

# Lansing USD 469

## 5 Year Professional Development Plan

Lansing USD 469 is a member of the Greenbush Professional Development Planning Toolbox Consortium and submits the enclosed plan to meet the requirements for the Kansas Staff Development Regulations 91-1-217-B3.

(14 September 2020 Approved)

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## **VISION:**

We envision a community where every citizen values and maximizes their own education and commits to supporting the highest quality of learning opportunities for all children, youth, and adults.

## **MISSION:**

Our Mission at Lansing Public Schools is to provide all students with the scholastic, technical, social, and life-long learning skills essential for academic, occupational, and personal success as productive citizens.

# **Program Requirement 1. Professional Development Program Alignment**

How is the Professional Development program aligned with the mission, academic focus, and school improvement plan?

## **Individual Focus**

Individual professional development plans are derived annually through collaboration with peers, the school administrator(s) and the building Professional Development Council (PDC) Representative. All licensed staff members annually participate in a professional goal setting process. The individual professional development goals of certified staff members align with the goals set forth by the building, district or consortium. The individual growth priorities flow from professional education teaching standards and research-based practices shown to improve student learning.

## **Building Focus**

Building professional development plan goals are derived from school improvement plan data. The building focus should ensure that school personnel have the knowledge and skills necessary to successfully implement the school improvement plan and must be results-orientated. The data used to identify building improvement goals, and in turn professional development planning, may include:

- Formal student achievement data:
  - State Assessments
  - Universal Screeners
  - Diagnostic Assessments
  - Progress Monitoring
  - District Assessments
  - Formative/Summative Assessments
  - ACT/SAT, etc.
- Informal student achievement data
- Anecdotal data
- Surveys

## **District Focus**

The district professional development plan is derived from analysis of an annual needs assessment, student achievement data, and teacher evaluations of professional development. The district professional development plan supports the district's mission and vision, local graduation requirements and accreditation goals set forth by the USD 469 Board of Education.

## **Consortium Focus**

The consortium priorities are derived from the identified needs of the consortium members.

## **Program Requirement 2. Determination of Professional Development Focus**

Who determines the focus of professional development?

### **Individual Focus**

All licensed staff members determine their course for professional growth in collaboration with their designated supervisor. The building PDC Representative provides assistance as needed.

### **Building Focus**

Educators, administrators, parents and other representatives of the school community may determine the focus of professional development. This focus may be identified through site council meetings, professional learning communities, and/or building leadership team analysis of building data.

### **District Focus**

The district professional development plan is determined by the Board of Education with input and direction from the District PDC and District Leadership Team. Professional development is evaluated on an annual basis to determine the focus for the following year. Professional development is planned to reflect the needs of students, teachers, administrators and the community.

### **Consortium Focus**

The consortium focus is determined by the Advisory Committee, made up of representatives from member districts.

## **Program Requirement 3. Building Professional Development**

How is the focus of building professional development determined?

### **Individual Focus**

All licensed staff members determine their course for professional growth in collaboration with their designated supervisor. The building PDC Representative provides assistance as needed. Individuals seeking licensure renewal or the addition of license endorsements may also identify their focus plan and activities based on the outlined requirements for licensure as set by the Kansas State Board of Education and Kansas State Department of Education (KSDE).

### **Building Focus**

Educators, administrators, parents and other representatives of the school community may determine the focus of professional development. The analysis of student achievement data from each building will guide the planning and delivery of professional development.

### **District Focus**

The district professional development plan is determined by the Board of Education with input and direction from the District PDC and District Leadership Team (DLT). Professional development and student achievement data are analyzed on an annual basis to determine the focus for the following year. Professional development is planned to reflect the needs of students, teachers, administrators and the community and accreditation requirements.

## **Program Requirement 4. Results-Based Professional Development Goals**

How are the goals written based on results?

