



Kansas State Board of Education
Tuesday, April 8, 2025

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, April 7, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. She welcomed special guests and in particular Senator Argabright, who came forward and introduced his Kansas Educational Leadership Institute (KELI) mentees. He introduced Dr. Ryan Most, Garnet; Scott Palser, Erie; Ty Rhodes, McPherson, and Mischel Miller, the director of the KELI program. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the pledge of allegiance.

02:43
Start

Roll Call

The following Board members were present:

Mrs. Betty Arnold

Mrs. Michelle Dombrosky

Mrs. Melanie Haas

Mr. Dennis Hershberger

Mrs. Cathy Hopkins, Chair

Dr. Beryl New

Mrs. Connie O'Brien

Mrs. Debby Potter

Mr. Jim Porter

Mr. Danny Zeck, Vice Chair

Mr. Mark Ferguson, Board Attorney and Commissioner Watson were in attendance at the Board table.

Approval of March 11, 2025 minutes

Mrs. Haas moved to accept the minutes of February 11, 2025. Mrs. Arnold seconded the motion.

Motion carried 7-1-2 with Mrs. Potter voting no, and Mrs. O'Brien and Mrs. Dombrosky present not voting.

Minutes
motion
06:25

Approval of the Agenda

Chair Hopkins explained there is an action item added Tuesday at 11:40, "Partial Termination and Reorganization of the Wyandotte Comprehensive Education Cooperative." Also, after some discussion, the Chair determined Mrs. Potter's policy concerns would be discussed at the end of the meeting on Wednesday. She asked for a motion to approve the meeting agenda. Mrs. Arnold moved to approve the agenda. Mr. Porter seconded the motion. Motion carried 10-0.

Agenda
motion
14:33

Approval of the Consent Agenda

Mrs. Haas moved to approve the items on the consent agenda. Mrs. Arnold seconded the motion. Motion carried 9-1 with Mr. Zeck voting no.

Consent
Agenda
Motion
15:08

Items on the Consent Agenda:

- Receive monthly personnel report and appointments to unclassified positions
- Act on teacher licensure waivers
- Act on Local Professional Development plans
- Approve USD 367 Osawatomie, Miami County for Capital Improvement (bond and interest) state aid and to hold a bond election
- Notification of four private schools and one scholarship granting organizations to participate in the Tax Credit for Low Income Student Scholarship program

Commissioner's Report

Dr. Watson reported the KSDE Insight Podcast has been launched. There are two podcasts, the first about the History of Kansas Public Education and the second on Screentime in Schools.

He reported that the US Department of Education sent a letter notifying the department that ESSER funds would not be continued. The KSDE staff sent a request for more time, and that request has been received and is being reviewed. This funding affects LTRS training, the KELI program and many other important programs for Kansas Education.

The Commissioner used basketball championships as a metaphor for winning, losing and setting high standards. Championships can be won by coaches who have vastly different methods. However, winning coaches share is a strong drive to be excellent. He compared this to school attendance, school assessments and setting standards high, noting there are different methods to reach excellence, but the starting place is to have a strong drive for excellence in every student's journey.

Citizen's Open Forum

Chair Hopkins opened the Citizen's Forum and invited the following people to speak to the Board:

1. Dr. Shane Kirchner, from McPherson College, representing Kansas Association of Private Colleges of Teachers of Education (KAPCOTE), gave an update on private colleges in Kansas and specifically spoke about the Kansas Association of Teacher Educators (ATE-K) conference.
2. Dr. Kelly Hoelting, Eskridge Kansas, agriculture teacher at Mission Valley High School, spoke in support of funding the FFA Executive Secretary Position. She shared how FFA deeply influenced her own life for the better, and as an agriculture teacher she experiences daily how important this hands-on program is to students. (FFA has formerly been known as Future Farmers of America, but now is known only by the acronym.)
3. Dr. Kasey Johnson, School of Education department chair, Ottawa University asked the Board to be supportive of the smaller private universities. She spoke about KAPCOTE.
4. Nancy Moneymaker, DeSoto, a private citizen, shared her definition of education. She is concerned about government agencies and schools gathering data on students. Students are individuals and should not be defined as successful or not successful.

Watson
15:40

Forum
32:02

5. Erica Sheets, Blue Valley parent, representing Moms for Liberty, talked about *Parents as Teachers* program. She noted this program comes out of the Whole Child community model. There is a high level of data collection which concerns her.

Chair Hopkins thanked all the participants and closed the forum.

Act on recommendations for funding *Kansas Parents as Teachers*

Mrs. Amanda Petersen, Director, Early Childhood, answered questions from the Board.

Mrs. Haas moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2025-2026, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs. Mrs. Arnold seconded the motion. **Motion carried 6-4 with Mrs. Potter, Mr. Zeck, Mrs. O'Brien and Mrs. Dombrosky voting no.**

Act to request to contract with Kansas State University to support the Executive Director of Kansas FFA (formerly known as Future Farmers of America)

Mrs. O'Brien moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the Executive Director of Kansas FFA at a total amount not to exceed \$75,427.00 per year, up to a total of \$301,708.00 for the four years, from July 1, 2025, to June 30, 2029. Mrs. Arnold seconded the motion. **Motion carried 9-0-1 with Mrs. Dombrosky present not voting.**

Act to request contract for Summer Food Service Program Public Service Announcements

Mrs. Haas moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$20,000 for the purpose of disseminating a Public Service Announcement to promote summer meal service sites. Mr. Porter seconded the motion. **Motion failed 5-5 with Mr. Hershberger, Mrs. Potter, Mr. Zeck, Mrs. O'Brien and Mrs. Dombrosky voting no.**

Act to add KBOR's literacy training to the state-approved training list and to add ETS reading specialist test (code 5302) to the state-approved testing list.

Mr. Porter moved that the Kansas State Board of Education approve the Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles courses to the state-approved training list and ETS Reading Specialist test (code 5302) to the state-approved testing list. Dr. New seconded the motion. **Motion carried 10-0.**

State Assessments: The role of the Kansas Assessment Advisory Council (KAAC) with Dr. Daniel Gruman, Director of Assessment of Research at Shawnee Mission USD 512.

Beth Fultz, Director, CSAS, explained why a new assessment is being developed and what the role of KAAC is in that process.

Parents as
Teachers
48:15

FFA
1:06:45

Public
Service
Announce
ments
1:06:16

KBOR
literacy
1:10:54

State
Assess
KAAC
1:27:43

Dr. Gruman, Director of Assessment and Research at Shawnee Mission USD 512, shared the process of how the assessments are formed with the recommendations of the KAAC.

The KAAC was created in 2003 as an advisory group to provide support and feedback about Kansas assessments. Bylaws were proposed and adopted in 2013. On the Council are 33 district representatives, KSDE staff, and a representative from the Kansas State School for the Deaf or Kansas State School for the Blind. Collectively, all school districts and all areas of the state are represented.

KAAC made recommendations on performance level descriptors. In March of 2023, they recommended that there needs to be a clearer definition of 'proficient.' They encouraged vertical scaling, want to make sure that performance level descriptors clearly describe what the assessments measure and that KSDE consider changing the number of performance levels.

Dr. Gruman compared the descriptors as of 2015:

- A student at Level 1 shows a **limited** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **college and career** readiness.
- A student at Level 2 shows a **basic** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **college and career** readiness.
- A student at Level 3 shows an **effective** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **college and career** readiness.
- A student at Level 4 shows an **excellent** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **college and career** readiness.

With the descriptors as of 2024:

- A student at Level 1 shows a **limited** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **postsecondary** readiness.
- A student at Level 2 shows a **basic** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **postsecondary** readiness.
- A student at Level 3 shows an **effective** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **postsecondary** readiness.
- A student at Level 4 shows an **excellent** ability to understand and use the *reading, writing, and listening* skills and knowledge needed for **postsecondary** readiness.

From these recommendations, KAAC did not want to change the number of performance levels, and did not want to address vertical scaling, but they did want to define "proficient" and ensure that the performance level descriptors clearly describe what the assessments measure.

These are the proposed level descriptors which KAAC recommends:

- A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

- A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

There was a time of questions and answers with the Board members.

School District Cash Balances

Dr. Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

Dr. Harwood explained that there are misconceptions about the cash balances held by districts. His presentation was an explanation of how the fiscal year works for schools, taking into account when funds are received and when expenses are due.

Cash balances are reported as the fund balance for specified budget accounts as of July 1 of each year. Cash balances vary during the fiscal year and the timing of the report has an impact on the balance reported for each account. Dr. Harwood emphasized that it is important to understand the purpose and restrictions on cash balances. Districts do not simply have huge amounts of cash that they are keeping, but rather funds are needed prior to the time they are distributed by federal and state sources, so there needs to be cash held so that expenses can be paid when necessary.

Reported Cash balances can be divided into four categories:

Capital Funds (capital expenditures);

Levied Funds (funds from a specific tax levy);

Operational Funds – for general or specific operational purposes;

Special Purpose Funds – funds with restricted.

With the Capital Fund balances, which are restricted to capital expenditures, the ending cash balances will be higher than the annual expenditures. In terms of capital outlay, increases in property insurance and construction prices necessitate holding higher balances to be ready for increased expenses. Due to tax distribution dates, the district must have the full amount of bond payment plus needed cash balances.

Levied fund balances, which are collected by local levied property tax, have specific purposes and limits. Balances in levied funds are used to reduce future levies or mitigate delinquent taxes (or successful tax appeals).

Operational funds are used for day to day expenses like special education, career and post-secondary education, textbook and student materials, professional development, etc. The budgeted general and supplemental general fund for 2024-25 is \$5.8 billion. Operations cash balances represent 15.7% of operational revenues for 2024-2025. Recent legislative studies recommend 15% cash balances. More certainty in funding streams and cashflow reduce the reliance on cash balances. The operations budgeting timeline for the general fund starts in February of the previous year to May, when districts must estimate enrollment. They negotiate staff salaries from February to June. In the current year September 20th is the preliminary enrollment date when the budget is due. Then from January to April there are audits to finalize enrollment data and in June there is the final budget notification and payment.

Cash
Balances
2:05:25

In contrast, the special education fund has a different timeline. In the previous year, February to May is the time to estimate enrollment and staffing. Then in the current year, throughout the year districts must adjust staffing and services. The first state aid payment comes in October. In June there is the final budget notification and payment. Because of this timeline, special education requires a higher ending cash balance, in order to be prepared to pay bills prior to the first state aid payment in October.

There was a time of questions and answers with the Board and Dr. Harwood.

The Power Of Theater Education in Kansas Schools

Joyce Huser, Fine Arts, KSDE introduced Megan Upton-Tyner, teacher at Andover High School and Director of Thespian Troupe 3540 chapter and all of the students and Ryan McCoy, teacher from Washburn Rural

Theater
3:30:29

Mrs. Upton-Tyner shared information about the organization Kansas Thespians. The presentation started with Weston Widman and Addison Resch. Weston presented two monologues, one from *Greater Tuna* and one from *I Never Sang for my Father*. Addison Resch sang "Me and the Sky" from the musical *Come From Away*. Both actors were excellent and much appreciated by the Board members.

Students spoke about how being involved in theater has given them skills that will assist them throughout their lives and careers. Ashlyn Warren, Weston Widman, Kennedy Pence, and Morgan Sponholtz each shared their involvement with Kansas Thespians and how the skills they learned by participating have contributed to their path, even if they are not continuing with theater as a profession.

Ryan McCoy, Director of Theatre at Washburn Rural High School, shared his joy at being part of this extra-curricular organization. He observes many skills are developed and also there is a strong sense of community involvement.

Both teachers and students encouraged the Board to consider adding Kansas Thespians to the graduation post-secondary assets list.

Kansas Teacher of the Year Team

Denise Kahler, Director, Communications, introduced the Kansas teacher of the year and the Kansas regional teachers of the year

Kansas Teacher of the Year is Elizabeth Anstine who teaches business at Leavenworth High School.

The regional teachers are:

Whitney Aves, Family and Consumer Sciences, Hutchinson High School.

Benjamin Eckelberry, First Grade, Tecumseh North Elementary School.

Ryan Mellick, Industrial Technology, Bonner Springs High School.

Amber Pagan, Pre-K, Nieman Elementary School in Shawnee.

Eric Stone, Band and Vocal Music, Gordon Parks Academy in Wichita.

Maegen Stucky, Fifth Grade, Roosevelt Elementary School in McPherson.

KTOY
4:09:00

Olivia Winegeart, Second Grade, Paul B Cooper Elementary in Wichita.

Each teacher spoke on the theme of hard truths. They shared their experience on such topics as Social Emotional learning and the crisis of literacy. They encouraged the Board to support teacher mentoring programs which they have experienced as highly effective in retaining new teachers.

Career Technical Education CTE Scholars

Natalie Clark, KSDE Career, Standards and Assessment Services

CTE
Scholars
5:00:00

There are five criteria to be a Kansas CTE Scholar:

- Senior level status,
- three CTE credits within one pathway
- with at least two credits from technical and application-level courses,
- 3.5 GPA minimum in CTE classes
- and a civic engagement project or 40 hours of community service.

200 students were given the honor of being named as CTE Scholars. They represent 25 pathways and 15 career clusters, and more than 8,000 hours of community service and work on civic engagement projects. Students who earn this honor receive a certificate, graduation honor cord, commemorative pin, statewide news release, and KSDE website recognition. This honor also helps many students obtain scholarship opportunities in postsecondary education. The list of all the scholars was placed on the KSDE website.

Legislative Update

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services

Dr. Harwood explained three bills which were recently signed by the Governor, one that was vetoed, and many which were awaiting action. The Legislature is close to being finished and is now awaiting the veto session, which begins April 10th. He went through SB125/HB2007, the education budget, which is currently in the conference committee process.

Update
5:14:50

Federal Government Update

Dr. Harwood asked KSDE General Counsel R. Scott Gordon to give a report on the situation with federal ESSER funding, originally granted during the COVID pandemic.

Federal
5:59:12

Esser Funding

Mr. Gordon explained every state was given an extension to spend the final ESSER funds. However on March 28th, 2025, a letter came from the US Department of Education saying that all funds needed to be spent by March 28th, 2025. However, if a state wanted to ask for other consideration, they could submit documentation and a request. KSDE did that and is now waiting to see what determination will be made.

Title VI

The second issue has to do with Title VI. (Title VI, 42 U.S.C. 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color and national origin in programs and activities receiving federal financial assistance.) Any recipient of federal funds

agrees to not discriminate on the basis of race, color or national origin. Any time a state applies for federal funds, specifically for special education, they must have a consolidated plan to comply with non-discrimination. KSDE created such a plan in 2017 and has continued to use that plan. In 2017 KSDE provided a certification signed by the Commissioner and also the Governor of Kansas, stating that Kansas would abide by all the laws, including the laws pertaining to Title VI for special education. KSDE also agreed to get certification from all the districts that they would also comply with Title VI. KSDE has maintained those certifications, and they are presently in place.

On April 3, 2025, there was a letter that was sent from the US Department of Education to all of the chiefs of the State Education agencies, stating they wanted to have that certification again. Not only did this letter ask for states to recertify compliance with Title IV but also in response to a Supreme Court case that states would not discriminate in terms of enrollment and acceptance policies for higher education. (The Supreme Court case was dealing with Harvard and North Carolina.) General Counsel Gordon assured the Board that this letter is being discussed as to a state response, and there has been an extension granted to all states to decide how to best respond to this request. The requests asks for KSDE to recertify but also for all the Local Education Agencies (LEA) to recertify. This is a new requirement. KSDE presently holds certifications from Kansas LEAs but have never been asked to recertify and collect these certifications on behalf of the federal education agency. The original deadline for this was March 13th, but that has been extended.

Mr. Gordon explained that typically when such a request comes to collect data/information from the federal agency, there is an OMB number attached, Office of Management and Budget. There is a process that the federal government goes through when asking for data, which is they go through the office of Management and Budget, where the request is reviewed and if it is approved the asking agency is given an authorization, and a number. There was no such number assigned to this request, as well the letter was not signed by anyone. There was a generic email address from the US Education Department Office of Civil Rights.

Records Access

The third issue was a request from the US Dept. of Education, based on information they have heard from families that some school districts are not providing access to educational records to parents. The letter stated that some districts were not providing that access saying the request was not about educational data and that some information was protected by FERPA (Family Educational Rights and Privacy Act). Mr. Gordon stated that no State Department of Education has ever been responsible for enforcing FERPA. The request was that KSDE state they know what FERPA is and that they will start enforcing FERPA on a local level. Mr. Gordon stated that KSDE will provide a response and that they are working on it.

The Chair moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect privilege and the Board's communications with an attorney on legal matters. Starting at 4:25 for 15 minutes. No action will be taken during this session, and the open meeting will resume at 4:40. Commissioner Watson, Attorney Scott Gordon, Board Attorney Mark Ferguson and Deputy Commissioner Harwood are invited to be present. Vice Chair Zeck seconded the motion. Motion

carried 10-0.

There was an Executive Session. The meeting resumed at 4:40.

Professional Practices Commission (PPC)

R. Scott Gordon, KSDE, General Counsel

Mr. Gordon shared the two PPC recommendations.

PPC
6:42:12

Mrs. Arnold moved the Kansas State Board of Education suspend the licenses of 25-PPC-14 and 25-PPC-15 through May 29th, 2025. Mrs. Haas seconded the motion. **Motion carried 10-0.**

Mrs. Arnold moved that the Kansas State Board of Education deny the licenses in 24-PPC-33 and 25-PPC-04. Mr. Hershberger seconded the motion. **Motion carried 10-0.**

Committee Reports

Dr. New and Chair Hopkins reported on the National Association of State Boards of Education (NASBE) Central States zoom call. One topic was a discussion on how to simplify rules and regulations.

Jim Porter reported that the Legislative Funding Task Force met and reviewed funding methods of neighboring states. The task force is now meeting monthly.

Michelle Dombrosky shared a meeting recently at Kansas School for the Deaf. In attendance were Dr. Watson, Cathy Hopkins, Michelle Dombrosky, superintendent Barron and parents who are concerned about reading. Lisa Karney, a KSDE employee, assigned to KSSB and KSD will coordinate with staff and parents. The science of reading and literacy issues are different for deaf students. They will look at possible instruction training materials for deaf or hard of hearing students.

Melanie Haas reported the Board policy committee met on zoom and discussed possible items. They were asked about the possibility of using WEB Ex or Zoom for the Citizen's Open Forum. The committee made a decision that to do so is untenable. They will, however, consider this method when it comes to public hearings.

Dennis Hershberger and Melanie Haas, spoke about the Elementary School Educational Advisory ESEA. This group had not met for a long time. The initial meeting was on zoom and was an overview of the group and why they are reconvening.

Chair Hopkins spoke about the Professional Standards Board PSB. There was a presentation by Jamie Finkeldei on a possible third tier of accreditation. History and government standards are going through review.

Chair Hopkins recessed the meeting at 5:00 p.m.



Chair Hopkins called the meeting to order at 9:00 a.m. All the members were present.

School Mental Health Advisory Council

Betty Arnold, District 8, Kansas State Board Member

Kent Reed, Counseling, SECD, Academic Behavioral and Technical Integration, Juvenile Justice, KSDE Staff

Dr. Huff-Johnson, Kansas Parent Information Resource Center (KPIRC)

SMHAC
1:08

Mrs. Arnold, Chair of the School Mental Health Advisory Council (SMHAC) opened the presentation. The Council was formed in 2017 to advise the Kansas State Board of Education of unmet needs in the area of school mental health. One of the ongoing needs is bullying prevention.

Mr. Reed shared that at this time of year the most frequent calls to KSDE are about teacher licensure and bullying. The first thing to look at is the definition of bullying. The bullying prevention statute was adopted in the early 2000s, and the first amendment was to add cyberbullying. Theno vs. Tonganoxie USD was a court case that changed the definition of bullying. Previously the definition was directed towards students only, but staff members and parents were added. The overall idea was to create a bully-free zone in schools. He went over the statute and the definition of what bullying is and what it is not.

Schools need to have:

- bullying prevention (training for staff and students),
- intervention (plan that will occur if bullying is reported)
- and postvention (follow up summary for parents and progress monitoring to avoid future incidents.

Dr. Huff-Johnson, Kansas Parent Information Resource Center, went over four types of bullying: verbal bullying, physical bullying, cyberbullying, and social bullying. She shared a document that is available for all schools. She spoke about engaging families in bullying prevention. She showed an example of what one principal has done to engage families. There were ten short videos that can be watched by parents and students together.

Mr. Reed shared that physical assaults are more than bullying. Assault is a criminal action and needs to be reported to the police. There is a line between bullying and criminal action.

Literacy Initiatives in Kansas Schools

Dr. Laurie Curtis, Dyslexia Coordinator

Jeri Powers, Reading Specialist, Baldwin City

Amy Bybee, Asst. Superintendent, Ottawa USD 290

Literacy
47:41

The Early Literacy/Dyslexia team is made up of 10 specialists: Hailey Hawkinson, Melissa Brunner, Jeri Powers, Amy Bybee, Casey Peine, Sam Cool, Mary Larkin, Katie, Orr, Taylor Fegan, and Deanna Frost.

Her team provides literacy instruction in pre-K12 aligned to the science of reading and assures teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.

Dr. Curtis shared the statement from the Kansas State Board of Education on February 14, 2024: *The Kansas State Board of Education requires all accredited schools in Kansas to use **evidence-based methodology** fully aligned with the **science of reading**, specifically **Structured Literacy**, to provide literacy instruction for students. The Kansas State Board of Education **prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition** in addition, the State Board recommends literacy specific **universal screening** measures, and **diagnostic formative and summative assessments** to be utilized by accredited districts.*

This requirement has taken very seriously. She shared a definition of the Science of Reading which is being instituted throughout Kansas education and teacher training:

The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world and is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

*The Science of Reading Defining Guide
The Reading League 2021*

She shared a graph showing how learning to be a skilled reader takes many skills that are woven together in the science of reading.

Dyslexia is a specific learning disability that is neurobiological in origin. Dr. Curtis is the Dyslexia Coordinator for Kansas. She explained the challenges of dyslexia and developmental language disorder (DLD). These are two different types of challenges for skilled reading.

