

USD 442
Nemaha Valley Schools

Inservice Plan

Plan approved by
USD 442 Board of Education
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Nemaha Valley Schools Inservice Plan

MISSION STATEMENTS

U.S.D. #442

The mission is to ensure a united effort among the students, teachers, staff, parents, Board of Education, and community to provide a positive learning environment.

Together we will strive to maximize the opportunity for all students to become responsive, life-long learners and productive citizens in our changing world.

Nemaha Valley High School

The mission of Nemaha Valley High School is to motivate its students, academically, physically, creatively and socially, and to enable them to communicate and function in a dynamic world.

Seneca Grade School & Nemaha Valley Junior High School

We will provide the opportunity for all students to acquire a solid foundation in all academic areas by providing a safe environment, instructional leadership, and high expectations for success.

We do this in partnership with our students, parents, educators, and community.

INSERVICE EDUCATION DEFINITION

- 1. Inservice education** means professional development and any staff development that includes any planned learning opportunity 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.
- 2. Inservice education plan** means a detailed program for provision of professional or staff development or both.

POLICY AND STRUCTURE of the Professional Development Council

All persons serving on the Professional Development Council must understand that the function of the council is to aid the district in developing, implementing, and managing staff development program priorities. It will attempt to integrate teacher in-service education with district school improvement priorities but will not deal with any issues related to professional negotiations or collective bargaining. Each member must remember that he or she is there to represent the entire group and its aims and to foster school improvement through priority-focused staff development.

I. PROFESSIONAL DEVELOPMENT COUNCIL

A. Standing Membership

1. Four (4) administrators
2. Five (5) certified personnel
 - a. Two (2) high school
 - b. One (1) elementary
 - c. One (1) junior high
 - d. One (1) special education
3. The chairperson will be elected by the council.

B. Method of Rotation of Membership

1. Administrators shall serve as appointed by the superintendent.
2. Certified personnel shall serve a term of five (5) years subject to re-election.
3. Certified personnel shall be elected based on the following rotation schedule:
 - a. Year 1 -- Special education representative.
 - b. Year 2 -- Junior high representative.
 - c. Year 3 -- High school #1 representative.
 - d. Year 4 -- Grade school representative.
 - e. Year 5 -- High school #2 representative.

C. Method of Selection

1. Vacancies for representatives from the certified personnel of USD 442 shall be filled by election. Certified personnel from each building shall volunteer or be nominated by March 15 and their name placed on a general ballot for election. Certified personnel will have the opportunity to vote for the needed representative(s) prior to April 1st. These votes will be counted by two teacher members of the PDC, one of whom is the chairman. PDC members will be elected by majority vote of their constituency.
2. It is recommended that newly elected members attend meetings of the Professional Development Council as non-voting members from the date of selection until term of office.

D. Resignations and Replacements

1. Request for resignation of a member by the Professional Development Council:
The Professional Development Council is empowered to request the resignation of a member for the good of the Council.
2. Resignation of Membership: A member may resign his or her membership at any time. A letter of resignation shall be written and submitted by the resigning member to the Professional Development Council Chairperson and to the Board of Education at least one regular meeting prior to the effective date of the resignation. The resigning member's constituency shall be notified immediately by the Professional Development Council of the existing vacancy. The vacancy shall be filled by the constituency according to the selection procedure within one month of the acceptance of the resignation. The term will begin immediately after the

election.

E. Officers of the Professional Development Council

1. Officers: The officers of the USD 442 Professional Development Council shall consist of a chairperson, a secretary, and a record keeper.
2. Term of office: The officers shall hold office for one year. He/She may be re-elected.
3. Officers shall be elected at the May PDC meeting.

F. Powers, Duties, and Functions of the Professional Development Council

1. Implement the professional education program in the school system within the guidelines and criteria established by the Kansas State Department of Education.
 - a. Review, approve, modify, or reject the individual evaluation development plans and inservice activity plan.
 - b. Periodically, but not less than once a year, review the actual accomplishments of each participant, fix the number of credits earned for each completed action plan, and notify the participant with a computer printout of the credits awarded.
 - c. Approve the professional improvement program of each participating staff member.
 - d. Report once each year on its activities to the Board of Education and make recommendations for improvement of the program and its administration.
2. Each member will participate in annual training related to his or her roles and responsibilities that is based upon training design for professional development councils provided by the KSDE. This training will be provided by the local service center at the beginning of each school year.
3. Necessary facilities for meetings and clerical and record keeping support services for the Council shall be furnished by the school district.