### **Individual Focus**

Individual professional development goals are derived annually through collaboration with peers, the school administrator(s) and the building PDC Representative. These goals address individual needs as well as "Service to the Profession." All licensed staff members annually participate in a professional goal setting process. The individual professional development goals of certified staff members align with the goals set forth by the building, district or consortium. The individual growth priorities flow from professional education teaching standards and research-based practices shown to improve student learning. Goals address three levels of learning: knowledge, application, and impact.

### **Building Focus**

Building professional development goals are aligned with accreditation goals and student achievement data. Results are measured according to the three levels of learning: knowledge, application, and impact.

### **District Focus**

District professional development goals support district and building improvement and accreditation/compliance requirements.

## Program Requirement 5. Activities

What activities/actions are present at each level to accomplish professional development goals?

| <b>Categories</b><br><br>→<br><br><b>Levels</b><br><br>↓                     | <b>Content</b><br><br>"The What"<br>Curriculum<br>Subject Matter | <b>Professional Education</b><br><br>"The How"<br>Instructional<br>Strategies<br><i>how we teach, how we deliver</i> | <b>Service to the Profession</b><br><br>School Improvement,<br>Committee Work<br>Building, District,<br>State, National |
|--|--|--|---|
| <b>Knowledge</b><br><br><i>"What do I know that I did not know before?"</i>  | 1 point =<br><br>1 contact hour                                  | 1 point =<br><br>1 contact hour  | 1 point =<br><br>1 contact hour   |
| <b>Application</b><br><br><i>"What am I doing that I did not do before?"</i> | 2 × Knowledge-level points                                       | 2 × Knowledge-level points   | No points awarded at this level   |
| <b>Impact</b><br><br><i>"What results am I getting?"</i>                     | 3 × Knowledge-level points<br>(3 hours college credit max.)      | 3 × Knowledge-level points<br>(3 hours college credit max.)  | No points awarded at this level   |

Table 5.1

## Program Requirement 6. Measures of Impact

How is the impact of professional development goals at each level measured?

Measures of impact at each level may include:

- Formal student achievement data:
  - State Assessments
  - Universal Screeners
  - Diagnostic Assessments
  - Progress Monitoring
  - District Assessments
  - Formative/Summative Assessments
  - ACT/SAT, etc.
- Informal student achievement data
- Anecdotal data
- Surveys
- Analysis of student behavioral data
- Analysis of effective instruction through teacher action research, reflection, surveys, observation, and evaluation procedures.

## **Program Requirement 7. Professional Development Points**

How are professional development points assigned?

There are no limits on the number of professional development points that may be awarded at any level for the purpose of professional license renewal.

Level 1 (Knowledge): One hour of professional development equals one professional development point.

Level 2 (Application): 2 X the number of knowledge points for the original activity.

Level 3 (Impact): 3 X the number of knowledge points for the original activity.

(See Table 5.1 above)

### **Lansing USD 469 Negotiated Agreement (2019-2020): Article IX Section B.**

ACQUIRING COLLEGE HOURS/ PROFESSIONAL DEVELOPMENT PLAN POINTS \*There is a possibility this data will change year by year.

In order to facilitate budget planning, teachers must notify the Board in writing before May 1<sup>st</sup> if they expect to acquire additional college hours/Professional Development Plan (PDP) points that would qualify them for horizontal movement on the salary schedule.

