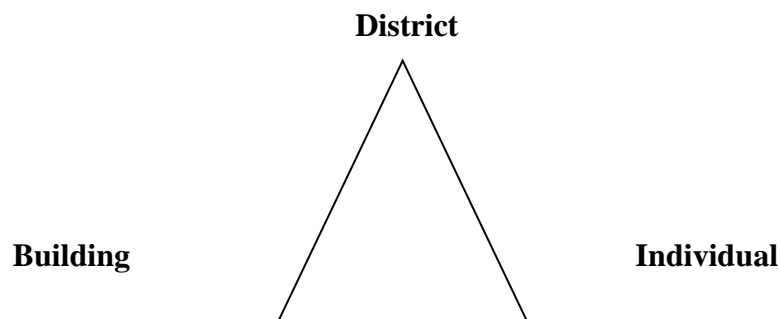
MATH

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the Mathematics State Assessment will increase from 40.4 in 2018-19 to 50.4 in 2022-23.

SOCIAL

The percentage of students identified 'at risk' in the Kansas Communities That Care Social-Emotional Learning Report will decrease between 2017-2018 and 2022-23 for Character Development (37.1 to 27.1), Personal Development (36.4 to 26.4), and Social Development (38.6 to 28.6).

MANHATTAN-OGDEN USD 383 PROFESSIONAL DEVELOPMENT



Individual:

Focus is based on professional growth with a purpose. Consideration is given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.

Results-Based Goals are written in an Individual Professional Development Plan. The plan lists goals that focus on content, professional education standards, and/or service to the profession addressing the three performance levels of knowledge, application, and impact. The IPDP is written using goals that are **Specific, Measurable, Attainable, Results-Oriented, and Time-Bound** (SMART goals). That plan is shared with the building administrator and evaluators to address these needs.

Building:

Focus is based on an examination of student achievement data from state and local assessments, a review of school improvement goals and action plans established for Kansas Education System Accreditation (KESA), and an awareness of district initiatives. The community of professional learners in each building develops shared knowledge, engages in reflective practice and assesses the impact of their teaching on enhanced student learning and the closing of identified achievement gaps.

Results-Based Goals are aligned with identified academic targets and clearly state the desired professional skills necessary to facilitate student learning. Results are measured according to three performance levels – knowledge, application and impact.

District:

Focus for professional development is determined by examining research-based best practices for teaching that lead to student achievement; analysis of state and local assessments; needs assessment results from district teachers; and current state and national initiatives while always being mindful of ongoing school and district improvements that lead to continued student achievement.

Results-Based Goals in this area are based on identified standards of performance for students at each academic level and teachers' needs in supporting optimal student learning and academic growth.

Manhattan-Ogden USD 383
Professional Development and Collaboration Schedule: 2019-2020

* Note: a.m. = 8:00 – 11:30 p.m. = 12:30 – 4:00

ELEMENTARY PROFESSIONAL DEVELOPMENT

- Friday, August 9 (District-all day)
- Monday, October 14 (District-all day)
- Monday, November 25 (Building-AM)
- Friday, January 3 (Building-AM)
- Monday, February 17 (District-all day)
- Friday, April 10 (Building-PM)
- Monday, April 27 (District-AM)

ELEMENTARY COLLABORATION

- Monday, August 12 (District-AM/Teacher Directed-PM)
- Friday September 27 (Building-AM/Teacher Directed-PM)
- Monday, November 25 (Teacher Directed-PM)
- Friday, January 3 (Teacher Directed-PM)
- Friday, March 6 (Building-AM/Teacher Directed-PM)
- Friday, April 10 (District-AM)
- Monday, April 27 (Teacher Directed-PM)

MIDDLE SCHOOL AND HIGH SCHOOL PROFESSIONAL DEVELOPMENT

- Friday, August 9 (District-all day)
- Monday, August 12 (Building-PM)
- Monday, October 14 (District-all day)
- Monday, November 25 (Building-AM)
- Friday, January 3 (Building-AM)
- Monday, February 17 (District-all day)
- Friday, April 10 (Building-PM)
- Monday, April 27 (District-AM)

MIDDLE SCHOOL AND HIGH SCHOOL COLLABORATION

- Monday, August 12 (District-AM)
- Monday, November 25 (Teacher Directed-PM)
- Friday, January 3 (Teacher Directed-PM)
- Friday, April 10 (District-AM)
- Monday, April 27 (Teacher Directed-PM)

Please note: Tues., November 26, 2019 will be used as a Flex Comp Day providing 7 hours of collaboration outside of the school day is submitted to Frontline Education by May 1, 2020.

DISTRICT MTSS BLT TRAINING

Meetings will be held at KSU Foundation building, conference room behind Bluestem Grill, 1880 Kimball Ave.

EMS, AMS, MHS, MVA

- Tues., Oct 1. 8:00-11:30 a.m.
- Tues., Jan. 28 8:00-11:30 a.m..
- Tues., April 7 8:00-11:30 a.m..

BL, TR, NV, LEE, FB, OG

- Mon., Sept. 30 12:30-4:00 p.m.
- Tues., Jan. 28 12:30-4:00 p.m.
- Mon., April 6 12:30-4:00 p.m.

AA, WW, MR, Early Learning

- Tues., Oct 1. 12:30-4:00 p.m.
- Mon., Jan. 27 12:30-4:00 p.m.
- Tues., April 7 12:30-4:00 p.m..

Guidance for 2019-20 Teacher Collaboration

Please note: In the fall of 2019, we will be piloting mobile check-in via the Frontline Education app for professional learning and collaboration sessions. Instructions will be provided regarding this process at that time. This applies to sign-in only. Other directions below should be followed for logging collaboration time.

District-Planned Collaboration

Teachers will sign in at their respective collaboration sessions. The Department of Teaching and Learning will enter activities and award points in Frontline Education, www.mylearningplan.com. Staff do not need to submit a collaboration form.

Building-Planned Collaboration

Teachers will sign in at their respective buildings. building PDC representative will enter activities and award points in Frontline Education. Staff do not need to submit a collaboration form.

Teacher-Directed Collaboration Time

1. Log on to Frontline Education.
2. Click on the 'Teacher Directed Collaboration' form on the left side of the screen under 'Forms'.
3. Complete form within 7 days of meeting and submit for approval.

One point will be awarded for each hour of collaboration.

Elementary and High School Flex Collaboration

Option 1

1. After each collaboration session outside of the school day, log on to Frontline Education.
2. Click on the 'Flex Collaboration Log' located on the left side of the screen under 'Forms'.
3. Add date and times of collaboration and save log entry. Frontline Education will keep a running total of hours entered.
4. Submit when all 7 hours have been documented.

Option 2

1. Track the 7 hours on your own.
2. When complete, log on to Frontline Education and fill out the 'Flex Collaboration Log'.
3. Submit for approval.

Submission of the flex hours is mandatory in order to receive the comp day in November. If time is not recorded by May 1, 2020, it may result in your needing to work an additional day. This will be determined on an individual basis.