G. Duties of Officers of the Professional Development Council

1. **Chairperson**
 - a. Presides at all regular meetings.
 - b. Prepares and mails an agenda to each member of the PDC in advance of

meetings.

- c. Calls and presides at all special meetings.
- d. Serves as an ex-officio member of any subcommittee.
- e. Interprets guidelines between meetings.
- f. Receives all resignations and election data for the Professional Development Council.
- g. Outlines yearly Professional Development Council tasks and timelines.
- h. Insures that Professional Development Plans and Inservice Applications are safely and accurately forwarded, received, and kept by the Council.
- i. Carries out any other duties as described in this document or assigned by the Superintendent.

2. Secretary

- a. Keeps minutes of all meetings.
- b. Prepares minutes of all meetings for distribution to all members of the Professional Development Council.
- c. Handles all Professional Development Council correspondence.
- d. Maintains the file of Professional Development Council minutes, correspondence, and all other pertinent documents.

3. Recordkeeper

- a. Will be responsible for all individual development recordkeeping.
- b. Will oversee clerical work connected with Individual Development Plan's files.
- c. Will maintain transcript files.

H. Meetings of the Professional Development Council

1. Meetings will be held from August through May as needed.
2. Notification of all PDC members of all meetings shall be given at least one week

prior to the meeting.

3. Special meetings may be called by the chairperson or a majority of the Professional Development Council.
4. Quorum: A two-thirds majority of the voting Professional Development Council membership shall constitute a quorum.
5. Voting: All decisions by vote shall be by simple majority, provided there is a quorum present. Consensus may be recognized and stated by the chair as the decision of the Council where a simple majority of the membership is present provided no member requests a formal vote.

HOW THE FOCUS AND GOALS FOR STAFF DEVELOPMENT (PROFESSIONAL LEARNING) IS DETERMINED AT THE INDIVIDUAL, BUILDING, AND DISTRICT LEVELS

1. The Professional Development Council (PDC) and/or the QPA teams are charged with identifying training needs. Needs may be determined through individual or shared decision making at the building and/or district levels.
2. Inservice needs will be closely aligned with the QPA school improvement plan and the district goals and priorities.
3. Example of ways that the PDC or QPA teams will assess inservice needs may include:
 - a. **Student Performance Data.** Student performance data will be used to improve student achievement in the areas the district and/or schools have targeted for improvement. Data used to determine inservice needs includes:
 - (1) Student performance results on assessments used to gauge progress towards improvement targets
 - (2) Systematic assessment of curriculum and instruction
 - b. **Analysis of existing data** such as tests, past needs assessments, records, memos, budgets, goals, case studies, and anecdotal records.
 - c. **Interviews** with instructional leaders, teachers, or administrators, who have attended national conferences, staff who are involved in college course work and advanced degree programs, etc.
 - d. **Observations** by skilled observers such as district staff, educators from other school systems, community representatives, or other education consultants, university personnel supervising student teachers, etc.
 - e. **Surveys** such as questionnaires, checklists, standardized tests, and assessment instruments.
 - f. **Evaluation and planning** such as the annual updates to the local inservice plan, workshop evaluations, and input from the QPA committee.

DISTRICT PRIORITIES

The following are USD 442 District Priorities as determined by the needs identification of the QPA Process. All inservice points to be approved must be directly related to district priorities. District priorities will routinely change and after board approval will automatically become the PDC district goals.

- I. All staff will demonstrate knowledge of school improvement processes, including Quality Performance Accreditation.
- II. All staff will demonstrate knowledge of procedures necessary to align curriculum and assessments with results based education.
- III. All staff will demonstrate knowledge of procedures for earning professional development points for the purpose of licensure renewal including those earned through college points.

LICENSURE RENEWAL REQUIREMENTS

Any person may renew a professional license by submitting the following to the state board:

1. An application for renewal
2. The licensure fee
3. Verification that the person, within the term of professional license being renewed, meets **any** of the following requirements:
 - a. Has completed all components of the national board for professional teaching standards assessment for board certification
 - b. Has been granted national board certification
 - c. Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; OR has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree
 - d. Has completed a minimum of eight credit hours in an approved program or completed an approved program
 - e. Holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals.
 - f. Is participating in an educational retirement system in Kansas or another state and has complete half of the professional development points specified in paragraphs 3.c. above.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS FOR LICENSURE RENEWAL

The Individual Professional Development Plan (IPDP, Appendix B) is a plan describing the professional development goals of the individual who submits the plan to the PDC.