Structured Literacy is phonemes, graphemes, syllable and stress patterns, morphemes, vocabulary, sentence structure, and text structure. How this happens is through teaching that is explicit, systematic, cumulative, interactive, has prompt feedback and is data driven.

Dr. Curtis shared the goals and progress of the Dyslexia Legislative Task force through the Kansas Education Framework for Literacy. There are many support systems for all districts in the area of dyslexia and literacy.

Mrs. Dunaway is a therapist and the co-founder of Amend Neurocounseling. In 2015, she began discussing the negative impact of screen time on brain health.

Mrs. Dunaway shared a video of her comments to the Shawnee Mission School Board open forum 10 years ago. In that video she warned the Board that self-harming would increase due to increased screentime. She stated that 10 years later, sadly, her warnings were highly accurate. Since 2015, self-harm resulting in ER visits rose by almost 50% in boys and girls. Test scores have declined. Major depressive episodes have increased by 50% in girls and 100% in boys. There has been a 66% increase in prescriptions of antidepressants to teens and there are theories that increased screen use has increased ADHD. She recommended the book *Anxious Generation*.

EdTech, which she defined as students doing academic work on an iPad or laptop, is a challenge to keeping kids healthy around screens. Some have responded that screen time is not “our problem.” Everyone seems to blame someone else, teachers, administration, school boards, culture and covid. She argued that it does not matter whose problems it is, it needs to be addressed. She recommended that the State Board ask “What are the unintended consequences of EdTech and what is it that you control? How can we be part of the solution and not add to the problem? How can we ask different questions to get to different results?”

Neil Postman was a professor of media ecology at NYU. He spoke about what technology could do to society. In 1997, he gave a talk called “The Surrender of Culture to Technology.” She quoted Postman, “Only a fool would blithely welcome any technology without giving serious thought not only to what that technology will do but also what it will undo?” He recommended asking four questions when considering new technology:

1. What is the problem to which this technology is the solution?
2. Whose problem is it?
3. What new problems might be created because we solved this problem?
4. Which people and what institutions might be more seriously harmed by a technological solution?

Postman stated that in the technology game there are winners and losers. Winners profit from the technology and spend a lot of effort spinning it so the losers don't recognize they are losing. Mrs. Dunaway proposed that EdTech should be viewed in light of those four questions.

Some say we must educate our children in technology because our society is in a Technology Age. She offered that we are now in an Attention Age. Our society is being wired, pulled every moment to some new post on our phone. Digital media is constantly competing for our attention. Attention impacts learning, memory, self-perception and has much to do with emotional and physical health. Teachers, professors, and businesses all note that younger people have poor attention.

Mrs. Dunaway went on to describe the ways technology has changed our physiology and ability to read deeply. She encouraged the Board to establish new state standards in healthy interactions with technology, one that addresses the harm the devices can do and promotes activities to fill in

the gap in essential skills resulting from interaction with devices and the time missed in the real world.

Students need to be taught how to handle the effects of screen use, such as loss of attention span, impulse control and other executive functions. They should be educated in how to add protective factors to build connections in the real world. On one hand, learning what the effect of screen time is and how to avoid it, and on the other hand, learning how to engage in activities to encourage essential life skills such as face-to-face dialogue with peers and technology-free challenges.

Ultimately she offered these guidelines:

- Ask the questions;
- Be willing to change course;
- Teach the consequences;
- Build essential skills.

Child Nutrition Awards

Kelly Chanay, Director, Child Nutrition and Wellness

Mrs. Chanay gave certificates for completing the Child Nutrition Management Course to:

Amy Sherman of Prairie View

Erin Taff of South Brown County

Kim Fitzgerald of Wamego

LaDonna Schuetz of Jefferson West

Lynn Fry of Wamego

Margeryann Erckert of Olathe

Theresa Cattrell at Atchison County Community Schools

Tiffany Marmon at Prairie View

The Board was very appreciating of these women and there were pictures taken with all.

Lifelong Kansas Educator, Craig Elliott

Dr. Watson honored Mr. Craig Elliott, who has served as a bus driver, teacher, principal, superintendent, and professor. He started in 1981. He spent 26 years in Maize. He then worked in higher education, training principals and superintendents. He continued mentoring through the KELI program. After a lifetime of education, with his wife who is also a well-known and impactful educator, he is finally retiring. The Elliots spent their lives in service of the students, schools and families of Kansas. Mr. Elliott spoke briefly and eloquently about his love for education and his gratitude for his family. His parents were both educators, and his dad said to him, "If you don't want to watch kids and adults make mistakes, don't get into education." He also mentioned his mentor Joe Hickey, who would say, "Just remember your only job is to help people."

The Board showed their appreciation with a standing ovation.

Awards
2:42:40

Elliott
2:58:00

Purple Star Schools Presentation

Dale Brungardt, Director, School Finance

Purple Star
4:01:30

Mr. Brungardt shared that April is the month of the military child. In Kansas, approx. 10,000 students have an active-duty military parent. That number rises to 13,000 when considering reserve and guard forces. 168 districts have military connected students. This is the 14th largest student population of military families in the US.

Kansas has nine Purple Star Schools, a designation that recognizes schools that show a major commitment to students and families connected to our nation's military. This program helps ensure that military children transition successfully into new schools and stay on track for graduation.

The new schools for this year are: USD 203 Piper, USD 253 Emporia, USD 394 Rose Hill, and USD 320 Spring Hill. Each school district gave an inspiring report about what they are doing to support military students.

Receive recommendations for approving Pre-School Aged At-Risk programs for 2025-2026

Amanda Petersen, Director, Early Childhood

Natalie McClane, Early Childhood

Mrs. Petersen shared an overview of the Preschool-Aged At-Risk program for 2025-2026 and discuss the State Board's role in approving programs in preparation for taking action in May 2025.

At-Risk Pre-
School
4:35:27

From the PowerPoint:

The Kansas state school finance formula ([K.S.A 72-5132](#)) defines two categories of preschool students who each count as a ½ student (0.5 FTE) when calculating a district's enrollment and accompanying weightings:

- "Preschool-aged exceptional children" are 3- and 4-year-old students with Individualized Education Programs (IEPs) who receive special education and related services.
 - State and federal special education laws require that preschool students with disabilities receive a free appropriate public education ([K.S.A. 72-3410](#) and [20 U.S.C. § 1412](#)).
- "Preschool-aged at-risk students" are 3- and 4-year-old students, who meet at least one Preschool-Aged At-Risk criterion, who are enrolled and attending a district's approved Preschool-Aged At-Risk program.

The standards that districts confirm that they will meet for the duration of the school year include commitment to:

- Implement a research-based curriculum aligned with the Kansas Early Learning Standards.
- Provide a minimum of 465 hours of instruction.
- Maintain an adult-to-child ratio of 1:10 or better and a maximum class size of 20.
- Ensure that all staff are qualified and hold appropriate licensure.
- Provide opportunities for meaningful family engagement.
- In 2023-2024, Kansas public schools enrolled 23,817 preschool students:
 - 11,770 preschool-aged at-risk students

- 6,887 preschool students with disabilities
- 5,160 other preschool students (who did not generate school finance formula funding)
- In 2023-2024 the Preschool-Aged At-Risk program generated at least \$48.9 million in school finance formula funding for schools.
 - *Considers preschool-aged at-risk enrollment plus the at-risk weighting for students who qualified for free meals, at a BASE of \$5,088.*

State enrollment aid:

11,770 preschool-aged at-risk students at 0.5FTE Base (\$5,088) would be \$29,942,880.

At risk weighting:

7,708 preschool-aged at-risk students qualified for free meals 0.484 Base (\$5,088) would be \$18,981,659.

\$29,942,880 + \$18,981,659 = \$48,924,539.

In May, the State Board will consider approving Preschool-Aged At-Risk programs for 2025-2026. In districts operating approved programs, 3 & 4 year old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Receive updated performance level descriptors for 2025 Assessments

Beth Fultz, Director, Career, Standards and Assessment Services

Descriptors
5:06:07

These are the recommendations for updated descriptors, to be voted on in May:

- A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

This is the timeline for developing the new assessments:

- May 9 – State Assessment Window Closes
- May 13 – KS BOE Standard Setting Methodology Presentation
- May 14 – KS BOE Vote on Performance Level Descriptors
- June 9 – 13 – Standard Setting by Kansas Educators
- July 8 – KS BOE Standard Setting Results Presentation
- August 8 – KS BOE Vote on *Cut Scores* for Performance Levels
- Approximately September 1 – scores released to parents, teachers, buildings, and districts on the KAP secure website.

Receive funding request for 2025-2026 AmeriCorps Kansas Grant Awards

Dr. Jessica Dorsey, Executive Director, Kansas Volunteer Commission

Dr. Dorsey shared the grants that are being requested:

AmeriCorps
5:35:04

Boys & Girls Club of Hutchinson \$100,800

The Boys & Girls Club of Hutchinson will have 14 AmeriCorps members provide academic support to students in Boys & Girls Clubs of Hutchinson sites at Avenue A School and Shadduck Park Community Center. At the end of the program year, the AmeriCorps members will be responsible for improved school attendance and/or improved academic performance.

Boys & Girls Club of Lawrence \$773,273

The Boys & Girls Club of Lawrence will have 98 AmeriCorps members providing academic interventions in Lawrence, KS. At the end of the program year, the AmeriCorps members will be responsible for supporting 1,050 youth to meet the expected seven-month gain in measurable development.

Boys & Girls Club of Manhattan \$501,945

The Boys & Girls Club of Manhattan will have 53 AmeriCorps members in Manhattan, Ogden, and Wamego, KS. AmeriCorps members will mentor students before, during, and after school. At the end of the program year, the AmeriCorps members will be responsible for 318 students with improved academic engagement.

Center for Supportive Communities \$171,462

The Center for Supportive Communities will have 28 AmeriCorps members support students, families, and schools in Douglas County, KS, including Lawrence, Eudora, Baldwin City, and Perry. At the end of the program year, the AmeriCorps members will support 60 students with 70% showing an improvement in their school attendance.

Elizabeth Ballard Community Center \$107,999

The Ballard Center will have 6 AmeriCorps members who reduce hunger and food insecurity in Lawrence, Kansas. At the end of the program year, the AmeriCorps members will be responsible for expanding services for those in poverty.

Emporia State University \$143,983

The Emporia State University Teachers College AmeriCorps Program will have 26 AmeriCorps members provide literacy interventions to Pre-K students in Emporia. At the end of the program year, the AmeriCorps members will be responsible for serving 156 students and 124 students will show an increase in academic achievement.

Fort Hays State University \$88,200

Fort Hays State University will have 12 AmeriCorps members train community-based Reading Partners to effectively teach foundational reading skills using structured literacy principles in Western Kansas communities. At the end of the program year, AmeriCorps members will be responsible for providing training to 250 Reading Partners, with at least 90% reporting they feel more effectively prepared to teach literacy skills to youth.

Kansas Association for Conservation and Environmental Education \$151,200

The Kansas Association for Conservation and Environmental Education will have 6 AmeriCorps members provide environmental education for PreK-12 students and support EE professional development for area teachers at six sites: Pittsburg, Olathe, Emporia, Manhattan, Junction City and Wichita. At the end of the program year, the AmeriCorps members will be responsible for providing environmental education to an estimated 3000+ teachers and students in Kansas and will evaluate improved understanding of nature and ecological principles among at least 1250 participants.

The Educator Academy \$151,200

The Educator Academy will have 6 AmeriCorps members who serve in lead teachers' classrooms supporting classroom instruction in USD 500, 204, and 202. At the end of the program year, AmeriCorps members will be responsible for securing enrollment as full-time educators at high-need school sites.

Unified Government of Wyandotte County and Kansas City, Kansas \$75,600

The Unified Government of Wyandotte County/Kansas City, Kansas Public Health Department will have 5 AmeriCorps members who serve in health insurance education and navigation, tobacco cessation and youth violence prevention and education. At the end of the program year, AmeriCorps members will increase the number of patients enrolled in health insurance and tobacco cessation and will decrease the numbers with students with disciplinary incidents.

USD 260 Derby \$166,776

The Derby Schools AmeriCorps Tutoring Program will have 41 AmeriCorps members tutor academically at-risk students and support kindergarten readiness in the Derby Public Schools. At the end of the program year, the AmeriCorps members will be responsible for increasing student achievement and expanding kindergarten readiness opportunities.

USD 491 Eudora \$176,400

The Eudora School District will have 11 AmeriCorps members implement structured early literacy interventions for children from agricultural worker families who meet program eligibility criteria in the Kansas City, Eudora, Lawrence, and Manhattan regions. At the end of the program year, the AmeriCorps members will be responsible for 312 children demonstrating gains in school readiness.

Wichita State University Community Engagement Institute \$243,133

The Wichita State University Community Engagement Institute will have 31 AmeriCorps members to mentor and develop youth. At the end of the program year, the AmeriCorps members will be responsible for equipping youth with practical and emotional life skills.

Wichita State University School of Education \$144,000

The Wichita State University School of Education will have 15 AmeriCorps members implement structured literacy practices grounded in the Science of Reading to address foundational literacy gaps among K-5 students at three target schools in Wichita, Kansas. At the end of the program

year, the AmeriCorps members will be responsible for 178 students showing improved academic performance.

Total amount not to exceed \$2,995,971

Receive educator preparation provider standards for History, Government, Social Studies 5-8 and 6-12

Dr. Catherine Chmidling, Teacher Licensure

Dr. Alan English, Standards Committee Chair

Educator Prep
Standards
5:59:00

Dr. Chmidling explained the type of standards that were being presented today.

Dr. English gave an overview of the History, Government and Social Studies 5-8 and 6-12 standards that are being presented for the Board to vote on in May.

(From PowerPoint)

- Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.
- Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).
- Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).
- Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language, status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.
- Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Receive contract with the Kansas Office of Administrative Hearings

Scott Gordon, General Counsel, KSDE

Hearings
6:07:48

Mr. Gordon explained the need for administrative hearing officers.

The Kansas State Department of Education contracts with the Office of Administrative Hearings at the rate of \$115.00 per billable hour. The pending contract would lock in that hourly rate for the next five years.

Hearings fall within three separate categories:

Professional Practices Commission The contractor will provide presiding officer/administrative law judge services including but not limited to the following: conduct prehearing conferences, issue prehearing orders, rule on discovery requests, assist the PPC chairperson with the hearings, rule on evidentiary issues at hearings, and draft the PPC's initial orders.

Special Education The Kansas State Board of Education is required by law to provide school districts parents with an administrative appeal of a hearing officer's ruling in due process cases. The State Board is required to provide these review officers per K.S.A. 72-974(b). The review officer appointed by the State Board shall conduct an impartial review of hearing officer's decisions within 20 calendar days after the notice of appeal is filed.

Child Nutrition and Wellness Hearings requested by Child Nutrition Program Sponsors due to fiscal action by KSDE and hearings appealing the audits of the Child Nutrition Program Administrative Review.

The Board will vote on this item in May.

Act on Cooperative Separation

R. Scott Gordon, General Counsel, KSDE

Mr. Gordon explained the separation of Piper School district from the other two districts that had been part of the Wyandotte Comprehensive Education Cooperative. All three schools were in agreement. He added that they simply needed the Board's approval.

In order to take action on this immediately there will be a motion to suspend the rules.

Mrs. Arnold moved that the Kansas State Board of Education suspend the rules which require a receive item first and then vote one month later, but rather to allow for an action item to be voted on immediately. Mrs. Haas seconded the motion. Motion carried 9-0. Mr. Potter was not present.

Mrs. Haas moved that the Kansas State Board of Education approve the updated Articles of Agreement to organize and operate the Wyandotte Comprehensive Education Cooperative. Mrs. O'Brien seconded the motion. Motion carried 9-0. Mr. Porter was not present.

Board Travel Requests

Mr. Hershberger moved that the Kansas State Board of Education approve the Board travel requests. Mrs. Dombrosky seconded the motion. Motion carried 8-0. Mr. Porter and Mrs. Arnold were not present.

Future Requests by Board Members

Mrs. Dombrosky requested a presentation on data, informed consent, and user agreement.

Mrs. Haas requested a presentation on the KSDE longitudinal data system.

Chair Hopkins requested items on AI issues, continued conversation about technology and the licensing of social workers in the Kansas schools.

Mr. Hershberger asked for more information on mental health and screen time/technology effects on students.

Coop
6:16:40

Travel
6:18:00

Board Attorney Mark Ferguson addressed Mrs. Potter's concerns that were brought up on April 8th at the beginning of the meeting. He shared that Mrs. Potter and he had a robust conversation about the situation. The Chair expressed her thoughts and invited a Board discussion. Mrs. Potter appealed to the Board go through some policy points she had identified to determine if there had been violations. The Chair asked the Board if they would like to review policy at this time and there was no member who was in support of that. The Chair directed the Policy Committee to review current policy regarding Mrs. Potter's concerns. *The entire conversation is recorded on the YouTube KSDE Live-media live stream April 9, 2025, starting at 6:25:05.*

Chair Hopkins adjourned the meeting at 3:45 p.m. until May 13th & 14th, 2025.

Chair Cathy Hopkins

Board Secretary Deborah Bremer



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

Agenda Monday, May 12 Board Retreat

2:00 p.m. – 5:00 p.m. Board Retreat to be held at the Kansas Health Institute, 212 SW 8th Ave #300, Topeka, directly North of the Capitol. This is OPEN TO THE PUBLIC and LIVESTREAMED on YouTube KSDE LiveMedia channel.

Agenda Tuesday, May 13

Kansas State Department of Education, Suite 102 (Board Room)

Tuesday, May 13, 2025

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. Approval of the Minutes for April 2025		
(AI)	2. Approval of Agenda		
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	c. Act on Licensure Review Committee Recommendations		Shane Carter
	d. Act on Visiting Scholar Application		Shane Carter
	e. Act to approve the Kansas School for the Deaf's assurance form to fund a Curriculum and Assessment Coordinator		Luanne Barron, Superintendent, Kansas School for the Deaf

Kansas Leads the world in the success of each student.

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Tuesday, May 13, 2025

TIME	ITEM	DURATION	PRESENTER
	f. Act to approve nomination for the Licensure Review Committee		Shane Carter
10:10 a.m. (IO)	4. Commissioner's Report	20 min	Dr. Randy Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m. (IO)	6. Presentation on State Board role in the distribution of Federal and State Funds	P 20 min Q 10 min	Dr. Watson, with R. Scott Gordon and Mark Ferguson
11:15 a.m.	Break	10 min	
11:25 a.m. (AI)	7. Act on recommendations for approving Preschool-Aged At-Risk programs for 2025-2026	15 min Questions only	Amanda Petersen, Director, Early Childhood
11:40 a.m. (AI)	8. Act on updated performance level descriptors for 2025 Assessments	15 min Questions only	Beth Fultz, Director, Career, Standards and Assessment Services
12:00 p.m.	LUNCH	1.5 hours	
1:30 p.m. (IO)	9. Senate Youth Delegates (Photos after presentation)	15 min	Denise Kahler, Director, Communications
	10. Act on funding request for 2025 – 2026 AmeriCorps Kansas Grant Application		Dr. Jessica Dorsey, Kansas Volunteer Commission
1:45 p.m. (AI)	11. Act on educator preparation provider standards for History, Government and Social Studies, 5-8 and 6-12	15 min Questions only	Dr. Catherine Chmidling, Teacher Licensure
2:00 p.m. (AI)	12. Act on contract with the Kansas Office of Administrative Hearings	10 min Questions only	R. Scott Gordon, KSDE General Counsel
2:10 p.m.	Break	10 min	
2:20 p.m.	13. Barbershop Quartet from Lawrence High School <i>Ha-Tune-Ah Fermata</i>	15 min	
2:35 p.m. (AI)	14. Act on Professional Practices Commission Recommendations	10 min Questions only	R. Scott Gordon, KSDE, General Counsel

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Tuesday, May 13, 2025

TIME	ITEM	DURATION	PRESENTER
2:45 p.m. (IO)	15. Presentation on State Assessments: Cut Scores Dr. Karla Egan, founder of EdMetric Susan Martin, Director, Assessment and Tech solutions	P 30 min Q 10 min	Beth Fultz, Director, Career, Standards and Assessment Services
3:25 p.m.	Break	10 min	
3:35 p.m. (IO)	16. KSDE Annual Conference	P 10 min Q 5 min	Pat Bone, Organizer of the Conference
3:50 p.m. (IO)	17. KESA Update	P 20 min Q 10 min	Dr. Jay Scott, Director, Accreditation and Design
4:20 p.m. (RI)	18. Receive Evidence Based At-Risk List	P 5 min Q 5 min	Dr. Ben Proctor, Deputy Commissioner,
4:30 p.m. (RI)	19. Receive Seal of Literacy List addition	P 5 min Q 5 min	Dr. Ben Proctor
4:40 p.m.	Possible Break	10 min	
4:50 p.m. (IO)	20. Board Committee Reports	20 min	Chair Hopkins
5:10 p.m.	RECESS UNTIL WEDNESDAY AT 9 a.m.		

