

Comprehensive High Quality Professional Development

This document was developed to more clearly outline what Comprehensive and High Quality Professional Development (HQPD) means as defined in the Perkins Act of 2006, No Child Left Behind (NCLB) legislation, and the Kansas Professional Development Program Guidelines. Meeting the criteria outlined in parts I, II, and III, below, are required. Note: One day and short-term conferences or workshops are **NOT considered to be high-quality professional development unless part of a comprehensive on-going plan. (*This document is not required for submission to KSDE.)*

Part I: To be considered high quality professional development, the activity **must meet** all seven **context** criteria listed below:

<ul style="list-style-type: none"> ___ active engagement of educators, over time; ___ directly linked to improved student learning and performance within the school's curriculum ___ directly linked to priorities identified in the individual, school and district improvement plans; ___ consistent with and supportive of priorities in the individual, building, and district professional development plans; 	<ul style="list-style-type: none"> ___ provision of sufficient time and other resources for learning, practice and follow up; ___ supported by school leadership AND, ___ provides educators with the opportunity to provide feedback on the effectiveness of their participation in the professional development activity
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Part II: To be considered high quality professional development, the activity **must** include one or more of the following processes:

<ul style="list-style-type: none"> ___ course work to improve content knowledge and/or instructional practice; ___ training to improve instructional practice and application; ___ action research and sharing of findings ___ peer observation and feedback ___ peer coaching and mentoring 	<ul style="list-style-type: none"> ___ active participation in study groups; ___ grade-level collaboration and work; ___ cross grade-collaboration and work; ___ content-area collaboration and integration work; ___ specialization-area collaboration and work; ___ internships/externships ___ short-term job shadowing opportunities
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Part III: To be considered high quality professional development, the **content must** address **one or more** of the following concepts:

<ul style="list-style-type: none"> ___ knowledge related to standards and classroom instruction: <ul style="list-style-type: none"> ___ Career and Technical Education ___ English, Reading, Writing, Communication, Language Arts ___ Mathematics, Sciences ___ World Languages ___ Civics, Government, Economics, History, Geography ___ Fine Arts and Humanities ___ Health & Physical Education ___ Technology ___ Other: ___ instructional strategies related to content being taught in the classroom or virtually; ___ improvement of classroom management skills; ___ a combination of content knowledge and content-specific teaching skills; ___ the integration of academics and career and technical education; ___ research-based instructional strategies; 	<ul style="list-style-type: none"> ___ Strategies to improve language and academic skills for students with limited English proficiency ___ methods of teaching children from special populations and/or with special needs; ___ identifying early and appropriate interventions; ___ teaching students with different needs and talents; ___ use of data and assessments to inform classroom practice and student learning; ___ instruction in linking secondary and post-secondary education; ___ involving parents and/or family in improving the learning of every student; ___ strategies for integrating technology into curriculum and Instruction; ___ instructional leadership development and management training for educators; ___ mentoring and/or coaching other teachers or administrators; ___ leadership development and management training to improve the quality of formal and aspiring leaders;
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

For further information and/or suggestions for edits to this document please contact:

Carla Sullivan csullivan@ksde.org

Lynn Bechtel lbechtel@ksde.org

Kathy Boyer kboyer@ksde.org

Robin Harris rharris@ksde.org

KB/7/08