

The PDC Handbook

Hutchinson Public Schools
2019-20

Revised May, 2018
Board Approved July 8, 2019

Table of Contents

Introduction.....	2
Professional Development Council (PDC).....	2
PDC Points from another District.....	2
Use of Educational Travel for PDC Points.....	2
Use of PDC Points for Extra-Curricular Activities.....	3
PDC Funds.....	3
Registering for Workshops.....	3
Activity Request Flowchart.....	4
PDC Activity Approval Process.....	5
Individual Professional Development Plans.....	6
PDC Tracks.....	7
Using PDC Points for Relicensure.....	8
Salary Movement Guide.....	9
Salary Movement Proposal.....	10
Steps for Relicensure.....	11
USD 308 Professional Development Plan 2013-2018.....	12
PDC By-laws.....	15

Introduction

The following represents the compilation of information, procedures and forms related to professional learning in Hutchinson Public Schools. This handbook should forever be a work in progress as needs change.

District professional learning priorities are based on USD 308 Strategic Plan. Goals are determined from district student achievement data, community collaboration, and administrative input. Professional learning is offered to increase staff skills related to district and building priorities.

Individual professional learning opportunities are determined by individual needs with the intent of improving student learning.

Professional Development Council (PDC)

The professional development council writes the District Professional Development Plan. The Plan is approved by the Board of Education and meets the criteria established by the Kansas State Board. These criteria are:

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

Annually, members of the council participate in training related to their roles and responsibilities. The training includes knowledge of and ability to implement professional development regulations K.A.R. 91-1-205, 91-1-206, and 91-1-215 through 91-1-219 (Guidelines for Quality Professional Development, KSDE, February, 2003).

Role of the PDC

PDC responsibilities include:

- Approving or rejecting the professional learning plans and assessments submitted by district and building committees
- Approving or rejecting the application and impact plans and assessments submitted by individual staff members
- Reviewing building level PDC requests
- Awarding points (credit) for approved and completed activities

PDC Meetings

PDC meetings are held the third Thursday of each month. Items for approval need to be submitted by the Monday of that week.

PDC Points from another District

Points from another district cannot be added to the USD 308 PDC Transcript. It is the new staff member's responsibility to obtain an official sealed copy of PDC transcript from other districts for relicensure purposes.

Use of Educational Travel for PDC Points

Teachers who engage in educational travel related to their teaching assignment will be allowed up to eight (8) PDC points per day at Knowledge Level for relicensure. Meal functions can be counted if a speaker/program is presented during the meal. Travel time to the destination is not counted. Educational travel is defined as travel

when no students are involved. Travel with students is considered a field trip and PDC points will not be awarded for field trips.

All educational travel must be approved by PDC for movement purposes prior to departure. A copy of an itinerary is required for prior PDC approval. These trips may be used for movement only when Application evidence has been submitted and PDC has approved the request.

Impact level points are not available for points earned through travel. While information gained through travel experiences can be applied in the teaching of content, travel does not affect professional practice or student learning over an extended period of time.

Application evidence may consist of, but not limited to, the following types of documentation:

- Lesson plans illustrating use of content learned on the trip
- Student work, projects, illustrating use of content in lesson plans
- PowerPoints, visuals, i.e., photographs, videos, constructed to present content to students

Using PDC Points for Extra-curricular Activities

Points earned from attending workshops or conferences related to extra-curricular activities can be used for relicensure and movement on the salary schedule when the coach has a physical education endorsement on his/her teaching license. According to State PDC regulations, teachers who do not have a physical education endorsement cannot receive PDC points for attending coaching workshops/conferences. In order to use these activities for relicensure or movement, the normal PDC point processes will need to be followed.

PDC Funds

Building staff development funds are to be used for improvement in the targeted areas of school improvement of that building. These funds are under the discretion of the building principal. PDC has a small amount of money to assist with attending conferences or workshops. PDC funds are available only when no other funding source can be used and can only be used for registration. Annually, a maximum of \$150 per person is available.

