



Derby PUBLIC SCHOOLS

USD 260 District Professional Development Guide



July 1, 2023 – June 30, 2028

TABLE OF CONTENTS

<u>Title</u>	<u>Page(s)</u>
Derby Mission Statements	3
Professional Development Council Members	6
PDC Description, Responsibilities, Selection and Terms, Officers	7-8
PDC Officers (continued), Meetings, Records	9
Building Level Professional Development Committees	10
Staff Development Standards	11
Professional Development Plans for License Renewal (91-1-206)	12
Professional Learning Experience Levels and Categories/Graduate Credit	13-15
How Many Points Do I Need for Licensure Renewal	16
District In-service Education Plan, 3-Tier Point System	17
Examples of Staff Development Activities, Point Accumulation	18-19
Frequently Asked Questions	20-21
Professional Learning Levels	22-23
Guidance for Retirees	24
Service to Profession Definition/Presenter Point Information	25
Application Level Check List	26
Forms available on MyLearningPlan	27
Professional Development Points Appeal Process	28
Appeals Process Form	29

DERBY USD 260 DISTRICT PROFESSIONAL DEVELOPMENT



Our District Mission

The mission of USD 260, Derby Public Schools, is to create a tomorrow that is better than today by ensuring all students continually grow and learn.

Our District Vision

Every student, every day, preparing for the future.

Derby Public Schools Professional Development Philosophy

Philosophy Statement (Our “Why”):

At Derby Public Schools as part of our vision to reach every student, every day, preparing for the future, we strive to have meaningful professional development for all staff to ensure we can positively impact student learning. Our philosophy for professional development aligns to the following definition, delivery methods and goals.

Definition:

Professional Development and Learning experiences for all staff, certified and classified, who are involved with educating students will be defined as activities that are aligned with district belief statements, the District Improvement Plan, department/school goals and objectives, and tiered to meet individual improvement plans.

Acceptable Modes:

“Formal” (conference, seminar, workshop), “Informal” (book study, collaborative discussions, observations, learning from a peer), activities should be reflective of state/district/building goals in a variety of designs and collaborative groups.

Universal Goals:

The mission of Derby Public School’s PDC is to create a tomorrow that is better than today by ensuring all students continually grow and learn.

This group sees the following needs as fit for professional learning:

Should emphasize life-long learning; no educator is too experienced to improve

Emphasizes gathering experience, skills rather than just earning points

Applies strategies to student-learning should be the driving principle behind PD

Provides more secondary-level training in specific special needs like autism, TBI, ODD, learning styles, etc.

Increases opportunities for training of classified personnel

Uses all-inclusive ways to collect the teacher opinions for PD opportunities

Employs sharing by staff members, giving ample time to prepare concepts and materials for presentation

Chooses research-based practices that are driven by improving student achievement

Utilizes differentiation based on the perceived and evidentiary needs of the participants

Connects back to student learning data to identify professional development needs

Seeks to apply teaching and learning within the context of each educator’s role

The committee agrees on the need for decreasing the following practices as described

by the following resource: (<https://code.org/educate/professional-development-philosophy>)

- Transmitting information or facts—rather, we should strive to empower deep and meaningful learning of concepts, skills, and the processes involved in their attainment
- Showcasing the “sage on the stage” talking at participants and presenting information— rather, we should strive for a participant-centric and hands-on model that uses a “guide on the side”
- Specific tools without context of a course and curriculum—rather, we should strive to build capacity for the tools and techniques implemented within the specific course or curriculum to facilitate pedagogically sound use
- Providing stand-alone learning opportunities—rather strive to situate individual PD opportunities as part of a larger development process including ongoing work and follow-up workshops

District-Wide Supports:

The committee agrees that the following supports as necessary:

- Building & district leaders’ universal vision
- Trainings, workshops, and/or conferences
 - School-organized activities
- Flexible PDC budget in each building

Summarizing Conclusion Statement:

As educators, we must improve student learning, staff learning & instructional practices in the classroom in order to improve achievement outcomes for all. The most important factor among all professional development and pedagogical tools is our Derby Public Schools staff.