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

Agenda Wednesday, May 14

Kansas State Department of Education, Suite 102 (Board Room)

Wednesday, May 14, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (IO)	1. Legislative Update	P 30 min Q 15 min	Dr. Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services
9:45 a.m. (RI)	2. Receive Finance Issues <ul style="list-style-type: none"> State Board Compensation Putting Request for Proposal (RFP) Process for the State Board Attorney in Board Policy Raising the threshold for items that have to be approved by the Board from \$10,000 to \$25,000 	P 25 min Q 15 min	Dr. Frank Harwood and Dr. John Hess, Director of Fiscal Services and Operations
10:25 a.m.	Break	10 min	
10:35 a.m. (RI)	3. Receive Bullying Prevention procedure to be prominent on all district/school websites or handbooks	P 20 min Q 10 min	Betty Arnold
11:05 a.m. (RI)	4. Receive nominations for Professional Standards Board	15 min	Shane Carter, Teacher Licensure
11:20 a.m. (RI)	5. Receive recommendations for modified emergency substitute license	P 10 min Q 5 min	Shane Carter
11:35 a.m.	Break	10 min	
11:45 a.m. (RI)	6. Receive Evaluation Review Committee Recommendations	P 5 min Q 5 min	Dr. Catherine Chmidling, Teacher Licensure
11:55 a.m. (RI)	7. Receive Career and Technical Education Pathway credential recommendations	P 15 min Q 5 min	Natalie Clark, Asst. Director, CTE
12:10 p.m. (IO)	8. Presentation on Data Collection and Security	P 15 min Q 10 min	Dr. Frank Harwood Kyle Lord Ryan Kurtenbach

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Wednesday, May 14, 2025

TIME	ITEM	DURATION	PRESENTER
12:25 p.m.	Break	10 min	
12:35 p.m. (AI)	9. Board Travel Requests	5 min	Chair Hopkins
12:40 p.m. (DI)	10. Board Future Requests	5 min	Chair Hopkins
12:55 p.m. (DI)	11. Board Comments	15 min	Chair Hopkins
1:10 p.m.	ADJOURN		

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion



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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

Personnel Report:

Total employees 281 as of pay period ending 4/12/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	5	10	3	0	1	3	0	4	2	4		
Unclassified	5	9	3	0	1	2	0	2	2	4		
Unclassified Regular (leadership)	0	1	0	0	0	1	0	2	0	0		
Total Separations	4	4	1	0	2	1	0	1	5	3		
Classified	0	0	0	0	0	0	0	0	0	0		
Unclassified	4	2	1	0	2	0	0	1	5	3		
Unclassified Regular (leadership)	0	2	0	0	0	1	0	0	0	0		
Recruiting (data on 1st day of month)	6	4	3	2	2	1	2	1	5	1		
Unclassified	6	4	2	2	1	1	1	0	5	1		
Unclassified Regular (leadership)	0	0	1	0	1	0	1	1	0	0		

Roxanne Zillinger to the position of Coordinator on the Special Education and Title Services Team, effective April 13, 2025, at an annual salary of \$72,107.62. This position is funded by the ESEA Consolidated Admin Pool Fund.

Kathy Camarena to the position of Coordinator on the Career, Standards and Assessment Services Team, effective April 13, 2025, at an annual salary of \$72,107.62. This position is funded by the State General, Perkins State Leadership, and Perkins Non-Traditional Fund.

Brian Swaim to the position of Education Program Consultant on the Career, Standards and Assessment Services Team, effective April 13, 2025, at an annual salary of \$64,964.12. This position is funded by the Perkins Admin, Perkins State Leadership, and State General Fund.

Parker Erickson to the position of Application Developer on the Information Technology Team, effective April 28, 2025, at an annual salary of \$73,694.40. This position is funded by the USDA SEA Technology and Technology Innovation Grant.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

(Consent Agenda) Act on Local Professional Development Plan

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

USD 231 Gardner-Edgerton

USD 262 Valley Center

USD 275 Triplains

USD 315 Colby

USD 339 Jefferson County North

USD 352 Goodland

USD 423 Moundridge

USD 440 Halstead

D0619 Sumner County Ed Interlocal

Z0070 Branches Academy

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the above five-year professional development plan using the

standards and criteria determined by the State Board of Education and recommend them be approved.

Branches Academy (Z0070) 5 YEAR PDC PLAN

Handbook and Policies

developed by

Branches Academy Professional Development Council

with advice from

Catholic Diocese of Wichita

in conjunction with

Kansas State Department of Education

Kimberly Fielding, Administrator

Ashlae Close PDC Chair

kimberly@honeytreeacademy.com

info@branchesacademy.com

316-425-7050


CYCLE 2023-2027

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The Branches Academy Professional Development Council approved the following plan, at its meeting held on 4/11/25, according to KAR 91-1-216 (c), for submission for approval of the Kansas State Board of Education.

 4/11/25

PDC Chair: K. Stedding
Signature

4/11/25
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/Admin.

Add pages as needed

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October 2, 2023

Revised April 10, 2024

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Section One

Professional Development Council (PDC)

Introduction

Branches Academy Goals for Professional Development:

Branches Academy Vision – is to provide high quality, differentiated, progressive educational services that are relevant and responsive through positive relationships, open communication, and enhanced professional relationships.

Branches Academy Mission – is committed to guiding children toward a lifelong love of learning in an environment that fosters development in socialization, self-esteem, creativity, problem solving, and intellectual growth in a nurturing and safe environment.

Branches Academy Core Values

- **Accountability** – We believe in responsible planning and actions that influence the lives of our students, school communities and fellow workers.
- **Integrity** – We believe in honesty, dependability, respect, trust, and consideration of others.
- **Leadership** – We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence** – We believe in the commitment of each educator to contribute to the individual needs of our students and school communities in a manner that exceeds their expectations; All Children Can Learn.
- **Relationships**- We believe in responsible, positive, caring, cooperative actions that influence the relationship and lives of our students, school community and fellow workers.

Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Branches Academy PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Professional Development Council Design

Branches Academy's Professional Development Council shall consist of ~~the~~ one administrator, and licensed professional educators. Representatives are selected on an annual basis at the beginning of the school year by the licensed professionals in their respective building. Vacancies will be filled by selection of a replacement by the building PDC using the processes below. Vacancies can be filled at any time during the school year.

Our council consists of one administrator, by default, the Branches Academy Administrator, and three licensed teachers. These members represent each of the following parts of the Academy: Early Childhood School, Elementary School, Middle School.

Licensed staff must submit their request more than 6 months prior to the necessary license renewal date to the PDC.

How has PDC representation been chosen?

The Professional Development Council at Branches Academy is made up of four members, representing one administrator and each area of the District/Building. Representatives are selected from each academic area of the certified/licensed staff. If programs are added or eliminated, the committee size would be appropriately adjusted

Licensed Teachers

Group Represented	Number
Early Childhood School	1
Elementary School	1
Middle School	1
Total	3

At the August staff meeting, staff may volunteer or nominate (with permission of nominee) to be on the selection list for the open membership slot. Principals and others may also encourage teachers to run for selection before the meeting. Teachers will choose their representative during this meeting.

Licensed Leaders

Group Represented	Number
System-wide	1
Total	1

Licensed Leader Group Selection Process:

As the only licensed leader, the Branches Academy Administrator represents licensed leaders by default.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Branches Academy will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the Professional Development file in the Branches Academy Shared Network Drive. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

As the advisory council to the Director, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

The chairperson is elected by the PDC representatives on an annual basis in August.

Duties of the Chairperson:

- Schedule and run meetings,
- Ensure the appropriate selection and replacement of PDC member, and
- Ensure the appropriate review and approval of the PD and IPDP plans and PD points.

1.51 Meetings

The Branches Academy Professional Development Council meets on a semesterly basis in our school office to approve points and to make appropriate planning decisions regarding professional development or to discuss suggested changes to procedures. Minutes of each meeting are emailed to those affected by the decisions made at each meeting. Annual PDC training will be held in September each year.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 2 members, with 50% or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

Forms are included in the appendix of this plan. All other documentation and communication, such as meeting minutes, etc. are stored in the Professional Development file in the Branches Academy Shared Network Drive.

1.54 Communications

PDC decisions are emailed to the staff who are directly affected by those decisions.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Changes to the PDC Plan must be discussed by the Council at least one meeting prior to adoption of the proposed changes. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5, provided that these amendments have been introduced in writing at the preceding regular meeting. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Staff
2nd-	Designated Supervisor
3rd-	PDC

Direct Approval-The PDC reviews and approves all plans during PDC meetings. Goals must be submitted to supervisor by September 30 for review and approval by the Branches Academy PDC. Rewrites of goals, as suggested by the PDC, should be re-submitted to supervisor and then to the PDC. Employees will be notified by Branches Academy Administrator of goal-approval status. All IPDPs should be signed by both the individual and the supervisor prior to submission to the PDC.

After informal discussions, if the PDC and staff cannot agree on a final plan and teacher’s individual development plan is denied by the PDC, the teacher has the right to appeal to the PDC chair who will consult with the Administrator and come to a conclusion.

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.

Professional Development Points

Delegated Approval- Points must be reviewed and recommended for approval at the building level by the Administrator and one additional member of the Council. For security and assurance, PDC members are not allowed to approve their own request forms for points. The PDC delegates its authority to allow the Administrator PD Points. If the Administrator does not approve the number and type of PD activity points, she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final. The Administrator will keep the PDC informed of the progress and status of the types and amounts of PD points.

1.56 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed person who is not employed by but who works or resides within a unified school district is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

As a private accredited school in Kansas, Branches Academy does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal. However, former Branches Academy employees may use this process.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align with state and district curriculum content and standards,
 - Describing current activities that are helping to ensure that district students reach the curriculum standards, and
 - describing what is not being done and who the students or student groups are that need particular attention.
 - determining what adult behaviors and skills are needed to promote instructional processes.
-

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.

- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

- Measure
- 6 Month Target
- 1 Year Target

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

- Measure
- 6 Month Target
- 1 Year Target

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

- Measure
- 6 Month Target
- 1 Year Target

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

- Measure
- 6 Month Target
- 1 Year Target

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

- Measure
- 6 Month Target
- 1 Year Target

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

- Measure
- 6 Month Target
- 1 Year Target

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.



3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Branches Academy uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.

- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on

the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Individual Professional Development Plans must be updated annually.

Individual Goal Statements for Branches Academy's Evaluation Process

Professional Goals for All Personnel- IPDP

All forms can be found in the Professional Development file in the Branches Academy Shared Network Drive.

Individual Professional Development Plans must include goals connected to Branches Academy's vision, mission, and core values as well as at least one individual professional goal for each licensed employee.

All employees must submit two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans (IPDP) in August of each year, or upon employment if after August within a given year. The goals must be tied to professional responsibilities and be written as SMART Goals (S = Specific; M = Measureable; A = Attainable; R = Reasonable; T = Time-Bound). Goals will be reviewed as part of the annual evaluation and growth data by supervisors. Goals must be tied to either School-wide or Academy Goals. These goals are taken from the KESA plan.

Goal statements should be written based on the following format: Time-Bound + Specific Statement of Activity + Measurement.

Example: By April 1, 2024 (Time-Bound), I will create a reading assessment spreadsheet of students in our kindergarten program that will track letters, sounds, blends, sight words, fluency, and comprehension levels as a way to monitor student activity and growth toward achieving their kindergarten reading expectations quarterly, and shared with administration at our site (Measurement is growth each quarter).

IPDP forms are available in the Branches Academy Shared Network Drive. They will be available each August at Back-to-School meetings for all employees. (Appendix A)

Goals must be submitted to supervisor by September 30 for review and approval by the Branches Academy PDC. Rewrites of goals, as suggested by the PDC, should be re-submitted to supervisor and then to the PDC. Employees will be notified by Branches Academy Administrator of goal-approval status. All IPDPs should be signed by both the individual and the supervisor prior to submission to the PDC.

Once approved, the goals should be periodically reviewed to establish the basis for evaluation of the employee for that school year. Please keep documentation of progress toward achieving your goals throughout the school year for discussion purposes during the evaluation visit each year.

We will include evaluations after all Branches Academy conferences and PD opportunities. In addition, all teachers must complete an individual evaluation of every PD opportunity that they submit to their supervisor to be placed in their employment file. (Appendix C)

Ready to Complete Your Individual Professional Development Plan?

1. Access the Branches Academy Professional Development Plan in the Shared Network Drive.
2. Complete the form, creating two professional goals: can be tied to Branches Academy's vision and mission, Branches Academy's core values, and a personal professional goal tied to an area of individual need or interest.
3. Have your supervisor approve the form to indicate approval of the goals.
4. Submit Professional Development Plan form to Administrator by Sept. 30.
5. All licensed employees must submit at least two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans in August of each year or upon employment if after August within a given year. The goals must be tied to professional responsibilities, licensure requirements, and be measurable as well as reasonable for annual evaluation. IPDP forms are available in the Branches Academy Shared Network Drive under Individual Professional Development Plan, and will be reviewed at Back-to-School meetings for all employees. IPDP's are due to supervisors by Sept. 30 of each year.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during


contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.


If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the [PD Crosswalk for KESA 2.0](#) (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact,

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



“IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



“SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT 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
KAR 91-1-205(k)

Awarding Points in Three Levels

What documentation do I need to apply for points?

Level 1: Knowledge In addition to a detailed agenda or certificate of attendance that shows actual seat time, verification activities/actions should include the following in a 1 page typed format:

1. Handout or agenda from attended training
2. A summary of the presentation or knowledge gained
3. A personal reflection as to implementation plan of this new knowledge in your daily work

Service to the Profession=1 point per clock hour. It may take place during contractual time.

Level 2: Application: “What am I doing now that is different than what I did before?” 2 x level 1 points. Verification required may include one of the following after a period of at least one semester:

1. Minutes noting contributions to meetings and time spent at meetings.
2. An explanation of time spent on a school committee, council, or team such as:
 - a. Serving as a member of the school’s program development committee
 - b. Serving on a curriculum development committee.
 - c. Providing staff development.
 - d. Samples of published articles or newsletters and an explanation of the time spent in writing.
 - e. Serving on an onsite team for another school or district and an explanation of the time spent.
3. Independent observation such as:
 - a. Direct observation using trained observers or video/audio tapes.
 - b. Structured interviews with participants and their supervisors.
4. Evidence such as:
 - a. Lesson plans.
 - b. Pre and post samples of students’ work.
 - c. Examination of participants’ journals, portfolios or other artifacts.

Level 3: Impact: “What are the results of my professional changes?” Teacher improvement that impacts student achievement. 3 X level 1 points

For teachers:

1. Evidence of improved student academic achievement over a period of at least one semester.
2. Documentation of positive changes in related students’ behaviors over a period of at least one semester, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased participation in school-related activities, and increased student performance.

For administrators:

1. Documentation of related district or school policy change.
2. Revision of district, grade level, or content area curriculum.
3. Evidence of application by others.

4. Documentation of positive changes in related students' behaviors over a period of at least one semester, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased participation in school-related activities, and increased student performance.

How are measures of the impact of staff development priorities at each level determined?

Impact is measured through:

1. Assessment of student's academic performance on specific academic targets annually.
2. Analysis of related student behaviors annually.
3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

How are in-service points assigned?

Level 1: Knowledge, One hour of in-service equals one in-service point

Level 2: Application, 2 X knowledge points

Level 3: Impact, 3 X knowledge points


Process for Licensed Personnel Applying for Professional Development Points

1. Branches Academy promotes continued professional learning for all licensed employees. Branches Academy's Administrator or Professional Development Council will review staff members' proposed points for professional learning opportunities directly connected to professional assignments of Branches Academy's licensed employees. Points will be reviewed and signed by the Administrator on a case-by-case basis even if no PDC goal was written for that specific topic. Points will be documented on the Professional Development Transcript (Appendix D). The PDC will approve the points as described in Section 1.55.
2. All licensed employees of Branches Academy must utilize the Individual Professional Development Plan to receive PDC points and an official transcript to be used for license renewal through the Kansas Department of Education, including those using college credit to renew a license. Any employee holding a bachelor degree or above, and who must have a teaching license on file with Branches Academy in order to perform his/her job, must use graduate hours for relicensure. Undergraduate hours must be approved by Branches Academy Administrator prior to submission of points to the PDC.
3. To apply for points, participants must have an approved Individual Professional Development Plan (IPDP) on file with Branches Academy.
4. Once a participant has accumulated a basic knowledge of new content or professional instructional practices, or developed points through service to the profession, a Level 1 Knowledge Form must be completed and submitted. All requests for points will be reviewed for approval initially by the supervisor.
5. Participants receive points based on the formula of 1 clock hour of learning or service to the profession equals 1 PDC point. College semester credit equal 20 PDC points as converted on the transcript. Documentation to support the number of requested hours is required for point approval. All PDC forms are located in the Branches Academy Shared Network Drive.

6. Participants wishing to double their Level 1 points through application of their new knowledge can submit a Level 2 Application Form after evidence of application is collected. Level 2 Form should be submitted following a minimum of six (6) months of implementation of the concepts identified in approved Level 1 Form.
7. Participants wishing to triple their Level 1 points through measuring impact can submit Level 3 Impact Form following the approval of Level 1, after data has been collected on student achievement following of six (6) months of implementation of the concepts identified in approved Level 1 Form.
8. If a teacher's individual development plan is denied by the PDC, the teacher has the right to appeal to the Administrator who will discuss the situation with the PDC chair and come to a conclusion.

Professional Development Plan for License Renewal

Awarding of Points Level Chart

Professional Levels of Growth Determining Possible Professional Development Points	Professional Development Content	Professional Education	Service to the Profession
List Specific PD Activity 			
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Earning PDC Points

- A. PDC points earned must meet the following criteria:
 1. Points will be awarded according to the KSDE guidelines
 - a. Level 1 Knowledge – One hour of “clock time” equals one professional development point.

- b. Level 2 Application – 2 times Knowledge Level points.
 - c. Level 3 Impact – 3 times Knowledge Level points.
- 2. Each college credit shall count as 20 professional development points.
- 3. Knowledge Level points have to be earned during the life of the license (or matching the KSDE’s criteria as published on its website at www.ksde.org). Application and Impact Level points may be based on knowledge earned in a previous licensure period.
- 4. Points can be earned in any of the following three areas:
 - a. Content – as defined by K.A.R. 91-1-202.
 - b. Professional Education – as defined by KSDE Professional Education Standards.
 - c. Service to the Profession – defined as any activity that 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.
- 5. Knowledge Level points must be used as baseline points for Application and Impact Level points.
- 6. Points for “Service to the Profession” can only be counted at the Knowledge Level and cannot be multiplied for Application or Impact Level points.
- 7. No limits exist as to the number of points that can be accumulated at any level within a licensure period.

Suggestions for Appropriate Requests

- 1. Complete all sections of each form as applicable to your request.
- 2. Provide complete documentation in alignment with the list on each form.
- 3. When counting time spent in learning, do not include breaks and meals, unless a speaker presents during the mealtime.
- 4. All Application and Impact Level point requests must be supported by a copy of the original Knowledge Level form.
- 5. If you are turning in a log, be accurate in your time spent. Logs are accepted as documentation for committee work, study groups, special projects, classroom observations, etc. Logs are not accepted as documentation for workshops or formal professional development.

Steps to Re-licensure

Ready to Complete Your Individual Professional Development Plan?

- 1. Access the Branches Academy Professional Development Plan in the Shared Network Drive.
- 2. Complete the form, creating two professional goals: can be tied to Branches Academy’s vision and mission, Branches Academy’s core values, and a personal professional goal tied to an area of individual need or interest.
- 3. Have your supervisor approve the form to indicate approval of the goals.
- 4. Submit Professional Development Plan form to Administrator by Sept. 30.
- 5. All licensed employees must submit at least two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans in August of each year or upon employment if after August within a given year. The goals must be tied to professional responsibilities, licensure requirements, and be measurable as well as reasonable for annual evaluation. IPDP forms are available in the Branches Academy Shared Network Drive under Individual Professional Development Plan,

and will be reviewed at Back-to-School meetings for all employees. IPDP's are due to supervisors by Sept. 30 of each year.

Distinction Between Professional Responsibility and Professional Growth:

Evaluation and PDC goals need to include new knowledge for the licensed person writing the goals as well as professional growth – becoming better at the job you have been hired to do. For evaluation purposes, the professional growth is vital. For PDC purposes, the measurement is vital. Some goals will be approved by Branches Academy's PDC for professional growth, even if they can't be measured for PDC points.

Ready to Learn Something New or Provide Service to the Profession?

1. Have a current Individual Professional Development Plan (IPDP) submitted to Branches Academy Administrator.
2. Request participation in the activity, professional development, or service commitment from your immediate supervisor.
3. Special projects for PDC points, including computer-based classes, book study, committees, etc. that do not include college credit, should be pre-approved by the Branches Academy Professional Development Council at a regularly scheduled meeting prior to beginning the project to ensure support of the project for points.
4. Complete the activity, collecting documentation to provide evidence of completion.

Ready to Request PDC Points to be Added to Your Transcript?

Using Branches Academy Professional Development Plan

1. Access Branches Academy's Professional Development Plan in Shared Network Drive.
2. Complete the correct form and submit to supervisor.
3. The form must be given to your supervisor, and you must meet with supervisor for approval and signature of each PD line on the transcript.

Ready to Renew Your Professional License?

1. Complete the appropriate license renewal form from KSDE (available via www.ksde.org in the teacher licensure section).
2. Request an official copy of your building PDC transcript from your building Administrator. (Appendix E)
3. Staff member must complete Wichita Public Schools Out-Of-District Public Development Plan/Transcript (Appendix D)
4. Meet with your administrator and building PDC representative to sign off on PD points and make copies of PD documentation.
5. Documentation is maintained in staff personnel files.
6. Schedule a meeting with Licensure Specialist at Wichita Public Schools USD 259 to provide PD transcripts.
7. Verify that Licensure Specialist submits your PD points request to the Wichita Public Schools USD 259 PDC for approval for transcript creation.
8. Request any applicable official college transcripts.
9. Submit application to KSDE within 6 months of your license renewal date.

Who reports what staff development results to whom, when, and in what manner?

1. Individual teachers share evidence related to each level with his/her designated supervisor when IDP points receive initial validation.
2. Individual teachers provide Branches Academy PDC-approved points evidence with the Licensure Specialist with Wichita Public Schools USD 259. Licensure Specialist forwards PD Point request to Public District PDC for approval to create PD transcript for Branches Academy.
3. Branches Academy PDC annually reviews point summaries submitted by Branches Academy Staff to help guide professional development needs and opportunities for Branches Academy building level goals. Branches Academy Administrator reports results to PDC council.
4. USD259 PDC reviews PDC Point and license renewal requests from staff members no less than six months prior to license renewal, and no more than once annually. Approved requests are reported back to staff member electronically.
5. At least once a year participating staff members compile and receive a signed cumulative report of the approved points from Branches Academy Administrator.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND

- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Attachments

Appendix A – Individual Professional Development Plan

Appendix B- Professional Development Plan Points Chart

Appendix C- Individual Evaluation of PD

Appendix D- Out of District Professional Development Transcript

Appendix E- Branches Professional Development Transcript

Appendix F- District Flow Chart

Individual Professional Development Plan

School Name/District	Staff Name	Administrator Name	Plan Begin/End Dates
Branches Academy Z0070		Kimberly Fielding	August 1- May 30 of 20__ - 20__

All employees must submit (2) new annual goals tied to both professional development and the evaluation system and (1) personal goal on their Individual Professional Development Plans (IPDP) in August of each year, or upon employment if after August within a given year. The goals must be tied to professional responsibilities and be written as SMART Goals. Goals will be reviewed as part of the annual evaluation and growth data by supervisors. Goals must be tied to either School-wide or Academy Goals. These goals are taken from the KESA plan.