2019– 2020 TIMELINE

For relicensure points, District PDC year is July 1 – June 30

September

- 4th 2018-2019 IDP points taken to the Board of Education for approval.
- 18th 2019-2020 District *PDC* Handbook taken to the Board of Education for approval.
- 20th **District *PDC* quarterly meeting, 7:45-10:30 a.m. at Robinson Education Center**
Building representatives to the District *PDC* will advise staff of deadlines for filing Individual Professional Development Plans.

October

- 28th Individual Professional Development Plans must be completed electronically. Individuals must electronically enter personal goals on Frontline Education system.

December

- 13th **District *PDC* quarterly meeting, 7:45-10:30 a.m. at Robinson Education Center**

January

- 31st **District *PDC* quarterly meeting, 7:45-10:30 a.m. at Robinson Education Center**

May

- 1st **District *PDC* quarterly meeting, 7:45-10:30 a.m. at Robinson Education Center**
Names must be submitted to the District *PDC* Chairperson to replace retiring District *PDC* members.
- 15th Building Professional Development Goals/Action Plan forms are due

June

- 30th Prior to this date individuals should:
- Conduct a final review of 2018-2019 points and credits on Frontline Education
 - Personal copy of transcript may be printed by individual for his or her own file
 - Amend and correct any errors from the final 2017-2018 printout
 - Communicate any corrections to the Department of Teaching and Learning

Note: Any professional development occurring during the Summer 2020, must be entered on Frontline Education prior to participation.

For activities completed after June 30, 2020: IDP Points/credit will be awarded for the 2020-2021 year.

THE DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

DEFINITION

The District Professional Development Council is a representative group of local licensed personnel that advises the Office of the Superintendent in matters concerning the planning, development, implementation, and operation of the state and district professional development plan.

COMPOSITION

A. Membership

This is a group comprised of teachers and administrators as follows:

- Each building is represented
 - Elementary schools (larger may have 2 representatives)
 - Middle schools may have 2 representatives
 - High School may have 4-6 representatives
 - Early Learning
 - Manhattan Virtual Academy
- Building Administrators
 - 1 Elementary
 - 1 Middle School
 - 1 High School Representative
- Ex- Officio members represented by:
 - Dept. of Teaching & Learning
 - District ESOL
 - Instructional Technology
 - Special Education
 - Library Media
 - Superintendent and/or BOE Member
 - KESA Advisor
- Chairperson and Administrators do not represent their respective buildings.

B. Method of Rotation of Membership

1. Administrators will serve three-year terms. Terms will be staggered.
2. Licensed Teaching Personnel will serve three-year terms. Terms will be staggered.
3. The BOE member shall serve at the option of the BOE for a minimum of a one-year term.
4. Immediate past Chairperson may serve in an ex-officio capacity for one year.

C. Method of Selection

1. Vacancies for administration representatives will be filled by the respective administrator groups.
2. Vacancies for teacher representatives will be filled by the respective teacher groups.
3. Newly-appointed members shall attend meetings of the District Professional Development Council as non-voting members from the date of selection until term of office begins.

D. Resignations and Replacements

1. Request for resignation of a member by the District Professional Development Council: The District PDC is empowered to request the resignation of a member.
2. Resignation of Membership: A member may resign his/her membership at any time. A letter of resignation will be written and submitted to the District Professional Development Council Chairperson. The resigning member's constituency will then be notified immediately by the District Professional Development Council. The vacancy will be filled by the constituency according to the selection procedure.

E. Officers of the District Professional Development Council

1. **Officers:** The officers of the USD 383 District Professional Development Council will consist of a chairperson, a vice-chairperson, and a secretary.
2. **Selection of Officers:** A nominating committee, or the Dept. of Teaching and Learning, will submit a slate of candidates in March for those positions needing to be filled. Terms of office will begin the next academic year.
3. **Terms of Office:** The chairperson and vice-chairperson are elected for a two year term and may be re-elected to a second two-year term. The secretary may serve a one-year term.
4. **Resignation:** Any officer may resign from office at any time provided a letter of resignation is submitted to the District Professional Development Council.
5. **Vacancies:** Vacancies in Officers' positions will be filled by a majority vote of a quorum of the District Professional Development Council.
6. **Duties:**

Chairperson

- a. Preside at all regular meetings.
- b. Prepare and email agenda for all meetings at least one week in advance.
- c. Call and preside at all special meetings.
- d. Serve as ex-officio member of any subcommittee.
- e. Interpret guidelines between meetings.
- f. Prepare an annual program evaluation report of the District Professional Development Council.
- g. Receive all resignations and election data from the District Professional Development Council.
- h. Assist with review and changes to be made in District PDC Handbook.
- i. Appoint ad hoc committees.
- j. Maintain records of meetings and materials submitted to the District Professional Development Council.

Vice-Chairperson

- a. Preside in absence of Chairperson.
- b. Prepare annual program evaluation report with Chairperson.

Secretary

- a. Keep minutes of all business meetings.
- b. Prepare and distribute minutes of all meetings.
- c. Handle all District Professional Development Council correspondence.
- d. Keep a file of professional development minutes, financial reports, correspondence and all other pertinent documents in the district One Drive 365.

DISTRICT PROFESSIONAL DEVELOPMENT TEAM (PDC) FUNCTIONS

1. Write, coordinate, and implement the district 5-year PDC plan.
2. Monitor the Building PDC Committees.
3. Support licensed personnel to implement Frontline Educatoin (data management system).
4. Develop and recommend to the local Board of Education through the Office of the Superintendent, a 5-year PDC plan and Executive Summary to be submitted to the State Board of Education. Prepare an annual update which includes a review of the state PDC plan, through the annual BOE Report prepared by the Department of Teaching and Learning.
5. Participate in district professional development program evaluations and needs assessments that will be used to initiate and develop district-wide activities.
6. Review all building and group staff development plans for quality practice.
7. Review the current year's electronic IPDP process.
8. Review individual action research plans to determine application and impact points. (Equivalency Committee)
9. Participate in annual District PDC training.

District PDC Meeting Norms

1. We will create a safe and encouraging climate where participation and questions are encouraged.
2. We will use time wisely, starting and ending meetings on time.
3. We will be physically and mentally present at meetings.
4. Topics outside of the agenda will be documented and tabled for another time.
5. We will treat each other with respect.
6. We will complete tasks in a timely manner and by the expected date.

DISTRICT RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

1. Attend District PDC meetings.
2. Serve on the Building Professional Development Council, if applicable
3. Assist with Needs Assessments and Climate Surveys at the building level.
4. Report all District PDC information to staff and staff concerns to District PDC.
5. Assist staff members in developing Individual Professional Development Plans and explain any changes or corrections that need to be made.
6. Assist with planning building professional development that addresses educators' various job responsibilities, levels of experience, and professional interests as they relate to the district's mission and goals. (See Appendix A-Forms 1-5)
7. Design protocol that establishes criteria for quality building professional development.
8. Design a rubric to be used by the Building Professional Development Committee.
9. Review building Results-Based Staff Development plans for quality practices.

