

**CONNECTING PROFESSIONAL DEVELOPMENT
AND
STUDENT ACHIEVEMENT**

EDUCATOR GUIDELINES

PROFESSIONAL DEVELOPMENT RATIONALE & BELIEFS STATEMENT

Purpose and Rationale

Quality professional development prepares and supports educators in promoting high standards of achievement and personal development for all students and educators through focused individual, collegial, and organizational improvement.

A quality professional development system:

- Focuses on educators as central to student achievement, yet includes all other members of the school community.
- Engages the professional in the transformation of teaching and learning.
- Promotes continuous educator inquiry and improvement to increase student achievement and personal development.
- Provides organizational structure and support to improve educators' performance.
- Respects, nurtures, and challenges the intellectual and leadership capacity of educators, contributing to job satisfaction and retention.
- Includes measures for accountability.
- Evaluates the impact of educator effectiveness and student achievement and development.

PREVIOUS IDAHO PROFESSIONAL DEVELOPMENT MODEL Focus on teacher	PROPOSED IDAHO PROFESSIONAL DEVELOPMENT MODEL Focus on student
<ul style="list-style-type: none"> • 6 credits in 5 years 	<ul style="list-style-type: none"> • Focused & defined Professional Development Units (PDUs)
<ul style="list-style-type: none"> • Not based on student achievement standards 	<ul style="list-style-type: none"> • Standards-based & data-driven
<ul style="list-style-type: none"> • Fragmented 	<ul style="list-style-type: none"> • Linked to district & school plans and individual goals
<ul style="list-style-type: none"> • Isolated 	<ul style="list-style-type: none"> • System-supported
<ul style="list-style-type: none"> • Short-term 	<ul style="list-style-type: none"> • Sustained, intensive, & classroom-focused
<ul style="list-style-type: none"> • Not always a high priority 	<ul style="list-style-type: none"> • Essential for continuous improvement, requiring time, resources, & commitment
<ul style="list-style-type: none"> • Transmission of knowledge & skills by “experts” 	<ul style="list-style-type: none"> • A balance of expert knowledge and collaborative teams focused on reflection, inquiry, & continuous improvement
<ul style="list-style-type: none"> • Input-based 	<ul style="list-style-type: none"> • Performance-based
<ul style="list-style-type: none"> • Minimal system of accountability 	<ul style="list-style-type: none"> • Comprehensive accountability system designed for continuous improvement
<ul style="list-style-type: none"> • Focus on generic instructional skills 	<ul style="list-style-type: none"> • Aligns standards, curricula, assessment, & accountability

PROFESSIONAL DEVELOPMENT GUIDELINES

Idaho’s Professional Development Model is based on the premise that highly-qualified classroom teachers, visionary instructional leaders, and effective professional development are essential to the continuous improvement of public education and student achievement. Professional development choices reflect what is necessary to strengthen a whole district as well as the learning needs of the individuals who work there.

Professional development domains

The following domains provide a focus on improving student achievement in Idaho:

A. State priorities

Develop the certificate holder’s knowledge and skills in one or more areas identified as “state priorities.” This includes any federal requirements with which the state must comply.

B. Knowledge and skills

Advance the certificate holder's knowledge and skills in his or her area(s) of certification, endorsement, or teaching assignment in relation to the relevant standards or requirements.

C. School/district improvement plans

Address knowledge skills and goals that are relevant to the certificate holder's local school improvement plan and district professional development priorities.

D. Advanced degree/education

Expand the certificate holder's knowledge and skills in an additional teaching field or advance the individual toward acquisition of an additional teaching certificate, endorsement, or degree related to the field of education.

E. Service and leadership

Provide service and leadership to improve the profession and education.

Guidelines

- Each Idaho educator will develop an annual individual professional development plan that must relate to the five Idaho Professional Development Domains.
- The Idaho educator will select professional development activities related to these domains that are based on effective methods and strategies to improve student learning.
- At least fifty percent (50%) of the required Professional Development Units (PDUs) must fall within domains A, B, and/or C.
- Professional development activities should include a variety of experiences/activities.

Advisor & Professional Development Team Guidelines

Professional Development Advisor

Assigned by the District – could be any of the following:

- Trained building administrator
- Trained mentor teacher (for 1 to 3 yr teachers)
- Trained master teacher (such as head teacher or department chair)
- Other - as determined by each district

****NOTE:** All Professional Development Advisors will receive standardized training.

Professional Development Team Members

- **Professional Development Advisor** as assigned.
- **Administrator** (could be building administrator or district person appointed by district)
- **Teacher designee**

****NOTE:** All Professional Development Team Members will receive standardized training

PROFESSIONAL DEVELOPMENT ACTIVITIES GUIDE

The critical tests for all professional development activities should be: Are they intellectually challenging, do they add to the participants repertoire of skills and content knowledge, do they enhance their contributions to the school community, and do they lead to improvement in teaching practice?