S	M	A	R	T
SPECIFIC: Identify a goal focused on specific needs.	MEASURABLE: Explain how you will know if results changed because of the actions specified in the goal.	ATTAINABLE: Be sure not to set goals that are too conservative or impossible to reach.	REASONABLE: Describe how you will know when your goal has been met.	TIME-BOUND: Assign a timeframe in which you will achieve the goal.

Professional Development Plan for License Renewal Awarding of Points Level Chart

School Name/District	Staff Name	Administrator Name	Plan Begin/End Dates
Branches Academy Z0070		Kimberly Fielding	August 1- May 30 of 20____ - 20____

Professional Levels of Growth Determining Possible Professional Development Points	Professional Development Content	Professional Education	Service to the Profession
List Specific PD Activity	⇒		
Knowledge What do you know now that you did not know before?	1pt. = 1 contact hr.	1pt. = 1 contact hr.	1pt. = 1 contact hr.
Application of the Knowledge Gained What are you doing now that you could/did not do before? Must provide independent observation or written documentation.	2 X Knowledge Level points	2 X Knowledge Level points	No Points Awarded at This Level
Impact Upon Student Performance or School Improvement How has student performance improved? What has changed about the program? Must provide independent observation, written documentation, or evidence of improved student performance.	3 X Knowledge Level points	3 X Knowledge Level points	No Points Awarded at This Level

Administrator signature is required to approve PD points for each activity.

Staff Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

PDC Chair or Designee Signature: _____

Date: _____

Individual Evaluation of Professional Development

School Name/District	Staff Name	Administrator Name	Plan Begin/End Dates
Branches Academy Z0070		Kimberly Fielding	August 1- May 30 of 20____ - 20____

Professional Development Training: _____

Staff Input	Comments	Rating
How would you rate this professional development overall?		<div style="display: flex; justify-content: space-around; align-items: center;"> 12345 </div> <div style="display: flex; justify-content: space-between; font-size: small;"> LowHigh </div>
A summary of the presentation or knowledge gained:		
A personal reflection as to implementation plan of this new knowledge in your daily work:		
How could we have made this professional development better?		
What type of professional development would you like to see in the future?		

Staff Signature: _____

Date: _____

Appendix D- Out of District Professional Development Transcript

Wichita Public Schools Out-of-District Professional Development Plan/Transcript

(Please Print information)

Total Professional Development Points

Last Name

First Name

SSN

Phone number

email

Address

City

St

Zip

Branches Academy Z0070

Type of License

Endorsement

Endorsement

Grade level

To determine your license type, endorsements and grade level

Go to https://online.ksde.org/teal/cert_search.aspx

*college hours will be converted to PD points (1 hr = 20 pts)

Professional Needs and Goals	Course #	Course Title	Brief Description	Dates of Course	University	College Credit	*PD Points	Approved by Building Administrator	Verified by USD 259 Staff
EXAMPLE Develop strategies to help student understand everyday math	EDUC 1011	Real-Life Math	Applying math equations to real-life situations	6/1/09 - 6/30/09	San Diego University	3	60	K Fielding	E Faught
Totals									

Applicant Signature

Date

Building Administrator Signature

Date

PDC Member Signature

Date

PDC Member Signature

Date

Appendix E- Branches Professional Development Transcript

Professional Needs and Goals	Course #	Course Title	Brief Description	Dates of Course	University	College Credit	*PD Points	Approved by Building Administrator	Verified by USD 259 Staff
EXAMPLE Develop strategies to help student understand everyday math	EDUC 1011	Real-Life Math	Applying math equations to real-life situations	6/1/09 - 6/30/09	San Diego University	3	60	K Fielding	E Faught
Totals									

Date

Applicant Signature

Date

Building Administrator Signature

Date

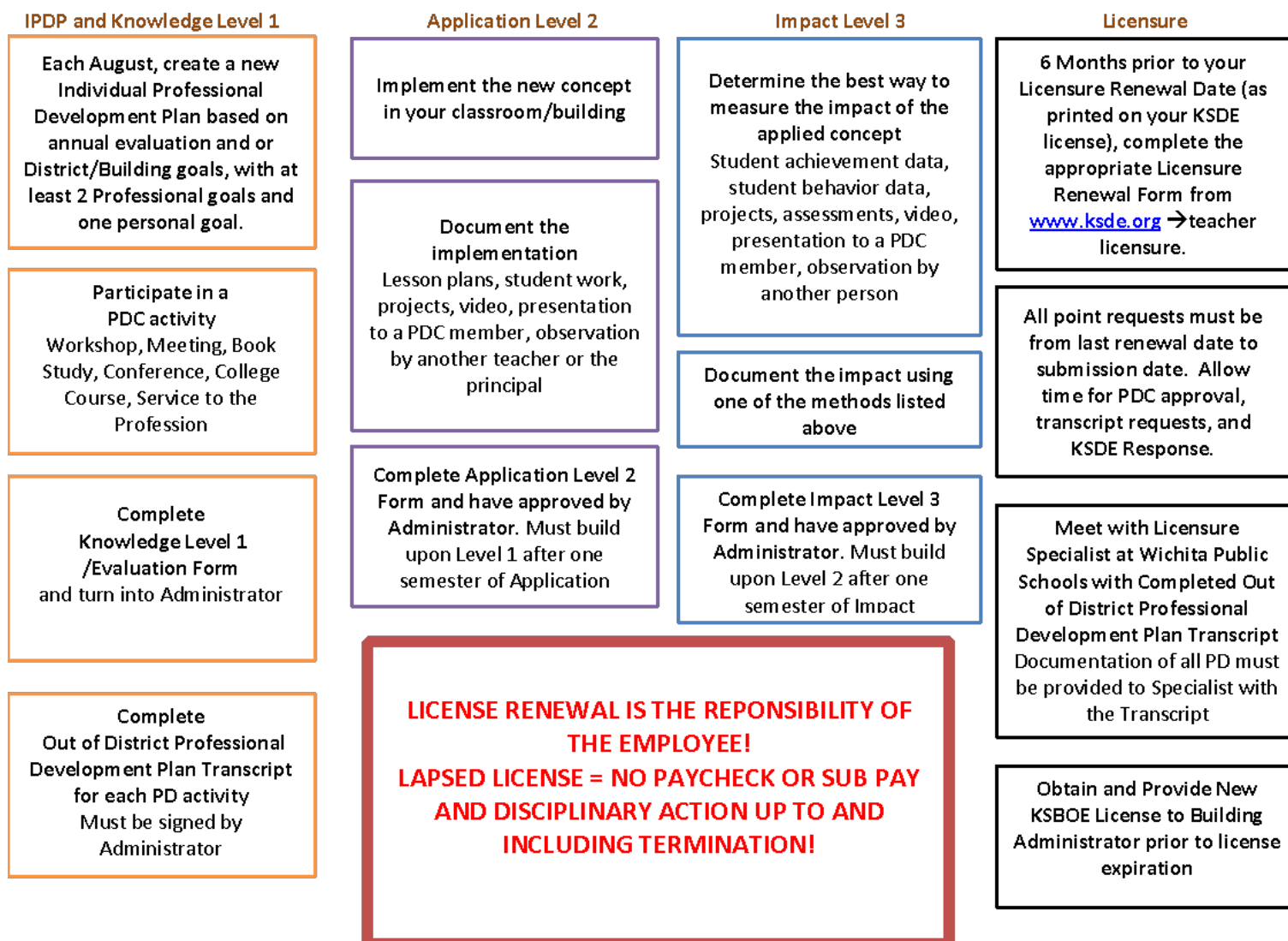
PDC Member Verification Signature

Date

PDC Chair or Designee Signature

Branches Academy EDUCATION PDC Flow Chart

Professional Development



Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Colby Public Schools



USD 315 Colby Public Schools

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 315 Professional Development Council approved the following plan, at its meeting held on 4/2/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: P. Shelly Myers
Signature

4/2/25
Date

Plan Updates

[illegible]

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Section One

Professional Development Council (PDC)

Introduction

USD 315 Colby Public Schools Mission

The mission of Colby Public Schools is to prepare all students to be life-long learners and responsible citizens.

The school district mission statement focuses on the district school improvement process and results-based staff development. All school improvement and staff development initiatives across the district are tied to the overall mission of the school district.

Professional Development Council Mission

The Professional Development Council will promote continued educational and professional growth through multiple professional development modalities to meet the needs of our educators.

The PDC writes, coordinates, and administers this District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

The PDC represents both certified teachers and administrators. Each member is selected by the group he/she represents. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that is approved by the local school 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

Members of the PDC also participate in annual training related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 315 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. .
 The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

Commented [EK1]: FYI: New, required language.

The Director of Teaching and Learning is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Membership will be voted on by the appropriate building. Membership terms on PDC are for one academic year. Resignations will be accepted by May of the current school year yearly. Those who would like to join the PDC, will visit with the PDC committee and will be voted on by the PDC to join.

Membership of the committee shall consist of USD 315 Elementary, Middle, and High School certified personnel.

- 1 Certified Teacher from each building (Colby Grade School, Colby Middle School, Colby High School)
- 1 Certified Teacher at Large
- 1 Building Administrator
- 1 District Office Administrator

Licensed Teacher Group Selection Represented:

Groups Represented	Number
Colby Grade School	1
Colby Middle School	1
Colby High School	1
At-large Teacher	1
Total	4

Licensed Teacher Group Selection Process:

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them if a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, principles will let the Director of Teaching and Learning know the name of that person and will provide the documentation used in the selection process to the Director of Teaching and Learning for storage. The Director of Teaching and Learning will inform the PDC Chair of the names of the incoming members.

Licensed Leader Groups Represented:

Groups Represented	Number
Building Administrator	1
District Office Administrator	1
Total	2

Licensed Leader Group Selection Process:

At the August Administration meeting, the building administrators and the district office administrators separate and discuss and select their PDC member for the next term or for a vacancy. Each group will provide the Director of Teaching and Learning the name of new PDC members and the Director of Teaching and Learning will give the PDC Chair the names of those incoming members.

Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Director of Teaching and Learning will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

BUILDING REPRESENTATIVE:

1. Communicate with the staff.
2. Provide instruction on the writing of a SMART goal.
3. Verifies the completeness of the documentation.
4. Validates completed Professional Development Activities in the online system (i.e., Frontline Education)

BUILDING PRINCIPAL:

1. Collaborates with individual staff to write Individual Professional Development Plan (IPDP) with SMART goals.
2. Approves professional Development Activity requests.
3. Houses Documentation for building specific Professional Development Activities.
4. Validates completed Professional Development Activities in the online system (i.e., Frontline Education).

DIRECTOR of TEACHING & LEARNING:

1. Teaching and Learning office manage the online system (i.e., Frontline Education.
2. Approves Professional Development Activity requests.
3. Validates Completed Professional Development Activities in the online system (i.e., Frontline Education.
4. Coordinates Professional Development Activities for the district.

Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 315 Colby Pubic Schools will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but

no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The Director of Teaching and Learning is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be kept on file with the Director of Teaching and Learning.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1. Implement the professional education program in the school system within the guidelines and criteria established by the Kansas State Board of Education.
2. Participate in required KSDE annual training for PDC members.
3. Provide yearly training to new staff on creating and writing an Individual Professional Development Plan (IPDP)
4. Review and approve or suggest modifications of IPDP submitted by each participating member.
5. Review and approve/disapprove requests for extensions of IPDPs resulting from unusual circumstances.
6. Support district in-service activities based on student needs and staff knowledge/skills required to meet those needs.
7. Provide ongoing access to earned points through My Learning Plan.
8. Make recommendations for improvement of the program and its administration.
9. Amend the U.S.D. 315 RBSD Professional Development Plan. Amendments may be initiated by PDC and/or the BOE by the favorable vote by a simple majority of the members, provided that these amendments have been introduced in writing at the preceding regular meeting. Amendments approved by the PDC shall be submitted to the superintendent, BOE, and the Kansas State Board of Education for approval
10. Necessary clerical and accounting staff and facilities for meetings, record keeping, communication, and other necessary business of the council shall be provided by the school district personnel

Officers

The officers of PDC shall consist of a chairperson and a vice-chairperson. The officers shall be elected each year during the fall. The Director of Teaching and Learning shall act as recording secretary for all PDC meetings. The officers of the chairperson and vice-chairperson must have prior experience in PDC and represent different buildings in the district.

DUTIES OF PDC MEMBERS:

Chairperson:

- Calls and conducts all meetings.
- Calls special meetings as needed
- Carries out any other duties as described and assigned by PDC, superintendent, or local BOE.
- Works in collaboration with district-level school improvement and professional development personnel.
- Validates all completed Professional Development activities.

Vice Chairperson:

- Acts in the absence of the chairperson
- Validates completed Professional Development Activities.

PDC Building Representative

- Communicate with the staff.
- Provide instruction on the writing of a SMART goal.
- Verifies the completeness of the documentation.
- Validates completed Professional Development Activities

DUTIES OF STAFF WHO SUPPORT THE PDC:

Building Principal

- Collaborates with individual staff to write IPDP with goals.
- Approves professional Development Activity requests.
- Houses building specific Professional Development Activities.
- Validates completed Professional Development Activities.

Director of Teaching and Learning

- Facilitates management of the online system (i.e., Frontline Education).
- Approves Professional Development Activity Requests.
- Validates Completed Professional Development Activities.
- Coordinates Professional Development Activities for the district.

Meetings

- The PDC Committee will meet each semester. These meeting will take place on/or close to the first Wednesday of each semester.
- Special meetings may be called by the chairperson or a majority of the PDC.
- All meetings will be open to constituents of represented groups or by PDC invitation.

Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership, with 50% or fewer of those being leaders .
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Documentation

Individual Professional Development Plans for district members are located on an electronic documentation management system (i.e., Frontline). Additional documents that staff will use to document their professional learning that are available in the electronic documentation management system (i.e., Frontline) are:

- Individual Professional Development Plan (IPDP)
- Professional Self-Directed Professional Learning Request
- College Course Pre-Approval Request
- Professional Leave Form

Communications

Annually, during new staff orientation in the fall, all new staff members are trained on the electronic documentation management system and provided with resource documents by the Director of Teaching and Learning. Annually, returning staff receives refresher training on the systems with resource documents, writing individual IPDP from both the Director of Teaching and Learning and the PDC representative of the building.

The Director of Teaching and Learning informs staff members of professional development opportunities that are available to staff that are available in the electronic documentation management system (i.e., Frontline). Staff are instructed to sign up for desired professional development opportunities. Once the appropriate documentation is completed, the request will be reviewed for approval in the electronic documentation management system (i.e., Frontline) by building administration and the identified PDC member for the building and the At-Large PDC member.

Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 315 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal
2nd-	Director of Teaching and Learning and staff
3rd-	Building PDC Representative
4th-	PDC Chairperson

The PDC delegates its authority to allow the PDC Chairperson to approve IPDPs. If the PDC Chairperson does not approve an IPDP, he/she will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The PDC Chairperson will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal
2nd-	Director of Teaching and Learning and staff
3rd-	Building PDC Representative
4th-	PDC Chairperson

The PDC delegates its authority to allow the PDC Chairperson to approve PD points. If the PDC Chairperson does not approve the number and type of PD activity points requested, he/she will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



Introduction

USD 31 Colby Public Schools will provide Professional Development Council opportunities for all licensed personnel to maintain and develop professional skills and knowledge to meet the objectives of the district by increasing and strengthen skills in

- Specialized content areas
- Areas indirectly/directly related to their content area(s)
- Non-Academic professional knowledge and skills required to be an effective teacher

Colby Public Schools is committed to school improvement targeting individual student growth. The Board of Education, administrative team, faculty, and site councils have determined the need to transform our schools into a system that develops the skills required for the 21st Century. All staff development activities will be linked to the School Improvement Plan (KESA 2.0).

All staff development is assessed in multiple ways. Evaluation/reflection forms are given following every staff development workshop including the use of an online system (i.e., Frontline Education) and other applicable reflections. Staff also documents feedback on the annual Results-Based Staff Development survey. The feedback received is used to add, enhance, and improve future learning opportunities in alignment with the district School Improvement Plan (KESA 2.0).

Assessment and prioritization of school improvement needs

Identification of goals and objectives to achieve professional development needs

USD 315 Colby Public schools will utilize the KESA 2.0 School Improvement process to support the district professional development plan. Annually the Results-Based Staff Development Survey (RSBDS) is deployed to all licensed staff. The Teaching and Learning office with the building administrators review those results to identify gap in needs of the district. Licensed teachers are also able to request specific professional development, if the request aligns with the district goals, the request is approved and supported.

Identification of activities and actions to achieve the goals and objectives

District

- Inservice goals shall be adopted annually following the results of the RSBDS, input from site council, KESA Leadership Team and/or with the Board of Education annual goals.

Building

- Building Administration will identify area for staff development based on the district (KESA 2.0) target areas of improvement.

Individuals

- Individual who develops and Individual Professional Development Plan (IPDP) will, with his/her principal or supervisor, develop a plan of professional activities to build knowledge and/or skills in the area of teaching responsibilities. It is recommended that at least half of the earned points will be in an area of teaching responsibility and not more than half should fall into coaching or extracurricular activities. This will ensure a balance between academic and extracurricular professional advancement.

Evaluative criteria to determine levels of success in meeting the in-service need/s

The PDC shall evaluate the Professional Development Plan and its effectiveness by using a variety of data gathering tools to determine the progress of the staff development program towards meeting its goals and objectives.

- Each building looks at individual sessions to determine effectiveness.
- The District Leadership team evaluates the professional development both in and out of the district to determine effectiveness and ensure the PDP is aligned to the district improvement (KESA 2.0) goals.
- The PDC will focus on the effectiveness of meeting the goals at the building,

district and individual level.

The District Leadership team will evaluate the general administration of the PDP by analyzing the effectiveness of the identification process, coordination of staff development activities and the PDC procedures.

Reporting results of evaluation of in-service needs

After the results of the RBPDS is reviewed by the District Leadership, the results will be shared with appropriate stakeholders.

Amending the Professional Development Plan

This document may be amended in the following manner:

- If the annual evaluation in 2024-2029 shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures.
- Once an amendment is approved, the Director of Teaching and Learning will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
- The PDC may adopt amendments to the district Professional Development Plan using the voting procedures under the Operational Procedures in Section 1.5, provided that these amendments have been introduced in writing at the preceding regular meeting.

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.

Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

All licensed staff will participate in the district professional development plan. All license staff in the state of Kansas will re-license using professional development points.

All professional development points will be earned in the areas of service to the professional, content or professional education.

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



IPDPs for Licensed Professionals employees

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 315 Colby Public Schools uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor
- The goal can be similar to the individual's evaluation goals in McRel.
- Approved in the online system (i.e., Frontline Education) by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development (SMART goals).

- Specific: Clearly define what you need to accomplish
- Measurable: Set milestone to make your goal easier to track
- Achievable: Ensure your goals are realistic and possible to complete with the time frame
- Relevant: Reasonable, realistic and resourced, results-based
- Time-bound: Time-based

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Criteria for submitting an Individual Professional Development Plan

The Individual Professional Development Plan forms may be completed at login the online system (i.e., Frontline Education).

- IPDP must be filed within thirty days of the beginning contract date of initial plans and thirty days after the recertification/re-licensure date.

- IPDP is written annually.
- IPDP updates may be submitted at any time.
- The participating member completes the IPDP application online and submits it.
- The submitted form will advance in the online system (i.e., Frontline Education) through the approval process (building principal, Director of Teaching and Learning and staff, building PDC representative, PDC chairperson).

The PDC shall be responsible for approval or disapproval of the IPDP.

- If the IPDP is disapproved, it will be returned to the participant online with recommendations for modification.

The PDC shall be responsible for final approval or disapproval of the application

- If approved, the IPDP will be considered complete. Electronic access to the plan will be available to the participant and all PDC members.
- If disapproved, the IPDP will be returned to the participant with recommendations for modification.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed person who is not employed by but who works or resides within USD 315 Colby Public Schools is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Director of Teaching and Learning and/or District Business Manager are the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at the Teaching and Learning office at 785-460-5004.

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

- 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.
- Determine professional development goals that are based upon identified needs.
- Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
- After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

- See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

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.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.


One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

Commented [EK2]: FYI: New, required language.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



“IN-SERVICE EDUCATION” MEANS
PROFESSIONAL DEVELOPMENT AND STAFF
DEVELOPMENT AND SHALL INCLUDE ANY
PLANNED LEARNING OPPORTUNITIES
PROVIDED TO LICENSED PERSONNEL
EMPLOYED BY A SCHOOL DISTRICT OR
OTHER AUTHORIZED EDUCATIONAL AGENCY
FOR PURPOSES OF IMPROVING THE
PERFORMANCE OF THESE PERSONNEL IN
ALREADY HELD OR ASSIGNED POSITIONS
[KAR 91-1-205\(d\)](#)



“SERVICE TO THE PROFESSION” MEANS ANY
ACTIVITY THAT 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
[KAR 91-1-205\(k\)](#)

Professional Development Points and Semester Credit Hours for Licensure Renewal

If the applicant holds a graduate degree:

- Earn 120 professional development points awarded by a Kansas local professional development council under an approved individual development plan.
- If retired and participating in an educational retirement system, earn 60 professional development points.

OR

If the applicant does not hold a graduate degree:

- Earn 160 professional development points awarded by a Kansas local professional development council under an approved individual development plan, including at least 80 points for college credit.
- If retired and participating in an educational retirement system, earn 80 professional development points, including at least 40 points for college credit.

OR

If completing a program to add a new teaching, school specialist or school leadership endorsement, apply eight semester credit hours of the approved program towards renewal.