Plan Development Procedures

1. Any person filing a professional development plan with USD 442 PDC for licensure renewal purposes shall develop a plan that includes activities in **at least one** of the following areas:
 - a. Content endorsement standards as adopted by the state board
 - b. Professional education standards as adopted by the state board
 - c. Service to the profession
2. The individual in cooperation with the building administrator will write a IPDP that:
 - a. Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
 - b. Is written for a period of one year—with the option for annual renewal based upon continued needs.
3. The procedure for approval of the IPDP includes:
 - a. The individual completes, signs and submits the plan to the building administrator by September 1.
 - b. The building administrator reviews the plan, and if he/she approves, signs the plan.
 - c. The IPDP is passed to the PDC for approval, disapproval, or modification.
 - d. If the IPDP is not approved by the PDC:
 - i. The plan is returned to the individual with recommendations for revision.
 - ii. The individual may appeal in writing or in person to the entire PDC at a designated time during one of the PDC's regularly scheduled meetings.
4. Any person who is employed by or who works within USD 442 shall be eligible to file an IPDP with USD 442 for licensure renewal purposes.

AWARDING OF PROFESSIONAL DEVELOPMENT POINTS

1. Any person requesting professional development points for licensure renewal purposes shall include activities in at least one of the following areas:
 - a. Content endorsement standards as adopted by the state board
 - b. Professional education standards as adopted by the state board
 - c. Service to the profession
2. In awarding professional development points, one professional development point is equal to one clock hour of inservice education.
3. If a person documents completion of an inservice activity, the person shall be awarded professional development points equal to the number of clock hours completed.
4. If a person who has earned points for completion of an inservice activity later verifies that he or she has **applied** the skills or knowledge gained, the person shall be awarded *two times* the number of professional development points that were earned for completion of the inservice activity. Evidence of application of the knowledge gained through the inservice activity shall be presented to the PDC.
5. If a person who has earned points for application of knowledge or skills learned through inservice activities verifies that application of the knowledge or skills has had an **impact** on student performance of the educational program of the school or school district, the person shall be awarded *three times* the number of professional development points that were earned for completion of the inservice activity. Evidence of impact upon student performance or school improvement shall be presented to the PDC.
6. A person shall be awarded professional points for activities related to *service to the profession* upon the basis of the number of clock hours served. The person shall be awarded one point for each clock hour of service. The person shall submit verification of service to the PDC.
7. For purposes of renewing a certificate or license, a PDC may not impose a limit on the number of professional development points that may be earned.

PROCEDURE FOR REQUESTING POINTS

1. Request for Points forms (appendices C, D, & E) will be available in each administrator's office or in the Central Office.
2. It is understood that it will be the responsibility of the individual to submit a Request for Points to the building supervisor for individual activities as they are concluded.
3. Participants will provide a yearly update to the council concerning the progress of the specialized plan by completing district priority, building priority and/or individual priority evaluation forms.
4. Request for Points must contain evidence of knowledge, application, and/or impact on students, and relate to the district or building priorities.
5. Each Request for Points form submitted to the PDC shall be assigned to be read by two members of the council. These will be the supervisor and the building representative. In case of two building representatives, requests for points will be assigned to council members by the chairperson of the council. Should any one of these council members have reason to question any part of the request it shall be reviewed by the entire council. The participant shall then be notified in writing of reason for the disapproval of his/her request and be given suggestions for either revising and resubmitting the request to the PDC or submitting an appeal to the council.
6. The PDC may request the individual to meet with the council to discuss the request for points submitted.
7. In the event the PDC refuses approval, the individual (and the supervisor at the individual's discretion) will be invited to appeal the decision in writing and/or in appearance before the council.
8. Notification of all rejected request for points would occur within 15 working days.
9. Following final PDC action on a request for points, the council will forward the request to the Board of Education for approval.
10. If a person is unable to attain approval of an individual development plan through local professional development council, the person may appeal to the licensure review committee for a review of the proposed plan.
11. A request for points may be amended at any time and shall be approved in the same manner as a proposed request.
12. Following the final council action on a request for points, the council will submit to the Board of Education its recommendation regarding validation of in-service credits. This will be done at least once a year.
13. A council member shall not vote on any action regarding his/her request for points.