BUILDING RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

1. Develop a results-based professional development plan aligned with the KESA School-Improvement Plan and based upon building needs that result in student achievement.
2. Coordinate building professional development activities.
3. Complete attendance on Frontline Education based on mobile check-in within 7 days of the professional development activity. Please send Deanna Borg confirmation when this is complete.
4. Assist with Needs Assessments and Climate Surveys at the building level.
5. Assist in preparing the Annual School Improvement Plan.

METHOD OF DECISION-MAKING

All decisions by vote will be by simple majority, providing that there is a quorum present. A quorum constitutes a two-thirds majority of the District Professional Development Council.

PROCEDURE FOR DEVELOPMENT OF AGENDA FOR DISTRICT PROFESSIONAL PROFESSIONAL DEVELOPMENT COUNCIL

1. Meetings will be held from September to April.
2. Agenda items for consideration may be proposed by members of the District Professional Development Council or licensed personnel of USD 383.
3. Items must be submitted in writing to the Chairperson of the Council at least two weeks prior to the scheduled Council meeting.
4. The agenda and notification of the meeting will be distributed to District PDC members, building principals, Executive Director of Teacher and Learning, and Superintendent, or upon request by an individual.

PROCEDURE FOR MAINTAINING RECORDS

Minutes of meetings and other official documents are filed in the District Department of Teaching and Learning for five years.

PROCEDURE USED TO INFORM LICENSED PERSONNEL AND THE BOARD OF EDUCATION OF THE DECISIONS AND ACTIVITIES OF THE COUNCIL

1. Minutes of all meetings will be distributed to all members of the District Professional Development Council and made available to the Executive Director of Teaching and Learning, Superintendent, Board of Education, and other interested personnel appropriately.
2. Professional Development points earned will be maintained by the Department of Teaching and Learning as recommended by the District Professional Development Council through June 30 for the previous fiscal year.

- Each participant with an Individual Professional Development Plan will be reminded to review professional development activities on Frontline Education for the current school year. June 30 is the final date for submitting information on Frontline Education for the current school year. Each participant can access and print a transcript of his/her total earned points from Frontline Education.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

This document may be amended in the following manner:

- The District Professional Development Council may adopt amendments to the District Professional Development Plan by a simple majority of the Council members as a whole, provided these amendments have been introduced in writing at the preceding meeting.
- Amendments approved by the District Professional Development Council shall be submitted to the Superintendent, Executive Director of Teaching and Learning, Board of Education, and State Board of Education for approval.

PROCEDURES TO DETERMINE ANNUAL DISTRICT STAFF DEVELOPMENT

The District 5-year Professional Development Plan will be revised based on an annual needs assessment. The Needs Assessment and revision will:

- Identify student learning gaps.
- Identify skills teachers need to close these student achievement gaps.
- Provide appropriate professional development opportunities.

DISTRICT PDC SUBCOMMITTEES

FRONTLINE EDUCATION SUBCOMMITTEE

- Reviews policies and procedures for Frontline Education.
- Publishes and updates Frontline Education handbook as needed.

MEMBERS: Julie Doyen Grant Byquist
 Jeanne Disney Deanna Borg

IPDP APPEALS SUBCOMMITTEE

- Hears any grievances from the building representative to the District PDC.
- Resolves the issues and reports to main committee. If resolution cannot be reached, subcommittee brings the matter to District PDC.

CHAIRPERSON: Julie Doyen Members: TBD

EQUIVALENCY CREDIT/COLLEGE APPROVAL SUBCOMMITTEE

- Reviews and approves presentations and research-based activities to award Equivalency Credit points for salary advancement. Information on earning Equivalency Credit can be found in Article XI of the 2019-20 Negotiated Agreement.

MEMBERS: Abbie Wedel, Early Learning Representative
 Dorothy Claussen, Elementary Representative
 Casey Ewy, Middle School Representative
 Craig Ackerman, High School Representative
 Paula Hough, Executive Director of Teaching and Learning
 Andrew Turner, Director of Human Resources
 Eric Reid, Associate Superintendent
 Deanna Borg, Ex-officio Department of Teaching and Learning

MEETING DATES: Meetings will be called by the Executive Director of Teaching and Learning as needed.

EQUIVALENCY CREDIT/COLLEGE APPROVAL APPEALS SUBCOMMITTEE

Hears grievances from individuals who do not agree with the decision of the equivalency credit review subcommittee regarding his/her research-based presentation or activities. (See article XI,4., Salary Schedule of the Negotiated Agreement.)

Please note: To obtain equivalency credit, the teacher must complete the requirements for both the application and impact level points as described on page 19 of this handbook. Once these processes have been completed and approved, the individual may apply to the Equivalency Committee for credit.

BUILDING PROFESSIONAL DEVELOPMENT/SCHOOL IMPROVEMENT PLANS

Each building's professional staff, under the direction of the Building District PDC Committee (building administrator, one or more teachers, and District PDC representative), shall develop a results-based building School Improvement Plan aligned with the School Improvement goals and based upon building needs that result in student achievement. (See Appendix A-Forms 1-5)

Plans for 2020-21 will be due by May 15, 2020.

IMPORTANT INFORMATION REGARDING BUILDING AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

1. Building School Improvement forms will be sent to principals and building representative to the District PDC from the Department of Teaching and Learning prior to the beginning of the school year.
2. Any funding necessary for an individual, building, or special curriculum group must be approved by the Principal or the Executive Director of Teaching and Learning.

Frontline Education

<http://www.mylearningplan.com>

Frontline Education is an integrated online system that allows teachers to **plan, manage, evaluate** and **report** all forms of professional development.

This system is used in the following ways:

- To Plan:** Teachers create an Individual Professional Development Plan (IPDP) listing personal, professional goals that are Specific, Measurable, Attainable, Results-oriented, and Time-bound with accompanying activities for that professional growth.
- To Manage:** Activities for professional development and growth are requested and recorded on Frontline Education.
These can include: Independent professional reading, requests for attendance at professional conferences and requests for college course work.
- To Evaluate:** Once independent professional development is completed, a knowledge validation form is completed on Frontline Education.
- To Report:** The “portfolio” on Frontline Education keeps a record of all of your professional development hours. These are recorded as points that will be used for relicensure.

Information for Accessing Frontline Education:

Check your district e-mail address for an invitation from Frontline Education.

If you already have an account with the Sub Management System, you will log in to an existing account.

If you do not have an existing account, you will create a new account.