PROFESSIONAL DEVELOPMENT COUNCIL (PDC) MEMBERS 2023-2024

PDC Chairperson: Rebecca Casey (DMS)

Building Representatives - Each building annually elects a building PDC representative that serves a term. Representative listing can be shared upon request.

District Administration –Dr. Holly Putnam-Jackson, Assistant Superintendent of Curriculum and Instruction

Points earned through PDC can be used for licensure and salary advancement upon request

Professional Development Office – [located at District Administration Center](#)
Office hours: 8:00 a.m. to 4:30 p.m.

Questions call – 788-8443 or e-mail – [Debora Beougher](#), PDC Secretary
E-mail address: dbeougher@usd260.com

THE DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

DESCRIPTION

The Professional Development Council for the Derby School District is an elected group of educators and administrators who will advise District Leadership, Building Level PDC, and Board of Education in matters concerning the coordination, implementation, and operation of Derby's Professional Development Plan.

PROFESSIONAL DEVELOPMENT COUNCIL POSITION DESCRIPTION

Purpose: Members will represent their individual buildings on the district Professional Development Council

Responsible to: Building Principal and Assistant Superintendent of Curriculum and Instruction

Payment: According to Certified Master Contract

Selection: Members will be chosen by election at the building level:

- Elementary—One representative per building
- Middle School—Two representatives per building
- High School—Three representatives

Responsibilities:

- Attend annual training and required quarterly Professional Development Council meetings and report information to building faculty and principal (Any absences must be approved by the Assistant Superintendent of Curriculum and Instruction)
- Develop and maintain a confidential, collegial relationship with teachers
- Assist teachers in completing their Professional Development Plans at the beginning of the school year
- Direct teachers with license renewal questions to a license consultant at KSDE
- Assist teachers in maintaining their personal professional development accounts (including completing District Inservice Evaluations and entering individual professional development information for out-of-district requests, college courses, book studies, etc.)
- Encourage and assist teachers in completing Application and Implementation Level requirements
- Assist teachers with professional development questions by answering them directly, asking the PDC Secretary or Assistant Superintendent of Curriculum and Instruction, and/or bringing the questions to the Professional Development Council
- Perform duties as assigned by the building Principal and the Assistant Superintendent of Curriculum and Instruction, which *may* include:
 - Enter district professional development activities on the professional development software
 - Pre-register staff; remove absent staff after the activity
 - Print the sign-in sheet; collect the sign-in sheet after the activity and get the principal's signature, make a copy of the sign-in sheet to file in the building, and send the original to the Professional Development Secretary

- Understand that job responsibilities may vary according to each building's needs

SELECTION AND TERMS

Professional Educators will elect members from within their group to represent them on the Professional Development Council and Administrators will elect members from within their group to represent them on the Professional Development Council.

The term of office for regularly elected Professional Development Council members, including the chair, will be one year. The term shall be from July 1 to June 30. Any member may be re-elected.

The vacancies for representatives from each school shall be filled within each school by election from respective buildings for Professional Educators in that building. Names of elected representatives will be submitted to the PDC office by **April 15**.

Council members may resign at any time by submitting a letter of resignation to the Chairperson of the Professional Development Council. Vacancies shall be filled by a consensus of the Professional Development Council and must represent the same group.

The duties of a Chairperson will include, but not be limited to:

- Presiding at all regular meetings
- Calling and presiding at all special meetings
- Preparing and distributing the agenda at least three days in advance of the meeting if needed
- Voting in case of a tie vote
- Appointing Professional Development Council members to subcommittees subject to the approval of the Professional Development Council
- Receiving any resignations from Professional Development Council members
- Establishing yearly Professional Development Council tasks and timelines as needed
- Carrying out other necessary duties

MEETINGS

Persons serving on the council must attend quarterly meetings. Special meetings may be called as necessary. Length of meeting shall be no more than 90 minutes. A vote of the Professional Development Council members may extend this time limit.