— National Governor's Association Report

Professional Development Example Activities

1. Complete one or more college or university courses.

Defined As:

Acceptable courses include lower division, upper division, or graduate level courses offered on campus, off campus, or through extension by any regionally accredited two-year or four-year college or university, in Idaho or outside of Idaho. Courses may be taken for college credit or for continuing education units, or may be audited for professional development units. Courses must be completed, and the credential holder must earn a grade of C or better in courses that are taken for credit (or a pass in courses taken on a "pass or fail" basis).

PDU's recorded on the Plan and Record form are restricted to time spent in class, time spent in laboratory or discussion sections that are associated with the class, and time spent on out-of-class assignments that you and your professional growth advisor agree qualify as activities in categories 2 through 7. For example, you could record time spent on individual study for a college course, provided that you examine a specified topic, produce a written report or other tangible product, and evaluate the individual project and its product in relation to student achievement. If time spent in the classroom is longer than the PDU conversion table, an explanation is needed. Required lab work is an example of when extra time might be recorded.

Not Recorded Toward PDU:

Time spent completing routine out-of class assignments, such as reading assignments or preparing for tests, may not be recorded.

2. Attend conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs.

Defined as:

Acceptable workshops and programs include those whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants, regardless of the source of sponsorship or funding for the activity.

Recorded PDUs must be restricted to time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education.

Not Recorded Toward PDU:

Time spent in “business” meetings of the sponsoring organizations may not be recorded.

3. Perform systematic programs of observation and analysis of teaching or performance of a peer-alike job.**Defined As:**

Any program that is planned, focuses on one or more predetermined aspects of teaching and includes follow-up activities such as discussion, critique, or application of what has been observed or analyzed. This category is designed to encourage peer assistance, modeling, and coaching while the credential holder learns new skills or strategies. Acceptable PDUs are those spent planning and conducting the observations, discussing or critiquing the activity, and planning applications of what has been learned for your classroom.

4. Provide service in a leadership role for an educational institution.**Defined As:**

Acceptable activities include those in which you contribute to the improvement of a school, school district, or other educational institution including time spent on the following:

- assisting teachers, developing curriculum, providing staff development, or serving on a school site council engaged with improving the school either as a mentor teacher or in another official capacity in the school or district.
- planning and developing new sets of materials for teachers or students, either in an official capacity in a school or as a member of a district, state, national, or international panel or committee.
- preparing a proposal to create a new facility, course of study, or program in an education institution.
- selecting mentor teachers.
- planning and implementing school/district improvement plans.
- planning, developing, or providing relevant connections between classroom curriculum and workplace practices for students and teachers.

Not Recorded Toward PDU:

Time that may not be recorded includes time spent on the routine functioning of an educational institution, and time spent carrying out a teacher’s basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performance or keeping records.

5. Provide service in a leadership role for a professional organization or an educational entity.**Defined As:**

Service as an elected officer, a chair of a committee, or an official representative of an organization of professional educators. Recorded hours must be restricted to time spent charting, planning, or forming educational or professional policies, positions, or directions for the organization to pursue.

Examples of acceptable activities in this category include (but not limited to) time spent on the following:

- chairing meetings of a curriculum and instruction committee of a state organization during which new policies regarding curriculum and instruction are planned and developed for the organization to pursue.
- developing educational policy proposals.
- formulating and updating educational standards.
- planning new structures of community involvement in schools.

PDU's must be restricted to time spent in meetings of the educational or professional committee, or as an official representative of the professional organization, when policy decisions are discussed.

Not Recorded Toward PDU:

- Activities that contribute to the ongoing operations or functioning of a professional organization.
- Time spent representing an employee bargaining unit in contract negotiations with the employer.
- Chairing a membership drive for a state organization.
- Developing and maintaining fiscal records as the treasurer of a professional organization.

6. Participate in teams to plan, design, implement, and evaluate local efforts to implement state priorities/initiatives.

Defined As:

- Examine new technology for project management.
- Do a self-assessment.
- Conduct individual/team research
- Participate in conference calls or videoconferences with other educators.
- Gather, analyze, report, and use baseline and improvement data.
- Receive training.

7. Conduct educational research and innovation.

Defined As:

Participating in efforts to conduct educational research or to investigate educational innovations is acceptable, provided that you have an active role in one or more of the following stages of the effort: planning, analyzing, interpreting, demonstrating, disseminating, or evaluating a study or innovation.

