

USD 489 PDC Guidelines

PDC Points and Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in one of three areas:

1. Content Endorsement Standards
2. Professional Education Standards
3. Service to the profession

91-1-206 Professional Development plans for licensure renewal	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1pt. = 1 contact hr.	1 pt. = 1 contact hr.	1 pt. = 1 contact hr.
Application What are you doing now that you could/did not do before	2 X Knowledge Points	2 X Knowledge Points	No points awarded at this level
Impact How has student performance improved? What has changed about the program?	3 X Knowledge Points	3X Knowledge Points	No points awarded at this level

Knowledge Points

Knowledge points are the basic unit of earning professional development points. Teachers can earn knowledge points by participating in workshops, study groups, conferences, and national board certification activities. With prior approval, viewing videos or reading may earn knowledge points. Knowledge points must be related to the individuals Individual Development Plan, IDP. Knowledge points may also be earned through service to the profession.

Service to the Profession

Some examples of service to the profession include:

- Committees (State and Local related to curriculum, school improvement or staff development)
- Enhances or helps the profession
- Mentors student teachers or practicum students (20 points)
- Mentors interns (10 points)
- Mentors other teachers
- NCA committees and visiting teams
- Presentations (5 points 1st hour and 1 point for each additional hour)
- NEA committees that work in conjunction with the district e.g. PDC & Labor Management Committee

Study Groups

Knowledge points may also be earned through participation in a study group. Study groups must be approved in advance by the PDC. For approval, a study group plan must have:

- A facilitator
- Purpose
- List of members and estimated time
- Outcome

In some cases, members of study groups receive pay. If pay is an option, participants must choose between pay and PDC points.

Faculty Meetings

Regular faculty or department meetings do not qualify for PDC points. If the purpose of the meeting is staff development, points may be earned by the same procedure as a study group.

Application Points (Examples in Appendix)

Application points can be earned as a result of a change in practice based on knowledge gained. Points for application are awarded at the rate of two times the knowledge points on which they are based. Application points are awarded according to the following guidelines and time limits:

- An application plan must be submitted on MLP by the semester after the knowledge points are earned (plan may be submitted anytime after knowledge acquisition is complete)
- Knowledge points eligible for doubling to application points must be approved by an administrator when the application plan is submitted
- Knowledge points applied from a specific session of a conference will be doubled based on that session, not the entire conference
- Application plan must include:
 - Specific knowledge base
 - Evidence of application
 - Expected outcome of the application
 - Description of the process

Impact Points (Examples in Appendix)

Impact points can be earned as a result of improved student performance or improved performance of other adults based on an application described in the previous section. Impact points are worth three times the knowledge points on which they (and the application) were based. The application on which the impact is based must be operative for a minimum of one semester before impact points can be awarded. Application for impact points must include the following:

- Specific knowledge base
- Application process
- Evidence of improved performance
- Reflection
 - How did it work
 - What didn't work

Individual Development Plan IDP

Teachers must complete their IDP by September 20 each year. The IDP contains the staff development goals of each individual. An individual teacher is encouraged to have no more than three goals and at least one of them must reflect a building or district goal.

Goals must contain an action verb, be measurable, and describe what success looks like. Teachers should work with their supervisor to develop their IDP, and the supervisor must approve them by September 20th.

Appeal Process

Teachers who are denied PDC points that they feel they should have earned can appeal the decision. Reasons for appeal may include goal selection, points, or consistency of awarding points. The appeal is made to the PDC Committee, which will hear the appeal at its next scheduled meeting. Appeals should be sent to the Assistant Superintendent for Curriculum & Instruction and must be made by the semester after the infraction occurred. The PDC Committee may need time to research or deliberate after an appeal is heard.

Process

MLP

To earn PDC points for any activity you must complete a PDC Knowledge form on My Learning Plan. To access the form go to mylearningplan.com and click on the PDC Knowledge form in the left-hand column. Complete the form and hit the submit button. Make sure the form is submitted. You will see a message that says, "submitted to _____." The form will return to your file telling you if it has been approved or denied. After you have completed the activity, click on the form in your file and hit the complete button at the bottom of the form. That will send it for final approval and award the appropriate amount of points. June 1 is the cutoff date to apply for PDC points retroactively. We allow some leeway during the year for people to complete an application after they have attended an activity but not after June 1.

The IDP is also completed on My Learning Plan. This plan must be completed with your principal's approval before September 20 each year. When approved by the principal it is sent to the Curriculum & Instruction Office for final approval. This form remains on your file until you delete it. Do not mark complete on this form because you do not earn PDC points from your plan. You only earn points for activities that are recorded on professional leave forms.

My Learning Plan is not part of e-Team. E-Team contains other forms used in the district but My Learning Plan is separate and is only used for IDP's and PDC point recording.

Inservice Days

PDC points for district inservice days will be added to your portfolio automatically. If you make a presentation on a district inservice day and you want the extra points, you will need to complete a leave request form.

Credit Hours Converted to Points

For relisensure, credit hours must be converted to PDC points. For graduate level courses, complete a professional leave form that states the name of the course and the college and the number of points you are requesting. One credit hour equals 20 PDC points. You must contact Margaret in the central office and provide a transcript for movement on the salary schedule. Undergraduate hours must be pre-approved by the Assistant Superintendent of Curriculum and Instruction for movement on the salary schedule.

Appendix I
Examples of Goals (IDP)

1. A higher percentage of my students will be reading at grade level at the end of the year than at the beginning.
2. A higher percentage of my students will be proficient in math at the end of the year than at the beginning. (Easy to measure with annual state assessments)
3. A higher percentage of my students will be able to sing independently, on pitch and in rhythm; with appropriate timbre, diction, and posture; and maintain a steady tempo at the end of the year than at the beginning.
4. By the end of the year a greater number of students will be able to improvise “answers,” in the same style, to given rhythmic and melodic phrases.
5. I will increase the percentage of my students that are proficient in science as measured by the 10th grade Kansas Science Assessment.
6. 30% more of my students will be proficient this year on the Kansas math assessment (2005 when test is given every year) as compared to last years.
7. By the end of the year, my 12th grade art students will be proficient in 5 of the 6 state standards.

Appendix II
Examples of Knowledge Points

1. Workshops
2. Study Groups
3. Presentations (5 points for the first hour of original presentation, 1 point for each hour after)
4. Service on state/district education committees, e.g. curriculum committees and NCA committees and visiting teams
5. College Courses (Application points may be limited to specific area)
6. Student teachers, practicum students or interns (Not observations students)
7. Online training

For all knowledge points it is best to get prior approval before submitting application for points.

Appendix III
Examples of Application

1. I will use strategy A learned in Workshop B during the first semester in my math classes to improve student learning. Students will take a pre and post-test to determine the percent of students proficient at each point.
2. I will teach strategy Z to the staff in my building and monitor and provide feedback for them during the first semester.

Appendix IV
Examples of Impact

1. Based on the results of the pre and post-test, 20% more of my math students were proficient at the end of the semester.
2. Using the conflict resolution strategy during the 2003-2004 school year, the number of conflicts between students in my class was reduced by 70% during the 2nd semester compared to the 1st.
3. 80% of the teachers in my building have been using strategy Z for the 2nd semester from the workshop I conducted with them in September.
4. Based on the results of the Kansas Math Assessment, 20% more of my students are proficient than were proficient than when they previously took the test.