Notification of meeting must be posted online by the PDC secretary to the following:

- Professional Development Council Members
- Each District Building (for posting)
- Building Administrators
- Superintendent



RECORDS AND MAINTENANCE OF RECORDS

Meeting records and materials will be kept on file in the PDC office and/or posted in the Frontline form management system.

Minutes of Professional Development Council meetings will be recorded and published for council members. Minutes will be entered into the Front Line System.

A copy of each Development Plan and each certified staff member's points record will be maintained in the PDC Office.

Information about Personal Development Plans and individual records of inservice points earned will be available to employees as follows:

- Records will be available at reasonable times in the PDC Office.
- A transcript for salary advancement and/or licensure may be obtained through completion of the proper form available online.
- Individuals will have access to their own files during the regular business hours of the PDC Office.
- Only district administrators and members of the Board of Education acting in an official capacity will be granted access to individual records. Access to individual records by another person will require written permission from the individual whose records are being accessed.

Derby Frontline Access:

<https://login.frontlineeducation.com/login?signin=6271283eb2b055b0f7b0bcca59ab894a&productId=pd&clientId=pd#/login>

Professional Growth

Formerly MLP PDMS and MLP OASYS

Sign In

Username

Password

Sign In

[I forgot my username](#)

[I forgot my password](#)

[Having trouble signing in?](#)

BUILDING LEADERSHIP TEAM

The Building Leadership Team (BLT) will operate under contract rules and inform each Building's PDC representative of the building goals and professional learning needs.

Individual Professional Development Plan (IDPD)

1. An Individual Professional Development Plan (IDPD) needs to be completed by all Certified Staff on My Learning Plan by September 1.
2. It is recommended individual certified personnel will maintain a record (i.e. electronic portfolio, notebook, etc.) of activity requests.
3. Points need to be submitted by **June 30th** annually.

Learning Forward Standards for Professional Learning

STANDARDS FOR PROFESSIONAL LEARNING

<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

91-1-206: Professional development plans for license renewal

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205

(b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.




(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.


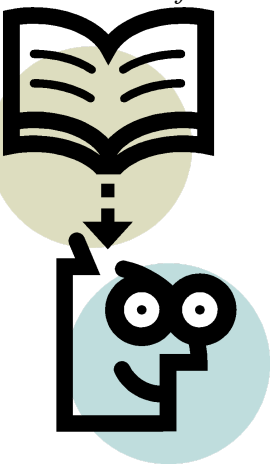


(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Professional Learning Experiences Levels and Categories




Levels and Categories	Characteristics	Evidence	Point Awards
<p style="text-align: center;">Application</p>  <p>Of content and/or Professional practices</p> <p><i>“What am I <u>doing</u> that I didn’t do before?”</i></p>	<ul style="list-style-type: none"> Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity Engages in dialogue with peers about how to improve or enhance use of skill or behavior Can be accessed through the completed Out-of-district, Graduate Credit, Book Study, or Professional Journal forms 	<ul style="list-style-type: none"> Evidence and/or artifacts that result from application of the strategy This form will be used when Application points will be applied to new learning that has been used with students 	<p style="text-align: center;">2 x the knowledge level points awarded for specific strategy</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> Lesson Plans Student Product Samples
<p style="text-align: center;">Impact</p>  <p>Of content and/or Professional practices</p> <p><i>“What <u>results</u> am I getting?”</i></p>	<ul style="list-style-type: none"> Able to correlate the goal to student learning and school improvement Uses student achievement results to guide use and adaptation of strategy Able to train or coach others in the use of the strategy Can be accessed through the completed Application form 	<ul style="list-style-type: none"> Evidence and/or artifacts that demonstrate impact from the strategy This form will be used to show what impact the application has had on student achievement 	<p style="text-align: center;">3 x the knowledge level points awarded to specific strategy</p> <p>Evidence should include such items as:</p> <ul style="list-style-type: none"> Pre/post test results attached with a short narrative, and the Application level form print out
<p style="text-align: center;">Service to the Profession Log</p>  <p>“How have I served others in the profession?”</p>	<ul style="list-style-type: none"> Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, content, directly relates to licensure of professional educators, accreditation processes, or professional organizations 	<ul style="list-style-type: none"> Participation in activities that help others in the profession expand their expertise This form will be used for committee meetings, seminars, conferences, etc. that do not directly impact student learning See Presenter Point Information on Page 22 	<ul style="list-style-type: none"> Mentoring student teachers (University Assigned Teacher) 10 points per quarter - student teacher 5 points per quarter - pre-service teachers (at least 20 hours of service per quarter) Service on accreditation teams - 1 point/hour served State committees, regional committees, offices, or committees in professional organizations, local unpaid committee work – 1 point/hour served Workshop presentations – 1 point/hour of presentation including preparation time for initial presentation only