OR

Verify three years of accredited experience during the current professional license IF the applicant holds a graduate degree. This type of experience renewal may be used only twice in the applicant's career. Choose "License Lookup" at www.ksde.org (Educator Licensure) to check how many times this option has been accessed if eligible.

OR

Complete all components of the National Board for Professional Teaching Standards assessment for National Board Certification.

OR

To move to an accomplished teaching license, achieve National Board Certification

The professional development points used for renewal of a license must be earned in at least one of three areas:

- Content
- Professional Education
- Service to the Profession

Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should

also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2: Amending the Professional Development Plan.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
 - Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Examination of participants' journals, portfolios or other artifacts.
- Structured interviews with participants and their supervisors.
 - Evidence such as:
 - Lesson plans.
 - Pre and post samples of students' work.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Per the 2023-2025 USD 315 Negotiated agreement 3.7.3.5 Use of Professional Development Council (PD/Inservice) points to advance on the salary schedule have the following criteria:

- Teachers may advance horizontally on the salary schedule with PD points or a combination of PD points and college hours;
- Twenty (20) PD points will equate to one (1) credit hour.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.




Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:




- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.


If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix

FY 25 Frontline Individual Professional Development Plan (IPDP) Example
FY 25 Frontline Self Study
FY 25 Frontline College Credit
FY 25 Frontline Professional Leave
FY 25 Frontline Professional Learning Evaluation Form
Frontline Help Sheet
Frontline Resources

Individual Professional Development Plan (IPDP)	
Personal/IPDP Information	
Name	<input type="text"/>
Assignment/Job Responsibility	<input type="text"/>
License Period	
License Effective Date	<input type="text"/>
License Expiration Date	<input type="text"/>
Goals for USD #315 RBSD - (Need to be Specific, Measurable, Achievable, Realistic, Time-based)	
Goal #1	<input type="text"/>  Characters left 2048
Goal #2	<input type="text"/>  Characters left 2048
Goal #3	<input type="text"/>  Characters left 2048
District Goal(s) and Objective(s)	
Please select all.	Goal : Provide RBSD opportunities for all certified personnel <input type="checkbox"/> Increase k/s in areas directly/indirectly related to content area <input type="checkbox"/> Increase k/s in specialized content areas <input type="checkbox"/> Increase non-academic prof k/s required of an effective teacher
Date Updated	
Date Plan Updated	<input type="text"/>
Finish	






Self-Directed Professional Learning Request	
Self Study Information	
Title / Dates	<input type="text"/>
Focus on the Learning (Detailed Description-include new skills/techniques and plan for study, etc.)	<input type="text"/>
	 Characters left 2048
Self Study Resources (Provide details)	<input type="text"/>
	
Registration Section	
URL for Registration/Description (If applicable) If website is not available, please upload your document your document from your File Library.	<input type="text"/>
Is PRE-registration required? <input type="radio"/> Yes <input checked="" type="radio"/> No (If needed, Curriculum Office will register.)	
Has your registration been submitted? <input type="radio"/> Yes <input checked="" type="radio"/> No	
Comments	<input type="text"/>
	 Characters left 2048
Dates	
Start Date	<input type="text"/>
End Date	<input type="text"/>
Requested hours/points	
Enter the number of Hours (PDC points) you are seeking for this activity	
Hours	<input type="text"/>
Goal(s) and Objective(s)	
Select At Least One District Objective	Goal : Provide RBSD opportunities for all certified personnel <input type="checkbox"/> Increase k/s in areas directly/indirectly related to content area <input type="checkbox"/> Increase k/s in specialized content areas <input type="checkbox"/> Increase non-academic prof k/s required of an effective teacher
Purpose(s)	

College Course Pre-Approval Request	
<p>Use this form to submit a request for prior approval for a graduate course.</p> <p>Please Note: Individuals may apply semester credit hours directly to licensure renewal without PDC approval 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.</p>	
Course Information	
Course Title / Course Number	<input type="text"/>
Course Description	<input type="text"/>
	 Characters left 2048
URL for Description	<input type="text"/>
Category	<input type="text" value="--- Click To Select ---"/>
Dates	
Course Start Date	<input type="text"/>
End Date	<input type="text"/>
Advance Notice	<input type="text" value="--- Click To Select ---"/>
Course Provider	
Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
College Credits	
<input type="text" value="Enter the number of Hours OR the number of Credits you are seeking for this activity"/>	
Credits	<input type="text"/>
Add a Supplemental File	
<input type="text" value="Attach My File(s)"/>	
Registration/Tuition Fees - If Reimbursement is requested	
Cost of Registration	<input type="text"/>
Cost of Reimbursement	<input type="text"/>
Goal(s) and Objective(s)	
Select At Least One District Objective	<p>Goal : Provide RBSD opportunities for all certified personnel</p> <p><input type="checkbox"/> Increase k/s in areas directly/indirectly related to content area</p> <p><input type="checkbox"/> Increase k/s in specialized content areas</p> <p><input type="checkbox"/> Increase non-academic prof k/s required of an effective teacher</p>
Purpose(s)	

Professional Leave Form	
Professional Leave Form -Use this form for workshops, committee meetings, etc. not involving students.	
Activity Details	
This section contains information about the activity	
Event-Workshop / Location / Date	
Description	
Category	<div>Click To Select</div> <div> <input checked="" type="checkbox"/> IN-DISTRICT <input type="checkbox"/> OUT-OF-DISTRICT INDIVIDUAL <input type="checkbox"/> OUT-OF-DISTRICT GROUP </div>
Is this a Group or Individual Activity?	
TOTAL Number of People Going	
Names of people going	
If this is a group activity, please provide group contact information	
Registration Section	
Website for registration form	
If website is not available, please upload your document from your File Library.	
Is PRE- registration required? [if needed, Curriculum Office will register.]	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Has your registration been submitted?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Comments	
Dates/Times/Location	
Start Date (mm/dd/yyyy)	
End Date (mm/dd/yyyy)	
Meeting Times	
Location	
Please give specific details above	
Substitute Information	
Substitute Required?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Sub Requested	
Sub Assigned	
Dates/Times for Sub	

Provider	
Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
Estimated Expenses (Individual Total)	
Registration Fee	<input type="text" value="\$"/>
Estimated Transportation	<input type="text" value="\$"/>
Estimated Lodging	<input type="text" value="\$"/>
Estimated Meals	<input type="text" value="\$"/>
Estimated Tolls	<input type="text" value="\$"/>
Other Expense	<input type="text" value="\$"/>
If other, please explain:	<input type="text"/>
Characters left 2048	
Lodging Information	
Click here to view the list of motels	
Do you need the school to provide lodging?	<input type="radio"/> YES <input type="radio"/> NO
Name of Motel	<input type="text"/>
Address of Motel	<input type="text"/>
Motel Phone	<input type="text"/>
Will the motel direct bill?	<input type="radio"/> YES <input type="radio"/> NO
Check In Date	<input type="text"/>
Check Out Date	<input type="text"/>
Confirmation #	<input type="text"/>
Lodging Comments (admin use only)	<input type="text"/>
Characters left 2048	
Transportation Information	
Do you need the school to provide transportation?	<input checked="" type="radio"/> YES <input type="radio"/> NO
Are you the group leader requesting transportation for all attending this event? (Only 1 per event)	<input checked="" type="radio"/> YES <input type="radio"/> NO
Date Needed	<input type="text"/>
Time Needed	<input type="text"/>
Departure Date	<input type="text"/>
Departure Time	<input type="text"/>
	<input type="radio"/> AM <input type="radio"/> PM
Return Date	<input type="text"/>
Return Time	<input type="text"/>
	<input type="radio"/> AM <input type="radio"/> PM
Number of Vehicles Needed	<input type="text"/>
Driver(s) Assigned	<input type="text"/>
Vehicle Assigned	<input type="text"/>
Beginning Mileage	<input type="text"/>
Ending Mileage	<input type="text"/>
Total Miles	<input type="text"/>
Transportation Comments	<input type="text"/>
Characters left 2048	
Payment	
Payment Type	<input type="text" value="--- Click To Select ---"/>
If other, please explain	<input type="text"/>

Payment	
Payment Type	--- Click To Select ---
If other, please explain	
Hours/Credits	
Enter the number of Hours OR the number of Credits you are seeking for this activity	
Hours	<input type="text"/>
College Credit	<input type="text"/>
Goal(s) and Objective(s)	
Select At Least One District Objective	Goal : Provide RBSD opportunities for all certified personnel <input type="checkbox"/> increase k/s in areas directly/indirectly related to content area <input type="checkbox"/> increase k/s in specialized content areas <input type="checkbox"/> increase non-academic prof k/s required of an effective teacher
Purpose(s)	
Select a Purpose(s)	<input type="checkbox"/> College Credit <input type="checkbox"/> Certification/Licensure <input type="checkbox"/> Professional Development <input type="checkbox"/> Staff Development - Paraprofessionals, Classified <input type="checkbox"/> Sports / Activities <input type="checkbox"/> Custodial Work Order Request <input type="checkbox"/> Maintenance Work Order Request <input type="checkbox"/> Technology Work Order Request <input type="checkbox"/> 'Apps' Request <input type="checkbox"/> Technology Supplies <input type="checkbox"/> Tech System Support Request <input type="checkbox"/> USD 315 CPS Facility Usage
Comments	
Comments	<input type="text"/>
Characters left 2048	
Finish	
<input type="button" value="Submit"/> <input type="button" value="Save as Draft"/>	

Professional Learning Evaluation Form 2023	
General Info	
User	Stephanie McNemar
Building	CPS Administration
User	McNemar, Stephanie
Building	CPS Administration
Activity Title	3-5 TEACHERS: Amplify Initial Training/ Admin Building Board Room/ June 26, 2024
Professional Learning Evaluation Form 2023	
Your responses are NOT ANONYMOUS	
<p>Please summarize this professional learning activity and how it will help you to impact student success. (For CPS Professional Learning Days- type 'Staff Development Day'.</p>	<div></div> <div>  </div> <p>Characters left 2048</p>
<p>Using complete sentences, list two(2) take-aways/ ideas that apply to student learning or in your professional setting.</p>	<div></div> <div>  </div> <p>Characters left 2048</p>
<p>List specific times and sessions that you attended. (Do not include lunch and breaks.)</p>	<div></div> <div>  </div> <p>Characters left 2048</p>
<p>Number of hours or Number of credits you are seeking for this activity.</p>	<div></div> <div>  </div> <p>Characters left 2048</p>
<p>Additional Comments and/or speaker recommendations for the PDC Committee.</p>	<div></div> <div>  </div> <p>Characters left 2048</p>

Frontline Help Sheet

Frontline is a web-based school administration software that USD 315 uses for absence management and professional development.

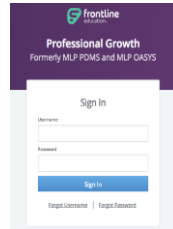
Log In and Password

Go to <https://www.frontlineeducation.com/pg-login>

Your user name will be your school email address.

firstname.lastname@colbyeagles.org

You will receive an email from Frontline with a temporary password, you will have the opportunity to change it to what you would like.



Changing Your Password

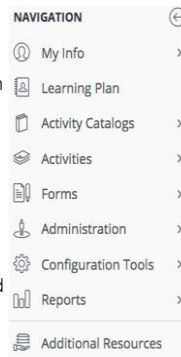
Once you are logged onto Frontline, click on your name in the upper right corner and select "Account Settings." On the left side of your screen you will see Frontline ID, this is where you can change your username and password. Click Save.

User Profile

On the left side of the screen you will see several small icons. You can push the ☰ button to expand the navigation menu to see what the icon represents. Click on the icon that says "My Info", and then select "My PG Profile." This has all of your basic information. All of your email preferences must be set to YES.

You will then select your primary building for approval and routing purposes. (If you work in more than one building during an academic day, you will need to select all buildings that pertain to you.)

Finally, you will select all departments and grade levels you are involved with for the year. Click Save.



Activity Catalog

There are two ways to view district events.

District Catalog

Click on the "Activity Catalogs" on the left side of the screen, then select "District Catalog." This will be where you can sign up for meetings, conferences and/or workshops that the district is offering. You will receive emails when new activities are added to the District Catalog.

Calendar Preferred Method

In "Activity Catalogs" you will also be able to access the "Calendar". This view shows the listing of events in a calendar format.

Registering for a District Activity

To register for an activity in the catalog or calendar, simply click on the activity, request approval and fill out the appropriate information then click submit at the bottom of the page.

Forms

FILL-IN FORMS
Activity Leave w/ Lodging
Activity Leave w/o Lodging
Indiv. Leave Form 2021-2022
Professional Leave Form

Frontline Resources

Frontline Reminders:

- Pre-approval routing in Frontline can take several days depending on how many people are assigned to your Frontline form. Please submit your forms as soon as you know the information about your event, especially if you need a sub, transportation, registration for an event, or a hotel reservation.
- Besides enrolling your Professional Development course/conference in Frontline, please inform the Teaching and Learning office of your course/conference. This will ensure that the T&L office gets you registered for the course/conference and books a hotel room if needed.
- Please check the District Activity Calendar before creating a Frontline activity. If the event is on the calendar, please use the form that is attached to the calendar.
- Individual Professional Development courses and conferences are usually not on the District calendar. If the Teaching and Learning office is informed of the course/conference ahead of time, the T&L office can add the course/conference to the calendar.
- When requesting transportation, if you do not need transportation, then please select "no" and "no". Do not select "yes" that you are the group leader if you do not need transportation. If you are traveling by yourself and need district transportation, then you will select "yes" and "yes" that you are the group leader. If you are traveling with a group, please select one person in your group to be the group leader. If you are the group leader, then you will select "yes" you need transportation and "yes" you are the group leader. If you are not the group leader, then you will select "yes" you need transportation and "no" you are not the group leader.
- After your event has happened, remember to complete your Professional Learning Evaluation and mark your form complete. You must complete this process within 30 days after your event has ended to receive your PD points/credit hours.
- When completing your reflection piece in your event evaluation, please use complete sentences. When completing your two takeaways, please do not use bullets or two-word snippets.
- College courses that are being used for license renewal, para hours, etc. must be documented in Frontline. Teachers will also need to provide a college transcript to Kaylin for license renewal.
- All Frontline forms must be marked complete and all form evaluations must be completed before staff checks out at the end of the school year. Completing forms and evaluations in a timely manner makes the end of the school year less stressful for you and the PDC Committee.

Updated 8/14/2024

Frontline Reminders:

- Please check the District Activity Calendar before creating a Frontline activity. If the event is on the calendar, please use the form that is attached to the calendar.
- Individual Professional Development courses and conferences are usually not on the District calendar. If the Teaching and Learning office is informed of the course/conference ahead of time, the T&L office can add the course/conference to the calendar.
- Besides enrolling your Professional Development course/conference in Frontline, please inform the Teaching and Learning office of your course/conference. This will ensure that the T&L office gets you registered for the course/conference and books a hotel room if needed.
- After your event has happened, remember to complete your Professional Learning Evaluation and mark your form complete. You must complete this process within 30 days after your event has ended to receive your PD points/credit hours.
- When completing your reflection piece in your event evaluation, please use complete sentences. When completing your two takeaways, please do not use bullets or two-word snippets.
- College courses that are being used for license renewal, para hours, etc. must be documented in Frontline. Teachers will also need to provide a college transcript to Kaylin for license renewal.
- All Frontline forms must be completed before staff checks out at the end of the school year. Completing forms and evaluations in a timely manner makes the end of the school year less stressful for you and the PDC Committee.

Updated 8/6/2024

What group do I belong to		
Certified/Licensed Staff	Any licensed teacher, social workers, counselors, AD, advocates, or JAG facilitator employed by USD 315	
NKESC Teachers	Teachers employed by NKESC and work at USD 315	
NKESC Paraprofessionals	Paraprofessionals employed by NKESC and work at USD 315	
Para/Teacher Aides/ Classified Staff	Paraprofessionals employed by USD 315, teacher aides, media clerks, secretaries, IT, business office, food services, transportation, maintenance, and custodial staff.	

What form do I choose?	Why do I fill out this form?	Who fills out the form?
Activity Leave w/ Lodging	Activity or Athletics overnight (leaving before, during or after school hours). This form allows request for lodging and transportation.	Each coach, teacher, or sponsor MUST fill out a form.
Activity Leave w/o Lodging	One day activity leave (leaving before, during, or after school hours) and requesting transportation. This form includes sports, activities, and field trips.	Each coach, teacher, sponsor MUST fill out a form.
Individual Leave Form	*ACTIVITY/ATHLETIC--Coaches/staff requiring only a substitute (No transportation) *SICK LEAVE--All staff *BEREAVEMENT--Licensed and 12-Month staff only *DISCRETIONARY/PERSONAL--Licensed and Office staff only *EMERGENCY--12-Month staff only *VACATION--12-Month staff only *JURY DUTY--All staff	Certified, NKESC staff, Para/Teacher Aides/ Classified Staff
School Business Form	Use this form when attending meetings/activities/events that are school related, but they require you to be out of your classroom. School Business activities do not include any conferences/workshops/events where you can earn Professional Development Credits, and do not include field trips. If you have students attending this activity with you, please complete an Activity Leave Form instead. Examples of when to use a School Business Form include: GWAC meetings, taking a praxis test, setting up for a community art show, required chart review at NKESC, Kindergarten Readiness planning, Hearing Screenings at another school, etc.	Certified, NKESC staff, Para/Teacher Aides/ Classified Staff

Professional Leave Form	Use this form for professional development conferences, workshops, committee meetings, etc. not involving students and are not on the district calendar (in district or out of district)	Certified/Licensed Staff employed by USD 315
NKESC Teacher- Professional Leave	Use this form for professional development conferences, workshops, committee meetings, etc. not involving students and are not on the district calendar (in district or out of district)	NKESC Teachers
NKESC Paraprofessional Staff Development Form	Use this form for professional development conferences, workshops, committee meetings, etc. not involving students and are not on the district calendar (in district or out of district)	NKESC Paraprofessionals
Para/Teacher Aide/Classified Staff Development Form	Use this form for professional development conferences, workshops, committee meetings, etc. not involving students and are not on the district calendar (in district or out of district) Paraprofessionals and teacher aides are required to earn hours of professional development each fiscal year: * 0-5 years of employment need 20 hours per fiscal year * 6 years or more of employment need 10 hours per fiscal year * Required hours are due by May 1st * Hours may be acquired by: *****Attending District Professional Development opportunities *****Meeting and training with supervising teacher * Paraprofessionals and teacher aides are expected to attend staff development events as determined by the building principal. * Paraprofessionals and teacher aides must have 48 college hours or they are required to take the Master Teacher tests. Master Teacher tests must be completed within 30 days of hire.	USD 315 Paraprofessionals, Teacher Aides, Media Clerks, Secretaries, Food services, IT, Business Office, Transportation, Maintenance, and Custodial Staff
Para/Teacher Aide/Classified Staff Self Study	Paraprofessional and teacher aides can use self initiated learning to fulfill their required hours. Self study must be pre-approved through Frontline before you begin your self study. Reading educational books can be included in self study (100 pages=3 para hours)	USD 315 Paraprofessionals/ Teacher Aides

College Courses	Use this form to submit a request for prior approval for a graduate course. Please Note: Individuals may apply semester credit hours directly to licensure renewal without PDC approval 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. *Paraprofessionals can use college course enrollment to fulfill their required hours. (1 college hour=20 para hours)	Certified Staff, Paraprofessionals, and Teacher Aides employed by USD 315
Professional Self-Directed Learning Request	Self study information Focus on the Learning (Detailed Description-include new skills/techniques and plan for study, etc.)	Certified Staff employed by USD 315
Teacher: IPDP Form	Must be reviewed and updated annual. May coincide with McRel goal. (Need to be Specific, Measurable, Achievable, Realistic, Time-based)	Certified staff employed by US D 315

Updated 8/7/2024

Professional Development Plan

Gardner Edgerton School District
USD 231

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 231 Professional Development Council approved the following plan, at its meeting held on 3-11-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jason Jones 3-14-25
Signature Date

The USD 231 Board of Education approved the following plan, at its meeting held on 4-14-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: [Signature]
Signature
4-14-25
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The philosophy of the USD 231 Professional Development Council (PDC) is to promote and provide continuous professional growth for all licensed staff. This process addresses both the needs and interests of individual staff members and the goals of building and district systems. The PDC is dedicated to fostering continuous growth and excellence among licensed staff by offering comprehensive resources, tailored programs, and collaborative platforms.

Our purpose is to cultivate a dynamic learning culture that empowers licensed staff to expand their skills, knowledge, and capabilities, enabling them to thrive personally and professionally. Accordingly, the PDC writes, coordinates, and administers the District Professional Development Plan and is responsible for developing and managing policies and procedures related to individual, building, and district-level professional and staff development.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The USD 231 Professional Development Council (PDC) consists of staff members who are licensed teachers and/or leaders. Each member is selected by the licensed teachers and leaders from the attendance center or division they represent. One or more representatives of licensed teachers from each attendance center will be selected to serve on the Council. The Council will include at least as many teachers as licensed leaders with a minimum of two members. The Coordinator of Curriculum, Professional Development, and Mentoring is responsible for maintaining the correct teacher-to-leader ratio and will promptly fill vacancies using the outlined process. Additionally, representatives from the district's Educational Services, Human Resources, Special Education, Technology, and Finance departments are available to advise and support the Council as needed.

The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC

represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

Duration/rotation of terms:

The term of office for regularly elected Professional Development Council Members is three years, spanning from July 1 to June 30. To ensure continuity in addressing the district's professional development needs, members may serve multiple terms, provided they maintain regular attendance at scheduled meetings.

Resignation and replacement:

A member may resign at any time by submitting a written letter of resignation to the PDC Chairperson. The PDC Chair will notify the resigning member's constituency of the vacancy and conduct an emergency vote following the established selection procedures. The newly elected replacement will serve for the remainder of the resigning member's term.

The PDC reserves the right to review a member's attendance after three (3) consecutive absences from scheduled meetings. This review may lead to a request for replacement from that member's constituency. If a member is removed from the PDC, a replacement will be elected following the established procedures.

