



**NORTHEAST KANSAS EDUCATION  
SERVICE CENTER  
INTERLOCAL #608  
PROFESSIONAL DEVELOPMENT PLAN**

**2008-2013**

# NORTHEAST KANSAS EDUCATION SERVICE CENTER PROFESSIONAL DEVELOPMENT PLAN

## PHILOSOPHY

The philosophy of Northeast Kansas Education Service Center (NEKESC) is that professional development is the combination of educational and personal experience, which contributes toward competence and satisfaction in the professional role. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level leading to an improvement in student learning.

## SERVICE CENTER GOALS

The professional development goals are to provide opportunities for certified personnel in NEKESC to develop and/or improve knowledge and skills in Professional Improvement and/or School Improvement.

## COMPOSITION OF PROFESSIONAL DEVELOPMENT COUNCIL

- Minimum of three teachers (prefer one representative from the elementary level, one from the middle school level, and one from the high school level) and a maximum of five teachers;
- Special Education Administrator; and,
- President of the NEKESC Board of Education (ex-officio).

**Note:** Each member will be representative of the educational agency's certified or licensed personnel and include at least as many teachers as administrators.

## MEMBERSHIP SELECTION

All members are to be selected from the group they represent for three-year terms on a staggered basis. Selection will take place in August of the previous school year for terms to begin July 1 of the upcoming school year. The PDC Council members will select teachers to any vacant positions if all positions are not filled in April through the election process.

## **POWERS, DUTIES, AND FUNCTIONS OF THE PROFESSIONAL DEVELOPMENT COUNCIL**

1. Implement the Professional Development Plan within the guidelines and criteria established by the KSDE.
2. Ensure that NEKESC professional development plans have been approved by the NEKESC Board of Education.
3. Review and accept or suggest modification of each Individual Professional Development Plan Form (IPDP) submitted. A council member may not vote on any action regarding his/her individual plan. Annually review all IPDPs. Staff members will resubmit annually if individual development needs change. Approved activities must align to individual and/or service center goals.
4. Review, validate, and verify the in-service credit points to be awarded for activities completed as needed.
5. Keep records and communicate the necessary business of the council.
6. Hear and decide appeals for professional development credit, either approving or redirecting to the Executive Director if complainant is not satisfied.

### **OFFICERS**

The officers of the council shall consist of a chairperson and a secretary. It is recommended officers have one year of experience on the Professional Development Council.

### **ELECTION OF OFFICERS**

The council will elect officers for the upcoming year in May.

### **TERMS OF OFFICE**

Chairperson and secretary are elected for one-year terms and can be reelected. The terms of office will begin July 1.

### **RESIGNATION AND REPLACEMENT**

1. An officer can resign from office provided a letter of resignation is submitted to the PDC Administrator.
2. This letter should be submitted at least one month prior to the effective date of resignation.
3. Vacancies in officer positions will be filled by a majority vote of the PDC at its next meeting following the submission of the letter of resignation.

4. Vacancies in other positions will be filled through appointment by the PDC members to last as long as the unexpired term of the person leaving.

## **DUTIES OF THE OFFICERS**

### **Chairperson**

1. Calls and presides at all meetings.
2. Prepares, in cooperation with the PDC administrator, an agenda for all meetings.
3. Notifies members of meetings and distributes the agendas.
4. Appoints PDC members to subcommittees and serves as an ex-officio member of the sub committees.
5. Receives resignations from PDC members.
6. Carries out any other duties as described in this document or assigned by the council.
7. Provides or secures training of new PDC members.

### **Secretary**

1. Fulfills all the duties of the chairperson in the chairperson's absence.
2. Is responsible for minutes of all meetings.
3. Records minutes of all meetings, making copies available to PDC members, and files them with the PDC Administrator.
4. Carries out all other duties as assigned by the chairperson.

### **PDC Meeting**

1. Meetings will be held from August through May as necessitated by an agenda.
2. Items for consideration by the PDC will be proposed to the PDC Chair by members of the PDC, or by certified personnel of NEKESC.
3. All voting decisions will be by simple majority provided there is a quorum present.
4. Only when matters of the PDC deal with personnel and related matters, will meetings be closed to all non-members unless invited as guests.
5. Necessary clerical and accounting staff, facilities for meetings, record keeping, communications, and other necessary services of the Council shall be furnished by NEKESC.