Professional Learning Experiences Levels and Categories (continued)

<p style="text-align: center;">Out-of-District Knowledge</p> <p style="text-align: center;"></p> <p style="text-align: center;">Of content and/or Professional practices</p> <p style="text-align: center;"><i>“What do I <u>know</u> that I didn’t know before?”</i></p> <p style="text-align: center;"></p>	<ul style="list-style-type: none"> • Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is • Has attended a workshop or conference or may have read or heard about new knowledge/skills • Has knowledge but hasn’t applied or practiced the knowledge/skills 	<ul style="list-style-type: none"> • Participation in activities that give participants new knowledge/skill about content and/or professional practices • This form is used when you plan to attend a conference or seminar that is provided outside the district. It is used when you want to take something to Application and/or Impact level • The new knowledge must be something that will be used with students 	<ul style="list-style-type: none"> • Attendance at workshops or conferences, visits to other schools • 1 point = 1 contact hour of learning time • 1 hour = 1 point
<p style="text-align: center;"><u>Book Study</u></p> <p style="text-align: center;"></p>	<ul style="list-style-type: none"> • This is used for three or more people who would like to do a book study • Book must be approved by administration 	<ul style="list-style-type: none"> • Must meet at least three times as a group, with a maximum of five times per book • Each person will fill out his/her own Book Study on-line form 	<ul style="list-style-type: none"> • Maximum of 5 points • 1 point per meeting per book study • Study group must meet at least three times but no more than five times for a minimum of thirty minutes per session (30 minutes allowed each time for reading the book) • Administrative approval is required for meeting fewer than 3 times • 3 or more people are recommended for a book study group. If fewer than 3, permission must be given by Administration
<p style="text-align: center;"><u>Professional Journal</u></p> <p style="text-align: center;"></p>	<ul style="list-style-type: none"> • Journal articles may be an independent study • Journal topics must relate to your IPDP form • Journal topic must be approved by administration prior to the beginning of the study 	<ul style="list-style-type: none"> • Articles do not have to be read at the same time. • Document each article on the Professional Journal on-line form as it is read 	<ul style="list-style-type: none"> • 4 articles = 1 point • All four articles need to be on the same topic

Professional Learning Experiences Levels and Categories (continued)

GRADUATE CREDIT

<p>Graduate Credit</p> 	<ul style="list-style-type: none"> • This form is used only for a portion of college or university credit hours that will be taken to Application and/or Impact. • Conversion from credit hours to point value for Application and Impact Levels. 	<ul style="list-style-type: none"> • Point Value for Application Level (doubled) 	<ul style="list-style-type: none"> • Knowledge points are not available for college credit. However, when Graduate level learning is applied to the classroom, you may apply for Application and Impact points using the table below. • Point Value for Impact Level (tripled) • If not an approved activity, class must be a part of the IPDP goals.
<p><u>Video Study</u></p> 	<ul style="list-style-type: none"> • Study of video of professional development session • Study of video of lesson segments 	<ul style="list-style-type: none"> • Point values vary from Knowledge to Application Level 	<ul style="list-style-type: none"> • Both knowledge and application are available for video study based upon the reflection provided on the form
<p><u>Action Research or Lesson Study</u></p> 	<ul style="list-style-type: none"> • A form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a class lesson and plan to improve effectiveness 	<ul style="list-style-type: none"> • Point Value for Application Level (doubled) 	<ul style="list-style-type: none"> • Knowledge points are not available for Action Research or Lesson Study