User Name: xxxxxxx@usd383.org (Your district e-mail address)

Password: You will choose your own password

For help: Contact the Department of Teaching and Learning – Deanna Borg, deannab@usd383.org, 785-587-2841.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

(See Helpful Hints in the back of this handbook for additional help)

AN EXPLANATION TO GUIDE YOU

IPDPs are personal professional plans that are written to focus a teacher's mind on what he or she would like to accomplish in the near future. They are intended to be representative of the teacher as a reflective practitioner. By reflecting on one's classroom, integrating what has worked and what has not, taking into consideration student needs and desired outcomes with best teaching practices and collegial sharing, a teacher can, and should, set forth personal goals towards self improvement that will bring about increased student achievement. These personal goals augment the goals set forth by individual buildings as well as the district. Reflection and self-improvement are the hallmarks of professional learning. Therefore, **all teachers must have an IPDP** on file in Frontline Education. That plan is written using SMART goals.

The IPDP is aligned with the four domains of professional practice from Charlotte Danielson's *Framework for Teaching, 2nd Edition 2007* (see page 35) and must also be aligned with goals and objectives of the building and district. (See pages 2 and 24 for further explanation.)

Individual Professional Development Plans are written *employing* the technique of goal writing that is **Specific, Measurable, Attainable, Results based, and Time bound – thus, SMART goals.**

As is stated above, each probationary teacher in their 1st, 2nd and/or 3rd year, as well as veteran teachers who are being evaluated **must** complete the electronic IPDP on Frontline Education.

An IPDP is intended to be a “guide” for the near future (the next five years). As is true in many avenues of life, dynamics can change the course set out and, therefore, IPDPs can be edited to reflect that change.

All buildings *require* staff members to review and revise their IPDPs yearly. Teachers **should review** their IPDP each year for personal professional reflection.

Frontline Education also holds a file called **My Personal Goals**. *All* teachers should certainly reread and update this section yearly (by adding or inactivating goals) especially teachers who are not currently being evaluated.

TO COMPLETE AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Consideration should be given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.

1. Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
2. Identify actual staff skills and those skills needed to close student learning gaps in order to determine professional development needs.

PROFESSIONAL DEVELOPMENT POINTS MAY BE USED TOWARD RELICENSURE IF

1. An IPDP is completed on Frontline Education.
2. All professional development activities are pre-approved on Frontline Education using the appropriate form.
3. Points are awarded following **completion and validation** of professional development activities.

THE IPDP YEAR

1. The IPDP year will run from July 1 to June 30.
2. Summer 2019 activities after July 1 will be included in the 2019-2020 Frontline Education portfolio.
3. The IPDP with goals/objectives must be entered on Frontline Education each year an individual is formally evaluated.
4. The IPDP **must** be filed by October 28, 2019.
5. All professional development activities must be pre-approved.
6. Retroactive credit will not be awarded for any activities occurring prior to the current year (activities done in the 2018-2019 school year cannot be turned in for IDP credit during the 2019-2020 school year). Questions should be directed to the Dept. of Teaching and Learning.

7. Any IDP points not validated during the current IPDP year are lost and cannot be counted once the current year's activities points are approved by the Board of Education.

VALIDATION

1. To receive credit, activities must be personally validated on Frontline Education.
2. Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity does not meet the criteria, and thus cannot be approved.
3. Individuals may print a copy of their earned points anytime from Frontline Education.
4. Questions regarding validation should be directed to the building representative to the District PDC or the Department of Teaching and Learning.

APPEALS PROCESS

1. Any participant who feels that a plan, a specific activity, or a validation has been rejected unfairly may request that his/her building representative to the District PDC forward said item to the IPDP Appeals Subcommittee for review.
2. Approval or rejection of the item in question by the District PDC committee shall be final.

PROBATIONARY TEACHERS (1ST, 2ND, & 3RD YEAR TEACHERS) AND OTHER TEACHERS BEING EVALUATED

1. Meet with immediate supervisor (or designee) to write a three-year IPDP.
2. Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
3. Print and keep a personal copy for your records.

TEACHERS NOT BEING EVALUATED THIS YEAR

1. Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
2. Update your IPDP plan on Frontline Education.

SUGGESTIONS FOR RELICENSURE USING INDIVIDUAL DEVELOPMENT PLAN (IDP) POINTS

- ATTENDANCE AT CONFERENCES, WORKSHOPS, STUDY GROUPS, ETC.**

1 IDP point for each 1 hour of learning experience with no daily maximum (TRAVEL TIME AND MEAL TIME ARE EXCLUDED).

In addition to credit for attending the conference, workshop, or study group, one IDP point may be earned for preparation and professional sharing with colleagues of those ideas learned.

- PRESENTATIONS AT CONFERENCE, WORKSHOPS, PROFESSIONAL DEVELOPMENT DAYS**

1 IDP point for each 1 hour presented.

In addition to credit for making the presentation, an equal number of IDP points are granted for preparation. Example: 2 hour presentation = 2 IDP points earned for presenting + 2 IDP points earned for preparation.

- SUPERVISION OF STUDENT INTERN/PRACTICUM STUDENTS (update adopted by PDC April, 2010)**

<i>Supervision</i>	<i>IDP points awarded</i>
Teaching as a Career – Aiding	6 IDP points per semester
Block B Elementary: Literacy K-2; Science K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2017	3 IDP points per subject (maximum of 6 IDP points)
Block C Elementary: Literacy 3-6; Social Studies K-6; Math K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2016	3 IDP points per subject (maximum of 9 IDP points)
Block I: Core Teaching Skills for Middle Level	6 IDP points per semester
Block II: Secondary Methods	1 IDP point per week (up to 10 IDP points per semester based on content area placement)
Student Teaching Internship and Master of Arts in Teaching Internship (MAT) Spring Semester – updated 2016	90 IDP points per full semester (to be pro- rated if less than a full semester). Cooperating teachers must complete Process Questions on Frontline Education survey before being awarded points.
Other Pre-Service Field Experience (e.g. Early Childhood, English as a Second Language, Foreign Language in the Elementary School)	1 IDP point per week

Note: Supervision for the above are limited to 200 IDP points per year.

- **INDEPENDENT STUDY, LEARNING EXPERIENCES RELATED TO ASSIGNMENT, PUBLICATION OF PROFESSIONAL ARTICLES and READING PROFESSIONAL BOOKS**

Individual circumstances should be considered when assigning points for these activities. Contact the Department of Teaching and Learning.

- **PROFESSIONAL READING (Guidelines adopted by District PDC April, 2011)**

Independent Reading: A total of 6 IDP points will be awarded in the following manner:

- 5 IDP points are awarded for independent reading
- 1 IDP point is awarded for required reflection
 - Required reflection is documented through the appropriate form on Frontline Education. No points are awarded until this form has been completed.

