



# LEAVENWORTH USD 453 FIVE YEAR PROFESSIONAL DEVELOPMENT PLAN



## PROFESSIONAL DEVELOPMENT FOCUS

<i>KSDE Professional Development Program Requirements</i>	<i>Individual Teacher Focus</i>	<i>Building Focus</i>	<i>District Focus</i>
<b>How is the Professional Development program aligned with the mission, academic focus, and KESA (school improvement plan)?</b>	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 student 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 post-secondary data.
<b>Who decides what the focus for staff development will be?</b>	The individual licensed professional in collaboration with her or his designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	District administration.
<b>How is the focus of staff development determined at each level?</b>	Based on individual needs identified through feedback related to staff skills and student needs. Also licensure renewal requirements that include professional teaching standards.	By comparing student academic targets or goals to actual performance. Special attention will be paid to underperforming student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders through a yearly needs assessment.
<b>How are goals written to meet a results-based focus?</b>	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.

<b>Who reports what staff development results to whom, when and in what manner?</b>	<ol style="list-style-type: none"> <li>1. Individual teachers share evidence related to each level with his/her designated supervisor after initial approval.</li> <li>2. Building</li> <li>3. District</li> </ol>
<b>How has PDC representation been chosen?</b>	PDC shall be representative of each building's licensed personnel and will include at least as many teachers as administrators. Both shall be elected by the group they represent.



## PROFESSIONAL LEARNING EXPERIENCES, LEVELS, AND CATEGORIES

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

### **Goals Overview**

The Leavenworth Public Schools are committed to engaging and empowering teachers to improve their skills. The district professional development plan will include structures for individual, building and district determined professional development and will reward those activities providing evidence of: ongoing staff development aligned with the mission, academic focus and school improvement plan; increased teachers' skills in pedagogy and instructional strategies; and increased student success.

### ***Goal 1: Provide opportunities for educators to increase their knowledge and skills in school improvement***

Increase knowledge of the school improvement process (KESA), 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. Other objectives may be added to this goal.

### ***Goal 2: Provide opportunities for educators to increase their knowledge and skills in curriculum and instruction***

Developing, aligning and evaluating curriculum, teaching strategies and pedagogy with emphasis on engagement, management skills, comprehensive assessment planning, and expanding learner-focused approaches. Other objectives may be added to this goal.

### ***Goal 3: Increase knowledge and skills in the use of technology as an educational tool.***

Using technology to expand learning, using computers and mobile devices as an instructional, engagement and management tool, using technology as an instructional resource, using computers and mobile devices for assessment, technology and information literacy for students and teachers and technological applications in vocational education. Other objectives may be added to this goal.

### ***Goal 4: Increase knowledge and improve skills in student development.***

Developing student motivation and responsibility, strategies for 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. Other objectives may be added to this goal.

### ***Goal 5: Provide opportunities for the development of other professional growth.***

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.



## GOAL 1 – SCHOOL IMPROVEMENT Action Plan for Staff Development

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

Staff Development Steps	Implementation Activities/Training Plan	Indicators & Documented Evidence	Timeline	Resources Needed
<b>Knowledge</b>	<p>All staff will participate in school improvement process trainings, discussions and study groups.</p> <p>All staff will develop school improvement documents to demonstrate knowledge of the process.</p>	<ul style="list-style-type: none"> <li>● Attendance records with reflection and evaluation</li> <li>● School profile</li> <li>● School Improvement Plan</li> <li>● Annual Reports</li> <li>● Staff Development Documentation</li> <li>● Implementation Records - Strategies</li> <li>● Student Data</li> <li>● Instructional Activities</li> <li>● <i>Additional ideas as created.</i></li> </ul>		<p>Staff development time; Staff trainers//Consultants; Materials; Funding Document development time; Example documents</p>
<b>Application</b>	<p>Staff will use data to diagnose individual students and to make changes in instruction.</p>	<ul style="list-style-type: none"> <li>● Documents or activities generated</li> <li>● Plans, reflections</li> <li>● Observation of change over time of at least one semester.</li> <li>● <i>Additional ideas as created.</i></li> </ul>		<p>Time to interpret data, prepare plans; Consultants/Staff to facilitate; Materials</p>
<b>Impact</b>	<p>Students will improve performance relative to school improvement goals.</p>	<ul style="list-style-type: none"> <li>● Student Data</li> <li>● Professional data showing improvement over time at least two semesters.</li> <li>● <i>Additional Ideas as created.</i></li> </ul>		<p>Time to interpret data; Time to celebrate.</p>