Graduate Credit Hours	Conversion from credit hours to point value for Application and Impact Levels	Point Value for Bld. Application Level (doubled) 2 times	Point Value for Bld. Impact Level (tripled) 3 times
1 hour	7 points	$7 \times 2 = 14$ points	$7 \times 3 = 21$ points
2 hours	14 points	$14 \times 2 = 28$ points	$14 \times 3 = 42$ points
3 hours	21 points	$21 \times 2 = 42$ points	$21 \times 3 = 63$ points
4 hours	28 points	$28 \times 2 = 56$ points	$28 \times 3 = 84$ points
5 hours	35 points	$35 \times 2 = 70$ points	$35 \times 3 = 105$ points
6 hours	42 points	$42 \times 2 = 84$ points	$42 \times 3 = 126$ points

How Many Points Do
I Need for
Licensure Renewal.

Bachelor's Degree

160 points

earned under an approved IDP.
80 of the 160 points must be a
college or university credit.
(1 college hour = 20 points.)
Undergraduate credit must be
preapproved by the assistant
Superintendent.

Advanced Degree

120 points

earned under an approved IDP. An
educator can renew on points only
or a combination of semester
credits and points.

Three Exceptions: PDC approval
is not required for these three
exceptions.

Exception #1

If completing a graduate
degree before July 1, 2003
AND having at least three
years of accredited
experience during the term
of the professional license
being renewed.
(This can be done twice.)

Exception #2

If completing a program for an
additional endorsement or
license (new field, school
specialist or leadership) and can
provide an official transcript to
verify at least 8 hours that were
part of an approved program.

Exception #3




If completing a National
Board Certification
assessment process through
the National Board of
Professional Teaching
Standards during the term of
the professional license being
renewed.

DISTRICT INSERVICE EDUCATION PLAN

The District Inservice Education Plan allows teachers to renew licensure. Inservice points may be earned by participation in district inservice activities resulting from the development and implementation of building improvement plans and activities outside these plans when an individual plan is filed and approved by the Council.

3-TIER POINT SYSTEM




The new 3-TIER POINT SYSTEM allows for points to be awarded in three areas. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level.

LEVELS	CONTENT i.e., reading, math, curriculum areas	PROFESSIONAL EDUCATION i.e. learning strategies or pedagogues	SERVICE TO PROFESSION i.e., SIT, PDC, NCA QPA, and Curricular Committees
KNOWLEDGE  “What do I know that I didn’t know before?”	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
APPLICATION  "What am I doing that I didn’t do before?"	2 x Knowledge points	2 x Knowledge points	
IMPACT  “How did I change student performance or how teachers teach?”	3 x Knowledge points	3 x Knowledge points	

EXAMPLES OF HOW STAFF DEVELOPMENT ACTIVITIES AND POINTS MAY BE ACCUMULATED


You DO NOT fill out these forms. These are provided as Graphic Organizers to demonstrate how points accumulate.

Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 	In Dec. attended 6 hr inservice about reading instruction RE: Reading Academy = 6 pts		
APPLICATION 	After devel. lesson plans & prep during Jan-May, instructed 24 summer stud. In Read. Academy = 12 points		
IMPACT 	Pre (Jun) & post (Aug) tests doc. Success. Shared succ. w/princ. In Aug & faculty in Sept = 18 points		

TOTAL POINTS = 36




Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 			Served on PDC Council – 5 hrs Served on Math Comm. – 3 hrs served on QPA Team – 4 hrs
APPLICATION			
IMPACT			

EXAMPLES OF HOW STAFF DEVELOPMENT ACTIVITIES AND POINTS MAY BE ACCUMULATED

(continued)

Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 		Attended inservice on student learning styles = 4 points	
APPLICATION 		Added 2 new strategies addressing student learn styles to lesson plans = 8 points	
IMPACT 		Carefully Documented; shared results in a presentation at KSDE Effective Schools Conf. = 12 points	

TOTAL POINTS = 24

PDC FAQs (Frequently Asked Questions)