Small Group Professional Reading: IDP points will vary and will be awarded in the following manner:

- 5 IDP points awarded for independent preparatory reading
- 1 IDP point awarded for participation and attendance at each professional discussion
- The total number of IDP points awarded will, therefore, depend on the number of group discussions
 - Reading + participation in professional discussions = total IDP points awarded
- To allow for unavoidable absences from the professional group discussion, the following parameters will be followed
 - Reading + participation in a portion of the professional discussions
 - Anyone who misses a portion (but not all) of the discussion sessions may receive maximum credit for all the Small Group Professional Reading activity **if** a reflection is completed through the appropriate form on Frontline Education at the end of the book study.
 - Reading minus participation in all professional discussions
 - Anyone who cannot attend any of the scheduled discussion sessions can only receive IDP points for this Small Group Professional Reading activity if reflection is documented through the appropriate form on Frontline Education.
 - In this manner, a teacher doing all of the reading, attending no discussions, yet reflecting on their reading through the appropriate form on Frontline Education would receive 6 IDP points.
 - The appropriate form must be completed before any IDP points will be awarded
 - Please request this form from Deanna Borg, deannab@usd383.org, 785-587-2841

Note: A sample of this form can be found in the Appendix under “Helpful Hints for District PDC Representatives”

The District PDC Representative must:

1. complete this form for every building book study,
2. obtain signatures and
3. return to Deanna Borg MHSE room 224

- **PARTICIPATION ON BUILDING AND DISTRICT COMMITTEES**

Time spent attending meetings of building and district committees focused on school improvement committee work must be entered under the category of Service to the Profession. IDP points will be awarded.

Note: These are not faculty or department meetings unless ongoing Professional Learning is occurring.

- **CATEGORIES FOR WHICH RELICENSURE USING IDP POINTS SHOULD NOT BE AWARDED**

- Membership on social committees
- Sponsorship or supervision of student activities
- Back-to-School nights
- Social activities
- Political activities
- Community activities not directly related to your employment (i.e., Scout leader, Little League coach, etc.)
- Negotiated “professional float day” (one day prior to the start of school year to work in classroom)

DIGITAL LEARNING POLICY

USD 383 Manhattan-Ogden seeks to encourage teachers to engage in meaningful personalized professional development. In order to accomplish this, teachers can choose to utilize the growing professional development networks that are available through social media. The following options exist for teachers as they desire to increase their instructional knowledge:

1. Twitter Chat—the teacher may choose to participate in a chat or to view a chat. For either option, 1 IDP point will be awarded per hour of chat time. The teacher must either document the chat using an app like TweetDeck or take screenshots of the chat then download those into a word document and attach it to the Digital Learning form on Frontline Education. Additionally, the teacher must complete the Digital Learning form reflecting on the content of the chat and submit it to his/her District PDC representative for final approval.

If a teacher serves as a moderator of a Twitter Chat, then one additional point will be awarded for his/her leadership.

2. Webinar/You-Tube Video/Ted Talk/Online PD Module—1 IDP point will be awarded for each clock hour of viewing. In a webinar, teachers must document the activity by taking a screen shot of the list of participants showing that they have signed into the webinar and then upload it to the Digital Learning form on Frontline Education. Alternatively, if a certificate is issued for attendance, the teacher may upload that to the Frontline Education form. Teachers must then complete the Digital Learning form reflecting on the content and submit it for final approval.

For You-Tube Videos, Archived Webinars, Ted Talks and Online PD Modules, teachers must complete the Digital Learning form and provide the link to the presentation viewed in a word document that is uploaded to the appropriate section on the Frontline Education document.

3. eBook—eBooks will follow the same protocol as hard copy books and be considered an Independent Reading activity. Teachers should complete the Independent Reading form on Frontline Education and will receive 6 points for each book read: 5 points for the reading and 1 point for the required reflection.

LICENSURE RENEWAL

Points used for license renewal **MUST** be earned in at least two of the three areas:

1. **Content Endorsement Standards**
Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teacher License or Certificate.
2. **Professional Education Standards**
Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
3. **Service to the Profession**
Any activity that assists others in acquiring proficiency in instructional systems, professional practices, or content, or that directly relates to licensure of professional education, accreditation processes, or professional organizations.

If you live, work, or are employed by any Kansas unified school district, you may request to file an individual professional development plan with the District Professional Development Council in your school district for licensure renewal purposes.

Contact the Department of Teaching and Learning: 785-587-2841

KANSAS STAFF DEVELOPMENT PLAN REGULATIONS

The Kansas Professional Development Program, revised effective July 1, 2003, includes three categories of activities and three levels of achievement that address “sequential instructional experiences designed to improve performance in an endorsement.” These categories of activities include: Content (curriculum subject matter), Professional Education (instructional strategies) and Service to the Profession (school improvement work). The levels of activities and possible actions of the plans are listed below.

Level 1: Knowledge Level (what do I know that I didn't know before?)

1. Attend a professional development activity where new knowledge and skills for an individual teacher's job responsibility or personal interest are learned.
2. Upon completion of the session, log on to Frontline Education and complete the 'Knowledge Validation Form' attached to the activity attended.
3. One IDP point will be awarded for each contact hour. For example, if the professional development session lasted three hours, you would receive three IDP points.
4. Activities can be in the areas of: content, professional education and/or service to the profession.

Level 2: Application Level (what am I doing that I didn't do before?) Timeline (One Semester)

1. Frontline Education steps to follow:
 - a. Go to your Portfolio or Recently Completed activities and select the activity for which you wish to receive application level points.
 - b. Click on the 'Manage' button next to the activity.
 - c. Complete the 'Application Level Request Form' and submit for approval.
2. Once approved, begin your practice within the classroom with feedback from a supervisor or colleague that takes place over the course of at least one semester.
3. Evidence of application is required and may include videotapes or observations of classroom practice made at specific intervals over the course of at least one semester and/or lesson plan documentation and/or observation feedback throughout at least one semester.
4. IDP points awarded = 2 X knowledge level points.
5. Activities can be in the areas of content or professional education.
6. At the end of the semester, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking application level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.
7. You must complete the application level project before applying for impact level.

Level 3: Impact Level (what results am I getting?) Timeline (One Academic Year)

1. Frontline Education steps to follow:
 - a. After completing the application level project, go to your Portfolio or Recently Completed activities and find the activity for which you received application level points.
 - b. Click on the 'Manage' button next to that activity and fill out the 'Impact Level Request Form' and submit for approval.
2. Once approved, begin collecting evidence of improved student behavior/achievement over a period of at least two semesters (one academic year).
3. Documentation of positive changes in respective students' behaviors/achievement could be related to building improvement goals or academic goals within the classroom (i.e., improved attendance, reduced tardiness, reduced discipline referrals, increased time-on-task, increased reading scores, etc.).
4. IDP points awarded = 3 X knowledge level points.
5. Activities can be in the areas of content or professional education.
6. At the end of the academic year, go to your Frontline Education activities pending final approval and click on the 'Manage' button by the activity for which you are seeking impact level points. Click on 'Mark Complete' and attach the documentation collected. Submit for final approval.

Note: Points earned at the application and impact level can be used toward equivalency credit and salary advancement. Contact the Dept. of Teaching and Learning for information or see Article XI of the 2019-20 Negotiated Agreement.

COLLEGE COURSES

For teachers who will be enrolling in a college course(s), you MUST enter appropriate information on Frontline Education prior to starting the course.

