



# **PDC Handbook**

Solomon USD 393  
2021-2022

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN:

Each educator will have an individual professional development plan, IPDP, updated yearly. This IPDP will include 3 goals for each educator written each year, and is also where the points approved for relicensure are located. The school will use the PDP Toolbox through Greenbush as the platform for these plans. All points awarded should be related to an educator's IPDP, the school-wide goals or the consortium goals as described below:

- Individual goals: should be written by the educator at the beginning of each year, and approved by the PDC and administration
- Solomon goals include: student development, curriculum and instruction, technology, and professionalism
- Consortium goals include: school improvement, curriculum and instruction, technology, professionalism, and mentorship

## PROFESSIONAL DEVELOPMENT COMMITTEE:

The PDC committee is a group of licensed personnel that has the same or more teachers on the committee as administrators and is selected by the represented group. This committee is responsible for reviewing, approving/returning both goals and activities for educators.

## AREA OF PROFESSIONAL DEVELOPMENT:

All professional development should fall in the following areas:

- **Content** - This is professional development that helps build, strengthen, or refresh the content that is being taught in the classroom.
  - Ex. Literacy training for an ELA teacher
- **Professional Education** - This is professional development that helps build, strengthen, or refresh the skills needed to teach students. These are best practices in education and are an essential part of teaching, however are not specific to the content being taught.
  - Ex. Champs training for an ELA teacher
- **Service to the Profession** - This is when an educator spends time assisting others in the field. *(This can only be for knowledge points)*
  - Ex. Leading a professional development, being a mentor, site council, SGF, etc.

## POINTS:

Teachers can receive points based on the following levels. These are PDC points for the renewal of a professional licensure from KSDE and must be earned during the current licensure period.

There are three levels for which professional development points are awarded:

- **Knowledge** - All point requests should start here, 1 point per contact hour of training and 20 points per 1 college credit hour. Knowledge points can be obtained by attending workshops, conferences, professional developments, leading staff developments, or taking college classes, serving time on PTO, site council, leadership teams or planning committees
  - What do you now **KNOW** that you did not know before?
- **Application** - Points submitted and approved from knowledge can then be submitted as application points, 2 times awarded knowledge points. Application points can be obtained by implementing the content from professional developments, college classes, etc and into regular classroom routines. Teachers must provide documentation that the knowledge learned has become a standard part of their teaching practices.
  - What are you now **DOING** that you did not do before?
- **Impact** - Points submitted and approved from application can then be submitted as impact points, 3 times awarded knowledge points. Impact points can be obtained by showing that the knowledge gained and implemented had a beneficial impact on either student achievement or organizational policies/practices. Teachers must provide evidence of positive changes.
  - What are the **RESULTS** of your professional changes?

# SOLOMON EXPECTATIONS FOR POINTS REQUEST:

	Knowledge	Application	Impact
School Led /Greenbush	Teachers need to complete a short reflection on something that they learned and how it can be used in their classroom. (1-3 sentences)	Teachers need a 1 paragraph reflection about how they implemented the content they learned into their classroom so that it has become standard practice AND need to provide documentation and or evidence (1 paragraph AND lesson plans, observation or documentation)	Teachers need a 1 paragraph reflection about how their content and application of the content impacted student growth AND documentation and or evidence that students improved . (1 paragraph AND data showing growth, observations, pre-post test)
College Classes	Teachers need a 1 paragraph reflection about what they learned and how it can be used in the classroom AND documentation of the college class. (1 paragraph AND 1 major assignment)	By pre-approval from the PDC committee only.	By pre-approval from the PDC committee only.
Outside Professional Development	Teachers need a 1 paragraph reflection about what they learned and how it can be used in the classroom AND documentation of the professional development session.	Teachers need a 1 paragraph reflection about how they implemented the content they learned into their classroom so that it becomes standard practice AND need to provide documentation and or evidence (1 paragraph AND lesson plan, observation, or documentation)	Teachers need a 1 paragraph reflection about how their content and application of the content impacted student growth AND documentation and or evidence that students improved . (1 paragraph AND data showing growth, observation, pre-post test)

## LICENSE RENEWAL REQUIREMENTS:

All points on a professional PDC transcript must be earned during the licensure period, and teachers must have an approved IPDP on file with the district.