1.2.1 Licensed Teacher Groups Represented

Groups Represented	Current Numbers
Edgerton Elementary School	1
Gardner Elementary School	1
Grand Star Elementary School	1
Madison Elementary School	2
Moonlight Elementary School	1
Nike Elementary School	2
Sunflower Elementary School	1
Pioneer Ridge Middle School	1
Trail Ridge Middle School	2
Wheatridge Middle School	3
Gardner Edgerton High School	4
Total	19

1.2.2 Licensed Teacher Group Selection Process

Teacher membership on the PDC is open to all licensed teachers at each attendance center (elementary and secondary) who have at least three (3) years of teaching experience, including at least one (1) year in USD 231. Typically, in the spring, or as

needed due to turnover, building principals will notify their staff of any PDC vacancies. Staff members may volunteer or nominate colleagues (with their permission) to be included in the selection list. Principals will facilitate the PDC selection process for their respective attendance centers. Once representatives have been selected, their names and any documentation used in the selection process will be provided to the PDC Chair. The Educational Services Administrative Assistant is responsible for storing all relevant documentation.

1.2.3 Licensed Leader Groups Represented

Groups Represented	Number
Elementary Level (grades PreK-4)	1
Middle School (grades 5-8)	1
High School (grades 9-12)	1
District Leader	1
Total	4

1.2.4 Licensed Leader Group Selection Process

Licensed leader members will be selected during a spring administrative meeting. The Coordinator of Curriculum, Professional Development, and Mentoring will communicate vacancies and ensure that a representative from each level (elementary, middle, and high school) and a district administrator are selected by the administrative team. Staff members may volunteer or nominate colleagues (with their permission) to be included in the selection list. The Executive Director of Elementary Education (grades PreK-4) and the Executive Director of Secondary Education (grades 5-12) will facilitate the PDC selection process for their respective levels. Additionally, the Coordinator of Curriculum, Professional Development, and Mentoring will facilitate the PDC selection process for district administrative representation. Once representatives have been selected, their names and any documentation used in the selection process will be provided to the PDC Chair. The Educational Services Administrative Assistant is responsible for storing all relevant documentation.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

A PDC member's responsibilities include, but are not limited to:

- Assisting building staff with developing individual professional growth plans and

managing point requests (i.e. knowledge, application, and impact).

- Communicating professional development procedures to staff through faculty meetings, electronic posting of minutes, presentations, and the development and distribution of resource documents.
- Serving as a liaison between the building leadership team and the PDC.
- Providing guidance on licensure and professional development points.
- Attending at least four PDC meetings annually, or notifying the PDC Chair in advance of any planned absences.
- Serving on subcommittees as required.
- Reporting on the effectiveness of professional development activities and supporting the PDC in meeting professional development needs.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 231 will provide training for new PDC members on their roles and responsibilities under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they begin their duties, and no later than the end of September of their first academic year in office. Members are required to complete annual refresher training by the end of the first semester of the new academic year.

Training methods may vary depending on circumstances and may include in-person sessions, online modules, videos, etc., conducted either in-house or through external partners, such as an educational service center. Training also includes instruction on Frontline Professional Growth, covering topics such as entering activities, verifying attendance, reviewing and processing professional learning proposals, and other relevant functions.

The PDC Chair is responsible for ensuring training is completed in a timely manner by each PDC member each academic year, and it is properly documented. This documentation will be managed and stored by the Educational Services Administrative Assistant. PDC members are eligible to earn one PD point for each clock hour spent serving on the council during their license period.

Additionally, at the beginning of each academic year, PDC representatives will educate licensed staff at their respective attendance centers about our district's plan and their respective roles and responsibilities.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.5.0 Officers

Officer elections for the upcoming school year will be held during the last regularly scheduled meeting of the current school year. Elections will be decided by a simple majority of members present, provided a quorum is met. The district administrator elected to the Council will be designated as the PDC Chairperson and Plan Administrator. The PDC elects a Vice-Chairperson and a Secretary. Each officer serves a one-year term. To ensure continuity in addressing district professional development needs, officers may be re-elected.

Any officer may resign from their position at any time by submitting a letter of resignation to the PDC Chair. Vacancies are filled by a simple majority vote of the PDC members present at the meeting when the resignation takes effect, provided a quorum is present. The newly elected replacement will serve for the remainder of the resigning officer's term.

Chairperson – Duties include, but are not limited to:

- Presiding over all regular and special meetings.
- Preparing and distributing meeting agendas.
- Providing notification of all meetings.
- Serving as an ex-officio non-voting member of all subcommittees.
- Appointing PDC members to subcommittees, subject to the approval of the PDC.
- Representing the PDC at relevant functions or designating a PDC member to do so.
- Receiving and managing all resignations from PDC members.
- Establishing yearly PDC tasks and timelines.
- Interpreting guidelines and seeking appropriate support for questions between meetings.
- Preparing and presenting reports on PDC activities.

Vice-Chairperson – Duties include, but are not limited to:

- Performing all Chairperson duties in their absence.
- Carrying out additional tasks as assigned by the Chairperson.

Secretary – Duties include, but are not limited to:

- Recording and maintaining minutes of all PDC meetings.
- Publishing and distributing meeting notifications and minutes.
- Performing additional tasks as assigned by the Chairperson.

PDC Supports

- Although not members, representatives from the Educational Services, Human Resources, Special Education, Technology, and Finance departments are available to support the PDC in any necessary capacity.

1.5.1 Meetings

The Professional Development Council will meet quarterly. Notification of regular meetings will be provided in advance. Meetings may be held either virtually or in person, as determined by the Council. Additional meetings may be scheduled as necessary, with at least one week's written notice.

All meetings will be open to the public; however, only PDC members are entitled to make decisions and vote. Administrators and teachers wishing to present at a PDC meeting must submit their request to the PDC Chair at least one week prior to the meeting.

1.5.2 Decision-making

To call for, conduct, and document PDC voting on PD Points, IPDPS, the 5-year PD Plan renewal, and other official business, the PDC requires the following:

- Decisions will be made by a simple majority of the total PDC membership, provided a quorum is present.
- A quorum is defined as a simple majority of the total PDC membership with 50% or fewer of those present being leaders.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- In the event of a tie, the PDC Chair or designee may choose to delay the vote, schedule another meeting, or conduct the vote electronically or by phone.

1.5.3 Documentation

- Agendas for meetings will be developed based on items submitted by teachers, KSDE, administrators, or the USD 231 Board of Education. These items must be submitted in writing to the PDC Chair at least one week prior to the meeting. Additional items may be added during the meeting with a simple majority vote of the members present.
- Professional Development Council meeting records and materials are maintained by the Educational Services Administrative Assistant. The PDC secretary is responsible for recording meeting minutes, including attendance, and sharing them with the Educational Services Administrative Assistant for archival purposes.
- Information on individual in-service points will be available on each person's plan in Frontline Professional Growth. Licensed teachers are responsible for maintaining and recording their instructional development points to meet the terms of their negotiated contract.
- Records of approved professional development activities are stored in the Frontline Professional Growth management system.

- Official transcripts for salary advancement and/or recertification can be provided to employees upon request.
- New licensed teachers and leaders receive training on Frontline Professional Growth during their respective orientations.
- The documents used within Frontline Professional Growth include: Activity Request, Knowledge Request, College Course Approval, Impact Form, Application Form, and the IPDP Form.

1.5.4 Communications

Meeting records and materials will be kept on file in a designated location. Minutes of meetings will be recorded and made available electronically to USD 231 staff.

Administrators and teachers with questions regarding the PDC meetings may reach out to PDC representatives in writing. Written communication is required to ensure the PDC has a clear understanding of the matter brought to the Council. Administrators and teachers are welcome to attend PDC meetings and ask questions or provide feedback when granted permission from the PDC Chair.

1.5.5 Approvals

5-year Professional Development Plan Review

The PD Plan revision process adheres to the KSDE process: plan review and revision, final draft approval, local district approval, and approval by the State Board of Education.

The USD 231 PDC will approve the five-year district Professional Development Plan. In addition, the local Board of Education will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the PDC will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

All licensed staff members are required to have an Individual Professional Development Plan (IPDP) within the Frontline Professional Growth platform. These plans should be created in collaboration with the employee's designated supervisor. USD 231 has implemented an early release schedule for students, allowing licensed staff dedicated time to collaborate within designated PLC+ teams. As such, the PDC has developed a universal IPDP aligned with this district initiative.

Educators are not required to adopt the PDC's language for their personal IPDP: however, if they choose to do so, the plan can be approved indirectly through the established Sequence of Approvers for USD 231 (below). The PDC has delegated its authority for the final approval of IPDPs to the last position in this sequence.

For licensed staff members who opt to create an IPDP unrelated to the PLC+ goal, the PDC will review these plans at their next scheduled meeting. If a submitted plan is disapproved, staff

may appeal the decision as outlined in Section 3 (Individual Professional Development Plans). The final approver will keep the PDC informed of the progress and status of all IPDPs.

Sequence of Approvers Before Final PDC Approval	Position/Title of Approver
1 st	Designated Supervisor
2 nd	Building PDC Representative
3 rd	Coordinator of Curriculum, Professional Development, and Mentoring

Professional Development (PD) Points

The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve PD points for USD 231. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final. The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

Sequence of Approvers Before Final PDC Approval	Position/Title of Approver
1 st	Building PDC Representative
2 nd	Designated Supervisor
3 rd	Educational Services Administrative Assistant
4 th	Coordinator of Curriculum, Professional Development, and Mentoring

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

A professional development plan (PDP) is a written plan describing the professional development activities and studies to be completed during a specified period of time to improve instruction and professional performance. The process for determining professional learning needs at the building and district levels involves analyzing and monitoring evidence provided from various resources, including, but not limited to:

- Building needs assessment data
- Building walkthrough data
- District and building KESA accreditation action plans, perception, summative, quantitative and qualitative data
- Professional Learning Communities (PLC) data and/or artifacts from each building, grade level, and department
- Staff surveys designed to gauge perceptions of the quality of professional development
- Anecdotal data
- Priorities identified by the USD 231 Board of Education

Beginning in the 2023-24 academic year, USD 231 implemented an early release schedule to provide dedicated time for staff to collaborate within professional learning communities. The PLC+ framework offers a platform for teacher teams to explore common barriers to student learning and design impactful structures that elevate both student and teacher learning. This

framework aims to maximize individual expertise while strengthening collaborative efficacy. PLC+ supports:

- Planning and implementing teaching strategies that support student learning
- Engaging in cycles of assessment, reflection, and decision-making to achieve greater impact
- Monitoring the collaborative impact on teacher and student learning
- Amplifying teacher collaboration and improving leadership skills.

In response to this district initiative, the PDC recommends that licensed personnel adopt an IPDP aligned with the PLC+ structure. An example of such a goal is:

“I will collaborate with colleagues on designated PLC days to improve student learning and achievement through the inquiry cycle, addressing the ever changing needs of students as measured by classroom, district, and state indicators.”

2.1 Assessment and Prioritization of School Improvement Needs

To ensure the needs of all district students are met, a school improvement plan is developed annually. This plan identifies gaps between students’ actual performance and the desired goals or outcomes. Our district’s needs and goals guide all aspects of teacher support, including professional development. Each year, a needs assessment is administered to licensed staff to evaluate the impact of current professional development and inform future planning. Data is analyzed by grade bands, building, and subject areas to ensure the professional development remains relevant to the needs of our collective organization.

2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

District goals are reviewed annually to identify necessary adjustments. Goals and results from needs assessments are used to shape the professional development plan for the upcoming school year. Objectives for the year and each session are communicated to building administrators before the end of the current academic year. The Educational Services Department annually evaluates the district’s needs to set long- and short-term goals, considering student performance on district and state assessments, building and district needs assessments, and the priorities of the local board of education.

2.3 Identification of Activities and Actions to Achieve the Goals and Objectives

The plan incorporates dedicated professional development time at both the district and building levels, tailored to the goals and needs of the district as a whole, as well as individual attendance centers and classrooms, though the implementation of professional learning communities. The Educational Services Department will create a plan to address the short-term and long-term goals established annually. Data from the District Needs Assessment, state and district assessments, and other sources will be used to develop and evaluate goals, ensuring professional development opportunities are aligned with the data.

2.4 Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need/s

The in-service education program will be evaluated based on the areas and goals outlined in the school improvement plan and annual updates. Additionally, data collected from building walkthrough tools and professional learning communities (PLC) will provide further evidence of the impact on instructional practices and will be used to assess the success of professional development programming.

2.5 Reporting Results of Evaluation of In-Service Needs

The Educational Services Department will provide updates on professional development needs and successes to the USD 231 Board of Education, Superintendent, building administrators, and the district PDC.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Section Three

Individual Professional Development Plans

(IPDP)

KAR 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. KAR 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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 231 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate With a Designated Supervisor

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess Individual Needs

This assessment will help staff identify gaps between skills attained and skills needed to meet district, building and individual professional development needs. The self-evaluation within the district evaluation tool can serve as a primary resource for identifying personal professional development needs. Additionally, staff may reflect on student achievement data, personal inquiries from PLC team work, and areas for improvement identified through the employee evaluation process.

3.3 Determine Individual Professional Development Goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine Individual Professional Development Strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development Plan

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze Progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the Plan as Necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

3.8 IPDPs for Licensed Professionals who Live or Work in the District but are Not Employed by the District

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed individual who is not employed by, but works or resides within USD 231, is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes. The Coordinator of Curriculum, Professional Development, and Mentoring is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not eligible to participate in district in-service activities. To initiate this process and be added to Frontline Professional Growth, non-employees should contact the liaison at 913-856-2000. An annual fee will be assessed to cover account management costs.

The steps an individual will 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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

3.9 Appealing the Non-Approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

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.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.


One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations

and to be invalid. The PDC awards points as a council. No individual member may approve points.


If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



“IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



“SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT 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
KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

**Content Endorsement Standards
Professional Education Standards
or
Service to the Profession**

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
 - Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

4.5 Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

The negotiated agreement between licensed teachers and the USD 231 Board of Education allows the use of PDC points for salary movement, as detailed in Appendix C.

4.6 Questions About Awarding PD Points Relative to Renewal Licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

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Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
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KAR 91-1-218.	Awarding of professional development points.
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KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual

development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
- (2) an application for a substitute teaching license; and
- (3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for a provisional endorsement teaching license; and
- (4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional

license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual’s knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual’s students, school or school district.

(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency’s in-service education plan.

(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) “Service to the profession” means any activity that 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.

(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an

educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times

the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

Activities Eligible/Not Eligible for Points

Activities ELIGIBLE for Points

Below are examples of activities that are typically eligible for professional development points. While this is not an exhaustive list and all activities are ultimately approved by the PDC, this provides some guidance for staff when implementing PDPs.

District/Building Planned or Provided Activities

District level professional learning activities
Building level professional learning activities
Conference/workshop attendance
Technology trainings
Curriculum work
District mentoring
Professional learning activities of PLC teams that directly align to school learning plan goals or district strategic plan goals

Individual Activities

College credit (1 credit = 20 points)
Conference/workshop attendance
Presenting/facilitating professional learning
National Board Certification activities
Professional reading related to PDP (not related to college coursework)
Online courses/workshops
Peer coaching/feedback
Peer observations/reflections
Professional committee participation
Professional book study
Specific activities related to serving as a cooperating teacher for a student teacher

All district and building activities must align directly with the school learning plan goals or district strategic plan goals.

All individual activities must align directly with the goals in the PDP and earn pre-approval from the PDC.

Activities NOT ELIGIBLE for Points

“Business” (e.g., information sharing and covering logistics)
meetings related to your position
Regular instructional planning activities
Tasks/projects related to position
Personal travel experiences
Record keeping
Grading days
Lunch time during activities
Travel time
Teaching outside classes (continuing education, university, etc.)
Repeated activities
Organizing/supervising student activities/competitions/organizations
Team/intervention meetings on individual students

Guiding Principle

Professional development is learning that increases educator effectiveness and results for all students.

Appendix C

Salary Movement

Requirements: Moving from column 1-3 {8+10, 8+20) and 6-9 {M+10, M+20, M+30) requires 200 points per column move, moving from column 9 to 10 {M+36) requires 120 points, moving from column 3 to 6 requires being awarded a master's degree, column 11 requires a specialist's degree, and column 12 requires a doctorate. Each credit hour equals 20 points, professional development points are assigned on a per activity basis. The 200 points for column movement may all be from professional development, all from credit hours, or a combination of the two. All activities and college coursework must be recorded in My Learning Plan and approved to count toward salary movement. Each building has a PDC Representative to help with this process.

There are two opportunities each year to apply for salary movement, and individuals may apply for both if they meet the criteria.

Fall deadline is September 1 {the new contract amount is applied to the full-year contract [24 pays])

Spring deadline is January 31{the new contract amount is applied to the last half of the annual contract [12 pays])

The process:

- 1- Complete the application form {found on the Teacher Bookshelf in the Salary Movement folder.)
- 2- Request your *official* MLP portfolio from Paulette Osborn and include it with your completed application when it turn it in to HR (*be certain that all of your college credits and professional development hours have been entered and approved before requesting the MLP portfolio.*)
- 3- Request your official university transcript/s be sent to HR - either electronically {pippittd@usd231.com OR hr@usd231.com) or by mail {231 E Madison St, PO Box 97, Gardner, KS 66030)

All components of the application must be submitted to HR by the deadline. What happens after your application is submitted?

Applications are reviewed following the deadline.

If the application is not approved, you will be contacted and provided with the reason for the application's denial.

If approved, you will be sent a new contract via DocuSign. When the new contract is signed and received by HR, you will receive a packet with your application materials and new contract. **Please keep this information in a safe place to reference for future salary movement.**

If you have any questions, please contact HR at 856-2016.

Appendix D

Certified Staff Entering Activities – Quick Guide

On the district website, choose

1. “More”
2. “Employee Resources”
3. “Educational Resources”
4. “Frontline/MyLearningPlan.”
5. Choose “Or Sign in with Organization SSO”

frontline education

Sign in with a Frontline ID

Frontline Username

Frontline Password

Sign In with Frontline ID

[Forgot Username](#) | [Forgot Password](#)

[Or Sign In with Organization SSO](#)

The most reliable crystal ball you can find.

[Forecast Infinite Budget Scenarios ->](#)

6. Enter your USD 231 email address. Choose an account (your name listed with your email address)

frontline education

Single Sign-On (SSO)

Enter your organization email address to lookup your organization's sign in page.

This feature must be enabled by your organization.

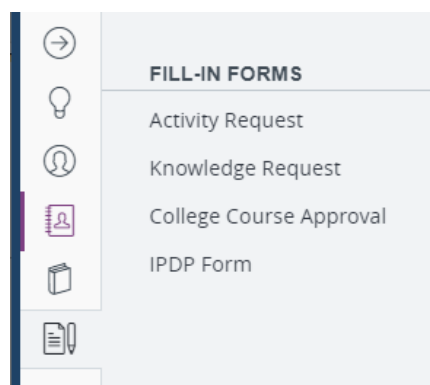
Organization Email Address

Enter your organization email address

Look up organization sign in page

[Or Sign In with Frontline ID](#)

7. Choose “Fill-in Forms” on the left hand side of the page



8. Choose one of the selections:

- a. **Activity Request Form** – Submit a request for prior approval for an out of district professional conference or workshop at least 2 weeks in advance of the activity.
 - Activity Title (name of activity)
 - Activity Format (typically Conference, Group Facilitator or Independent Learning)
 - Description
 - Meeting Location
 - URL for Description
 - Start Date (enter start date of the activity)
 - End Date (enter end date of the activity)
 - Meeting Dates/Times (must fill out this information)
 - Sub Information (not required)
 - Category (choose Content Standards, Professional Education or Service to the Profession)
 - Provider (list provider)
 - Points Requested (list # of points / 1 seat hour equals 1 PD point) – subtract meal times/travel time
 - College Credits (must type in a “0”)
 - Estimated Expenses – must be approved by building or district level before completing the expense section (fill out this information if necessary) You must note the registration costs, whether a substitute or transportation is needed as well as hotel accommodations. You will need to follow your building’s procedures for requesting a substitute. If a district vehicle is not available for your travel dates, then mileage will be reimbursed for approved activities. Please note that Educational Services (ext. 2007) will make all hotel and air arrangements for out of district travel. This is not to be put on personal credit cards unless prior authorization has been made by Educational Services.
 - Goals and Objectives (choose one or multiple)
 - Select at Least One Bldg Objective (select one or multiple)
 - Purpose (Relicensure if New Knowledge and during duty day / Salary Schedule Movement if outside duty time). If the activity is outside of the duty day and the district paid for the activity, you will not receive salary movement points (only relicensure points).
 - Comments (if desired)
 - Submit (will go to building PD rep/s, building principal, and then to Educational Services for approval)
 - After activity is completed open the activity in “Approved and/or In-Progress” (click on the “Manage” icon next to the title), complete the “Knowledge Validation”, “Save” and submit for final approval
- b. **Knowledge Request** – Request approval for an individual PD activity.
 - Activity Title (name of activity)
 - Activity Format (typically Conference, Workshop, Group Facilitator or Independent Learning)
 - Description

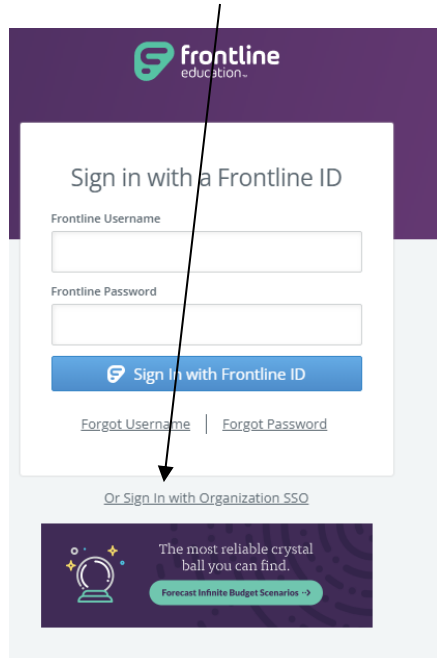
- URL for Description
 - Start Date (enter start date of the activity)
 - End Date (enter end date of the activity)
 - Meeting Dates/Times (must fill out this information)
 - Category (choose Content Standards, Professional Education or Service to the Profession). Service to the Profession points may not be used for application or impact level activities. Committee work, mentoring, peer-to-peer collaboration and presentations are considered Service to the Profession.
 - Provider (list provider if not USD 231)
 - Points (list # of points / 1 seat hour equals 1 PD point – subtract lunch time)
 - Goals and Objectives (choose one or multiple)
 - Select at Least One Bldg Objective (select one or multiple)
 - Purpose (Relicensure if New Knowledge and during duty day / Salary Schedule Movement if outside duty time)
 - Comments (if desired)
 - Submit (will go to building PD rep/s, building principal, and then to Educational Services for approval)
 - After activity is completed open the activity in “Approved and/or In-Progress” (click on the “Manage” icon next to the title), complete the “Knowledge Validation”, “Save” and submit for final approval
- c. **College Course Approval** – Request for prior approval of a college course (submit 2 weeks before start of class).
- Course is for: Choose one of the boxes
 - Degree/Assignment/Area (list degree if new area)
 - Course Information
 1. Course Number and Title (List Course # and Title – this must be filled in)
 2. Description (list course information)
 - Website for Description (list website URL)
 - Start Date (enter start date of the activity)
 - End Date (enter end date of the activity)
 - Provider (list provider on the next line)
 - Credits (list number of college credits you will receive)
 - Goals and Objectives (choose one or multiple)
 - Select at Least One Bldg Objective (select one or multiple)
 - Comments (fill in if needed)
 - Submit (will go to building PD rep/s, building principal, and then to Educational Services for “Approve”, “Deny”, or “More Info”)
 - After college course is completed, upload a copy of your final grade – showing your name on the page – it can be an unofficial copy)
 - Open the activity in “Approved and/or In-Progress” (click on the “Manage” icon next to the title), “Mark Complete” “Submit” for final approval
 - College courses are processed for both Relicensure and Salary Movement when completed
 - All college course approvals must be sent through for final approval as soon as the class is completed.