## **NEEDS ASSESSMENT**

The PDC may conduct a needs assessment to determine the staff development needs of NEKESC and its staff. This assessment may serve as a guide in determining the service center's long-range and short-range staff development plans.

During the school year, the PDC may help determine service center in- service activities for the year, based upon any needs assessment and other relevant information.

## **PROFESSIONAL DEVELOPMENT PROCEDURES**

1. All Individual Professional Development Plans will be submitted on Appendix A to Professional Development Council for approval. Individual plans will coincide with the teacher's recertification date.
2. All activities will be considered knowledge or application activities (See Appendix C for Criteria)
3. Knowledge level points for professional development will be valued at 1 point/hour. Validations will be made by the PDC members. Once awarded Knowledge points, Application/Impact forms (Appendix E) will be sent to the applicant indicating approval to double or triple points if applicable.
4. Knowledge points for activities outside the service center must be validated on Appendix D Validation of Knowledge level. Service center sponsored activities will use the sign-in sheet as validation for Knowledge level points. Sign-in sheets from district sponsored activities will be accepted as validation if they include necessary information for awarding points including dates and specific times for the activities.
5. Knowledge level validation requests must be submitted to the PDC within 60 days after completing the activity.
6. Summer validations must be submitted by September 1 of the current school year for the movement on the salary schedule.
7. The PDC administrator may approve summer validations for recertification during the summer.
8. All Level 2 or 3 activities must be validated according to the rubric on Appendix C and submitted on Appendix E (Validation for Levels 2-3— Application / Impact).

Note: Level 2 Application/Implementation is the process of doubling points of an initial Level1 activity based on application and implementation of knowledge learned. Level 3 Impact is the process of tripling points of an initial Level 1 activity based on application and implementation of knowledge learned and the demonstration of positive impact on student learning.

9. For out of district activities, a copy of the agenda/program will be attached to Form D.
10. Points for presentations will be valued at one point per hour presenting. Multiple presentations over the same topic are permitted.
11. Participants must submit all forms to the PDC administrator who will be responsible for getting the forms to the PDC meeting.
12. All approved points will be entered in the computer on a timely basis.
13. Printouts of professional development points for all staff members will be made once a year, to be included in the teacher packet given out at the beginning of the school year in-service. Individual official transcripts for re-certification will be available upon request.
14. Earned professional development points will apply to horizontal movement on the salary schedule. (Twenty in-service points = one college hour).
15. Participants **must** retain a copy of all forms for their files.

### **PROFESSIONAL DEVELOPMENT PLANS FOR SUBSTITUTE TEACHERS**

All substitutes may participate in the Professional Development Plan of NEKESC. This will allow them to attend NEKESC activities as a member at their own expense. Substitute's plans will be administered by the Professional Development Council.

### **PROCEDURE FOR INFORMING STAFF AND BOARD OF EDUCATION**

The Professional Development Council Administrator will inform certified staff of any unapproved decisions by the PDC. All other activities of the PDC will be recorded in the minutes of PDC meetings and kept on file at the service center office. The PDC chairperson and/or Administrator will make a yearly progress report to the Board of Education.

### **APPEAL PROCEDURES**

1. The participant will submit an appeal in writing to the PDC Chairperson within 30 days of notification of denial, listing the specific reasons why he/she feels the decision was incorrect.
2. All appeals will be made in person to the PDC.
3. Should the decision remain unresolved by the PDC review, he/she may appeal to the Executive Director of NEKESC.

4. Appeals of the Executive Director's decision are made to the NEKESC Board of Education.

### **AMENDING PROCEDURE**

This Professional Development Plan document may be amended in the following manner:

1. NEKESC Board of Education may initiate amendment proposals in writing to the Professional Development Council; or,
2. The Professional Development Council may initiate and recommend to the NEKESC Board of Education adoption of amendments to this Professional Development Plan by a simple majority vote of the quorum members. The proposed amendment(s) must be introduced in writing at the preceding regular Board of Education meeting; or,
3. NEKESC Board of Education must approve an amendment before submission to the Kansas State Department of Education.