Registering for Workshops

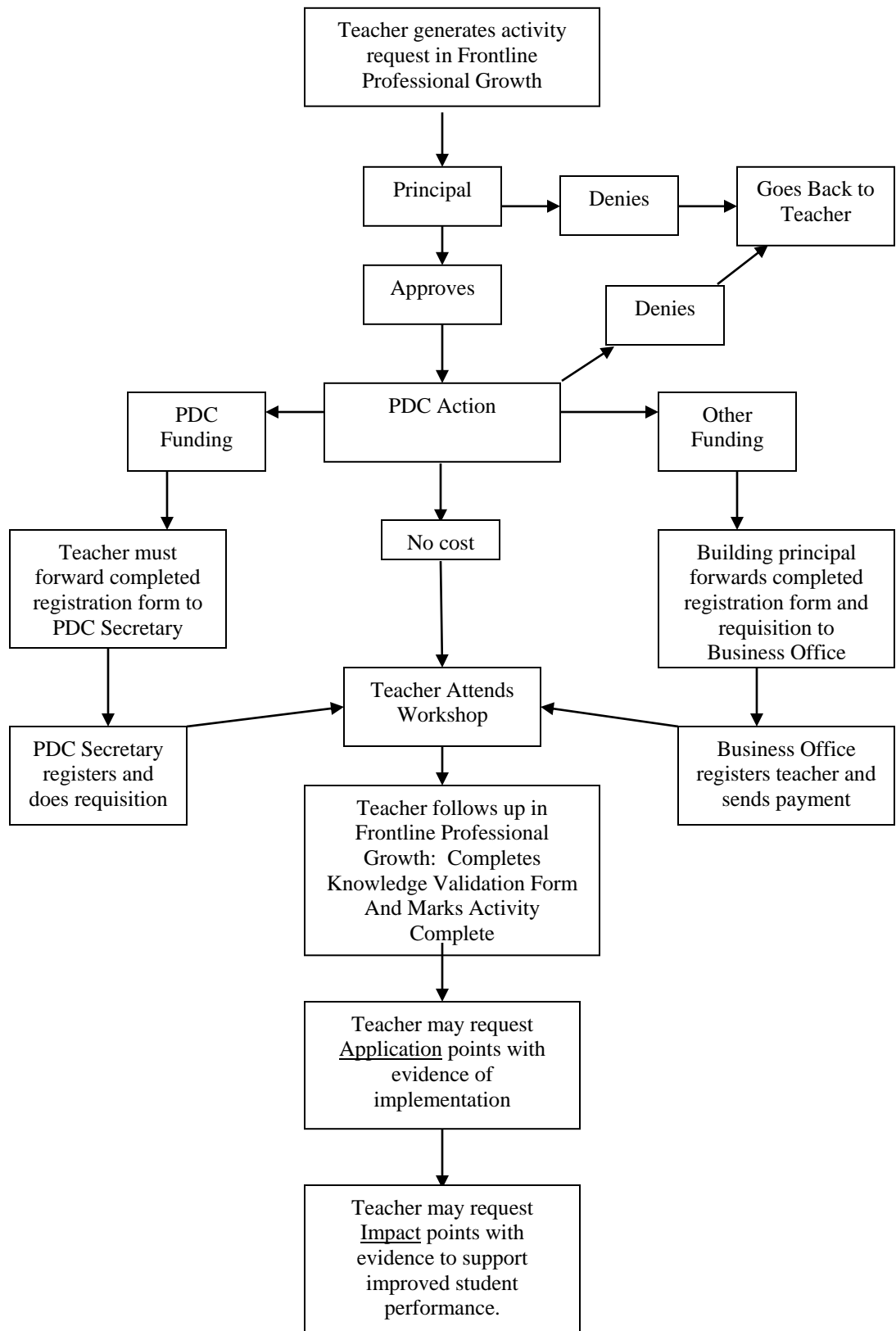
1. Employee consults building principal about attending workshop/activity.
2. Determine which funds will be used to pay for the workshop/activity.
3. Enter the activity request in Frontline Professional Growth for PDC approval. Be sure to select the correct "Payment Source" (from Step 2) before submitting the request.

Payment and registration options:

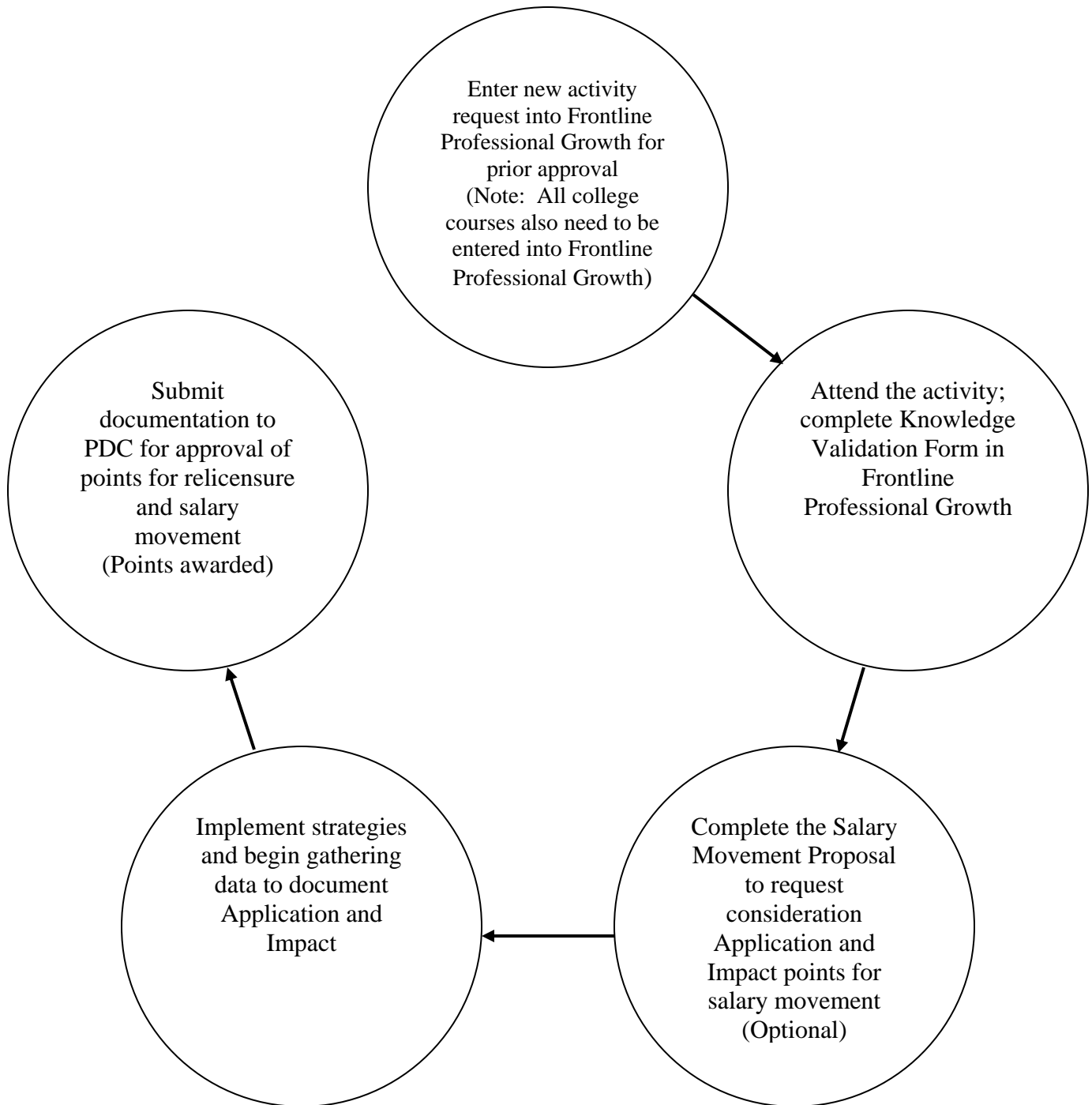
- If PDC funds are to be used, the PDC secretary will generate the requisition for registration. Send the registration form and a 172 form for only the registration fee to the PDC secretary. The remainder of the workshop/activity costs, such as meals and travel, will need to be covered by other funds.
- If Title I, II, or other building funds are to be used, the requisition needs to be generated at the building level with the registration and 172 forms sent to the business office.
- If Special Education is paying, send the registration and 172 forms to the Special Education secretary at the ESC building. The Special Education secretary will generate the requisition.
- If the district is paying, registration and 172 forms are to be sent to the appropriate person at the Administration Center. The requisition will be generated at the Administration Center.

Note- The PDC secretary will call and register teachers for all ESSDACK workshops, regardless of who is paying, once the activity is entered into Frontline Professional Growth and approved at the building level.

Hutchinson Public Schools PDC-Activity Request Flowchart



Hutchinson Public Schools
PDC Activity Approval Process



Hutchinson Public Schools Individual Professional Development Plan

State professional development statutes require all licensed employees to have a current Individual Professional Development Plan (IPDP) on file. This is done electronically through Frontline Professional Growth. IPDP goals are written to express what the employee will be doing. Goals need to include the “what” and the “how” using “I” statements (I will...). The termination date of the IPDP should always match the date the teaching license expires. An IPDP can be created by logging into Frontline Professional Growth and clicking on the Individual Prof. Development link on the left side of the screen.