Note: All activity/knowledge requests must be sent through for final completion by September 1st for activities from the previous school year.

Appendix E

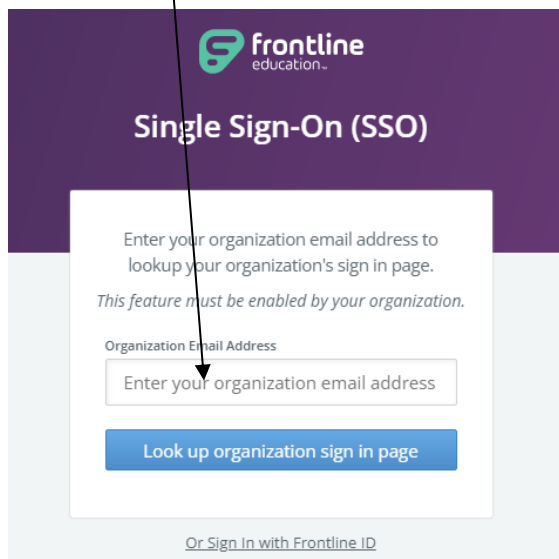
System Administrator Entering Activities – Quick Guide

On the district website, choose
“More”
“Employee Resources”
“Educational Services”
“Frontline/MyLearningPlan.”
Choose “Or Sign in with Organization SSO”



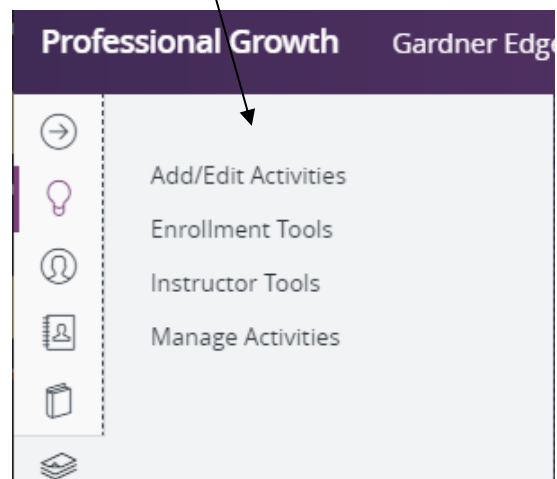
The image shows the 'Sign in with a Frontline ID' page. It has a purple header with the 'frontline education' logo. Below the header is a white box containing the title 'Sign in with a Frontline ID', a 'Frontline Username' input field, a 'Frontline Password' input field, a blue 'Sign In with Frontline ID' button, and links for 'Forgot Username' and 'Forgot Password'. Below this white box is a link that says 'Or Sign In with Organization SSO'. At the bottom of the page is a dark purple banner with a crystal ball icon and the text 'The most reliable crystal ball you can find. Forecast Infinite Budget Scenarios ->'.

Enter your USD 231 email address
Choose an account (your name listed
with your email address)



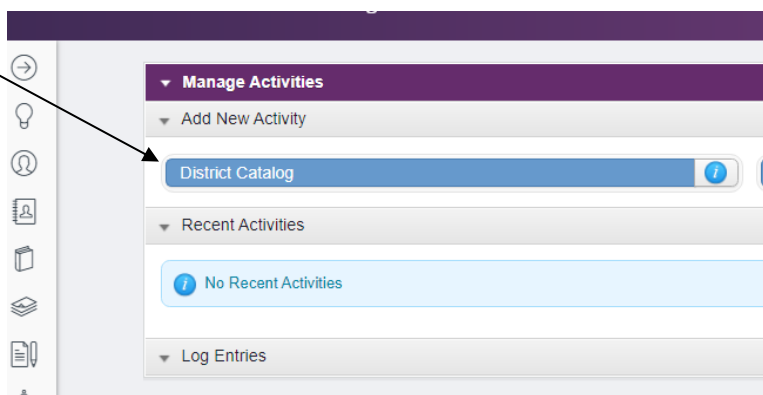
The image shows the 'Single Sign-On (SSO)' page. It has a purple header with the 'frontline education' logo. Below the header is a white box containing the title 'Single Sign-On (SSO)', the text 'Enter your organization email address to lookup your organization's sign in page. This feature must be enabled by your organization.', an 'Organization Email Address' input field with the placeholder text 'Enter your organization email address', and a blue 'Look up organization sign in page' button. Below this white box is a link that says 'Or Sign In with Frontline ID'.

Choose the icon on the left
“Add/Edit Activities”



The image shows a sidebar menu titled 'Professional Growth' with the user name 'Gardner Edge' in the top right. The sidebar contains a vertical list of icons on the left and corresponding menu items on the right. The menu items are: 'Add/Edit Activities', 'Enrollment Tools', 'Instructor Tools', and 'Manage Activities'. An arrow points from the text 'Choose the icon on the left “Add/Edit Activities”' to the first icon in the sidebar.

Choose District Catalog



Steps for Entering Activities w/Examples

(start here):
Building principals and/or
building PD reps will email or
send paper copies of building
activities. Print emails and
enter activities.

A screenshot of the 'Activity Profile' form in the MLPPDMS system. The form is titled 'Activity Profile' and has a sidebar on the left with navigation links. The main content area has sections for 'Annotations', 'Notice', and 'Basics'. The 'Basics' section contains fields for 'Activity Title', 'Select Program/Catalog', and 'Activity Description'. An arrow points from the text '(start here):' to the 'Activity Title' field. The 'Select Program/Catalog' field is set to 'District Catalog District'. The 'Activity Description' field is empty.

1. Activity Title:
 - If a district activity "USD 231: & Title of activity"
 - If a building activity "Nike Elem In-Service: & Title of Activity"
1. Activity Description: USD 231: 4th grade math: Teachers were provided information regarding _____.
2. Activity Format: typically choose "Inservice"
3. Category: Content Standard
4. Hours: enter number of hours (do not include lunch time)
5. Credits: only for college courses (do not enter both credit and hour)
You must type in a "0"
6. Enter Date and Start/End Time and Location (indicate virtual if needed)
7. Provider: typically Gardner Edgerton (if not, list provider on next line)
8. Process Registration on the Following Form: In-District PD Request Form
9. Enter Maximum Participants (doesn't need to be precise)
10. Activity Eval: District Professional Activity Evaluation (if district added, attendees do not need to fill out the evaluation form)
11. List Instructor/s:
12. Purpose: typically will be relicensure for district meetings
13. Select Objective/s:
14. Save

(Note: If you need to edit the activity, choose "Enrollment Tools" in the left hand column, choose the activity, and choose "Edit Activity" and make any changes. Don't forget to save. If you need to change hours or relicensure/salary schedule movement points for a selected few after you have entered the activity and saved it you will need to go into each individual person's account and find the activity and change it.)

Confirmation Page:
At the bottom choose "Manage"
Confirm Attendance

Confirming Attendance and Completing the Activity

1. Click the **Confirm Attendance** button.
2. You will now be on the "Manage Activities" page. This is where you add names to the activity.
3. You can add 1 teacher at a time under "Basic Info" or choose "Building" and it will list all of your building teachers under the "Users" column. You can then choose several teachers or all teachers.
4. After you highlight the teacher/s name/s, choose "Add Selected" and names will be added to the Roster.

MLPPDMS

Manage Activities

Details

BOE testing
Program: District Catalog
Dates: 9/2/2015
New Starting Today
1 Meeting(s)

Hours: 0/5 | Enrolled: 1/3 | Wait: 0/0

Add Registrants to Roster

Filters

Basic Info: Last Name First Name
Employee # Email Address
Building: Nike Elementary School
Department:
Grade:
Group:
☒ Active ☐ Inactive ☒ Instructional ☒ Non-Instruc

Users

Name	Employ
<input checked="" type="checkbox"/> Akright, Kathleen	
<input checked="" type="checkbox"/> Bergee, Jill	1034
<input checked="" type="checkbox"/> Brown, Susan D.	4609
<input checked="" type="checkbox"/> Byard, Chris	2420
<input checked="" type="checkbox"/> Cline, Megan	9298
<input checked="" type="checkbox"/> Gartenmayer, Kath	
<input checked="" type="checkbox"/> Gibson, Christa L.	1719
<input checked="" type="checkbox"/> Heinrich, Tara	6504
<input checked="" type="checkbox"/> Henneberg, Carol	5063
<input checked="" type="checkbox"/> Hoto, Miranda	4315
<input checked="" type="checkbox"/> Hoffman, Marie	
<input checked="" type="checkbox"/> Jahnsonski, Taraca	

Add Selected

Roster

#	Select	Name	Building Type	Approval Status	Hours Sep 2	Credits Sep 2
1.	<input type="checkbox"/>	Hoffman, Marie	Nike Elementary School	In Progress	1	0

1. To finalize the activity, first review to see that the appropriate points are listed.
[(Sometimes the points may be altered based on the start and end time or a teacher attending part of the meeting that was listed on the activity. You can edit for all by **Check All** and then changing the points using the tools located at the lowest area of the page (scroll down to see all options).]
2. **Check All** on the roster and set **Status to Complete**.
3. **Save** and **Exit** the tool.

Active ☒ Inactive ☐ Instructional ☒ Non-Instruc ☒

Search Reset

▼ Roster

#	Select	Name	Building Type	Approval Status	Hours Sep 2	Credits Sep 2
1.	<input type="checkbox"/>	Akright, Kathleen	Nike Elementary School	In Progress	1	0
2.	<input type="checkbox"/>	Bergee, Jill	Nike Elementary School	In Progress	1	0
3.	<input type="checkbox"/>	Brown, Susan D.	Nike Elementary School	In Progress	1	0
4.	<input type="checkbox"/>	Byard, Chris	Nike Elementary School	In Progress	1	0
5.	<input type="checkbox"/>	Cline, Megan	District Office	In Progress	1	0
6.	<input type="checkbox"/>	Gartenmayer, Katherine	Nike Elementary School	In Progress	1	0
7.	<input type="checkbox"/>	Gipson, Christa L	Nike Elementary School	In Progress	1	0
8.	<input type="checkbox"/>	Heinrich, Tara	Nike Elementary School	In Progress	1	0
9.	<input type="checkbox"/>	Henneberg, Carol	Nike Elementary School	In Progress	1	0
10.	<input type="checkbox"/>	Hodo, Miranda	Nike Elementary School	In Progress	1	0
11.	<input type="checkbox"/>	Hoffman, Marie	Nike Elementary School	In Progress	1	0
12.	<input type="checkbox"/>	Jablonski, Teresa	Nike Elementary School	In Progress	1	0

Check All Set Status -- Click to Select-- Set Checked Hours-Sep 2

Save Change Settings Delete Print

Archive this activity? ☐ Yes ☒ No

Active ☒ Inactive ☐ Instructional ☒ Non-Instruc ☒

Search Reset Add Selected

▼ Roster

#	Select	Name	Building Type	Approval Status	Hours Sep 2	Credits Sep 2
1.	<input checked="" type="checkbox"/>	Akright, Kathleen	Nike Elementary School	In Progress	1	0
2.	<input checked="" type="checkbox"/>	Bergee, Jill	Nike Elementary School	In Progress	1	0
3.	<input checked="" type="checkbox"/>	Brown, Susan D.	Nike Elementary School	In Progress	1	0
4.	<input checked="" type="checkbox"/>	Byard, Chris	Nike Elementary School	In Progress	1	0
5.	<input checked="" type="checkbox"/>	Cline, Megan	District Office	In Progress	1	0
6.	<input checked="" type="checkbox"/>	Gartenmayer, Katherine	Nike Elementary School	In Progress	1	0
7.	<input checked="" type="checkbox"/>	Gipson, Christa L	Nike Elementary School	In Progress	1	0
8.	<input checked="" type="checkbox"/>	Heinrich, Tara	Nike Elementary School	In Progress	1	0
9.	<input checked="" type="checkbox"/>	Henneberg, Carol	Nike Elementary School	In Progress	1	0
10.	<input checked="" type="checkbox"/>	Hodo, Miranda	Nike Elementary School	In Progress	1	0
11.	<input checked="" type="checkbox"/>	Hoffman, Marie	Nike Elementary School	In Progress	1	0
12.	<input checked="" type="checkbox"/>	Jablonski, Teresa	Nike Elementary School	In Progress	1	0

Uncheck All Set Status Complete Set Checked Hours-Sep 2

Save Change Settings Delete Print Exit

Archive this activity? ☐ Yes ☒ No

Don't forget if you have a range of time from 8:00 to 4:00 when adding the activity you will need to change the time excluding lunch time.

When you have individual activities to approve:

- click on the icon with the person standing in the circle
- choose "pending approvals" and the list will appear if you have activities to approve

Review the submitted document. Make sure the times/dates are listed and correct. If "Salary Movement" is checked, I make sure that I list "Saturday" or "not a work day" if outside the duty time.

A college course request should be approved 2 weeks prior to the beginning of class.

If you have questions or if the information is not complete, choose "More Info" and the activity will be returned to the applicant for corrections/more information. Remember to fill out the 2 boxes under "Your Comments" if you need "More Info". "Approve" or "Deny" according to district guidelines.

If an approver or building principal is unavailable, you can emulate their account and approve/deny activities as needed.

Approving Individual Activities in Frontline/MyLearningPlan

1. Open Frontline/MyLearningPlan
2. Click on "Administration" icon.
3. Choose "Pending Approvals"
 - Forms Pending Approval – listing of activities from individual users for approval. Check all lines for correct information.
 - "Approve" if all information is correct. "Deny" if needed. "More Info" if not completed (will be returned back to individual to complete the information).
 - Forms Pending Final Approval – listing of all activities that are completed and have been sent through for final approval.

Entering Teachers in Frontline/MyLearningPlan

1. Open Frontline/MyLearningPlan
2. Choose the "Administration" icon on the left hand side and "PG User Info".
3. Choose "Add a New User"
4. Add:
 - First Name
 - Last Name
 - Email Address
 - User Configuration
 - Instructor Rights (No – only Ed Services)
 - District Administrator (Yes – if a PD rep)
 - Active Employee (Yes)
5. Administrators Rights (Select District Catalog if a PD rep)
6. Certificate Holder (Yes)
7. Certificate ID (added by HR)
8. Certificate Expiration Date (added by HR)
9. Date of Birth (leave blank)
10. Personnel Information:
 - Job Title (Teacher, SPED—add area, Counselor, Paraprofessional, Administrator, etc.)
 - Job/Position Code (leave blank)
 - Employee Number (added by HR)
 - Start Date (typically 00/00/0000)
 - Date Separated (date when left district – will add if leaving district by ES)
 - Substitute Teacher (Yes or No)

Entering Community Members in Frontline/MyLearningPlan

If community members need an account, they will contact Ed Services and be entered into Frontline/MyLearningPlan.

- Enter their information under "PG User Info".
- Add their information, listing them as Community Member.
- You will need to click on the notification icon for them to receive an email so they can open their account.
- USD 231 has a 1 time fee of \$20 for community members.
- If paraprofessionals have a teaching certificate, enter their account as others, listing them as "Paraprofessional – Certified Teacher" and give them points if they have signed the attendance sheet.
- USD 231 does not add substitutes as a district employee, but as a community member. Substitutes must live in the USD 231 boundary. Otherwise, they need to contact their home district for help.

Portfolio for Salary Movement

1. Pull up teacher
1. Emulate teacher
2. Choose the "My Info" icon on the left with the head inside a circle
3. In order to see a total of points for relicensure and/or salary schedule movement, click the link that states **View by Purpose (Current)**.
4. Points are listed under both Salary Movement and Relicensure.
5. Print portfolio and review activities (delete activities that cannot be used for salary movement from teacher's activities). Current ones are pretty clear, but previous ones may have already been used. HR will know which ones have been used.
6. Put a check mark next to all items that can be used for salary movement and circle the total for each year.
7. Sign and date the portfolio.
8. Scan and send to teacher by email. They will review and forward to HR.
Note - if you need to adjust an approval or edit a comment, you may do so by clicking the Edit link next to the given activity.

Appendix F

Frontline Q&A

(found in Frontline)

1. Book Study or Article (outside of school)
 - School Year – July 1st – June 30th
 - How to list a book study: Independent Learning
 - Limit of hours/points
 - ✓ **1 point for each hour reading** (up to 10 points/book--indicate number of pages)
 - ✓ **1 point for each hour reading** (up to 2 points/article--indicate number of pages)
 - ✓ Cannot include time for discussion (only reading).
 - ✓ **Limit of 30 points per school year for combined total of reading (book and/or article).**
 - ✓ Information obtained from book/article must be new knowledge.
 - ✓ Must be professional content related to current teaching assignment (age appropriate) and not lesson planning.
 - Use for relicensure: Yes
 - Use for salary movement if reading occurs outside duty day? Yes
2. College Course (includes virtual) Prior Approval:
 - Each college course completed is worth 1 credit which equals 20 PD points per credit (for example – 3 college credits would equal 60 PD points).
 - Enter into Frontline/MyLearningPlan for approval at least 2 weeks before starting class
 - Remember to list Course # first, then Course name
 - When a college courses is approved in Frontline/MyLearningPlan, it will count for both licensure and salary movement.
 - After college course is completed, choose mark complete on the activity and attach final grades for final approval in My File Library (Go to My Info, My File Library, Upload a File, and Save).
 - Courses must be related to current certification or toward degree/certification completion.
 - If course is not pre-approved, district can decline final approval.
3. Remember to fill out Knowledge Validation for all workshops attended. PDC reps cannot see if knowledge validation is completed--only final approver.
4. Workshops:
 - Points can be used for licensure.
 - Points can also be used for salary movement if registration is paid for by the participant and does not occur during the duty day.
 - If the registration is paid by the district, salary movement points will not be approved.

5. Salary Movement – Portfolios can be obtained by emailing osbornp@usd231.com.
 - All application and/or questions for salary movement should be directed to Human Resources.
6. September 1st is the deadline for entering last year's activities/points.
7. The PDC Rep is not responsible for KEEP 2 items.
8. If meetings continue past 4 pm and considered a Professional Development activity where new knowledge is being obtained (that can be applied to a classroom)--points will be considered when approving.
9. Collaboration with your team does not count as "new knowledge" if it's during plan time. It only counts if it is considered district level Professional Development.
10. Building Facilitators/Presenters:
 - Presenter is added in Frontline/MyLearningPlan the same as an attendee.
 - Prep time/material development occurring outside of the duty day for facilitators/presenters can be added in Frontline/MyLearningPlan up to a max of 3 hours for salary movement points for initial presentation of information.
 - For subsequent presentation, additional attendee PD points are given; however, additional time for subsequent presentation prep time/material development will not be approved.District Facilitators/Presenters:
 - When asked to present at a district professional development activity, prep time occurring outside the duty day will be paid up to a max of 3 hours (extra duty pay). If the presentation is outside of the duty day, additional extra duty pay will be received for the total time of the presentation.
 - Extra duty pay for the time of the presentation will not be provided if the presentation is during the duty day, but you can receive PD points toward relicensure.
11. **No points can be used for salary movement when activity occurs during duty hours.** Points can be used for relicensure only.
12. Salary Movement (negotiated agreement)
 - Approved State Inservice Plan points that may be used for relicensure may also be used for advancement on the salary schedule, unless monetary compensation was received. Twenty approved and completed points are the equivalent of one college credit hours. These points are designated on a formal portfolio under "Salary Movement". Approved points may be used to advance from Column 1 to 2 and 2 to 3, in the same manner as approved hours may be used. A master's degree is required prior to moving to Columns 6-9. To qualify for horizontal salary schedule movement, the professional employee must have an approved Individual Professional Development Plan on file and meet the re-certification guidelines as set forth by the Kansas State Department of Education.
 - Only one horizontal column advancement may be realized with the use of approved salary movement points per semester. This would include any combination of 200 approved salary movement points/college credits.
 - **The deadlines for applying for salary movement are September 1st and January 31st of each school year as outlined in Section 3(B).** The professional employee must

submit the application and supporting materials (professional development portfolio and official college transcripts) to the USD 231 Human Resources office by 5:00 p.m. on the dates provided, or the next business day, if these dates fall on a weekend or holiday.

- Note for new employees: Professional development points earned while employed by another Kansas district cannot be used to move horizontally on the salary schedule. The points may be used for license renewal.