### **PROCESS FOR SUBMITTING INDIVIDUAL PLANS AND FORMS**

All certified staff members will submit their Individual Professional Development Plan (IPDP) by November 1, 2008. Updates for subsequent years must be submitted by August 31 of the current year. Once each individual plan is approved, a copy of the plan will be returned to the employee for their records. Each employee is encouraged to keep copies of individual forms he/she turns in for approval. Each employee will be given a copy of the Professional Development Plan.

## LICENSURE RENEWAL REQUIREMENTS

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal. Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge;
- How it has been applied in practice; and,
- What the results of that practice have been.

### Professional Development Points and Semester Credit Hours For Licensure Renewal

If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least two of three areas:

**Content Endorsement Standards;**

**Professional Education Standards; or**

**Service to the Profession.**

91-1-206 "Professional development plans for licensure renewal"	Content	Professional Education	Service to the Profession
<b>Knowledge</b> What do you know now that you did not know before?	1pt. = 1 contact hr.	1 pt. = 1 contact hr.	1 pt. = 1 contact hr.
<b>Application</b> What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
<b>Impact</b> How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level.

**National Board Certification** - A teacher may apply directly to Licensure and Teacher Education at KSDE if the person has completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed.

**Level I – Knowledge Level Points Provide the Baseline**

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge-level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge-level.
- Knowledge level or baseline points can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level or baseline points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

**Level I Knowledge Indicators:**  
***What do I know now that I did not know before?***  
Learning = 1 point per clock hour.

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock hour.

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.
  - Serving on an onsite team for another school or district and an explanation of the time spent.

**Level II Application Indicators:**  
***What am I doing now that is different than what I did before?***  
Use of New Knowledge and Skills = 2 X's points Level I.

Verification required may include one of the following:

Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

**Level III Impact Indicators:**  
***What are the results of my professional changes?***  
Organizational Change = 3 X's points Level I.

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 X's points Level I.

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

## ACTIVITIES ACCEPTABLE FOR PROFESSIONAL DEVELOPMENT POINTS

1. **College courses from accredited institutions**  
1 semester college hour = 20 points
2. **Workshops/Seminars/Conferences/Building In-service Activities**  
Attendance or presentation (service to the profession) **1 hour attendance = 1 point.**  
**(Attach copy of agenda/program for activities outside the district)**
3. **Attendance at subject area meetings at building or district level outside the paid duty day with administrative approval. 1 meeting hour = 1 point**
4. **Attendance at lectures by persons with expertise in an area of education**  
**1 lecture hour = 1 point**
5. **Observation of programs related to the educational setting, visits to other schools/school systems (journal required) 1 hour = 1 point**
6. **Supervised planning of new educational programs to be used in the schools done at the direction of administration (use form Appendix E)**  
Developing a new course of study or program and curriculum writing with prior approval by the district PDC. **1 hour = 1 point**
7. **Committee Work**  
Service on designated curriculum/subject-area committees, Student Improvement Team, School Improvement Team, PDC, Media Center Committee outside the paid duty day. **1 meeting hour = 1 point**  
Service on district-wide committees outside the duty day. I.e.: Technology Committee **1 meeting hour = 1 point**  
Service on miscellaneous school district related committees/boards i.e.: District Health/Wellness Committee, building Site Councils, Vocational Parent Advisory Boards, JCASC **1 meeting hour = 1 point**
8. **Service to professional associations such as; KNEA, KRA, KSDC, USA, KMEA, etc.**  
Serving as delegate to governing bodies **1 meeting hour = 1 point**  
Holding office/Board member **1 meeting hour = 1 point**  
Service on designated committees **1 meeting hour = 1 point**
9. **Community relations (service to the profession)**  
Presentation of information related to educational topic to any community group or the media. **1 hour = 1 point**

**10. Formal mentoring of teacher (service to profession)**

Advising and mentoring teachers new to their field (log required) **1 contact hour = 1 point**

**11. Supervising a student teacher/ educational intern (service to profession)**

Time spent in direct contact with student to teach new strategies/ techniques/teaching methods (log required) **1 contact hour = 1 point**

**12. Independent Activity** (requires advance approval –see Appendix E) \*

Requests for points for experiences related to educational assignment that do not fall in any other category must have prior approval by the PDC

**Record keeping** of all IPDP points will be recorded and stored under the supervision of the Special Education Administrator.