Goal Samples

NOTE: Underlined words are examples. Staff should use wording appropriate for their own professional development needs.

I will continue to work with district staff and outside experts to increase implementation of district initiatives in the classroom.

I will extend my knowledge of biology through professional reading, workshops, course work, and attendance at appropriate conferences.

In order to help students improve their ability in vocabulary, reading fluency and comprehension, I will attend workshops, read professional literature and collaborate with other educators.

In order to more effectively use technology in the classroom as an instructional tool, I will attend workshops, read professional literature and collaborate with other educators.

I will increase my knowledge of behavior management, Ruby Payne strategies, and Koalty Keys to better meet the needs of my students in my classroom and building community. I will achieve this through book studies, workshops, trainings, classroom visits, PLC meetings, and grade level meetings.

I will attend workshops, inservices, and training sessions in order to increase my knowledge of strategies to improve student learning across the curriculum.

I will extend my skills in leadership and administration through reading, workshops, coursework, and attendance at appropriate conferences.

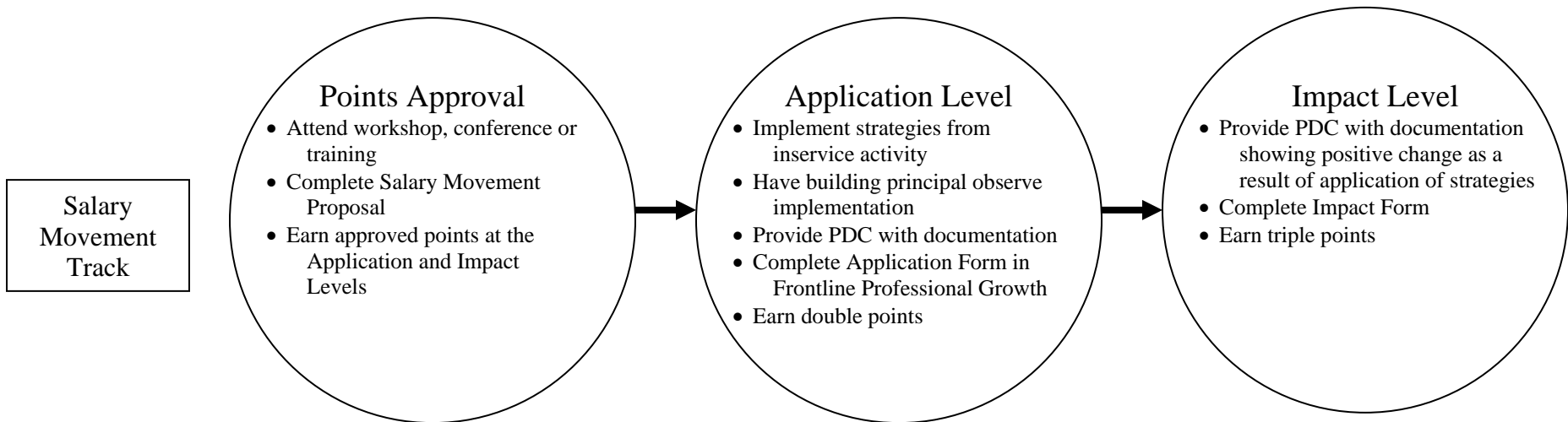
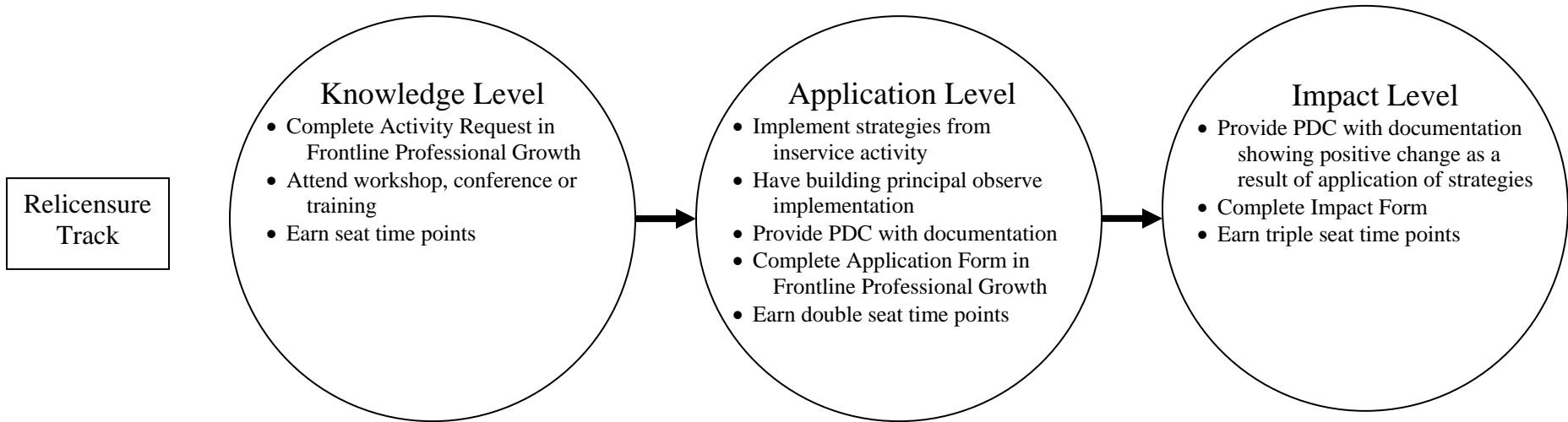
I will provide service to the profession through participation in district and state.

