

# **Professional Development Plan**

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**Marion County Special Education  
Cooperative Interlocal #617**

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## **PROFESSIONAL DEVELOPMENT PLAN**

The Professional Development Plan (PDP) for Marion County Special Education Cooperative #617 (MCSEC) is required by state regulation to permit the use of professional learning for licensure of employees.

### **I. Philosophy**

The Professional Development Council (PDC) believes that professional learning is acquiring those skills and attitudes that are realized in achievement of stated student outcomes. The Individual Professional Development Plan (IPDP) shall promote the instructional, professional, and interpersonal growth of all certified staff through a variety of experiences relevant to student, personal and building outcomes.

### **II. Professional Learning**

#### **A. Purpose**

Professional learning is a definite plan of action designed to develop competence in licensed staff, individually or as a team, to help ensure community confidence and trust that stated outcomes will be reached.

#### **B. Sources of Obtaining Professional Learning**

1. Educational Services and Staff Development Association of Central Kansas (ESSDACK). ESSDACK is a consortium of area districts organized to help develop skills of teachers, administrators and others in the educational community. The consortium identifies the training needs of staff through an annual survey. Workshops are developed based on these identified needs.
2. MCSEC participating districts may also provide professional learning that will meet the training needs of MCSEC licensed employees.
3. MCSEC will provide professional learning in needed skills areas when other sources for needed training are not available or when MCSEC can offer them at less cost or with more impact.
4. Other sources, such as webinars and book studies, may be used for professional learning with prior approval from the Director and the PDC.

### III. Professional Development Council

#### A. Definition

The PDC is a representative group of licensed personnel employed by MCSEC. The PDC advises and informs the MCSEC Board in matters concerning the planning, development, implementation and operation of the Kansas State Department of Education Professional Development Plan.

#### B. Composition of Council

1. Membership - The council shall be composed of five members consisting of four professional educators and the Administrator/Director of Special Education. All members will have a vote. From this group the officers shall be one chairperson and one secretary. It is recommended that officers have one year experience in the PDC.
2. Method of Selection – Nominees are selected by the PDC and elected by licensed staff.
3. Method of Rotation and Term of Office
  - a. The Administrator/Director of Special Education shall serve every year.
  - b. Professional educators shall serve a term of four years. There is no limit on the number of terms an individual may serve. The chairperson and secretary will be elected annually by the PDC.
  - c. Term of office for the PDC shall be from August 1 to July 31. Elections will be held at the beginning of the year in-service.
4. Resignation and Replacement
  - a. Professional educators may resign from the PDC provided a letter of resignation is submitted at least one month prior to the effective resignation date. A resignation of employment with MCSEC shall constitute resignation from the PDC, effective the last day of student contact.
  - b. Resignations occurring within the school year will be filled by a majority vote of the current PDC.

#### C. PDC Responsibilities

1. Implement the PDP in MCSEC within the guidelines and criteria established by the Kansas State Department of Education.
2. Review, approve and suggest modifications of each Individual Professional Development Plan (IPDP) submitted.
3. Review, validate, and verify the professional learning points to be granted for activities completed as needed for each transcript.

4. Revise and update PDP as needed, or required, by Kansas State Department of Education.
5. Attend annual PDC training.
6. Plan and implement relevant professional learning training for MCSEC staff at the beginning of each school year, or as needed throughout the year.

D. Responsibilities of the Officers

1. Chairperson
  - a. Call and preside at all meetings.
  - b. Prepare an agenda for all meetings.
  - c. Provide notification of all meetings.
  - d. Ensure that members understand their responsibilities and initiate the communication necessary between the PDC and the MCSEC Administrator/Director of Special Education and the Board Clerk.
  - e. Receive resignations from the PDC members.
  - f. Ensure that all licensed staff complete their IPDP.
  - g. Carry out any other duty as described in this document or assigned by the PDC.
2. Secretary
  - a. Responsible for recording and distributing the minutes of each meeting to the members of the PDC.
  - b. The PDC Secretary will print the official Individual Professional Learning Transcript upon request.

E. Meetings of the Professional Development Council

1. The PDC will meet throughout the year as called by the Chairperson.
2. Meetings will be held at the MCSEC Office or at a location designated by the chairperson.
3. All decisions by vote shall be majority of the PDC present.
4. Meetings will be open to certified staff; however, the council may adjourn to executive session as needed.

