USD WAMEGO Public Schools 320

Pursuing Individual Excellence

Professional Development Program

2014-2019

"...improved student learning through improved teaching skills."

Philosophy, Purpose and Beliefs of the Professional Development Council

Philosophy

Staff members will seek personal and professional growth to develop skills for improvement of instruction, which will impact student learning and achievement.

Purpose

The purpose of USD 320 Professional Development Council is to facilitate continuous learning for all licensed staff members. Professional development activities shall include the implementation of new knowledge, skills, and concepts, which enhance student learning, increase program effectiveness, and improve professional competence.

  To do this we will:
  · involve all staff
  · align professional learning with the USD 320 Strategic Plan
  · identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices, including job-embedded staff development and action research

Beliefs

Professional Development should:
§ be results-based and support student achievement
§ address individual needs
§ be directed toward fulfilling the district's mission
§ focus on on-going individual improvement for all certified staff
§ be aligned with individual, building, and/or district goals
§ reflect research and successful application
§ provide for various levels of proficiency
§ be supported with time and money
§ enable employees to increase their value to the organization
§ align with Learning Forward Standards (see Appendix C)

Professional Development Council Membership

  The Professional Development Council shall be representative of the employee licensed personnel and include at least as many teachers as administrators. Members of the district PDC will be elected by their respective buildings, and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership. If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term. (see Appendix A)

In the event that buildings cannot secure representation through the building election process, the WTA will appoint a representative to fill the vacancy.

District PDC Membership

- § two teacher representatives from each building who also will serve on the Building Leadership Team
- § three teacher representatives from the Special Services Cooperative
- § one administrator from each building
- § Director of Special Services or designee
- § Director of Instructional Services
  (see Appendix A)

Building Leadership Team Membership

- § District PDC representatives
- § building principal
- § additional teachers representing various departments or grade levels

Special Services PDC Membership
- § one teacher representative from each of the Special Ed Coop districts
- § Director of Special Services or designee
- § members elected by teachers from each of the Special Ed Coop districts

Professional Development Operational Procedures

District PDC/Special Services

- § PDC members will participate annually in a KSDE approved training
- § meets at least once per quarter of each academic year
- § collects data to evaluate staff professional development needs
- § plans the following year's district and building level professional development opportunities based on student, building, and teacher needs
- § elects a chairperson and co-chairperson during the last meeting of the academic year

Building PDC/Leadership Team

- § building administrator facilitates the establishment of certified employees' professional development goals no later than October 1
- § the building administrator and one additional building PDC representative meets with certified staff in each building to review point applications as needed
- § makes recommendations for building level professional development opportunities to the district PDC (based on collected data)

District PDC Chair & Co-Chair

- § reviews Building PDC final approval of points to each teacher
- § maintains a District PDC file for each certified personnel that will include a hard copy of requested transcripts

- § prepares teacher transcripts for re-licensure, and sends original in sealed envelope to teacher and files copy in teacher's file
- § plans and conducts PDC meetings with the Director of Instructional Services
- § communicates with entities related to the professional development program (e.g. KSDE)
- § works collaboratively with district leadership in the following areas:
    - § scheduling and conducting all meetings
    - § calling special meetings as needed
    - § carrying out other duties as determined by the PDC

Secretary

- § records the minutes of the meeting, including date, time, place of meeting, members present, and a statement of all formal actions
- § provides a copy of minutes and sends to all District PDC members, superintendent, district clerk, as well as each building teacher for review
- § places a copy of minutes in the PDC District file
- § the position of secretary will be assigned to buildings on a rotation basis beginning with Central in 2019, West in 2014, WMS in 2015, WHS in 2016 and West in 2018

Director of Instructional Services

- § collaborates with the PDC Chairperson in planning/implementing the following:
- § KSDE training on PDC Plans and processes
- § quarterly district PDC meetings
- § professional development opportunities

How the Focus and Goals for Staff Development (Professional Learning) Is Determined at the Individual, Building and District Levels

Individual: **Focus**
Based on individual needs identified through an analysis of skills related to student learning needs and/or teacher evaluation, and licensure renewal requirements that includes the Professional Education Standards. (see Appendix G) Goals may also include progress toward a license not previously held**.**

Results-Based Goals
Goals are measured at three levels: **knowledge, application** and **impact**. Goals address individual needs related to **content** endorsements, **professional education** standards and/or **service** to the profession.