I will continue to read, attend conferences and learn about strategies that will support teachers in differentiated instruction, increasing engagement, rigor, relevance and relations.

I will continue to work with district staff and outside experts to increase implementation of district initiatives in the classroom.

I will continue to increase my knowledge of the curriculum/district initiatives in the district so that I may support teachers and improve student academic performance.

Hutchinson Public Schools
PDC Points Tracks



Hutchinson Public Schools Using PDC Points for Relicensure

Requests for Application Level Points should follow the procedures outlined below. Application points may be requested when a licensed employee can demonstrate that he/she has used the learning obtained from an activity such as an inservice or workshop.

Steps to receive Application Points for Relicensure:

1. Complete Knowledge Level requirements.
2. Implement the strategy and have it observed by your building principal or gather relevant documentation.
3. Complete the Application Level form in Frontline Professional Growth.
4. Provide multiple samples of evidence depending on the number of points awarded. All Application Points requested must be accompanied by documentation. Some suggestions are listed below:
 - a. Lesson plans, journaling, samples of student work, and items developed by the teacher are good examples. Digital cameras or other electronic avenues are good methods for recording student work.
 - b. Portfolios or computer work, such as PowerPoint and iMovie, can demonstrate the use of a strategy gained from an activity such as inservice or workshop.

The evidence will be reviewed by PDC members who will determine if points are to be awarded.

Steps to receive Impact Points for Relicensure:

1. Complete Application Level requirements.
2. Gather the data supporting the change as a result of the strategy application.
3. Complete the Impact Level form in Frontline Professional Growth.
4. Submit the necessary documentation to PDC to justify receiving Impact Points.

The evidence will be reviewed by PDC members who will determine if points are to be awarded.

Steps to receive Application or Impact Points for Salary Movement:

In addition to the steps for relicensure, employees will need to complete the PDC Salary Movement Proposal form prior to the implementation of any strategy they wish to use for salary movement.

Hutchinson Public Schools Salary Movement Guide

Article XIV, Section C of the Professional Agreement creates the opportunity for licensed staff to move horizontally on the salary scale through the use of PDC points. The purpose of this handout is to help members understand how to utilize this opportunity.

Knowledge level points are earned by attending various workshops and other professional learning opportunities. However, only Application and Impact level points can be used for salary movement. It will be necessary to complete the appropriate Salary Movement Proposal to request points for movement prior to the application of new learning.

Completing the form:

1. Include the number of points for the original activity (as submitted in Frontline Professional Growth).
2. Include the reasonable number of points requested for salary movement. This can be the same number as in the original activity; however, it may also be that only a portion from a workshop may be implemented at this time. For example, a teacher attends a two-day workshop, earning 12 knowledge level points. One session contains a strategy the teacher would like to implement. If the length of that session was three hours, “three” would be the number of points requested for salary movement. Additional requests can be made from the same workshop as additional strategies are implemented.

Application

3. Describe what strategies will be incorporated as a result of attending the activity.
4. Describe how the strategies will be incorporated.
5. Determine what documentation you intend to submit to PDC to verify the application of a strategy. The amount of documentation should be reflective of the number of points requested. For example, to double from one point to two points for application, a copy of a lesson plan would be sufficient. However, doubling from 10 to 20 points would require a more robust level of documentation, such as lesson plans, examples of worksheets, test questions, projects assigned, etc.