**NORTHEAST KANSAS EDUCATION SERVICE CENTER  
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN  
Appendix A**

**Name** \_\_\_\_\_ **Assignment** \_\_\_\_\_  
**Certificate Expires** \_\_\_\_\_ **Date submitted** \_\_\_\_\_

1. Review and file annually by September 15 as your individual needs/goals may change.
2. It is the individual's responsibility to resubmit changes of an IPDP or the previous plan remains in effect.

**SERVICE CENTER GOALS -**

The service center staff development goals are to provide opportunities for certified personnel in NEKESC to develop or improve knowledge and skills in School Improvement and/or Professional Improvement. Staff development opportunities will focus on:

- Special education laws and regulations
- Reading techniques/instruction to improve student progress
- Math techniques/instruction to improve student progress
- Teaching techniques to provide best practices for student progress

**INDIVIDUAL GOALS -**

Listed below are my goals for professional improvement outside scope of District Goals and Building Goals for which I may wish to earn PDC points. (See Appendix G & H for guiding concepts when developing goals)

- 1.
- 2.
- 3.
- 4.

**Staff member will make changes annually if necessary and resubmit for approval  
(Keep copy of approved form for your records)**

<b>Applicant's Signature</b>	Initial Date	Review Date	Review Date	Review Date	Review Date
<b>Special Ed. Administrator's Signature</b>	Initial Date	Review Date	Review Date	Review Date	Review Date
<b>PDC Chairperson's Signature</b>	Initial Date	Review Date	Review Date	Review Date	Review Date

## Individual Professional Development Plan Appendix B

**The District/Agency Professional Development Plans and Results-Based Staff Development Plans for schools are critical for developing the quality of education in any school community. However, there is perhaps nothing that has a more immediate impact on educators than their personal professional development.**

**Developing an individual professional development plan requires the same basic steps used in the Results-Based Staff Development Plan and the District/Agency Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:**

1. Collaborate with a designated supervisor.
2. Assess your individual needs.
3. Determine your individual professional development goals.
4. Select appropriate staff development activities or strategies to help you achieve your goals.
5. Write the individual professional development plan.
6. Analyze progress.
7. Revise the plan as necessary.

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### **1. Collaborate with a designated supervisor:**

The individual professional development plan should be tailored to meet personal, professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

1. Developed in collaboration with a designated supervisor.
2. **Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.**

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### **2. Assess your individual needs.**

Identify personal professional development needs - including acquiring points for licensure renewal.

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### **3. Determine your individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

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### **4. Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

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## **5. Write the Individual Professional Development plan.**

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do as a result of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*

The plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually. Descriptions of indicators for each of the three levels are in the chart that appears on the following two pages. Note the lists under "*Verification required.*" These lists explain the ways you can earn professional development points. Note also, that points increase as you progress through the three levels.

Instead of attending a professional development activity and gaining only one point per hour spent in the activity, it is now possible to earn 6Xs the original professional development points by demonstrating that you have progressed from the *Knowledge* Level 1, to *Impact* Level 3.

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## **6. Analyze progress.**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

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## **7. Revise the plan as necessary.**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

**NORTHEAST KANSAS EDUCATION SERVICE CENTER**  
**Criteria for Awarding Professional Development Points**  
**Appendix C**

**Knowledge** - Verifies that the educator has learned something as a result of the inservice activity

**Application/Implementation** is the process of doubling points of an initial knowledge activity based on application and implementation of that knowledge learned. Points awarded based on demonstrated application of the knowledge gained.