Building: **Focus**
Based upon School Improvement Plans, and identified student achievement gaps, and identified student needs that are determined through the analysis of students' assessment data and/or behavioral data. Following this, each building's professional learning needs are identified. This is done by determining the knowledge and skill needed to implement researched-based strategies designed to promote student success.

Results-Based Goals

Results are measured at three levels: **knowledge, application** and **impact.**

District: **Focus**

The professional learning needs of the district are identified through collaboration with each school's staff and administration. The district needs are then determined by the schools' needs, and aligned with the USD 320 District Strategic Plan.

Results-Based Goals

District goals are based upon identified student performance standards identified at each academic level, and the USD 320 District Strategic Plan.

District Professional Learning Goals

Goal 1: **Quality**

To increase student achievement, district staff will use research-based practices for:
· curriculum implementation as aligned with state standards
· instructional design
· assessment design and analysis
· classroom management

Goal 2: **Collaboration**

To increase student achievement, district staff will work with colleagues to:
· interpret and use student data
· examine student work and student behaviors related to student achievement
· use the district curriculum to design instruction and assessments

Goal 3: **Professional Responsibilities**

To increase student achievement, district staff will attend to their professional responsibilities through:
· participating in self-reflection
· deepening content knowledge
· communicating with stakeholders
· participating in professional organizations
· participating in professional development
· understanding the requirements for and participate in the process for licensure renewal
· contributing to the mission and goals of the school and district as stated in the USD 320 District Strategic Plan

**Activities and Actions in the Individual, Building, and District Level Plans to
Accomplish Staff Development or Professional Learning Priorities**

Professional Development Plans for Licensure Renewal	CONTENT (What I teach)	PROFESSIONAL EDUCATION (How I teach--pedagogy)	SERVICE TO THE PROFESSION (How I have assisted others in acquiring proficiency or with licensure, accreditation and professional organizations)
Knowledge What do you know now that you did not know before?	1 pt.=1 contact hr.	1 pt.=1 contact hr.	1 pt.=1 contact hr.
Application 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**
Impact 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**

**Level I Knowledge Indicators
What do I know now that I did not know before?
1 Clock hour = 1 point**

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels. An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

Verification Required:
For **Content** (what I teach) or **Professional Education** (pedagogy or how I teach) areas, verification required will include any of the following:

§   Professional Development Evaluation form for in-house (as required), or out-of-district activities
§   attendance at building/district professional development activities
§   attendance at conferences and workshops
§   professional book studies

Revised March, 2014

- § independent research involving professional literature and internet resources (to include an estimation of time spent, and a reflective summary of what was learned)
- § collaborative development of new units and lessons that support revised curriculum
- § development of units or lessons in conjunction with state or national teacher recognition awards/programs

For **Service to the Profession,** (how I have served others in the profession in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations).
Verification required must include one of the following:

- § minutes noting contributions to meetings and/or time spent at meetings
- § an explanation of time spent on a committee such as:
- § membership in the school or district PDC
- § serving as a member of the school's Site Council
- § evidence of active participation in revision process in district, grade level or content area-curriculum.
- § serving as a new teacher mentor
- § serving on student improvement teams
- § serving on external assistance team
- § supervising student teachers with narrative log
- § providing demonstration lessons for other educators
- § serving on leadership teams
- § serving as a proctor for assessments using technology
- § providing staff development
- § samples of published articles or newsletters (all points are awarded based on 1 point=1 clock hour)
- § an explanation of contributions made while holding an office or serving on a committee for an educational organization (i.e., KNEA, WTA, any subject organization)
- § serving on an onsite team for another school or district
- § teaching a college class in the member's licensed content or pedagogy at an accredited university (*up to 20 points per credit hour taught*)
- § other appropriate verification

For **Completion of the National Board Process** (any candidate completing the process will be awarded 500 points which may not be carried across for application or impact points). Verification required will include one of the following:
- § copy of your submitted portfolio
- § copy of your notice from NBPTS of completion of the process

