



# Professional Learning Handbook 2024-2025

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## Professional Development

Washburn University Institute of Technology (WIT) encourages employees to participate in professional development (PD) activities that are related to their employment. Professional Development and Training is defined as learning undertaken by employees to maintain and advance their skills, knowledge, and competencies, specifically as they relate and add value to the job and workplace. Activities include education in both your professional field of practice and development of education and instruction.

All PD activities should relate back to at least one element of the Association for Career and Technical Education Quality CTE Program of Study Framework which includes: *Standards-aligned and Integrated Curriculum, Sequencing and Articulation, Student Assessment, Prepared and Effective Program Staff, Engaging Instruction, Access and Equity, Facilities/Equipment/Technology/Materials, Business and Community Partnerships, Student Career Development, Career and Technical Student Organizations/Work-place Skills, Work-Based Learning, and Data and Program Improvement.*

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It is a priority to allow as many employees as possible to access PD funds. Therefore, instructors should submit PD requests that require funding by May 1 for the following academic year for first consideration. Please use the form at this link to submit requests.

[https://washburnvpaa.qualtrics.com/jfe/form/SV\\_6nwlijwXqZ6IV4G](https://washburnvpaa.qualtrics.com/jfe/form/SV_6nwlijwXqZ6IV4G) Approval of requests is contingent upon availability of funds. Instructors participating in Section 2 of Program Review, Instructor Development, will receive priority regarding PD fund requests. Adjunct Instructors, Lab Assistants and Substitute Instructors are **not** eligible for PD funding.

### Professional Development Travel Requirements

- The travel request must be submitted and approved before the Technical Instructor commits funds to registration and/or travel arrangements. This can be completed by logging on to the Concur website at <https://us2.concursolutions.com/>. Single sign on will be utilized for Concur. That means that your username will be [first.last@washburn.edu](mailto:first.last@washburn.edu), and your password will be the current one you use to log in to the My Washburn.
- Upon approval of the request, the travel policies outlined in the WUPRPM must be followed. **Note: if the travel request has not been approved**, the Technical Instructor will become personally responsible for charges.
- Travel via the least expensive convenient carrier to conferences, workshops, and trainings. If the event is within driving distance, please submit a request for vehicle rental; use of personal vehicles is discouraged in most circumstances.
- If several instructors are attending the same conference, group travel is required unless otherwise approved.

- WU Policies/Procedures manual, Section J (Travel) <https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/J.%20TravelRegsFinal.pdf>

#### **Follow-Up After Professional Development**

- Immediately upon return from the event, the Technical Instructor shall submit itemized original receipts and documentation along with the Travel Expense Report on the Concur website.
- Within one month of return from travel, the Technical Instructor shall submit the PD Evaluation Form (Appendix A) indicating how the instructor has or will apply what was learned from the event, and how the instructor will share that knowledge/skill with students and/or other instructors.

#### **Campus-Based Professional Development Council and Events**

- The WIT PD Council is charged with organizing two campus-based PD conferences a year- August and January. The council consists of one instructor representative per division, chaired by the WIT CTEL Coordinator, and the Assistant Deans.
- These events are required for full-time technical instructors. Adjunct Instructors and Lab Assistants are encouraged to attend.
- PD conferences offer education applicable to all staff and faculty, as well as at the specific division or program level.

#### **Professional Development Plan**

- Instructors who engage in PD activities will earn points, with recognition of earned point levels at the end of each academic year.
- All educational activities will be categorized under one of the WU PD Framework categories/elements using the descriptions below or the self-evaluation instrument [HighQualityCTEFramework2018\\_WithRubric.pdf \(actonline.org\)](#)

### Washburn Institute of Technology Professional Development Framework

- The diagram of the Washburn Institute of Technology Professional Development Framework is seen below. WU C-TEL pillars are included in the visual framework, as there is overlap between the two frameworks and both are beneficial to instructors and their students.



### Pillars and Framework Elements

#### Pillar 1: Assessment

- **Standards-aligned and Integrated Curriculum-** This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.
- **Sequencing and Articulation-** This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.
- **Student Assessment-** This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.
- **Prepared and Effective Program Staff-** This element addresses the qualifications and PD of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators, and other personnel.
- **Student Career Development-** This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.



- **Data and Program Improvement-** This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

### **Pillar 2: Community Engaged Learning**

- **Engaging Instruction-** This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.
- **Business and Community Partnerships-** This element addresses business and community partner recruitment, partnership structure, and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.
- **Career and Technical Student Organizations (CTSOs)-** This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.
- **Work-based Learning-** This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

### **Pillar 3: Diversity & Inclusion**

- **Access and Equity-** This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).

### **Pillar 4: Technology**

- **Facilities, Equipment, Technology and Materials-** This element addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

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### **Professional Development Matrix**

- Instructors can earn credit and receive recognition for completion of PD and educational activities.
- Recognition will be earned based on the level completed: Tier I, Tier II, Tier III, or Tier IV.
- Instructors will develop an individual PD plan (Appendix B) and submit it to their Assistant Dean by **October 1**.

- PD activities must be in your professional practice/discipline area or in instructional methods/education.
- PD activities require completion of the PD Evaluation Form upon completion of the education.
- Other educational activities not included below but related to PD may be submitted to your Assistant Dean and included.
- Instructors are responsible for completing documentation and submitting documentation to their Assistant Dean.
- Instructors will use the PD Matrix (Appendix C) for documentation of educational PD activities.
- To be considered for recognition, all completed documentation must be submitted to your Assistant Dean by **May 1**.