**Impact** is the process of tripling points of an initial Level 1 activity based on application and implementation of knowledge learned and the demonstration of positive impact on student learning.

Level	Points
<p><b>Level 1 – Knowledge or Service to the Profession</b></p> <p>Attendance at sessions related to improvement of student learning. These sessions can include workshops. Conferences, seminars, or study groups. Points are also awarded at this level for service to the profession in such things as committee work and attendance at</p>	<p>1 point per contact hour</p>
<p><b>Level 2 – Application/Implementation</b></p> <p>Implementation of knowledge <u>using three indicators</u> with feedback  Indicators include:</p> <ul style="list-style-type: none"> <li>• Teaching resources/units</li> <li>• Review of student product (Pre-K through 12)</li> <li>• Teacher log/journal</li> <li>• Student achievement (Pre-K through 12)</li> <li>• Presentation to BOE, Site Council, conferences</li> <li>• Teaching teachers</li> <li>• Formal/informal data collection</li> <li>• Peer coaching</li> <li>• Classroom observation</li> <li>• Video presentation</li> <li>• In-service presentation (Form Appendix E)</li> </ul>	<p>2x  Knowledge points or as designated by district PDC with advance approval</p>
<p><b>Level 3 – Impact</b></p> <p>Follow-up indicating long term implementation and benefit to learning process. Within one year or a logical cycle following implementation, <u>use two additional indicators</u> to provide evidence of impact on student learning. (Form Appendix E)</p>	<p>3x  Knowledge points or as designated by district PDC with advance approval</p>

**NORTHEAST KANSAS EDUCATION SERVICE CENTER  
VALIDATION: KNOWLEDGE  
Activity Outside of NEKESC  
Appendix D**

Name \_\_\_\_\_ Assignment \_\_\_\_\_

Number of Points Requested \_\_\_\_\_

Title of Workshop/Activity \_\_\_\_\_

Location of Activity \_\_\_\_\_ Date of Activity \_\_\_\_\_

\_\_\_\_\_ NEKESC Improvement Goal \_\_\_\_\_ Individual Goal(s) Addressed (list on following lines)

\_\_\_\_\_  
\_\_\_\_\_

1. As a result of attending this activity, what knowledge/skills have you acquired?

\_\_\_\_\_  
\_\_\_\_\_

2. Describe how this activity connects to NEKESC focus areas and/or individual goals.

\_\_\_\_\_  
\_\_\_\_\_

3. Do you plan to follow up with long-term application, implementation, and/or impact?

\_\_\_ Yes \_\_\_ No (If yes, see Appendix D for earning additional points)

**For points to be validated they must be submitted for approval within 60 days of the activity.**

\_\_\_\_\_  
**Applicant's Signature** \_\_\_\_\_ Date \_\_\_\_\_ **(attach agenda of activity)**  
**(make copy for your records)**

\_\_\_\_\_  
**Special Education Administrator's Signature** \_\_\_\_\_ Date \_\_\_\_\_

***For office use only***

Number of Points Approved by PDC \_\_\_\_\_

\_\_\_ Content \_\_\_ Professional \_\_\_ Service to Profession

Signature \_\_\_\_\_ Date \_\_\_\_\_

Not approved (explanation)

\_\_\_\_\_  
\_\_\_\_\_

**NORTHEAST KANSAS EDUCATION SERVICE CENTER  
VALIDATION: APPLICATION/IMPACT  
Appendix E**

Advanced approval to double or triple points is required by the PDC. Have this form signed **BEFORE** beginning.

Advance approval of intent for 2X or 3X points given on \_\_\_\_\_ by PDC Member \_\_\_\_\_

**Name** \_\_\_\_\_ **Assignment** \_\_\_\_\_

**Date submitted** \_\_\_\_\_ **Number of Points Requested** \_\_\_\_\_

**Date of Implementation** \_\_\_\_\_ **Grade level(s)** \_\_\_\_\_

**Original knowledge activity** \_\_\_\_\_

**Original number of knowledge points received** \_\_\_\_\_ **Date received** \_\_\_\_\_

\_\_\_\_\_ **NEKESC Focus Area** (list the focus area) \_\_\_\_\_

\_\_\_\_\_ **Individual Goal(s) Addressed** (circle one or more) 1 2 3 4

**Level(s) of Implementation being validated:**

\_\_\_\_\_ **Level 2 Application** \_\_\_\_\_ **Level 3 Impact**  
(Three indicators) (Two additional indicators)