---

Level II Application Indicators
What am I doing now that I couldn't/didn't do before?
2 X Knowledge Level Points

Verification in Content and Professional Education will include an individual reflective analysis in MyLearningPlan on Application Level Request Form AND one of the following:

- § direct observation using trained observers or video/audio tapes
- § lesson plans
- § samples of student work and/or examples of assessments
- § examination of participants' journals, portfolios or other artifacts

---

Level III Impact Indicators
How has student performance improved or how has a district program or curriculum changed?
3 X Knowledge Level Points

Verification of student learning or organizational change will include one of the following:
- § evidence of improved student academic performance (pre/post tests or other evidence of student growth)
- § samples of positive changes in students' behavior (i.e. study habits, improved school attendance, improved homework completion rates, independent observation of positive students' classroom behaviors, etc.)
- § evidence of related district or school policy change
- § evidence of Level II Application activities you have taught to other educators

Notes:
- § *There is no limit to the number of points an individual may earn in any area or level.*
- § *Teachers can apply for impact points several times for the same knowledge level experience, if the "new" impact is sufficiently different from the previously awarded impact points.*

Individual Professional Development Plans for Licensure Renewal

The Individual Professional Development Plan is a plan describing the professional development goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the PDC. In the event that a non-employed certified/licensed teacher should wish to file an Individual Professional Development Plan with USD 320 for the purpose of license renewal, they should contact the District Instructional Supervisor for appropriate materials and information.

The individual, in cooperation with a designated supervisor (in most cases the building principal), will write an Individual Professional Development Plan that:

- § addresses individual goals in at least <u>one</u> of these areas: content, professional education, or service to the profession, that are determined through analysis of skills related to student learning needs and/or teacher evaluation, identified teacher goals, professional education standards, service to the profession, licensure renewal requirements, or progress toward a license not previously held
- § is written for a period of one to five years**,** with the option for annual renewal based upon continued needs

- § may or may not include specific titles of courses, seminars, conferences or workshops (as this specific information is available, the individual will add this to his/her plan)
- § all course work that is used for licensure renewal must be included in the Individual Professional Development Plan and fit in one of these areas:
    1. *Content endorsements currently on the person's license*
    2. *Courses that are part of an approved program in which the person is enrolled (approved programs lead to new endorsements)*
    3. *Other courses as approved by the Building PDC/Leadership Committee*

- § is written using the official USD 320 Individual Professional Development Plan form and **filed before Oct. 1** with principal. Principals must **submit approved IPDPs to PDC Chair(s) no later than October 15**.**The procedure for approval of the Individual Professional Development Plan (IPDP) and includes these steps:**

1. The individual completes signs and submits the IPDP
2. The designated supervisor reviews the IPDP, approves and/or sends back for revisions as needed
3. The IPDP is passed to the District PDC for filing.

Notes*: In the event that an IPDP is not approved by the Building PDC, the following will occur:*
1. *The plan will be returned to the individual, with recommendations for revision.*
2. *The individual may appeal in writing, or in person, to the District PDC; the District PDC will address the issue at a regularly scheduled meeting.*

District PDC and Building PDC

Current Membership

Central Elementary 2014-15   *Teri Dow
Marilyn Beck– Position 1
Christy Boerner– Position 2

West Elementary 2014-15   *Amy Flinn
Cathy Woodyard– Position 1
Robin Butler– Position 2

Wamego Middle School   2014-15   *Vici Jennings
Cheryl Callahan – Position 1
Anne Jardine – Position 2

Wamego High School 2014-15   *Tim Winter
Jolene Goodheart-Peterson - Position 1
John Scoggins– Position 2

Special Services Coop 2014-15   *Sean Cochran
Kelly Estes – Position 1- USD 320
Callie Topper – Position 2- USD 329
Aimee Ralph – Position 2- USD 323

Director of Instruction Services   *Mary Kaye Siebert

(* denotes administrator)

Membership Rotation

Members of the district PDC will be elected by their respective buildings and will serve three-year terms. Expiration of terms will be staggered to provide for a continuous membership.