Impact

6. Describe the growth you expect to see in those who will be benefiting from the increased knowledge.
7. Describe how the expected growth will be measured. This could be from pre- and post-testing, continued growth on chapter tests, documentation of the strategy through higher quality student projects, or other means that clearly show a positive change.
8. Once completed, the form should be sent to Laurie Stevens at the Administration Center.
9. PDC will approve the form or request additional information.
10. Requesting points to be awarded for Application or Impact will utilize the forms already available in Frontline Professional Growth.

Note: Documenting the application of strategies should be simple and straightforward. Documenting impact is more problematic. Some activities may not be suitable for Impact points. Also, there may be times when the application of strategies may not show an impact occurred. Impact points will not be awarded for simply “following through”.

Hutchinson Public Schools
Salary Movement Proposal

The purpose of this form is to determine the number of PDC points used for salary movement. Please refer to the Salary Movement Guide for additional information regarding the completion of this form.

Name: _____ Building: _____ Date Submitted: _____

Title of Workshop/Activity: _____

Total Points for Workshop/Activity: _____ Points Requested for Salary Movement: _____

Points Used for (check one): Application only Application and Impact

What is your goal and what strategies/information will be incorporated?

What activities will be used and how does it connect to your goal?

What documentation will be submitted to PDC to verify the strategies have been applied and goal has been met?

For Impact: What is the growth you expect to see in the learners?

For Impact: How will the impact of the expected growth be measured?

(For PDC Use)

Request Approved: Yes No

If no, cite reason(s): _____

PDC Chair Signature: _____ Date: _____

Hutchinson Public Schools Steps for Relicensure

The following represents general information required for staff to renew most teaching licenses. There are some extenuating circumstances not covered on this handout, such as the need to verify teaching experience. Note: teaching licenses contain the options for renewal.

Staff with a Professional License and a Bachelors degree

Options:

1. Accumulate eight (8) college credit hours since the previous license was issued.
2. Accumulate four (4) college credit hours and also 80 PDC points.
3. Use any combination of at least four (4) college credit hours and PDC points. One college credit hour equals 20 PDC points.

Staff with a Professional License and a Masters degree

Options:

1. Accumulate six (6) college credit hours since the previous license was issued.
2. Accumulate 120 PDC points (no college credit required).
3. Use any combination of college credit and PDC points. One college credit hour equals 20 PDC points.
4. Staff who earned their Masters degree prior to July 1, 2003 can utilize two (2) renewals based on the achievement of the Masters degree.

Renewing:

1. Locate Form 3b on the KSDE website (www.ksde.org).
2. Determine if fingerprinting needs to be completed.
3. Complete the appropriate information.
4. Order sealed college transcripts (if necessary).
5. Update PDC transcript as needed (required).
6. Ensure the application, application fee, college transcripts, and PDC transcript are submitted to KSDE at least 8 weeks before the teaching license expires.
7. The relicensure window opens six (6) months prior to the expiration date of the license.

New teachers with an Initial License:

1. Successfully complete the district induction program.
2. Locate Form 21 on the KSDE website (www.ksde.org).
3. Complete the application on the website after May 15th.
4. Submit application fee to KSDE before the teaching license expires.
5. The relicensure window opens six (6) months prior to the expiration date. The new expiration date on the professional license will be the birthday and not the date it was issued.

Introduction:

On-going professional learning is a key to improving student achievement. Educators must engage in an effort to increase their own knowledge related to instruction and content area. In order to ensure that students reap the benefits of highly qualified teachers, district professional learning efforts will continue to be focused on the district's strategic plan and/or building goals.

Composition:

The Professional Development Council (PDC) will consist of nine members, five teachers and four administrators, including the Central Office Administrator responsible for the Professional Development Council. Administrators on the PDC will be elected by the District Administrative Leadership Team on or before August 1, and will serve a one-year term. The Administrator responsible for PDC will chair the council as a non-voting member except in the case of a tie. The remaining four administrators will represent elementary, middle, high school, and central office. Teachers on the PDC will be elected by the NEA-Hutchinson Executive Board, by August 1, and will serve a one-year term. Each of the elementary, middle, and high school levels will be represented on the PDC. PDC members will participate in annual training as required by KSDE.

Needs Assessment Process:

The needs assessment process is ongoing. Professional learning is determined through the review of data from district formative and/or State sponsored assessments. Gaps in student test scores or low performance on indicators trigger professional learning interventions for staff. The integration of new technology and district initiatives will create the need for professional learning, in addition to requests submitted by licensed educators. The annual required Title II Needs Assessment also provides insight into professional learning educators would like to have.