1. What is PDC?
Professional Development Council is designed to allow educators to continue their professional growth and education without necessarily taking a college course. PDC allows educators to achieve licensure, as well as move across the district pay schedule.
2. How many PDC points equal one college credit hour?
20 PDC points = 1 credit hour
3. How many hours and/or points are necessary for licensure?
Bachelor's degree - Every five years, the state requires 8 hours of college credit to become licensed. You may use 80 PDC points for licensure (equivalent to 4 hours) and then take the remaining 4 hours of approved college courses to meet the state requirements.
Master's degree - Every five years, the state requires 6 hours of college credit or 120 PDC points to become licensed. You may use ALL PDC points for licensure if you desire. In other words, you would not have to take college courses.
4. How long can you accumulate PDC points before you must start over?
PDC points remain "active" for licensure and moving across the pay scale for five years. Each year after, the new year replaces one year of PDC points. For example, if you accumulated 35 points during your first year of teaching, and it is currently your 6th year of teaching, the first year's points no longer count. Your 6th year points replace the 1st year points. Be sure to "cash in" your points at appropriate times to receive the benefits of your efforts.
5. How many hours are necessary to move across the pay schedule?
You may move across the pay schedule with 10 approved credit hours OR 200 PDC points or any combination of these.
6. Can my PDC goals and activities carry over from year to year?
If you attend a workshop or begin working on a goal after April 1st, you may apply this workshop to either the current school year or the following year. If you carry a goal completely through the process and receive transfer points, you may not use the same goal/activity for the next school year. You may use a similar activity or change the one you used previously.
7. If a university compensates (check/voucher) a cooperating teacher for working with student teachers, may I still receive PDC points? Yes.
8. May I earn points for attending an IEP meeting? No
9. May I earn points for parent contact night, open houses, attending music programs, etc.? No.
10. May I receive points for our school math night? For nights such as: Literacy Night, Technology, Math nights, etc.? You may only receive points if you are making a formal presentation to a group of parents.
11. Is a faculty meeting "service to the profession?" No. If your faculty meeting contains "new educational learning," your presenter will have a sign-in sheet and you would receive "knowledge" credit for that portion of the meeting.

PDC FAQs (Frequently Asked Questions)

12. Can I receive “service to profession” points for my special education meetings?
No. If the presenter is providing “new knowledge”, he/she will have a sign-in sheet for any new learning, which will go through the “knowledge” format
13. How many points would I earn for making the same presentation more than one time?
You will earn one point per hour for every workshop presentation that you make
(Present the same presentation 3 times @ 2 hours each = 6 points earned.)
14. Am I allowed to receive points for a Front line (previously “MyLearningPlan”) workshop?
No. Points are earned from workshops which relate directly to your individual development plan (reading, writing, math, and other instructional strategies).

PROFESSIONAL LEARNING LEVELS

KNOWLEDGE LEVEL

- All knowledge level applications must be new knowledge that impacts student achievement.
- Points are earned from workshops which relate directly to your Individual Professional Development Plan (IPDP) which should target reading, writing, math and other instructional strategies.

District Level Meetings

- An individual seeking PDC points is required to sign-in at the mtg/workshop.
- A full day's training must be signed in twice to represent both the morning and afternoon segments of the training.
- All In-District documentation will be sent in for PDC credit by the individual responsible for the meeting.

Building Meetings

- Any individual seeking PDC points is required to sign-in at the mtg/workshop.
- An agenda with start and stop times must be attached to the sign-in sheet by the individual in charge of the meeting.
- This documentation will be sent in for PDC credit through the building level PDC committee. Needs principals or directors approval.

Out-of-District Conferences

- An individual seeking PDC points is required to complete and submit an anticipated absence form for approval through the building PDC Committee and/or administration.
- After the completion of the out of district meeting, the out-of-district form on Frontline (previously MyLearningPlan.com) must be completed and submitted for approval by the building level PDC committee. **MAKE SURE TO COMPLETE VALIDATION FORM AND THEN MARK COMPLETE.**

APPLICATION LEVEL

- Proof of a knowledge level form or graduate credit form should be recorded on Frontline (previously MyLearningPlan).
- Application is obtained from teacher presentations made to students following the "new learning" knowledge level form.
- An application level form can only be linked to a knowledge level form once and points will be doubled.
- An application level form is recommended to be completed and submitted within six months of new learning; any extension of time is at the discretion of the building principal.
- If an application level form has been submitted and will not be put into place within the next six months, you must provide a reason in the comment section of the application level form on Frontline (formally MyLearningPlan).