District PDC Representatives shall be elected in the spring following this pattern:
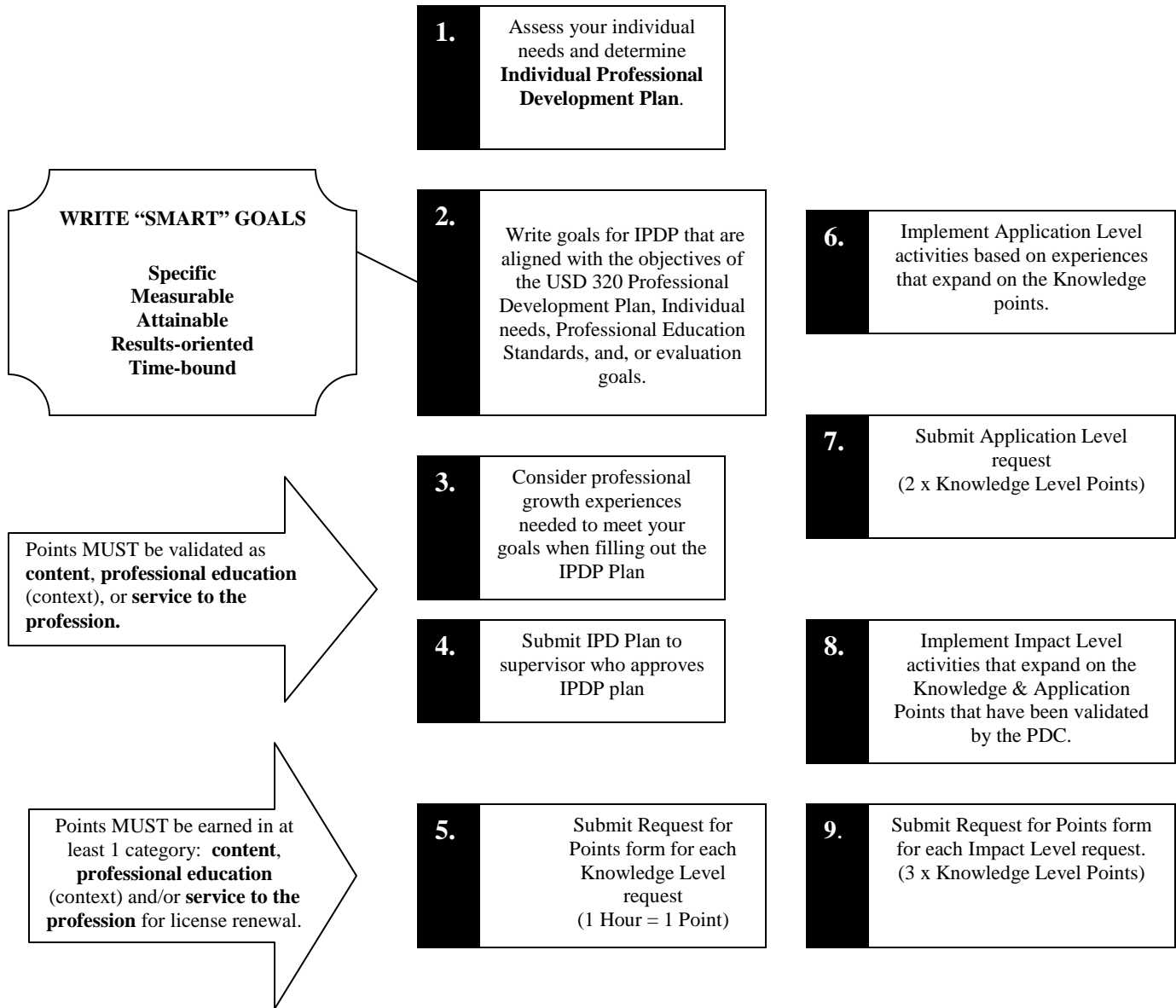
     2014 – Position 1 SPED and Central
     2015 – Position 1 WHS, WMS, and West
     2016 – All Position 2 Representatives
     2017 – Position 1 SPED and Central
     2018 – Position 1 – WHS, WMS, and West

If a vacancy occurs during a representative's term of office, a replacement will be elected by that building's faculty for completion of the representative's term.
Notification of any replacements to positions above will be made to Christy Boerner, Cheryl Callahan and Mary Kaye Siebert when such PDC Representative replacements occur.