Determining Professional Learning Activities:

Activities proposed for professional learning credit must align to the district's strategic plan and/or relate to a school building's goals/improvement plans or an educator's IPLP. Building leadership teams along with building principals have responsibility for determining building-level inservice activities. District-wide professional learning is determined by the Division of Curriculum and Instruction. These activities are in alignment with the strategic plan and related district initiatives. Two PDC members are a part of the Division of Curriculum and Instruction.

Building leadership teams and professional learning communities review student data through assessments, progress monitoring and daily student observation to determine if building goals/plans are being met.

Professional learning activities are not limited to workshops. Book discussion groups, professional learning communities, and educational travel are all activities worthy of consideration for PDC points. A clear alignment between a proposed activity and district/ building goals must be evident in order for PDC to approve any activity for points.

All activities are to be entered into Frontline Professional Growth within the school year they occur. Courses taken for college credit for relicensure must be approved by PDC. Staff members are expected to monitor Frontline Professional Growth to ensure courses activities entered are present.

Determination of building and/or district professional learning needs may take a variety of forms, including data analysis, surveys and informal observation/feedback. The formal evaluation process and informal walkthroughs may provide additional data to assist teachers and supervisors with identification of inservice needs. The results of the professional learning surveys are shared with PDC and administrators.

Evaluation:

The evaluation process is integral to the district professional learning plan. Points are available at three levels, Knowledge, Application (double knowledge level), and Impact (triple knowledge level). An individual's progress toward the implantation of a strategy can be measured by the points awarded by PDC, based on documentation submitted. Progress of a building toward its goals is measured by strategy/initiative implementation and analysis of student data, such as achievement and discipline. The Curriculum and Instruction team uses an assessment tool after related trainings.

Communication:

It is the responsibility of the district's PDC to communicate requirements of the District Professional Learning Plan. Building principals share the impact of professional learning at board meetings. The effect of professional learning is reflected in data submitted for external site visits, on federal title reports and gathered through surveying and other staff feedback opportunities.

Resources:

Funding for professional learning comes from a variety of available resources, including state and federal money. The PDC in conjunction with building and district administrators will work to ensure funding for activities targeted by building and district goals.

Appeals Process:

In compliance with 91-1-206(d), "if a person is unable to attain approval of an individual professional learning plan through a local professional learning council, the person may appeal to the licensure review committee for a review of the proposed plan."

How Professional Learning Points for Relicensure Are Awarded

- | | |
|---|--------------------------|
| A. College Courses related to assignment | |
| Each semester college hour | 20 points |
| B. Out of District Inservices | |
| Workshops, seminars, clinics,
conferences, lectures | One point per clock hour |
| C. Local Inservices | One point per clock hour |
| D. Committee Work | One point per clock hour |
| E. Professional Activities or Presentations. Advanced approval of supervisor required. | |
| 1. Observation of programs related to
the educational setting | One point per clock hour |
| 2. Visits to other schools | One point per clock hour |
| 3. Presentations | See Section H Below |
| 4. Publication of professional articles in
professional journal or other recognized
publication | See Section I Below |

F. Mentoring/Supervising New Teachers/Student Teachers

1. Mentoring a New Teacher:

Mentoring a new teacher, either new to the district or new to the profession, falls under the category of Service to the Profession and you are entitled to receive points for your efforts. Keep a tally of the hours spent working with a new teacher and complete an Activity Request in Frontline Professional Growth at the end of the school year.

2. Supervising Student Teachers:

Having a student teacher falls under the category of Service to the Profession and you are entitled to receive points for your efforts. Keep a tally of the hours spent working with a new teacher and complete an Activity Request in Frontline Professional Growth at the end of the school year.

G. Independent Study – Maximum 75 points within 5 years. Advance approval of supervisor and PDC is required. Oral or written feedback required. Points for similar activities will be approved only once during an employee’s licensure cycle.

1. Independent study in content area or pedagogy.

2. Independent project/research. (i.e. Scientific research related to curriculum or professional reading)

3. Grant writing.

NOTE: Points for independent study and independent projects/internet research will be awarded based upon a product, such as a presentation or report, as pre-approved by the administrator and PDC.

H. Workshop Presenter – Advanced approval of supervisor is required.

Two hours initial preparation work for each presentation.