### **New Instructor Development**

- New instructors are encouraged to attend new instructor training offered by Kansas Council for Workforce Education (KCWE) or Kansas Center for Career and Technical Education (KC-CTE). These training workshops, offered each July, can be attended just prior to starting or just after completion of the first year of teaching. Instructors should work with their Assistant Dean to make arrangements and coverage of travel expenses.
- New instructors are provided WIT specific, instructor education the week prior to the start of the semester. This is coordinated with the WIT administration and WU School of Applied Studies, Education Department.
- New instructors will meet regularly throughout their first year with the PD administrator to continue PD and ensure needs, specific to new instructors, are being met.
- New instructors may be assigned a peer mentor to meet with regularly throughout the semester for further PD and program level guidance.

### **Center for Teaching Excellence and Learning (CTEL)**

- CTEL offers workshops, webinars, teaching circles, New Faculty Orientations, and many other PD opportunities.
- For more information, visit <https://www.washburn.edu/faculty-staff/ctel/> or speak to the CTEL @ Tech Coordinator, Mike Clouser ([Michael.Clouser@washburn.edu](mailto:Michael.Clouser@washburn.edu))

## Appendix A: Professional Development Evaluation Form

Use this form to evaluate your recent professional development activity. Fill out the form and submit it to your supervisor within 30-days of professional development attendance.

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

PROFESSIONAL DEVELOPMENT DETAILS
<ul style="list-style-type: none"><li>Name of training/workshop/conference: _____</li><li>Dates: _____</li><li>Location: _____</li></ul>
EVALUATION/REFLECTION
Reflect on what you learned or gained from attending this activity; how will it impact your program?
How will you use this information in your program?
How will you share this information with others in your program?
How did this professional development meet your goals for this year?

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Appendix B: Professional Development Plan Form**

**Instructor Name:** Click or tap here to enter text. **Date:** Click or tap to enter a date. **AY:** Choose an item.

<b>Mission</b>	<i>Washburn Tech delivers innovative educational training opportunities to enhance the lives of individuals and strengthen the communities we serve.</i>		
<b>Vision</b>	<i>A premier community of higher learning focused on life and careers.</i>		
<b>Values</b>	<b>Creating positive IMPACT.</b> <i>Inclusion· Modernization· Partnership· Achievement· Community· Transformation</i>		
<b>Washburn Strategic Framework: Priorities, Objectives, Initiatives</b>	1. Expand learner success opportunities and pathways.	2. Enhance our environment to learn, work and thrive.	3. Accelerate partnerships to grow the community.
<b>Goals should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound</b>			
<b>Goal</b>	<b>Tier</b>	<b>Pillar and PD Framework</b>	<b>WU Strategic Framework</b>
1. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
2. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
3. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
4. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
5. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.
6. Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.

Use the Professional Development Matrix to determine Tier, Framework, and Pillar each goal would link to. Also, tie each goal to the WU Strategic Framework priorities listed above.

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Signature of Supervisor

## Appendix C: Professional Development Matrix

- PD activities must be in your professional practice/discipline area or in instructional methods/education.
- PD activities require completion of the PD form upon completion of the education.
- Other educational activities not included below but related to PD may be submitted to your Assistant Dean and included.
- Completion of the Individual PD Plan is required for all levels
- Tier I: Completion of three, Tier I activities
- Tier II: Completion of two, Tier II activities OR completion of two Tier I activities and one Tier II activity
- Tier III: Completion of two, Tier III activities OR completion of two Tier I or II activities and one Tier III activity
- Tier IV: Completion of one Tier IV activity OR completion of four activities, including at least one activity from each Tier I, II, and III

Professional Development Activity	Pillar	Framework Element	Date Completed
A. Develop Individual Professional Development Plan <ul style="list-style-type: none"> <li>• Submit to Assistant Dean</li> </ul>	1. Assessment 2. Community Engaged Learning 3. Diversity & Inclusion 4. Technology	n/a	n/a
<b>Tier I</b>			
Complete one online education offering			
Complete one online education offering			
Complete one continuing education offering			
Complete one continuing education offering			
Other			
Other			
<b>Tier II</b>			
Attend a conference or workshop			

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Attend a conference or workshop			
Facilitate an on-campus lunch and learn or book club session			
Facilitate an on-campus lunch and learn or book club session			
Collaborate with another program's instructor for program development			
Completion of the CTEL Certificate			
Other			
<b>Tier III</b>			
Present at PD, a conference, or workshop. <ul style="list-style-type: none"> <li>▪ Platform, poster, or panel</li> </ul>			
Present at PD, a conference, or workshop. <ul style="list-style-type: none"> <li>▪ Platform, poster, or panel</li> </ul>			
Completion of a college course			
Completion of a college course			
Visit another program's campus and meet with their instructor <ul style="list-style-type: none"> <li>• Complete the Instructor Shadow Observation Form (Appendix D) and discuss with your Assistant Dean</li> </ul>			
Completion of the CTEL Inclusion Certificate			
Earn a significant industry recognized credential			
Other			
<b>Tier IV</b>			
Completion of a college degree or Certificate A, B, or C program			

## Appendix D: Instructor Shadow Observation Form

Name of Course:

Date:

Program:

Location:

Instructor:

1. Briefly describe class instruction/activities, student participation, and the classroom setting.
2. Program/Course Design: Describe any differences you observed in course or program offerings/delivery from what your program offers.
3. Subject Matter: Describe what you noticed regarding classroom materials or equipment, lab/shop materials or equipment, and utilization of those materials.
4. Context: Describe what you noticed regarding the “physical” of the room: the setup, arrangement, etc. and how it informs or influences instruction. Describe the classroom environment.
5. Describe information you received/observed regarding business and community partners, advisory council, work-based learning/internships, etc.
6. Describe information you received/observed regarding student services, career development, student organizations, etc.
7. Identify any takeaways you would like to take back to your program/campus.