Revised March, 2014

Results-Based Staff Development

1. Assess your individual needs and determine **Individual Professional Development Plan**.

WRITE "SMART" GOALS

Specific
Measurable
Attainable
Results-oriented
Time-bound

2. Write goals for IPDP that are aligned with the objectives of the USD 320 Professional Development Plan, Individual needs, Professional Education Standards, and, or evaluation goals.

6. Implement Application Level activities based on experiences that expand on the Knowledge points.

Points MUST be validated as **content**, **professional education** (context), or **service to the profession.**

3. Consider professional growth experiences needed to meet your goals when filling out the IPDP Plan

7. Submit Application Level request
(2 x Knowledge Level Points)

4. Submit IPD Plan to supervisor who approves IPDP plan

8. Implement Impact Level activities that expand on the Knowledge & Application Points that have been validated by the PDC.

Points MUST be earned in at least 1 category: **content**, **professional education** (context) and/or **service to the profession** for license renewal.

5. Submit Request for Points form for each Knowledge Level request
(1 Hour = 1 Point)

9. Submit Request for Points form for each Impact Level request.
(3 x Knowledge Level Points)

Revised March, 2014

The professional education standards are based on standards developed by member states of the Interstate New Teacher Assessment and Support Consortium (INTASC). Kansas made some adaptations to the INTASC standards and added standards on integration of curriculum, history and philosophy of education and technology.

PROFESSIONAL EDUCATION

Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Knowledge
1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

Performance
1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
4. The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Knowledge
1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance
1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge
1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

Revised March, 2014

4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance
1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.
8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.
Knowledge
1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance
1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Knowledge
1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

Revised March, 2014

2. The educator understands how social groups function and influence people and how people influence groups.
3. The educator knows how to help students work productively and cooperatively in complex social settings.
4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
5. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
6. The educator understands crisis intervention strategies.

Performance
1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.
3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
4. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
8. The educator can participate in the implementation of crisis intervention strategies.

Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge
1. The educator understands communication theory, language development, and the role of language in learning.
2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
3. The educator recognizes the importance of non-verbal as well as verbal communication.
4. The educator knows about and can use effective verbal and non-verbal communication techniques.

Performance
1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
2. The educator develops learner expressions in speaking, writing, and other media.
3. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e. g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)
4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Knowledge
1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

2. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
3. The educator understands methods for teaching reading.
4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

Performance
1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
2. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
5. The educator uses data from building, district, state, and national assessments to guide program development.

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Knowledge
1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

Performance
1. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.
2. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
6. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Knowledge
1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.
2. The educator is aware of major areas of research on teaching and of resources available for professional learning.
3. The educator understands the school improvement process (QPA) in Kansas schools.

Performance

1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

Standard #10   The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.
   Knowledge
1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
2. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.
   Performance
1. The educator participates in collegial activities designed to make the entire school a productive learning environment.
2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
3. The educator identifies and uses community resources to foster learning for all students.
4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
Knowledge
1. The educator has depth of knowledge in his or her subject matter.
2. The educator understands the importance of integrating knowledge from a discipline across and within other fields.
3. The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.
4. The educator understands the relationships among and between various subject matter fields.
Performance
1. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.
2. The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.
3. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.
4. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.

Standard #12   The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
   Knowledge
1. The educator understands different kinds of technologies available to society and the roles these technologies play.
2. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.

Revised March, 2014

3. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
4. The educator understands the sociological, ethical, and economic issues related to technology use.
5. The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

Performance
1. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
2. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
3. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Knowledge
1. The educator understands how and why the American system of education developed.
2. The educator has critical awareness of the norms and values inherent in the American system of education.
3. The educator understands how social forces have shaped and continue to shape American education.
4. The educator is aware of the ethical standards that should guide the professional teacher's interaction with all students, colleagues, parents, and members of the community.
5. The educator understands how educational policy is formulated and how it affects classroom practices.
6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

Performance
1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
3. The educator supports policies and practices that promote student welfare and development.
4. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Revised March, 2014