F. Procedure for Maintaining Permanent Records

1. PDC files shall be maintained in a secure location.
2. Professional learning information related to the Individual Professional Development Plan of each certified staff shall be treated as confidential material. Individual certified staff will have access to his/her file.

3. The Secretary will maintain records of meeting minutes.
- G. Procedure for Amending the Professional Development Plan
1. Proposed amendments must be introduced to the PDC in writing. Ratification of the amendment requires a simple majority of those PDC members voting. This will take place once a year, or as deemed necessary by the PDC.
  2. Ratified amendments shall be submitted to the MCSEC Board of Directors and the Kansas State Department of Education.
- H. Five-year Renewal of the Professional Development Plan
- The five-year renewal procedure allows MCSEC to closely examine the amended plan annually and to evaluate the success of the professional learning within the district. The State shall be apprised of the Cooperative's evaluation by:
1. Submitting an updated assurance plan.
  2. Submitting approval from the local Board of Directors.

#### **IV. Goals and Objectives of the PDP**

- A. To promote and support development of professional skills.
- B. Encourage certified staff to become involved in the PDC.
- C. Support the goals and objectives of the cooperating schools' results-based professional learning plan.

#### **V. Development and Approval of Individual Professional Development Plans (IPDP).**

- A. The yearly IPDP is required for re-licensure in Kansas.
- B. Forms for the IPDP may be obtained on-line through a web based application that maintains professional learning documents.
- C. The IPDP shall include professional goals designed to improve performance in an area of licensure or to obtain a new endorsement.
- D. IPDP shall be submitted and approved by the PDC prior to receiving ANY points for your request. In order to re-license using professional learning points the IPDP must be approved and in effect to earn re-licensure points.
- E. Each participant may modify his/her plan at any time with the approval of the PDC.

## **VI. Awarding of Points**

In order to re-license using professional learning points your IPDP must be current and approved by the PDC. To receive credit for approved activities, a completed Knowledge Validation Form must be marked complete and submitted to the PDC. The PDC will review and award appropriate professional learning points.

It is the responsibility of the participant to periodically review the accuracy of the transcript and notify the PDC of any discrepancies.

## **VII. Things to know about Individual Professional Learning Points for License Renewal**

- A. Professional learning points may be received at three levels: Knowledge, Application, and Impact.
- B. Professional learning points may be received in three categories: Content Endorsement Standards, Professional Education Standards, and Service to the Profession.
- C. Complete the appropriate validation form and submit to the PDC for approval.
- D. All professional learning points including college hours must come through the PDC.
- E. Licensure renewals may be submitted up to six months prior to expiration.
- F. College credit may be applied directly without approval of PDC only if part of an approved licensure program, such as adding an endorsement.
- G. Licensed personnel are responsible for knowing the procedures required for gaining professional points for licensure.
- H. Activities must be in at least one of these three areas: Content Endorsement Standards, Professional Education Standards, or Service to the Profession. The levels (Knowledge, Application, and Impact) are separate from the activity areas. The levels determine the number of points for which an activity is eligible and how they are to be calculated.

## **VIII. How to Obtain Individual Professional Learning Plan Points**

Level 1: Knowledge – What do I know now that I did not know before?

- Knowledge level points provide the baseline for all points possible.
- Knowledge level points can come from multiple activities at knowledge level.

What must I do to be awarded points? (At least one indicator must be used.)

1. Learning – Attend a variety of professional learning activities, workshops, seminars, conferences, videos, online presentations, visiting other classrooms, and

other approved activities. A summary of the activities must be submitted. Knowledge validation must be completed for points to be awarded.

2. Learning – Written logs and summaries of study groups, book readings, journal reading, presentations, committee work, and other projects approved by the PDC. Knowledge validation must be completed for points to be awarded.  
Service – Verification of participation in Service to the Profession activities that involve adults may include one of the following:
  - a. An explanation of time spent on a school committee, council, learning team or other activity with prior approval from the PDC.
  - b. Providing professional learning and documenting planning/presentation time.
  - c. Samples of published material and explanation of time spent writing.
  - d. Explanation of time spent and contributions made while holding an office or serving on a committee for an educational organization.

**KNOWLEDGE VALIDATION MUST BE COMPLETED  
FOR POINTS TO BE AWARDED.**

Level 2: Application – What am I doing now that is different from what I did before?

What must I do to be awarded points? (You must use at least two indicators and apply for prior approval in order to proceed to this level.)