When the coursework is completed and appropriately noted through Frontline Education, the credit hours are automatically converted to IDP points. **1 college credit = 20 IDP points**

Exception: Should a teacher apply for attendance at a conference on Frontline Education and then, during the conference, decide to accept the opportunity offered at the conference to apply this time towards college credit, the following steps must be taken:

1. Contact the Department of Teaching and Learning so that appropriate changes can be made on Frontline Education - 785-587-2841.
2. Request approval for college credit on Frontline Education.

PROFESSIONAL DEVELOPMENT POINTS AND RELICENSURE

Form 3a – Renewal of a Five Year Professional License is now an online application process.

Already familiar with the online application process?

1. Go directly to the login site. <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

New to online application submission process?

1. Review the [General Instructions for Online Application Forms](#).
2. On the [License Applications webpage](#) scroll down to see the numerically ordered list of application forms and find Form 3a.
3. Click on the link to the right “Review Requirements and Access Form” to get started on the process.
4. If you are using college credit hours for part of your renewal, you must obtain a link to your official transcript from the crediting institution and provide it to the district Human Resource Director (see below).

Contact Andrew Turner, Human Resource Director, at andrewt@usd383.org or 785-587-2000 if you have questions.

LICENSURE RENEWAL REQUIREMENTS

If highest degree is Baccalaureate Degree = a minimum of 160 approved IDP points, including at least 80 points for college credit (80 points = 4 college hours)

REMEMBER:

1 Clock hour of professional development = 1 IDP point

1 college credit hour = 20 IDP points

If highest degree is Masters Degree or above = 120 approved IDP points

NOTE: www.ksde.org, Teams/Divisions: Teacher Education & Licensure (785-291-3678) for answers to your individual questions.

Appendix A-Forms

Building Professional Development Plans (School Improvement Forms)

Form 1	Principal's Verification and signature page
Form 2	Building Professional Development Goals/Action Plan Overview
Form 3	Building Professional Development Goals/Action Plan (This is the Plan Template all buildings will use. Plans are due May 15, 2020 to PDC Chair, Julie Doyen.)
Form 4	District Professional Development Goals (Reference Only)
Form 5	Building Yearly Calendar

Helpful Hints for District PDC Representatives:
FAQ, Small Group Reading Sample Form (Reference Only)

Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson
(Reference Only)

To insure that all critical areas have been addressed and forms submitted, the building principal and the District Professional Development Council Members should check off the following items and use this as the cover sheet for the Building District Development Development Goals/Action Plan.

Verification and Signature

- _____ 1. We have included the ***Building Professional Development Goals/Action Plan Overview***. (Form 2)

- _____ 2. We have included the ***Building Professional Development Goals/Action Plan*** for each target area.(Form 3)

- _____ 3. This plan reflects the Manhattan-Ogden USD 383 Five-Year District Wide Professional Development Goals. (Form 4 is for your reference)

- _____ 4. We have included a copy of our ***Building Yearly Calendar***. (Form 5 or a copy of your building-designed PD calendar)

Principal's Signature _____

Building Name _____

Date _____

KESA Building Professional Development Goals/Action Plan Overview

Name of building

Grade levels

District PDC Chairperson

Principal

Date submitted

Staff and student numbers (as of the above listed date)

certified

non-certified

of students

Describe the structure of your District Professional Development Committee. (How often do you meet? Who sets the agenda? Who leads the meetings?)

List team members below:

List the target area(s) for student improvement at your building this coming year. (You will need to provide Form 3 for each target area)

1. _____

2. _____

3. _____

4. _____

**KESA Building Professional Development Goals/Action Plan
2019-2020 School Year
Year 3 of 5 Year KESA Accreditation 2017-2022**

USD 383 DISTRICT IMPROVEMENT PLAN GOALS:

RELEVANCE (Personalized Learning)

By 2022, USD 383 educators will have established a system for evaluating the effectiveness of MTSS and Individual Plans of Study in order to address and respond to the learning needs of all students.

RESPONSIVE CULTURE (Academic Engagement)

By 2022, USD 383 educators will demonstrate evidence-based correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills.

READING

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the English Language Arts State Assessment will increase from 45.0 in 2018-2019 to 55.0 in 2022-2023.

MATH

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the Mathematics State Assessment will increase from 40.4 in 2018-19 to 50.4 in 2022-23.

SOCIAL

The percentage of students identified 'at risk' in the Kansas Communities That Care Social-Emotional Learning Report will decrease between 2017-2018 and 2022-23 for Character Development (37.1 to 27.1), Personal Development (36.4 to 26.4), and Social Development (38.6 to 28.6).

System: USD 383 Manhattan Ogden Schools USD383		School :			
KESA Goal Area: <h1>Relevance</h1> Year 1 Rating _____ Year 5 Rating _____		KESA Goal Component: Instruction - Personalized Learning		Growth Measures: <ul style="list-style-type: none"> • 5 R Rubrics • State Assessment Data • Fast Data • Survey Data • MTSS Data • IPS Data 	
KESA Goal Statement: <u>RELEVANCE (Personalized Learning)</u> By 2022, USD 383 educators will have established a system for evaluating the effectiveness of MTSS and Individual Plans of Study in order to address and respond to the learning needs of all students.					
Academic/Cognitive Evidence <ul style="list-style-type: none"> • State Assessment Data • FAST Data • Project Rubrics 	Technical Evidence <ul style="list-style-type: none"> • Tech Assessment • Rubrics for Project integrating Tech skills 	Employability Evidence <ul style="list-style-type: none"> • District Graduation Rate Data • District Success Rate Data • District Effective Rate Data • Survey Data • SAEBRS Data 		Civic Engagement Evidence <ul style="list-style-type: none"> • Student Council Minutes • Community Partners #'s • Community Presenter #'s • Community Service Project #'s • Class meetings #'s • Site Council Attendance Data • PTO Attendance Data • Data of Community Involvement in School Activities • Student, Staff, Parent & Community Survey Data 	
Action Steps		Person (s) Responsible	Timeline-Days per T&L Calendar	Evidence of Completion	Resources Needed
1. New Teachers will be trained during New Educator Orientation on District Personalized Learning, MTSS, Assessments and Instructional and Technology Tools. 2. Grade Level and Content Areas will continue job embedded training. 3.		T&L Building Members:		<u>Completion Evidence</u> <ul style="list-style-type: none"> • Attendance • Agenda • Minutes • PD Evaluation -staff reflections of professional development activities • Staff reflections on the PDC needs assessment 	