Examples of acceptable activities in this category include (but are not limited to):

- Time spent with field tests.
- Time spent as a member of a group to identify the elements of effective teaching as a basis for determining the staff development needs of a school or district.
- Time spent analyzing the results of a study of the relative effectiveness of two systems of reading instruction, to include presentations to various groups.

- Conducting action/applied research (forming a hypothesis and testing it in the classroom).
- NBPTS (National Board for Professional Teaching Standards).
- Participating in a professional exchange program in which you change positions with another educator for an extended period of time.
- Participating in alternative work-experience programs, paid or volunteer, in which you fulfill new professional responsibilities for a specified period of time. For example, a high school technology education teacher takes a sabbatical leave and works in the technology industry.
- Participating in a cross-cultural experience in the language and/or culture of an ethnic or national group, provided the experience directly relates to a subject or student group you teach, or reasonably expect to teach.

Not Recorded Toward PDU:

Travel time and time spent making arrangements for cross cultural or work exchange experiences.

PDU Key

PDU = Clock hours spent participating in activities that support the five professional development domains.

- 1 PDU = 1 hour* (refer to Professional Development Activities Guide)
- Quarter Credit = 10 PDUs
- Semester Credit = 15 PDUs
- Continuing Ed. Credit = 10 PDUs

***Note** Credential holder should conference with PD Advisor to quantify PDUs for activities you are participating in to support the domains. It is expected that there will be extra work outside of time spent in the activity. This extra time is not added to PDUs.

PROFESSIONAL DEVELOPMENT RESPONSIBILITIES

INDIVIDUAL

- ☐ Develop an annual professional development plan that addresses district-wide, school-specific, and individual goals.
- ☐ Maintain professional development documentation & evidence.
- ☐ Use multiple sources of data to evaluate and refine professional development plan annually.
- ☐ Follow state and district policies and procedures for certificate renewal.
 - Accountable to: Professional Development Team and Office of Certification and Professional Standards (State Department of Education).

PROFESSIONAL DEVELOPMENT ADVISOR/TEAM

- ☐ Oversee and approve individual professional development plans.
- ☐ Assist staff in the development and implementation of individual professional development plans.
- ☐ Verify completion of professional development plan and forward verification to Certification Office at time of certification renewal.
 - Accountable to: Individual, District Superintendent, Office of Certification and Professional Standards (State Department of Education), and Professional Standards Commission.

SCHOOL ADMINISTRATOR

- ☐ Address professional development for district-wide and school-specific goals in the school improvement plan.
- ☐ Adapt schedule and procedures to support ongoing engagement in professional development.
- ☐ Use multiple sources of data to design, evaluate and refine professional development goals within the school improvement plan annually.
- ☐ Assist staff in development and implementation of individual professional development plans.
- ☐ Have individual plans on file for school accreditation.
- ☐ Identify and account for professional development funding.
 - Accountable to: District Superintendent and the State Department of Education (through school accreditation process).

DISTRICT SUPERINTENDENT

- ☐ Develop district policies and procedures (including training) to implement the state professional development requirements.
- ☐ Use multiple sources of data to design, evaluate and refine professional development goals within the district comprehensive/strategic plan.
- ☐ Identify and account for professional development funding.
- ☐ Develop a district-level appeals process for professional development.
 - Accountable to: Individual, School Administrator, and Board of Trustees.

INSTITUTIONS OF HIGHER EDUCATION

- ☐ Conduct needs assessments and provide relevant professional development for local education agencies (LEAs).
- ☐ Provide quality professional development programs.
- ☐ Participate as mentor/advisor and/or professional development consultant for district as requested by local education agency (LEA).
- ☐ May assist in the coordination of regional or multi-district professional development activities.

- ☐ Provide official verification, as needed, of the participant's successful completion of staff development activities.
- ☐ May provide research and other technical assistance to districts in the development and implementation of professional development plans.
 - Accountable to: Individual, School, District, State Board of Education, and National Council for the Accreditation of Teacher Education.

PROFESSIONAL ASSOCIATIONS

- ☐ Assist, when possible, in the delivery of in-service workshops, credit courses, and other professional development activities.
- ☐ Assist districts in determining professional development needs.
- ☐ Assist in the coordination of regional or multi-district professional development activities.
 - Accountable to: Individual, School, and District.

STATE DEPARTMENT OF EDUCATION

- ☐ Develop and implement procedures to enact professional development policy.
- ☐ Provide technical assistance and training to LEAs and professional development teams in order to implement the state professional development policies and procedures.
- ☐ Assist in the coordination of regional or multi-district professional development activities.
- ☐ May provide in-service workshops upon request.
- ☐ Include professional development as a critical component of the school accreditation process, including an audit of professional development plans.
- ☐ Secure resources for professional development.
- ☐ Report to Legislature on status of professional development policy.
 - Accountable to: Individual, District, State Board of Education, State Legislature, and U.S. Department of Education.