1. Application level must be implemented for at least one semester to receive points. Must provide one semester of documentation.
2. Contact your PDC committee with your proposed plan prior to implementing your application level plan.

Examples of Indicators

1. Application of new knowledge observed by a trained peer or supervisor throughout at least one semester with documentation.
2. Video/Audio tapes made throughout one semester that provide evidence of using new knowledge.
3. Detailed lesson plans throughout one semester that provide evidence of using new knowledge.
4. Pre and Post samples of students' work.
5. Examination of participants' journals, portfolios or other artifacts.

Level 3: Impact – What are the results of my professional changes?

What must I do to be awarded points? (You must have a plan for impact validation and must have prior approval.)



Impact level must be implemented and documented for at least two semesters to receive points.

#### Examples of Methods of Validation

1. Student Learning – Evidence of at least one academic year of improved student achievement.
2. Student Learning – Documentation of positive changes in students' behavior over at least one academic year, including attendance, academics social skills and behavior.
3. Student Learning – Evidence of improved skills related to disability as a result of introduction of new methods, techniques, technology, knowledge, etc.
4. Organizational Change – Documentation of improved compliance to special education regulations and requirements (CIM requirements)
5. Organizational Change – Evidence of organization policy change or curriculum.

#### Point Assignments

1. Level 1: Knowledge – One (1) hour of professional learning equals one (1) professional learning point.
2. Level 2: Application – Equal to two times knowledge points.
3. Level 3: Impact – Equal to three times knowledge points.

### **IX. Renewal of Licensure Through Professional Learning**

- A. All professional learning credit to be used for renewal of license must be completed within the scope of an Individual Professional Development Plan (IPDP) and within an approved local Professional Development Plan.
  1. One clock hour of approved professional learning activity equals one (1) point (unless otherwise designated).
  2. One semester hour of college/university credit equals 20 points (a transcript must be submitted to the PDC upon completion of the class).
  3. Clock hours of attendance will be validated by all whole-hours and or quarter-hours.
- B. Required Points for License Renewal
  1. If an individual holds a bachelor's degree, they must submit 160 professional learning points earned under an approved IPDP to renew their professional license.

Half of the professional learning points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional learning points. The PDC will determine the appropriateness of college credit before awarding points.

2. If an individual holds an advanced degree, they must submit 120 professional learning points earned under an approved IPDP 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 learning points earned through any combination of semester credits and other professional learning activities.
3. Individuals may apply semester credit hours directly to licensure renewal without being awarded professional learning 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.
4. The professional learning points used for renewal of a license must be earned in at least two of three categories:
  - Content Endorsement Standards
  - Professional Education Standards
  - Service to the Profession

#### C. Procedure for Re-Licensure

1. If a participant wishes to submit his/her official Individual Professional Learning Transcript to the state for Re-Licensure, he/she must notify the PDC Secretary one month prior to date of submission. Requests must be received by May 1 for summer Re-Licensure.
2. The participant is responsible for obtaining his/her transcripts that involve college courses.
3. The PDC Secretary will prepare the official Individual Professional Learning transcripts. The Administrator/Director of Special Education, the chair of the PDC and the individual applicant, will sign it.
4. The completed Professional Learning Transcript, enclosed in a sealed, signed envelope, will then be returned to the participant for mailing.

#### D. Individual's Responsibility

The individual requesting licensure renewal must send the approved Individual Professional Learning Transcript, license renewal application, fingerprinting and any other documentation required by the State of Kansas to:

Kansas State Department of Education  
Licensure Section  
900 SW Jackson St.  
Topeka, KS 66612

Application for Re-Licensure may be submitted within six months of the renewal deadline.

#### **X. Professional Learning Activities and Points Awarded**

Professional learning points may be awarded for the following activities:

- A. District Sponsored Councils/Committees – 1 point per hour committee meeting time.
- B. Supervision of Student Teacher/Mentoring New Teachers – Points are awarded based on 1 point per hour of participating in activities that fit the definition of service to the profession. The classroom teacher, student teacher, and/or mentor/mentee will need to keep their own log of time spent in these activities. Documentation needs to be turned in to PDC before points are awarded. Documentation must include dates and times met with signatures from supervising teacher, new teacher, mentor, and mentee. MCSEC Director will provide necessary guidelines.
- C. Approved professional development conferences – 1 point per hour of seat time.
- D. Professional Learning Presentations – 1 point per hour of actual presentation time. Preparation time points will be awarded at the discretion of the committee. Please submit your documentation of time spent and examples of preparation.
- E. Points may be awarded for activities not specifically listed here. Please submit proposal of activity and points to PDC in writing for pre-approval.