System: USD 383 Manhattan Ogden Schools USD383		School :			
KESA Goal Area: Responsive Culture Year 1 Rating_____ Year 5 Rating_____		KESA Goal Component: District Climate - Academic Engagement		Growth Measures: <ul style="list-style-type: none"> • 5 R Rubrics • State Assessment Data • Fast Data • Survey Data 	
KESA Goal Statement: <u>RESPONSIVE CULTURE (Academic Engagement)</u> By 2022, USD 383 educators will demonstrate evidence-based correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills.					
Academic/Cognitive Evidence <ul style="list-style-type: none"> • State Assessment Data • FAST Data • Project Rubrics 	Technical Evidence <ul style="list-style-type: none"> • Tech Assessment • Rubrics for Project integrating Tech skills 	Employability Evidence <ul style="list-style-type: none"> • District Graduation Rate Data • District Success Rate Data • District Effective Rate Data • Survey Data • SAEBRS Data 	Civic Engagement Evidence <ul style="list-style-type: none"> • Student Council Minutes • Community Partners #'s • Community Presenter #'s • Community Service Project #'s • Class meetings #'s • Site Council Minutes • Site Council Attendance Data • PTO Attendance Data • Data of Community Involvement in School Activities • Student, Staff, Parent & Community Survey Data 		
Action Steps		Person (s) Responsible	Timeline-Days per T& L Calendar	Evidence of Completion	Resources Needed
<ol style="list-style-type: none"> 1. New Teachers will be trained during New Educator Orientation on District Personalized Learning, MTSS, Assessments and Instructional and Technology Tools. 2. Grade Level and Content Areas will continue job embedded training. 3. 		T&L Building Members:		<u>Completion Evidence:</u> <ul style="list-style-type: none"> • Attendance • Agenda • Minutes • PD Evaluation -staff reflections of professional development activities • Staff reflections on the PDC needs assessment 	

System: USD 383 Manhattan Ogden Schools USD383		School :			
KESA Goal Area: Relevance		KESA Goal Component: Instruction – READING		Growth Measures: <ul style="list-style-type: none"> • 5 R Rubrics • State Assessment Data • Fast Data 	
Year 1 Rating _____ Year 5 Rating _____					
KESA Goal Statement: <u>Relevance - Instruction - READING</u> The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the English Language Arts State Assessment will increase from 45.0 in 2018-2019 to 55.0 in 2022-2023.					
Academic/Cognitive Evidence <ul style="list-style-type: none"> • State Assessment Data • FAST Data • Project Rubrics 	Technical Evidence <ul style="list-style-type: none"> • Tech Assessment • Rubrics for Project integrating Tech skills 	Employability Evidence <ul style="list-style-type: none"> • District Graduation Rate Data • District Success Rate Data • District Effective Rate Data • Survey Data • SAEBRS Data 	Civic Engagement Evidence <ul style="list-style-type: none"> • Student Council Minutes • Community Partners #'s • Community Presenter #'s • Community Service Project #'s • Class meetings #'s • Site Council Attendance Data • PTO Attendance Data • Data of Community Involvement in School Activities • Student, Staff, Parent & Community Survey Data 		
Action Steps		Person (s) Responsible	Timeline-Days per T & L Calendar	Evidence of Completion	Resources Needed
<ol style="list-style-type: none"> 1. New Teachers will be trained during New Educator Orientation on District Personalized Learning, MTSS, Assessments and Instructional and Technology Tools. 2. Grade Level and Content Areas will continue job embedded training. 3. 		T&L Building Members:		<u>Completion Evidence:</u> <ul style="list-style-type: none"> • Attendance • Agenda • Minutes • PD Evaluation -staff reflections of professional development activities • Staff reflections on the PDC needs assessment 	

System: USD 383 Manhattan Ogden Schools USD383		School :		
KESA Goal Area: Relevance Year 1 Rating_____ Year 5 Rating_____		KESA Goal Component: Instruction - MATH		Growth Measures: <ul style="list-style-type: none"> • 5 R Rubrics • State Assessment Data • Fast Data
KESA Goal Statement: <u>Relevance – Instruction - MATH</u> The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the Mathematics State Assessment will increase from 40.4 in 2018-19 to 50.4 in 2022-23.				
Academic/Cognitive Evidence <ul style="list-style-type: none"> • State Assessment Data • FAST Data • Project Rubrics 	Technical Evidence <ul style="list-style-type: none"> • Tech Assessment • Rubrics for Project integrating Tech skills 	Employability Evidence <ul style="list-style-type: none"> • District Graduation Rate Data • District Success Rate Data • District Effective Rate Data • Survey Data • SAEBRS Data 	Civic Engagement Evidence <ul style="list-style-type: none"> • Student Council Minutes • Community Partners #'s • Community Presenter #'s • Community Service Project #'s • Class meetings #'s • Site Council Attendance Data • PTO Attendance Data • Data of Community Involvement in School Activities • Student, Staff, Parent & Community Survey Data 	
Action Steps	Person (s) Responsible	Timeline-Days per T&L Calendar	Evidence of Completion	Resources Needed
<ol style="list-style-type: none"> 1. New Teachers will be trained during New Educator Orientation on District Personalized Learning, MTSS, Assessments and Instructional and Technology Tools. 2. Grade Level and Content Areas will continue job embedded training. 3. 	T&L Building Members:		<u>Completion will be evidenced by:</u> <ul style="list-style-type: none"> • Attendance • Agenda • Minutes • PD Evaluation -staff reflections of professional development activities • Staff reflections on the PDC needs assessment 	

System: USD 383 Manhattan Ogden Schools USD383		School :			
KESA Goal Area: Responsive Culture Year 1 Rating _____ Year 5 Rating _____		KESA Goal Component: Personalized Learning – SOCIAL		Growth Measures: <ul style="list-style-type: none"> • SAEBRS Data • Community That Cares Survey • Student Survey Data 	
KESA Goal Statement: <u>SOCIAL</u> USD 383 students will learn, practice and model essential personal life habits that contribute to academic, vocational, and personal success. The percentage of students identified ‘at risk’ in the Kansas Communities That Care Social-Emotional Learning Report will decrease between 2017-2018 and 2022-23 for Character Development (37.1 to 27.1), Personal Development (36.4 to 26.4), and Social Development (38.6 to 28.6).					
Academic/Cognitive Evidence <ul style="list-style-type: none"> • State Assessment Data • FAST Data • Project Rubrics 	Technical Evidence <ul style="list-style-type: none"> • Tech Assessment • Rubrics for Project integrating Tech skills 	Employability Evidence <ul style="list-style-type: none"> • District Graduation Rate Data • District Success Rate Data • District Effective Rate Data • Survey Data • SAEBRS Data 	Civic Engagement Evidence <ul style="list-style-type: none"> • Student Council Minutes • Community Partners #'s • Community Presenter #'s • Community Service Project #'s • Class meetings #'s • Site Council Attendance Data • PTO Attendance Data • Data of Community Involvement in School Activities • Student, Staff, Parent & Community Survey Data 		
Action Steps		Person (s) Responsible	Timeline-Days per T&L Calendar	Evidence of Completion	Resources Needed
1. New Teachers will be trained during New Educator Orientation on District Personalized Learning, MTSS, Assessments and Instructional and Technology Tools. 2. Grade Level and Content Areas will continue job embedded training. 3.		T&L Building Members:		<u>Completion will be evidenced by:</u> <ul style="list-style-type: none"> • Attendance • Agenda • Minutes • PD Evaluation -staff reflections of professional development activities • Staff reflections on the PDC needs assessment 	

Completed August 20, 2019

DISTRICT PROFESSIONAL DEVELOPMENT GOALS – 2017-2022**USD 383 DISTRICT IMPROVEMENT PLAN GOALS:****RELEVANCE (Personalized Learning)**

By 2022, USD 383 educators will have established a system for evaluating the effectiveness of MTSS and Individual Plans of Study in order to address and respond to the learning needs of all students.