PROFESSIONAL LEARNING LEVELS (continued)

- When applying only one skill from an out-of-district conference, only request application points for the particular new knowledge break-out session that was directly applied. Ex. If a twenty-one hour reading conference is attended but only a three hour “Clarifying Unknown Words” break-out session is later applied, only three application points can be received.
- Evidence of the application to students must be submitted to the PDC committee to include: lesson plans and student product samples.

IMPACT LEVEL

- Impact can be shown by attaching pre/post-test results, evidence of student product with a short narrative, and the application level form print out. This can be accessed on line.
- Impact level should take a minimum of a semester or longer. If less than a semester is needed to show impact, administrative authorization must accompany the application form.
- All documentation must be dated.

KNOWLEDGE LEVEL BOOK STUDY

- One point per meeting, per book study.
- Book must be approved by the administration prior to reading.
- A study group must meet at least three times but no more than five times for a minimum of thirty minutes per session. Administrative approval is required for fewer than three meetings.
- Three or more people are recommended for a book study group. If fewer than three people participate, permission must be given by the administration.
- Each individual attending the book study must submit the completed knowledge level book study form at the conclusion of the book study for approval by the building level PDC committee.
- A generic book study form from Frontline (formally) MyLearningPlan.com must be used for all book study meetings and for summary of the information learned.

KNOWLEDGE LEVEL PROFESSIONAL JOURNAL STUDY

- Journal topics must be approved by administration prior to the beginning of the study.
- Four journal articles on the same topic will equal one PDC point.
- Journal articles may be an independent study.
- Journal topics must relate to your IDPD form.
- A generic professional journal study form from Frontline (formally MyLearningPlan.com) must be used for all professional studies and for summary of the information learned.

GENERIC IPDP FORM

- Building goals need to focus on writing, math, and reading:
 - Gain knowledge and skills to develop strategies to improve student achievement in reading.
 - Gain knowledge and skills to develop strategies to improve student achievement in math.
 - Gain knowledge and skills to develop strategies to improve student achievement in writing.

- An individual may have three personal goals:
 - Explore, develop, and selectively implement effective instructional strategies across the curriculum.
 - Gain knowledge and skills in the use of a variety of technologies available in the district.
 - Increase knowledge and understanding of skills and methods relating to maintaining the safety and welfare of students and staff.
 - Instructional strategies

Guidance for Retirees:

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a description of what should be included in the IDPD and how professional development points may be awarded.

SERVICE TO PROFESSION DEFINITION:

Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Listed below are examples of approved Service to Profession points:

- Professional Development Council (PDC) Committees
- Site Council Members
- Building Leadership Team (BLT) Meeting
- General Education Intervention (GEI) - standing committee members only
- Mentoring Student Teachers (University Assigned Teacher)
 - 10 points per quarter - student teacher
 - 5 points per quarter - pre-service teachers (at least 20 hours of service per quarter)
- Superintendent's Advisory Council
- State/National Committees, regional committees, offices, or committees in professional organizations (NCTM, KATS, IRA, KMEA, KAPHERD, USA, NEA, etc.)
- Strategic Planning Committees
- IBB Team
- Other Committee Work (which assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations)
- Committee Work defined as: committees meeting on a regular basis/at least 2 times per year.
- Some examples include: anti-bullying, Crisis Team, Character Education, Parent Group Representative
- 20 PDC points earned for every published article in a professional journal. Principal and building PDC committee must view the published article.