#### **XI. Salary Advancement Points**

- A. Employees of MCSEC may move on the salary matrix in three ways.
  - 1. College classes that are a part of an approved plan of study.
  - 2. College classes that have been approved by the PDC.
  - 3. Impact points that are applied for and approved by the PDC.
- B. Classes must be taken on graduate level unless pre-approved by the PDC.

## **XII. Appeal Process**

- A. Any participant who is aggrieved by a decision of the PDC may appeal said decision to the council within 30 days of the initial PDC decision.
  - 1. Such appeal shall contain a copy of the notice from the PDC advising the participant of the decision which the participant wishes to appeal.
  - 2. Additionally, the participant shall submit, in writing, his/her reason why he/she thinks the decision of the PDC is incorrect.
  - 3. The participant may submit whatever other information he/she feels will be of assistance to the PDC in deciding the appropriateness of their decision.
- B. The PDC will accept oral testimony concerning any appeal and may accept any written information in receives after the deadlines established above, if the PDC deems it to be in the best interest of its decision making process.
- C. The Professional Development Council's decision on the appeal will be binding.

## GLOSSARY

<b>Certification</b>	The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. <i>See also licensure.</i>
<b>Certified Personnel</b>	All employees of a school, district or an authorized educational agency required to be licensed (certified) by the state board of education. <i>See also licensure.</i>
<b>Competence</b>	An individual’s demonstrated ability to perform regarding the possession of knowledge, skills, and personal characteristics needed to satisfy the special demands or requirements of a particular situation.
<b>Content Endorsement Standards</b>	Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate. Refer to page 10 for more information. Common core, Teaching Endorsements, and Lexia are examples of Content Endorsement Standards.
<b>Goals</b>	Statements that define the desired results toward which the organization’s efforts are directed. These are based upon identified student needs. <i>See needs assessment.</i>
<b>Individual Professional Development Plan</b>	A plan describing the professional learning activities and studies to be completed during a specified period of time by the individual filing such a plan.
<b>Individual Professional Learning Transcript</b>	A record of an individual educator’s professional learning activities, including college classes, and the approved points.
<b>Levels of Implementation</b>	A three-point rubric used by schools to report progress on professional learning goals. These are: Level 1 – Knowledge: Teachers know something that was not known before. Level 2 – Application: Teachers consistently use this knowledge and skill on the job. Level 3 – Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.

<b>Licensure</b>	The official recognition by the Kansas Board of Education that an individual has met state requirements and is approved to practice as a duly licensed (certified) professional. <i>See also certification.</i>
<b>Needs Assessment</b>	Self-evaluation in the school improvement process conducted by each school and/or district for the purposes of identifying needs and deciding on priorities, targets, and goals. This self-evaluation uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
<b>Professional Learning</b>	Continuous learning that is based on individual needs and meets both of the following criteria: (1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency. (2) It positively impacts the individual or the individual's students, school, or school district. 3) A purposeful and intentional process that enhances skills and attitudes of educators.
<b>Professional Development Council</b>	A representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's professional development plan.
<b>Professional Learning Activities</b>	Professional learning that includes any planned learning opportunities provided to licensed personnel employed by a school or district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
<b>Professional Development Plan</b>	A detailed program for provision of a school district's or education agency's professional learning.
<b>Professional Development Point</b>	One clock hour of professional learning education. One semester hour of college credit counts as 20 professional learning points.
<b>Professional Education Standards</b>	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. Refer to pages 11 and 12 for more information. Technology conferences or workshops, AIMSweb, Boy's Town, iPad training, and CPI are examples.

<b>Results-Based Staff Learning</b>	Professional learning that focuses on the results of professional learning activities for individuals, schools, organizations, and particularly student learning.
<b>School Improvement Plan</b>	A long-term, results-driven plan developed through a collegial process which plots changes within a school that lead to student success over a specified period of time. A school improvement plan includes identified needs, goals or targets, and student and professional learning strategies for accomplishing targets.
<b>Service to the Profession</b>	Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations. Refer to pages 12 and 13 for more information. Leading presentations, committee work, mentoring, and supervising a student teacher are examples.