1. No teacher may move more than one step horizontally and one step vertically on the salary schedule in any one year, except those returning teachers who have been on approved leave of absence may, where appropriate, move more than one step horizontally on the salary schedule.
2. Salary adjustment for increased training is made once a year. Each teacher shall file with the superintendent a copy of all official college transcripts and Professional Development Plan (PDP) points before the first day of October of the year in which the increase is desired. In the event an official transcript is not available by that date, other evidence may be substituted until the transcript is available. Any change on the salary schedule resulting from these additional credits and PDP points shall be retroactive to September 1 for salary schedule placement purposes.
3. To be applicable, credits must be in the major area of a professional employee's major or minor teaching field, or be applicable to a professional development plan, and be earned from an accredited college or university. To qualify for a degree plus a given amount of hours (i.e., BS+20), the additional hours must be earned subsequent to the actual conferring of the degree.
4. Teachers shall progress across the salary schedule when the hours and points completed reach the minimum for that column. One (1) semester hour of college credit shall be equal to twenty (20) professional development points. All student impact points awarded by the Professional Development Council (PDC) and in compliance with KAR 91-1-218 will be allowed for salary schedule movement. Knowledge and application points awarded by the PDC and in compliance with KAR 91-1-218 will be allowed for movement on the salary schedule when the teacher has paid for registration and time is outside the teacher's duty day.

5. Incoming teachers may use previous PDP points from other education agencies for salary schedule advancement, if said points were earned after July 1, 2003, and meet Lansing USD 469 criteria for earning PDP points.

6. Payment shall be made for PDP points as approved following procedures as adopted by the PDC. The criteria for payment shall include the following:

- a. Points earned from financial commitments made by USD 469 shall be excluded. Examples, but not limited to:
  - Expenses paid by the district
  - Time release from contract
- b. Payment made at the negotiated hourly rate for school improvement.
- c. Maximum payment for 15 points per year (July 1 to June 30).
- d. Payments shall be added to payroll at the end of the year.

7. All members of the Professional Development Council must participate in the initial KSDE approved training session for PDC's.

## **Program Requirement 8. Reporting of Professional Development Results**

How are professional development results reported? To whom, when, and in what manner?

- Teachers will work cooperatively with their administrator in developing a plan for achieving application and impact points.
- Teachers document and provide evidence related to each level of professional development activity completed.
- Professional development surveys are completed by participants in building and district professional development. Electronic data are shared with the appropriate building, district administrators and the PDC. This data provides valuable feedback on the value and quality of the professional development. Results are also used as a tool for identifying needs. The results of professional development planning are evidenced in our student achievement.

## **Program Requirement 9. Professional Development Council Structure & Training**

How has the PDC representation been chosen, what is the structure, and what training will they receive?

The Lansing USD 469 Professional Development Council (PDC) is representative of the licensed personnel. Each member shall be selected solely by the group (s)he represents and serve a three-year term. The terms run annually from May 15 through



May 14. Outgoing members will serve as mentors at the planning meeting. Resignations should be submitted to the PDC chair. The composition is:

|   |           |
|---|-----------|
| Administrators  | 6 members |
| SpEd Admin Building                                   | 1 member  |
| Lansing Education Association                         | 1 member  |
| Lansing Early Childhood/New Beginnings/Itinerant SpEd | 1 member  |
| Lansing Elementary School (K-3)                       | 2 members |
| Lansing Intermediate School (4-5)                     | 2 members |
| Lansing Middle School                                 | 2 members |
| Lansing High School                                   | 2 members |

The PDC will meet a minimum of four times per year. These dates are determined prior to the academic year. All special meetings will have a minimum of one week prior notice to PDC members. Agendas will be distributed to all licensed personnel a minimum of three working days prior to each meeting. Minutes of each meeting will be distributed to all licensed personnel and board of education members a minimum of one week following each meeting.

The PDC will annually elect the following officers:

- ✓ Chairperson
  - Preside at meetings
  - Call special meetings/Appoint sub-committees
  - Prepare/distribute meeting agenda
  - Serve as ex-officio member of sub-committees
  - Represent (or appoint member) PDC at public functions and Consortium meetings
  - Establish PDC tasks and timelines
  - Ensure IDP records are accurately completed and safely kept in a designated location.
  - Carry out other necessary duties
- ✓ Vice-Chairperson
  - Fulfill duties of Chairperson in his/her absence
  - Carry out duties assigned by Chairperson
- ✓ Secretary
  - Take minutes at PDC meetings
  - Distribute minutes of all PDC meetings within a week following meeting
  - Carry out duties assigned by Chairperson

The PDC will participate in annual training related to roles and responsibilities of council members, including implementing Kansas Professional Development Regulations. All members of the PDC must participate in the initial KSDE approved training session for PDC's.