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



## GOAL 2 – CURRICULUM & INSTRUCTION

### Action Plan for Staff Development

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

Staff Development Steps	Implementation Activities/Training Plan	Indicators & Documented Evidence	Timeline	Resources Needed
<b>Knowledge</b>	<p>Staff will participate in curriculum, instruction and assessment trainings.</p> <p>Staff will develop and/or use curriculum documents, instructional strategies, and aligned assessments.</p>	<ul style="list-style-type: none"> <li>● Attendance records with reflection and evaluation</li> <li>● Curriculum Documents</li> <li>● Strategy Documentation</li> <li>● Assessment Documents &amp; Data</li> <li>● Monitoring Data</li> <li>● Student Data</li> <li>● <i>Additional ideas as created.</i></li> </ul>		<p>Staff development time; Materials; Funding; Document development time; Materials; Assessments; Staff trainers/Consultants</p>
<b>Application</b>	<p>Staff will interpret data to determine effectiveness of the instructional program.</p> <p>Staff will revise, review, and adjust instruction based on the data.</p>	<ul style="list-style-type: none"> <li>● Student Data</li> <li>● Documents or activities generated</li> <li>● Plans, reflections</li> <li>● Observation of change over time of at least one semester.</li> <li>● <i>Additional ideas as created.</i></li> </ul>		<p>Staff development time; Time to interpret data, Consultants/Staff to facilitate</p>
<b>Impact</b>	<p>Students will improve performance relative to curriculum and instruction goals.</p>	<ul style="list-style-type: none"> <li>● Professional data showing improvement over time at least two semesters.</li> </ul>		<p>Time to interpret data; Time to celebrate.</p>

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



## GOAL 3 – TECHNOLOGY Action Plan for Staff Development

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

Staff Development Steps	Implementation Activities/Training Plan	Indicators & Documented Evidence	Timeline	Resources Needed
<b>Knowledge</b>	All staff will participate in training to use various technologies in the workplace.  All staff will use various technologies to integrate instruction and to manage classroom data.	<ul style="list-style-type: none"> <li>● Attendance records with reflection and evaluation</li> <li>● Technology Generated Products</li> <li>● Data Relative to Management</li> <li>● Student Products Generated Via Technology</li> <li>● Student Data</li> <li>● <i>Additional ideas as created.</i></li> </ul>		Staff development time; Staff/Consultants; Materials & software or apps; Funding
<b>Application</b>	All staff will use technology and internet applications so that students use technology, also.  Technology as a tool for all teachers and students.	<ul style="list-style-type: none"> <li>● Classroom Management Data</li> <li>● Students &amp; Teacher Generated Products</li> <li>● <i>Additional ideas as created.</i></li> </ul>		Staff development time; Staff/Consultants; Materials & software or apps
<b>Impact</b>	Staff and/or students will improve performance relative to technology goals.	<ul style="list-style-type: none"> <li>● Professional data showing improvement over time at least two semesters.</li> <li>● <i>Additional Ideas as created.</i></li> </ul>		Time to interpret data; Time to celebrate.

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## GOAL 4 – STUDENT DEVELOPMENT

### Action Plan for Staff Development

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

Staff Development Steps	Implementation Activities/Training Plan	Indicators & Documented Evidence	Timeline	Resources Needed
<b>Knowledge</b>	<p>All staff will participate in student development training.</p> <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"> <li>● Attendance records with reflection and evaluation</li> <li>● Information about student needs</li> <li>● Student data</li> <li>● Student Plans (IEP, 504, SIPs)</li> <li>● Curriculum (modified)</li> <li>● Assessment accommodations</li> <li>● <i>Additional ideas as created</i></li> </ul>		<p>Staff development time; Staff trainers/Consultants; Interpretation time; Student plan development time; Materials; Funding</p>
<b>Application</b>	<p>All students will meet educational goals based on individual diagnoses.</p>	<ul style="list-style-type: none"> <li>● Student Data (Academic &amp; Affective)</li> <li>● <i>Additional ideas as created</i></li> </ul>		<p>Data interpretation time; Consultants; Materials</p>
<b>Impact</b>	<p>Students will improve performance relative to student development goals.</p>	<ul style="list-style-type: none"> <li>● Student Data</li> <li>● Professional data showing improvement over time at least two semesters.</li> <li>● <i>Additional Ideas as created</i></li> </ul>		<p>Time to interpret data; Time to celebrate.</p>

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## GOAL 5 – OTHER PROFESSIONAL GROWTH Action Plan for Staff Development

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

Staff Development Steps	Implementation Activities/Training Plan	Indicators & Documented Evidence	Timeline	Resources Needed
<b>Knowledge</b>	All staff will participate in training relative to their own professionalism.  All staff will develop programming using what they learned in application to their own professional needs.	<ul style="list-style-type: none"> <li>● Attendance records with evaluation and reflection.</li> <li>● Documents or activities generated</li> <li>● Plans, reflections, instructional or other types of plans</li> <li>● Reflection writings</li> <li>● <i>Additional ideas as created</i></li> </ul>		Staff development time; Staff trainers/ Consultants; Materials; Substitutes; Training costs
<b>Application</b>	All staff will implement strategies relative to their training.	<ul style="list-style-type: none"> <li>● Generated programming from individual training modified for use.</li> <li>● Student Data</li> <li>● <i>Additional ideas as created</i></li> </ul>		Implementation documents; Time for implementation; Materials; Funding
<b>Impact</b>	Staff will use the generated programming as a permanent part of their learning and thereby increase student learning.	<ul style="list-style-type: none"> <li>● Student Data</li> <li>● Professional data showing improvement over time at least two semesters.</li> <li>● <i>Additional Ideas as created</i></li> </ul>		Time to interpret data; Time to celebrate.

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