### → Initial Teaching License

- ◆ Teachers who currently hold an initial teaching license must complete a state approved mentoring program in order to apply for their professional license

### → 5 Year Teaching License Renewal

#### ◆ Undergraduate

- Teachers with a bachelor's degree must get a total of 160 points for license renewal with 80 of those points must be from college credit approved by the PDC.

#### ◆ Graduate

- Teachers with a graduate degree must get a total of 120 points for license renewal.

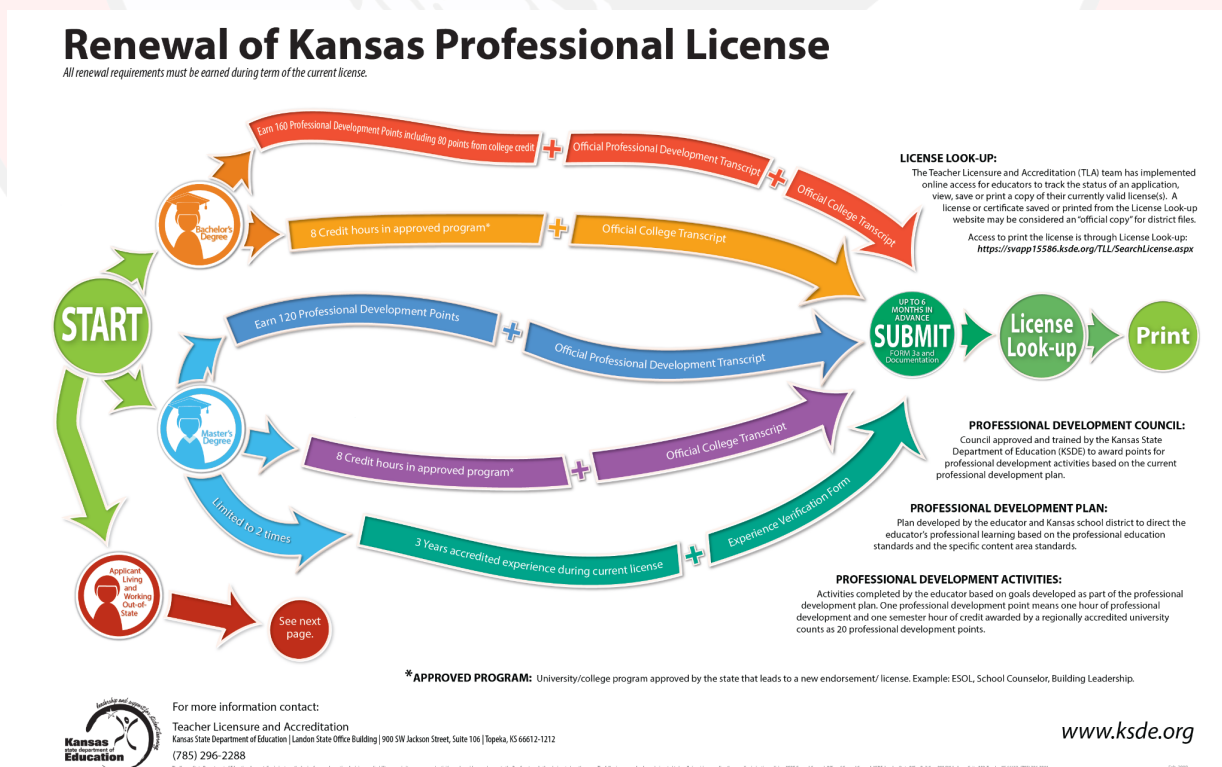
### → Retired

- ◆ Retired teachers must get half the amount of points for their respective degree.

- Undergraduate (80 points with 40 from college credit)
- Graduate 60 points

### → Substitute

- ◆ Substitutes must get a total of 50 points of professional development in order to apply for renewal.





## .KSDE STANDARDS FOR PROFESSIONAL EDUCATION:

Standard 1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.
Standard 2: Learning Differences	The teacher uses understandings of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
Standard 3: Learning Environment	The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
Standard 5: Application of Content	The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
Standard 6: Assessment	The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
Standard 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies	The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.
Standard 9: Professional Learning and Ethical Practices	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.