(Portions of this section are directly from Article II – F and Article IX – B7 of the Lansing USD 469 negotiated agreement)

## **Program Requirement 10. Local Plan Adoption**

When was the plan created by the PDC and sent to the BOE and subsequently adopted by the local BOE?

The 2020-2025 USD 469 Lansing Professional Development Plan was adopted by the Board of Education on \_\_\_\_\_.

\_\_\_\_\_  
Board of Education President

\_\_\_\_\_  
Superintendent

The Lansing USD 469 PDC Approval Signatures to submit to Lansing USD 469 Board of Education:

Susan Anderson  
Administrative Representative

\_\_\_\_\_

Hollie Becker, Secretary  
Administrative Representative

\_\_\_\_\_

Maeve Bolin, Vice-Chairperson  
Lansing High School

\_\_\_\_\_

Kerry Brungardt  
Administrative Representative

\_\_\_\_\_

Jennah Flynn  
Lansing Elementary School (K-3)

\_\_\_\_\_

Nick Flynn  
Lansing High School

\_\_\_\_\_

Jennifer Kolb  
Administrative Representative

\_\_\_\_\_

Keri Litewski  
Lansing Early Childhood/New Beginnings/Itinerant Sped

\_\_\_\_\_

Sara Martin  
Lansing Intermediate School (4-5)

\_\_\_\_\_

Rob McKim  
Administrative Representative

\_\_\_\_\_

Jenny Nickelson  
Lansing Elementary School (K-3)

\_\_\_\_\_

Lynda Schimke  
Lansing Education Association Representative

\_\_\_\_\_

Mary Alice Schroeger  
Administrative Representative

\_\_\_\_\_

Rachel Szmed, Chair  
Lansing Middle School

\_\_\_\_\_

Penny Wagner  
Lansing Middle School

\_\_\_\_\_

## **USD 469 District Professional Development Goals**

The following provides an action plan for activities at the knowledge, application and impact level for each of the District Professional Development Goals.

### **District Professional Development Goals**

#### **1. School Improvement**

Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in school improvement.

#### **2. Curriculum and Instruction**

Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction

- a. Faculty integrates all content across the curriculum so that learning is relevant to real life situations and careers, and meets the diverse needs of students. Curriculum development and Curriculum Mapping meet this goal. Faculty uses Instructional Strategies that are adapted to individual learning styles, needs and interests. Faculty will understand and use appropriate models of instructions emphasizing real-life applications whenever possible. Project –based learning activities for teaching reading and writing in the content, learning styles, higher level questions skills, brain research, TESA, cooperative learning, experiential learning differentiated instructional and direct instruction are some instructional strategies that meet this goal. Faculty uses formative and summative assessments as diagnostic and evaluative tools. They will understand how to write valid and reliable instruments and base reporting and grading on the students' success in meeting predetermined standards.

#### **3. Technology Integration**

Lansing USD 469 will provide opportunities for educators to increase their knowledge and skills in the use of technology as an educational tool.

- a. Students use technology as a resource tool to learn (to collect, analyze real life data, interpret results, communicate results, and manage information to improve student learning). Faculty demonstrates continual growth in the use of technology by staying abreast of current and emerging technologies and by using technology as a resource tool to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. (Technology Standard)

#### **4. Student Development**

Lansing USD 469 will provide opportunities for educators to increase their knowledge and improve their skills in student development.

- a. Students achievement will improve through the use of collaboration during Professional Learning Communities work.

**5. Professionalism**

Lansing USD 469 will provide opportunities for the development of professionalism.

**USD 469 Building Professional Development Plans**