HOW TO EARN PROFESSIONAL DEVELOPMENT POINTS IF YOU ARE NOT CURRENTLY EMPLOYED BY THE SCHOOL OR DISTRICT

Any person who is employed by or who works or resides within USD 442 shall be eligible to file a professional plan with USD 442's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is *not required to provide non-employees access to district inservice activities*.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in at least one of the following three areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the section "Individual Professional Development Plans for Licensure Renewal" on page 10 for a complete description of what should be included in the plan and also how professional development points may be awarded.

EVALUATIVE CRITERIA

The impact of staff development priorities at the individual, building, and district levels will be measured. The levels of implementation for reporting on the Quality Performance Accreditation Annual Report will be determined by the following factors:

1. Observation and knowledge of staff.
2. Records from the School Improvement Team.
3. Records of PDC points.
4. Participation in the Inservice Plan.

ANNUAL UPDATE OF USD 442 INSERVICE PLAN

Annual Update

The PDC will prepare an annual update, which includes evaluation of local activities and procedures. This annual update must be submitted to the local Board of Education for approval and sent to the Certification Section of the State Department of Education. The annual update will include:

1. A review of the In-service plan.
2. A statement of district and building priorities for the following school year

Evaluation of the PDC

Evaluation data will be gathered to determine:

1. Whether the plan and its resultant in-service programs (as a whole) are meeting the needs of the district and the certified staff.
2. Whether the plan itself was well conceived and is being effectively implemented.

Amending the PDC Plan

This document may be amended in the following manner:

1. The PDC may adopt an amendment to this plan by a majority vote of certified personnel, provided that these amendments have been introduced in writing at the preceding PDC meeting and approved by a majority vote of the PDC.
2. Amendments approved by the PDC shall be submitted to the local Board of Education for approval.

Appendix A

Level and Categories	Characteristics	Evidence	Points Awarded
Content and Professional Education Standards			
Knowledge “What do I <u>know</u> that I didn’t know before?”	<ul style="list-style-type: none"> • Has expanded knowledge of the indicated goal and can describe, discuss, or explain what it is • Has attended a workshop or conference or may have read or heard about new knowledge/skills • Has knowledge but hasn’t yet applied or practiced the knowledge/skills 	Participation in activities that give participants new knowledge/skill about content and/or professional practices	1 hour = 1 point <ul style="list-style-type: none"> • Attendance at workshops or conferences, visits to other schools—1 contact hour of learning time = 1 point • Reading and discussion groups of professional journals or books—1 contact hour of discussion group = 1 point
Application “What am I doing now that I wasn’t doing before?”	<ul style="list-style-type: none"> • Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity • Engages in dialogue with peers about how to improve or enhance use of skill or behavior 	Evidence and/or artifacts that result from application of the strategy, including such items as: feedback from a peer coach or supervisor, notes or videotapes from feedback sessions, lesson plans, video tapes, logs, team meeting, management plans, artifacts representative of project. Evidence shall be at least 2 observations over a semester.	2 X the knowledge level points awarded for specific strategy
Impact “What changes have occurred in school/district program or among colleagues as a result of my learning?”	<ul style="list-style-type: none"> • Able to correlate the goal to student learning and school improvement • Uses student achievement results to guide use and adaptation of strategy • Able to train or coach other in use of strategies 	Evidence and/or artifacts that demonstrate impact from the strategy, including such items as: reflective journals, demonstrations for peers, serve as peer coach, action research, conduction training. Evidence is sustained impact over 1 year.	3 X the knowledge level points awarded for specific strategy.

Appendix A

Service to the Profession	Characteristics	Evidence	Points Awarded
<p>Knowledge points only for this category.</p> <p>“How have I served others in the profession?”</p> <p>NOTE: These activities may take place during contractual time, and you may also receive a supplemental salary for these activities.</p>	<ul style="list-style-type: none"> • Able to perform activities that assist others in acquiring proficiency in professional practices or content • Able to perform activities that directly relate to licensure of educators, accreditation processes, or professional organizations 	<p>Participation in activities that help others in the profession expand their expertise.</p>	<ul style="list-style-type: none"> • Mentoring job shadowing students or student teachers—1 point/wk • Service on accreditation teams—1point/hr served • State and consortium committees, offices or committees, offices or committees in professional organizations, local committee work (PDC, school’s steering committee, curriculum development committees, etc.)—1 point/hour served • Workshop or staff development presentations—1 point/hour of presentation including preparation time for initial presentation only • Publishing articles in professional journals—5 points per article