PRESENTER POINT INFORMATION

- All points for educational presentations to staff, parents, community, etc. will be earned through the "Service to Profession" format. Person earns one presentation point per one hour. Example: 3 hour workshop = 3 presenter "Service to Profession" points. It is not possible to receive "application" points when presenting to a staff following a workshop. The points received would be in the Service to Profession category (1 pt. earned per 1 hour).
- 20 PDC points earned for each national or state conference presentation (KSDE Effective Schools Conference, NEA western states regional conference, National Science Conference, NCTM Conference, KEEN Conference, etc.).

APPLICATION LEVEL CHECK LIST
 (for optional use by PDC Building Rep)

Date	Name	Lesson Plans	Student Product Sample

FORMS AVAILABLE ON MY LEARNING PLAN

- Out-of-District Knowledge
- Graduate Credit (used only if you are wanting to use part of the learning for application)
- Application (available through Knowledge level form)
- Impact (available through Application level form)
- [Book Study](#)
- [Professional Journal](#)
- [Video Study](#)
- [Action Research/Lesson Study](#)
- Service to Profession Log
- Appeal Process

Out-of-District Knowledge

This form is used when you plan to attend a conference or seminar that is provided outside of the district. It is used when you want to take something to Application and/or Impact level.

*The new knowledge must be a something that will be used with students.

Graduate Credit

This form is used only for a portion of college or university credit hours that will be taken to Application and/or Impact.

The chart below shows the points that will be applied:

Graduate Credit Hours	Conversion from credit hours to point value for Application and Impact Levels	Point Value for Bld. Application Level (doubled) 2 times	Point Value for Bld. Impact Level (tripled) 3 times
1 hour	7 points	$7 \times 2 = 14$ points	$7 \times 3 = 21$ points
2 hours	14 points	$14 \times 2 = 28$ points	$14 \times 3 = 42$ points
3 hours	21 points	$21 \times 2 = 42$ points	$21 \times 3 = 63$ points
4 hours	28 points	$28 \times 2 = 56$ points	$28 \times 3 = 84$ points
5 hours	35 points	$35 \times 2 = 70$ points	$35 \times 3 = 105$ points
6 hours	42 points	$42 \times 2 = 84$ points	$42 \times 3 = 126$ points

Knowledge points are not available for college credit. However, when graduate level learning is applied to the classroom, you may apply for application and impact points using the rubric above.

Application

This form will be used when application points will be applied to new learning that has been used with students.

Impact

This form will be used to show what impact the application level had on student achievement.

Service to Profession Log

This form will be used for committee meetings, seminars, conferences, etc. that do not directly impact student learning.

PROFESSIONAL DEVELOPMENT POINTS APPEAL PROCESS

In the event an application for professional development points is denied at the building level, the applicant will have 20 contract days, following notification to file an appeal to the district level Professional Development Council. In order to appeal the denial of points, an applicant must notify the PDC secretary of his/her intent within the allotted timeline, so that the appeal may be placed on the agenda of the next regular council meeting. At this time, the applicant will be allowed to make his/her appeal before the council. Following the appeal, the council will vote on whether or not to uphold the decision made at the building level. The decision will require a simple majority to carry. In the event of a tie, the chair will be allowed to cast the deciding vote. The decision of the district level council will be final as long as that decision is in accordance with state PDC regulations.

Once
APPLICATION FOR POINTS HAS BEEN
DENIED

Applicant has
20 CONTRACT DAYS
TO FILE APPEAL TO
PDC SECRETARY

Then
PDC COUNCIL MAKES DECISION
SIMPLE MAJORITY VOTE
CHAIRPERSON MAKES
DECIDING VOTE IN CASE OF TIE

PROFESSIONAL DEVELOPMENT PLAN APPEAL PROCESS

If the district/system has local appeals: After all local PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

If the district/system does not have local appeals: Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

APPEALS PROCESS FORM

IN THE MATTER OF THE APPEAL OF, _____
Name (Petitioner)

NOTICE WITH PETITION

-against-

USD 260
_____,
Respondent

Please describe the basis for your appeal:

Employee Date _____

PDC COMMITTEE Appeal Accepted _____ Appeal Denied _____

Comments _____

Dated: _____
(Signature)
PDC Chairperson