RESPONSIVE CULTURE (Academic Engagement)

By 2022, USD 383 educators will demonstrate evidence-based correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills.

READING

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the English Language Arts State Assessment will increase from 45.0 in 2018-2019 to 55.0 in 2022-2023.

MATH

The percentage of students who score in Levels 3 and 4 (College and Career Ready) on the Mathematics State Assessment will increase from 40.4 in 2018-19 to 50.4 in 2022-23.

SOCIAL

The percentage of students identified 'at risk' in the Kansas Communities That Care Social-Emotional Learning Report will decrease between 2017-2018 and 2022-23 for Character Development (37.1 to 27.1), Personal Development (36.4 to 26.4), and Social Development (38.6 to 28.6).

Building Yearly Calendar

Please list below specific dates for all 2019–2020 professional development activities in your building. (PDC, PLT, Monday staff development meetings, etc.) If you create a building calendar, you may include that copy, instead, if you wish.

It is understood that building professional development plans on the following dates can be adjusted as needs arise during the year.

Please attach a building calendar that shows specific dates for professional development activities in your buildig (i.e. PDC, PLT, Monday staff development meetings, etc.)

Frontline Education Frequently Asked Questions

5/20/14

Q: Our teachers need help in completing their IPDP (SMART) Goals.

A: Individuals will complete the following steps when entering their SMART Goals.

1. Go to Forms.
2. Click on the IPDP Form (w/SMART Goals).
3. Fill in the appropriate areas and Submit.
4. It will then be routed to the building PDC representative for pre-approval and final approval will be given by principal.
5. Once it has been pre-approved, it will show up in your Approved and In Progress.
6. Be sure that you have first read the section on Individual Professional Development Plan (IPDP) in the District PDC Handbook for additional, pertinent professional information.

Q: What if a teacher wants or needs to make changes to his IPDP (SMART) Goals?

A: Individuals will complete the following steps to make changes to their IPDP (SMART) Goals.

1. Look for the IDPD form on the main page under Approved and In Progress. You will see the individual's name, i.e. Jane Doe. Click on manage next to the name.
2. Click on Revise/Resubmit Form. This process will allow for "accidental" corrections to be made or updates to be made.
3. Click on Continue.
4. Make your changes and submit the form again.
5. It will then go back to the building PDC representative for pre-approval and once it has been pre-approved, it will show back up in your Approved and In Progress.

Q: Is there a report showing IPDP (SMART) Goals in my building?

A: District PDC Reps will follow the steps below to find a report showing building SMART Goals.

1. Go to Reports tab.
2. Under the category Reports click on My Reports.
3. Under My Reports click on the report called IPDP Report (SMART).
4. Adjust the start and end dates, if needed for your search, select your building and Run Report.

Q: What if a teacher wants to change his/her Personal Goal?

A: Individuals can follow the steps below update/change Personal Goals.

1. Go to My Info and click on My Personal Goals.
2. They will see the all of the Personal Goals that they have entered and the status (active or InActive).
3. To add a new goal click on Add New Goal, enter the information and Save.
4. To remove a goal, click on the goal listed and on the next screen select No for active and Save.
Important Note: The goal will show up as InActive. There is *not* a way to delete it so it does not show up at all.

Q: Where can a teacher find his/her Teacher ID/Certificate License number?

A: A teacher can follow the steps below to find his/her certificate license number.

1. Go to My Info and click on My Portfolio.
2. The certificate ID will appear under user information.

Q: How can I, as a District PDC representative, help to look up certificate information?

A: Complete the following steps to provide help.

1. Go to Administration tab.
2. Under the category Users you will click on User History.
3. Search for user by typing the Last Name in the appropriate field and Search. You will click on the name when it appears.
4. Under User Information at the top of the page you will see the Certificate ID #. NOTE: this view is only available to District PDC representatives. Teachers will have to follow steps listed in the above Q and A.

Small Group/Building Professional Reading Required “Sample” Form

Building Name Ronald Regan Elementary

Facilitator John Doe teacher

Beginning and ending date(s) 1/12/30 through 2/1/30

Beginning and ending time 4:15 – 5:15

Participants (print any additional names)	5 IDP points for Preparatory reading	Meeting date 1/12/30	Meeting date 2/1/30	Note to facilitator: Only for participants who missed a discussion, mark here if a participant completes Reflection on Frontline Education	Indicate total points for each person (5 points for reading + 1 point for <u>each</u> discussion attended)*	Signature of each participant at the completion of the book study (use this once instead of Frontline Education sign-in sheets each time) Submit to Deanna Borg after completion of the book study
Jane	5	✓	absent	yes	7	<i>Each teacher</i>
Betty	5	✓	✓		7	<i>signs</i>
Bob	5	✓	✓		7	<i>his/her name</i>
Jack	5	absent	absent	no	0	<i>on this form.</i>

* Building PDC representative will have Frontline Education reflection form routed to them for approval. This way you will be able to accurately assign final points.

Charlotte Danielson's
A Framework for Teaching
Enhancing Professional Practice, 2nd Edition 2007
 Domains, Components, and Elements

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content and the structure of discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy</p> <p>1b: Demonstrating Knowledge of Students Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills and knowledge, and language Proficiency Knowledge of students' interest and cultural heritage Knowledge of students' special needs</p> <p>1c: Setting Instructional Outcomes Value, sequence and alignment Clarity Balance Suitability for diverse students</p> <p>1d: Demonstrating Knowledge of Resources Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students</p> <p>1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure</p> <p>1f: Designing Student Assessments Congruence with instructional goals Criteria and standards Design of formative assessments Use for planning</p>	<p>2a: Creating an Environment of Respect and Rapport Teacher interaction with student Student interactions with other students</p> <p>2b: Establishing a Culture for Learning Importance of content Expectations for learning and achievement Student pride in work</p> <p>2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p> <p>2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources</p>
Domain 4: Professional Responsibilities	Domain 3: Instruction
<p>4a: Reflecting on Teaching Accuracy Use in future teaching</p> <p>4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records</p> <p>4c: Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program</p> <p>4d: Participating in a Professional Community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects</p> <p>4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession</p> <p>4f: Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations</p>	<p>3a: Communicating with Students Expectations for learning Directions and procedures Explanation of content Use of oral and written language</p> <p>3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation</p> <p>3c: Engaging Students in Learning Activities and assignments Groupings of students Instructional materials and resources Structure and pacing</p> <p>3d: Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress</p> <p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence</p>