PROFESSIONAL STANDARDS COMMISSION

- ☐ Provide ongoing evaluation and revision of the state professional development system.
- ☐ Develop an appeals process and serve as the state-level appeals body in the professional development process as it relates to certificate renewal.
 - Accountable to: Individual and State Board of Education.

STATE BOARD OF EDUCATION

- ☐ Adopt professional development policy.
- ☐ Secure resources for professional development.
- ☐ Prepare annual statement of state priorities.
- ☐ Review State Board policies for alignment with state statutes and federal regulations.
 - Accountable to: Governor and Legislature.

LEGISLATURE

- ☐ Approve policy and appropriate funds to implement professional development policy.
 - Accountable to: Idaho citizens.

GOVERNOR

- ☐ Advocate for professional development.
 - Accountable to: Idaho citizens.

IDAHO EDUCATOR PROFESSIONAL DEVELOPMENT PLAN

Name (Last, First, Middle Initial, Maiden)		Certificate/Endorsements	
Address		Teaching Assignment	
District	School	Renewal Date	

- ☐ Check if "highly qualified" requirements are met (in core academic subjects taught, according to ESEA legislation)

ANNUAL PROFESSIONAL IMPROVEMENT GOALS

(To be completed at the beginning of the school year)

STEP 1.

Identify one to three goals for improvement of your knowledge and skills that are critical to your professional growth and to student achievement. Each goal should focus on one of the five Idaho Professional Development Domains. At least fifty percent (50%) of the required Professional Development Units must fall within domains A, B, and/or C. Suggested activities can be found in the Professional Development Activities Guide included in the Professional Development Handbook and available on the Idaho State Department of Education web site. (Include additional pages if needed)

Example: Improve student performance on science proficiency tests by reaching the district goal of 90% first time pass rate for all students by the end of the school year.

GOALS	Estimated Hours
Goal 1:	
Goal 2:	
Goal 3:	

STEP 2.

Complete a Goal Summary form for each of your goals to include Domain, approximate timeline, proposed activities, and evaluation of accomplishment. Professional development activities should include a variety of experiences/activities.

STEP 3.

Meet with Professional Development Team to review goals, make revisions as needed and sign off.

Sign-off: Initial Review		Sign-off: Completion	
Educator	Date	Educator	Date
Advisor	Date	Advisor	Date
Administrator	Date	Administrator	Date
Teacher Designee	Date	Teacher Designee	Date

IDAHO PROFESSIONAL DEVELOPMENT PLAN GOAL EVALUATION FORM

Name (Last, First, Middle Initial, Maiden)	Certificate/Endorsements
Address	Teaching Assignment
District School	Renewal Date

GOAL DESCRIPTION - To be completed at beginning of school year

1. Goal # ____: I will _____

2. DOMAIN: (Circle)
- A. State priorities
 - B. Knowledge and skills
 - C. School/district improvement plans
 - D. Advanced degree/education
 - E. Service and leadership

3. How does my goal link to my professional growth, student achievement, and/or school/district improvement plans?

4. What data/information did I use to choose my goals, and what did it suggest?

5. How will I know if I've accomplished my goal?

6. Proposed Activities:	Estimated hours

EVIDENCE OF ACCOMPLISHMENT – To be completed by the end of the school year

Document results upon completion of activities. On separate pages, answer the following three questions upon the completion of activities. (Include supporting documents/data as needed)

- How did I use what I learned?
- What was the impact on students?
- How did my colleagues participate in or benefit from this new knowledge/skills?

Educator Signature	Date	Total PDUs Completed

IDAHO PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES SUMMARY FORM

Name (Last, First, Middle Initial, Maiden)	Certificate/Endorsements
Address	Teaching Assignment
District School	Renewal Date

ACTIVITIES

Note: Record each activity **as it is completed**, Goal, time (beginning/ending), date completed, Domain, and total PDUs completed.

DOMAINS

- A. State priorities
- B. Knowledge and skills
- C. School/district improvement plans
- D. Advanced degree/education
- E. Service and leadership

Convert hours/credits to PDUs using the following values:

- 1 PDU = 1 clock hour
- 1 Quarter Credit = 10 PDUs
- 1 Semester Credit = 15 PDUs
- 1 Continuing Ed. Credit = 10 PDUs

Activity	GOAL #	Time (Beg/End)	Date(s) Completed	Domain(s)					PDUs
				A	B	C	D	E	
Sub-Total PDUs This Page:									