**Check the Indicators for Implementation**

- \_\_\_\_ Teaching resources/units
- \_\_\_\_ Review of student product (attach summary)
- \_\_\_\_ Teacher log/journal (attach summary)
- \_\_\_\_ Student achievement (attach results)
- \_\_\_\_ Teaching teachers or Inservice presentation Date & length of presentation \_\_\_\_\_
- \_\_\_\_ Written paper (attach paper)
- \_\_\_\_ Formal/informal data collection (attach summary)
- \_\_\_\_ Video presentation
- \_\_\_\_ Project (attach summary)
- \_\_\_\_ Peer observation (attach summary)
- \_\_\_\_ Classroom observation (attach summary)
- \_\_\_\_ Planning & producing Videos, TV programs,
- \_\_\_\_ Other (PowerPoint presentations, Web Page development, etc.) \_\_\_\_\_
- \_\_\_\_ Presentation; list type, date, length of presentation, and audience

**Student Impact:** What learning, behavior change, or impact was realized?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Applicant's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_ **(attach appropriate materials)**  
**(make copy for your records)**

\_\_\_\_\_  
**Special Education Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**For office use only**

Number of Points Approved by PDC \_\_\_\_\_

\_\_\_\_ Content \_\_\_\_ Professional \_\_\_\_ Service to Profession

Signature \_\_\_\_\_ Date \_\_\_\_\_

Not approved (explanation) \_\_\_\_\_





**NORTHEAST KANSAS EDUCATION SERVICE CENTER  
GUIDING CONCEPTS WHEN DEVELOPING INDIVIDUAL GOALS  
Appendix H**

**Criteria for setting individual goals for Individual Professional Development Plan**

<b><u>Area</u></b>	<b><u>Description</u></b>
<b>Instruction</b>	Practicing instructional strategies that have an impact on student learning. Effective teachers have 25 to 30 teaching strategies at their disposal.
<b>Classroom management</b>	Managing and monitoring student learning and behavior as it relates to time on task, following directions, developing respect for routines and consideration for the rights of others.
<b>Technology</b>	Incorporating new and innovative uses of technology to assist student learning.
<b>Time Management</b>	Using available time efficiently and productively.
<b>Interpersonal</b>	Relating to others in a positive way with respect, tolerance and appropriate communication.
<b>Student Evaluation</b>	Assessing and reporting student growth fairly and consistently.
<b>Climate</b>	Contributing to the overall environment of the school through cooperation and involvement.

**Formula for setting goals**

- S Specific.** Goals that are specific make the desired outcome better. Avoid generalities and broad sweeping statements.
- M Measurable.** How will you prove the goal was achieved? Quantitative data such as numbers and statistics are excellent examples of proof, but qualitative data also provides evidence of goal attainment.
- A Attainable.** Be sure you can really do what you set out to do.
- R Relevant.** The goal should have some relationship to improving the academic performance of students
- T Time oriented.** Set a deadline for when your goal will be achieved.

**NORTHEAST KANSAS EDUCATION SERVICE CENTER  
GUIDING QUESTIONS FOR AWARDING POINTS  
Appendix I**

Below is a list of questions to help the PDC make a fair determination regarding awarding professional development points for training related to such activities.

**For awarding knowledge points:**

- Is the information provided in the training transferable to the assignment of the provider? If what is learned is transferable to the classroom, how does the provider anticipate it will enhance instruction?

**For awarding application level points:**

- How is what has been learned been applied over an extended period of time through classroom instruction?

**For awarding impact level points:**

- Can improved student learning or skills be demonstrated through multiple classroom formative assessments as well as summative assessments or grades? If so, how?

**Other:**

Are you being given financial considerations for your presentations? If so presentation time would not count as additional professional development points but may be used as a validation activity for Level 2 or 3.