I. Publication of professional articles in professional journal or other recognized publication. Maximum 75 points within 5 years. Based on length of publication, one point per 250 words of publication.

J. Use of academic trips for PDC Points/Movement.

Teachers who engage in educational travel related to their teaching assignment will be allowed up to eight (8) PDC points per day at the Knowledge Level for relicensure. Meal functions can be counted if a speaker/program is presented during the meal. Travel time to the destination is not counted. Educational travel is defined as travel when no students are involved. Travel with students is considered a field trip and PDC points will not be awarded for field trips.

All educational travel must be approved by PDC for movement purposes prior to departure. A copy of an itinerary is required for prior PDC approval. These trips may be used for movement only when Application evidence has been submitted and PDC has approved the request.

Impact level points are not available for points earned through travel. While information gained through travel experiences can be applied in the teaching of content, travel does not affect professional practice or student learning over an extended period of time.

Application evidence may consist of, but not limited to, the following types of documentation:

- Lesson plans illustrating use of content learned on the trip
- Student work, projects, illustrating use of content in lesson plans
- PowerPoints, visuals, i.e., photographs, videos, constructed to present content to students

K. Professional Reading – You may earn PDC points by doing professional reading on your own time.

1. Professional Books – Maximum of five points per book.

2. Professional Journals – Maximum of five points per journal with one point per hour read granted up to five.

Hutchinson Public Schools
Professional Development Council By-Laws

I. OPERATIONAL PROCEDURES

A. Composition and Term of Membership

1. The number of teachers will always be greater than the number of administrators.
2. A central office administrator will chair the council as a non-voting member except in the case of a tie. The remaining administrators will represent elementary, middle, high school, and central office.
3. Teachers on the PDC will be from elementary, middle, and high school levels.
4. All PDC members will have a term of one year with an opportunity to extend that term.

B. PDC Officers

Officers of the PDC will be elected for a one-year period. The election will be held at the September meeting of each year (i.e., with the exception of the Chairperson who is the Administrative person responsible for PDC). The duties of each PDC officer:

1. Chairperson – Presides at Meetings, reads knowledge validation forms in Frontline Professional Growth, grants final approval on Frontline Professional Growth activities, signs off on transcripts, and communicates with staff regarding PDC concerns. The chair may vote only to break a tie, or if a quorum is lacking.
2. Assistant Chairperson – Carries out all duties of the Chairperson when that staff member is unable to direct/chair any PDC monthly meeting or business.

C. PDC Meetings: Dates, Ground Rules, Agenda and Record Keeping

1. The PDC will meet on a monthly basis. Once the district calendar is established, the Chairperson will designate a consistent monthly meeting date and time.
2. Special meetings may be scheduled by the Chairperson when urgent business must be conducted.
3. The monthly meeting may be canceled by the Chairperson if there is not sufficient business to warrant a meeting or if it appears a quorum will not be in attendance.
4. A secretary will be provided by the administration to take meeting minutes and distribute information about the activities of the PDC.
5. Official records of the PDC will be housed at the Administration Center for the Hutchinson Public Schools.

D. PDC Communications

1. Frontline Professional Growth is used to inform staff about district sponsored professional learning activities.
2. The PDC Chair will notify staff of PDC meeting dates and deadlines via e-mail on an annual basis. PDC meeting dates are also listed on the district calendar.

E. Methods Used in Making Decisions

1. Voting – All decisions must have at least five affirmative votes.
2. A minimum of six members of the PDC must be present or have submitted an electronic or telephone vote prior to the meeting to take formal action.
3. A telephone/e-mail vote may be conducted when it is not possible to call a special meeting and/or during the summer.

F. Agenda

1. Items proposed by members of the PDC, licensed personnel, or Board of Education should be received by the PDC Chairperson or the PDC secretary five days prior to a regular meeting.
2. The PDC agenda will be a portion of the larger SLC agenda.
3. A PDC agenda is available upon request.

G. Responsibilities of PDC members

1. Read material related to professional development activities prior to PDC meetings and be prepared to discuss pertinent material.
2. Attend PDC meetings on a regular basis.
3. Serve on the district team that develops the Five-Year Staff Development Plan and establish operational procedures for the Professional Development Council.
4. Participate in annual PDC training.

II. BY-LAWS REVISION

The PDC may revise these by-laws as changes are needed. A member may propose a by-laws revision in writing at any monthly meeting. The PDC can vote on the revision at the next scheduled meeting and adopt the revision by a majority vote with board approval. Any revision of the by-laws will reflect the current Professional Agreement language.