13. Practicum students, student teacher and intern teacher (enter as Knowledge Request Form)
 - 10 points – practicum student commitment (approximately 10 hours)
 - 20 points/quarter – student teacher/intern commitment
 - High school student/cadet does not count for PD points**Points are only for relicensure, not salary movement.**
14. If a paraeducator attends a district professional development activity and holds a teaching license, they can receive points for relicensure.

Professional Development Plan

Goodland
USD 352

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 352 Professional Development Council approved the following plan, at its meeting held on 4/10/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: 
Signature

4/11/2025
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

USD 352 – Goodland

PROFESSIONAL DEVELOPMENT PLAN GOALS:

The Professional Development Council will promote staff development for all certified personnel.

District Goals:

1. Implement curriculum and develop instructional techniques aligned to College and Career readiness standards.
2. Monitor student growth utilizing multiple measures.
3. Continue professional growth and implementation of KESA.
4. Technology integration.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 352 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. .
The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Commented [EK1]: FYI: New, required language.

The Professional Development Council (PDC) of U.S.D. 352 is a representative group who advise the local Board of Education in matters concerning the planning, development, implementation, and operation of the Professional Development Plan through the use of frontlineeducation.com.

MEMBERSHIP:

Membership of the council shall consist of:

- 1 teacher from each building
- 1 administrator from each building

Term of Membership

Term of membership on the PDC shall be 2-year term, no limit.

Council Resignation

Resignations shall be accepted and voted on by the PDC.

BUILDING REPRESENTATIVE:

1. The purpose of the Building Representative shall be to approve or disapprove all Individual Development Plans (IPDP) and to award points. Approval or disapproval will be determined according to guidelines consistent with the state plan and local precedents approved by the PDC.
2. The term of the Building Representative shall be two (2) years. To provide training and consistency for the committee, staggered terms are recommended.
3. The Building Representative checks the activity request to determine if it is in compliance with the participating member's IPDP.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
North Elementary	1
West Elementary	1
Goodland Jr/Sr High School	2
Total	4

1.22 Licensed Teacher Group Selection Process:

Certified personnel shall be selected by their respective groups by May 1 for the succeeding term beginning with the following school year. Principals will send out an email for volunteers. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, principles will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the Assistant

Superintendent for storage. Newly selected members will attend meetings as non-voting members through July 1. Should a vacancy occur, the group represented shall select the new member using the above process.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
North Elementary 1	1
West Elementary 1	1
Goodland Jr/Sr High School 2 includes Superintendent	2
Total	4

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Building principles will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

DUTIES AND FUNCTIONS:

1. Implement the professional education program in the school system within the guidelines and criteria established by the Kansas State Board Of Education.
2. Participate in required KSDE annual training for PDC members as scheduled.
3. Review and approve or suggest modifications of Individual Professional Development Plans (IPDP) submitted by each participating member.
4. Review and approve professional development points in relation to participating members' IPDPs.
5. Implement district in-service activities based on student needs and staff knowledge/skills required to meet those needs.
6. Provide on-going access to earned PDC points. Review and certify the successful completion of the professional improvement program of each participating member at the expiration of his/her IPDP.
7. Review and approve/disapprove requests for extensions of IPDPs resulting from unusual circumstances.
8. Provide Bi-annual PDC activity reports to the BOE. Make recommendations for improvement of the program and its administration.
9. Amend the U.S.D. 352 Professional Development Plan. Amendments may be Initiated by the PDC and/or the BOE, provided that these amendments have been introduced in writing at the preceding regular meeting.
10. Necessary clerical and accounting staff and facilities for meetings, record keeping, communication, and other necessary business of the council shall be provided by the school district personnel.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 352 will train new PDC members on their roles and responsibilities as council members under

regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center. Currently, the PDC Chair attends training with Southwest Plains in August and trains the rest of the PDC at the PDC August meeting.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in PDC folder in the Google Drive. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

The officers of PDC shall consist of a chairperson and a vice-chairperson. The officers shall be elected each year in May, and their terms of office shall begin July 1.

The offices of chairperson and vice-chairperson shall be two-year terms. The vice chairperson will automatically advance to chairperson.

All officers who resign from the PDC may do so upon acceptance of the resignation by the PDC.

The staff secretary shall act as the PDC recording secretary for all PDC meetings.

Duties of Officers

Chairperson:

1. Calls and conducts all meetings.
2. Calls special meetings as needed.
3. Manages calendar and local professional development activities.
4. Reports in December and May to the Board of Education (BOE).
5. Carries out any other duties as described and assigned by the PDC,

superintendent, or local BOE.

6. Works in collaboration with district level school improvement and professional development personnel.

Vice-Chairperson:

1. Acts in absence of the chairperson.
2. Carries out any duties as requested by the chairperson or PDC.
3. Facilitator of mylearningplan.com
4. Reports mylearningplan.com information to the PDC.

1.51 Meetings

There will be quarterly meetings from August through May, with optional special meetings called after a notice of at least 24 hours is given. (August, November, February, and May).

- All meetings of the Council will be open to all certified staff and board members.
- Meetings may be conducted on Zoom.
- The meeting agendas and minutes will be sent to all members electronically.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Documentation

Documentation that is not part of Frontline is stored in the PDC folder on Goggle Drive. Access is limited to PDC members and a few others.

Frontline Training:

The PDC Chair trains new teachers at the new teacher in-service and the building PDC reps provide refreshers to returning staff at the beginning of year. Send report status for IPDP to principles. PDC members also provide technical assistance as needed and there are monthly emails with reminders.

Frontline forms used for PDC business:

- IPDP form,
- Activity Request form,
- and Appeals Request form

1.54 Communications

The PDC Chair reports PDC activities and information in December and May to the Board of Education (BOE) and in monthly emails to the staff.

1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan if it would like.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 352 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal (prior approver)
2nd-	Building PDC Teacher Representative
3rd-	PDC Chairperson

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 352. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal (prior approver)
2nd-	Building PDC Teacher Representative
3rd-	PDC Chairperson

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD Points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final. The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align with state and district curriculum content and standards,
 - Describing current activities that are helping to ensure that district students reach the curriculum standards, and
 - describing what is not being done and who the students or student groups are that need particular attention.
 - determining what adult behaviors and skills are needed to promote instructional processes.
-

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

EVALUATION OF PROGRAM FOCUS:

The focus for staff development is addressed at three levels: individual, building, and district.

- Professional goals and personal interest at the individual level.
- Students' needs determined by triangulation of data at the building level.
- Professional Learning Communities established at the district level.
- As it aligns to our district mission statement: To engage, enrich, and empower all students, in a safe environment, to meet high standards of achievement and become responsible, respectful, productive members of society.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target

PROCEDURE:

The Professional Development Program will be evaluated annually.

A. Continuous: A continuous and systematic evaluation of the District Professional Development Program will be the responsibility of the PDC. The evaluation may involve:

1. Needs
 - a. Periodic review of the needs assessment.
 - b. Periodic review of appropriateness of activities to specific objectives.
 - c. Periodic review of activities offered to assure that they are appropriate to the certified employee's level of development.
2. Activities - Each licensed staff member will be given the opportunity to complete an evaluation form for each district in-service activity.

B. Annual: An annual April evaluation of the Professional Development Program will be the responsibility of the PDC. The evaluation may involve:

1. Priorities - A review and revision of program priorities based on identified needs.
2. Needs Assessments - A review and revision of the needs assessment instrument and the process of its administration.
3. Activities - A review and revision of methods of delivery and the quality of activities.
4. Implementation/Operation of Program - A review of policies, procedures and efficiency of record keeping.

C. Means: Means for evaluating the Professional Development Program may include but not be limited to:

1. Participation Analysis
2. Activity Evaluations
3. Formal and Informal Feedback

2.5 Reporting results of evaluation of in-service needs (Optional)

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in the spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 (or elaborate on the procedure if different from Section 1.5.) Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans

(IPDP)

KAR 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. KAR 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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 352 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

1. The Individual Professional Development Plan forms may be completed at frontlineeducation.com. IPDP must be filed within thirty days after the start of school for initial plans and thirty days after

recertification date.

2. IPDP updates may be submitted at any time.

3. The participating member completes the IPDP application online and submits. The submitted form will advance on My Learning Plan through the approval process (building principal, building PDC representative, PDC screening chairperson, PDC chairperson).

4. The PDC shall be responsible for approval or disapproval of the IPDP.

a. If approved, the IPDP will be considered complete. Electronic access to the plan will be available to the participant and all PDC members.

b. If disapproved, the IPDP will be returned to the participant with recommendations for modification.

3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any person who is employed by or who works or resides within USD 352 is eligible to file a professional development plan with its 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. There is a fee of \$15.00 that must be paid to the district office before being assigned an account on mylearningplan.com

The steps the individual must take to complete the plan are to contact the PDC chairperson and follow the steps outlined below:

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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

PROCESS FOR APPEALING A DECISION:

1. The participating member shall retain the right to appeal any motion or disapproval at any level. He/She shall do so on the form, which is available from the PDC electronic file library on frontlineeducation.com. The participating member may appear in person before the PDC to review the appeal.

2. To appeal a decision of the PDC, the following procedure shall be followed:

- a. The participating member shall complete the electronic appeal form and turn it into their building representative.
- b. The building representative shall forward the completed appeal form to the PDC .
- c. A decision shall be rendered by the PDC, and the participating member shall be so informed.
- d.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, 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.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

Commented [EK2]: FYI: New, required language.

The PDC awards points as a council. No individual member may approve points.


If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



“IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



“SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT 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
KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

Content Endorsement Standards

These standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate. (Does it directly apply to the subject area on your teaching license? Example – Math conference for a high school math teacher.)

Professional Education Standards

These standards are the levels of professional quality desired for Kansas' education professionals (adopted by the Kansas State Board of Education in September 2006-2007). There are a total of 13 Professional Education Standards. For each of the standards there are indicators for Knowledge and Performance. (Does it support the subject area on your teaching license? Example – Behavior management workshop.)

or

Service to the Profession

Any activity that 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.

To access Kansas Professional Development Program: go to mylearningplan.com, under the file library, refer to PDC Guide.

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Completed USD 352 Request for Professional Development Education form.
- Time Log.

- Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Time Log
- An explanation of time spent on a school committee, council, or team such as:
 - o Membership in the school or district PDC.
 - o Serving as a member of the school's steering team.
 - o Serving on a curriculum development committee.
 - o Providing staff development.
 - o Samples of published articles or newsletters and an explanation of the time spent in writing.
 - o An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.
 - o Serving on an onsite team for another school/district and an explanation of the time spent.
 - o Minutes noting contributions to meetings and time spent at meetings

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Classroom practice under direct observation or video/audio tapes of classroom practice.
- Structured interviews with participants and their supervisors.
- Lesson plans.
- Pre and post samples of students' work.
- Participant's journals, portfolios or other artifacts.
- Multimedia projects.
- Anecdotal Records
- Other approved evidence
-

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - o Study habits.

- Improved school attendance.
- Improved homework completion rates.
- Independent observation of positive students' classroom behaviors.
- Increased enrollment in advanced classes.
- Increased participation in school-related activities.
- Decreased dropout rates.

PROFESSIONAL DEVELOPMENT ACTIVITY REQUESTS AND POINTS

****PRIOR APPROVAL IS REQUIRED for ALL ACTIVITIES****

USD 352 SPONSORED STAFF DEVELOPMENT

1. Participants will enroll for activity in frontlineducation.com under the district catalog.
2. Participating members will be notified by e-mail, when an activity is posted for enrollment.
3. The activity will be available for enrollment from the time posted until 10 days following the activity.
4. Following the activity, the chairperson will manage the approval process for all district catalog events.

OUT OF DISTRICT STAFF DEVELOPMENT:

1. Prior to participating in the activity, log into frontlineducation.com
2. Select "Activity Request" on the left side of the screen
3. Fill in all the pink highlighted areas – they are required – college course titles and numbers must be the same as will appear on the transcript. After filling in all the necessary boxes, then hit the submit button.
4. With-in 10 days after the completion of the event, you must go back into the activity and complete the knowledge validation form.
5. After completing the knowledge validation, it is necessary to go back into the activity and mark complete to push the event forward for final approval.

Be sure to fill out a separate leave request and turn it in to your building principal for approval and to arrange for a substitute.

Steps 1-5 are a MUST-DO for college credit, too (unless working on an approved program or endorsement).

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we

do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or

more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four

years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an

approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has

completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the

following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional

license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional

development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school

specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional

license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license

shall be valid through the remaining validity period of the out-of-state professional license or for five

years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice,

builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education

activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that 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.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
 - (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
 - (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service

activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan,

but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of

secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or

the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

USD #440 Halstead-Bentley Public Schools Professional Development Plan

August 2023-July 2028

State Board Approved: TBD
Date of Plan Expiration : 7/31/2028



5-year Professional Development Plan Approval

The USD 440 Professional Development Council approved the following plan, at its meeting held on 3-10-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Marnie Carr 3-10-25
Signature Date

The USD 440 Board of Education approved the following plan, at its meeting held on 3-10-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: [Signature] 3/13/2025
Signature Date

Plan Updates

[illegible]

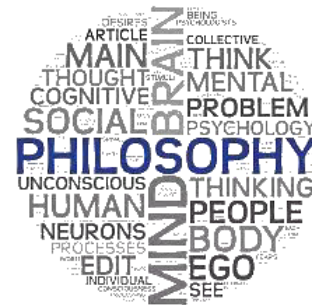
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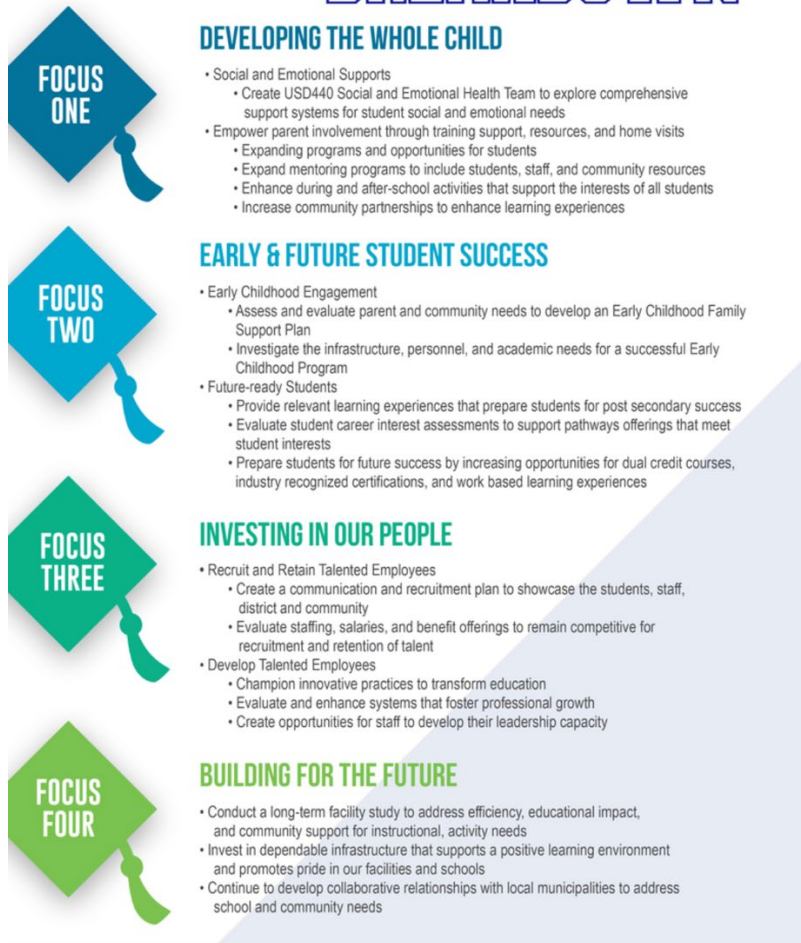
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Engage in continuous improvement
to develop successful learners

The philosophy of USD 440 is that a combination of quality professional education and personal experience leads to the professional growth of our staff.



STRATEGIC PLAN BREAKDOWN



Section One

Professional Development Council (PDC)

1.1 Introduction

Definition:

“Professional development council” or “PDC” means a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency’s professional development plan.”

Focus

The focus of the USD Professional Development Council is to facilitate the professional learning of staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students.

- **State Board Vision & Outcomes:** kindergarten readiness, graduation rates, post-secondary attendance/completion, individualized plans of study, social-emotional factors
- **District focus:** professional learning decisions are based on recommendations from the Professional Development Council, district level leadership teams, administration, and the Board of Education.
- **Building focus:** professional learning is designed to address the skills teachers need in order to improve student learning, ensuring student success. This is determined by data collected relative to the needs of students and teachers in each individual building.
- **Individual focus:** each certified staff will create an Individualized Professional Development Plan.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 440 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the

structure or operation of the PDC, including membership, contrary to regulations and to be invalid. The Director of Student Learning is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

District Office	Marcie Carr-Chairperson (DOSL)
Bentley Primary School	Adam Conard & Carol Holmes
Halstead Middle School	Becky Jones & Shawna Will
Halstead High School	Chad Baalman & Jessica Harmon

Membership:

According to Kansas statute K.A.R. 91-1-215 (g), 91-1-217 (a) each professional development council will:

- Be representative of the employed licensed personnel.
- Include at least as many teachers as administrators.
- The PDC includes one certified staff representative and one building administrator from each building: Bentley Primary School, Halstead Middle School, and Halstead High School. It also includes one licensed teacher from the District Office.

Term of Office:

August 1 to July 31--New representatives will be onboarded by August 1st.

Current PDC Membership

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
District Office	1
Bentley Primary School	1
Halstead Middle School	1
Halstead High School	1
<i>Total</i>	4

1.22 Licensed Teacher Group Selection Process:

Model:

1. At the last PDC meeting of the year, licensed teacher group members will be surveyed to determine if they wish to continue to serve on the committee.
2. The Chairperson will report any committee vacancies due to current members who are not returning to USD #440 for the following school year; retirements, etc.
3. Total number of open seats will be communicated to the PDC
4. By May 1st, building principals will email their staff of any openings
5. Staff may volunteer to be on the selection list
6. If one or more name is given to the principal, a Google voting survey will be created and sent out to the staff.
7. They will vote for 1 member of their choosing.
8. Once someone is selected by the staff, principals will inform their staff and let the PDC Chair know the name of the new member.
9. Google voting surveys will be sent to the Chair to add to the PDC Shared Drive for documentation

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Bentley Primary School	1
Halstead Middle School	1
Halstead High School	1
<i>Total</i>	3

1.24 Licensed Leader Group Selection Process:

Each building currently only has one licensed leader. Therefore, those administrators are the PDC member for that building by default. If a building leadership group includes more than one leader, that building will adjust its selection process and add it here. Documentation for how that selection occurred will be documented in the PDC running agenda in the shared Google drive.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Chairperson and/or the Director of Student Learning will send out the list of names of all licensed teachers in that group/s to that

group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities



Professional Development Council Roles & Responsibility

According to Kansas statutes, K.A.R. 91-1-205(b)(3)(c), 206, 215.(d)(g), 216-218, the PDC is charged with the following roles and responsibilities:

1. Advise 5 year professional development plan
 - a. Planning, development, implementation, & operation
2. Develop operational procedures
3. Establish and Implement 5 year plan
 - a. Needs assessment highlighting staff needs
 - b. Setting district and building goals based on needs assessment results
 - c. Planning activities that assist with reaching set goals
 - d. Establishing criteria for evaluation of plan
4. Approve IPDPs
5. Award points for relicensure
6. Participate in annual PDC training



1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 440 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center

The Director of Student Learning is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in shared Google drive managed by the Director of Student Learning PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

As the advisory council to the Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Officers:

Officers include a Chairperson and Vice-Chairperson. The PDC members choose these at the last PDC meetings in the Spring before the new academic year.

Chairperson:

- Calls and conducts all meetings including special meetings if needed

- Carries out other duties as needed
- Keeps minutes of all meetings, publish notifications and minutes to all staff, and maintain all PDC minutes
- Oversees Frontline processes
- Records relevant correspondences and documentation
- Coordinates creating the PD plan
- Provides training in Frontline
- Meets with staff when they have questions

Vice Chairperson:

- Acts in the absence of the Chairperson.
- Works with chairperson to outline yearly PDC tasks and timelines
- Assists the Chairperson with any of the above tasks.

1.51 Meetings

- PDC shall meet a minimum of four times each academic year
- Meeting dates will be determined at an organized meeting in August of each school year
- Meetings may be conducted online or electronically, and emergency meetings may be called
- Meeting minutes are kept in the PDC running agenda in the shared PDC Google drive
- Example of a yearly schedule:
 - *Note: Additional meetings may be called if the need arises*
 - September
 - Review/approve IPDPs for all certified staff
 - Discuss upcoming district PD dates/plans
 - November
 - Review PD Needs Assessment results
 - Review strategic plan
 - Review 1st 9 weeks PD activity survey results
 - Discuss upcoming district PD dates/plans
 - February
 - Review/revise PD Needs Assessment and email to staff
 - Results shared in Google Drive; PDC
 - Review 2nd 9 weeks PD activity survey results
 - Discuss upcoming district PD dates/plans
 - April
 - Principals to recommend any new PDC opened positions
 - Review 3rd 9 weeks PD activity survey results
 - Revise PD goals for next school year
 - Discuss upcoming district PD dates/plans

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

1.53 Documentation

Documentation for PDC activities are in one or more of the following locations:

- Frontline,
- The Shared PDC folder in the district Google Drive or
- The computer in the Director of Student Learning's office, which holds PDC emails.

1.54 Communications

The PDC Chair will share the PDC Running Agenda that contains information about meetings, results of PDC activities and decisions to the all faculty email list serve. This list serve goes to all staff, admin, and BOE members. A link to the document will be sent out at the end of each meeting.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 440 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building PDC Rep
2nd-	Building Principle
3rd-	Director of Student Learning

Recommended Approval-The PDC allows the positions in the Sequence of Approvers (above) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principle-pre-approval
2nd-	Building PDC Rep
3rd-	Building Principle
4th-	Director of Student Learning

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (above) to recommend the number and type of PD activity points and has them add the list of staff names with the proposed PD Points for approval to the consent agenda for a vote at a PDC

meeting. Any PD points requests that cause concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions or “more information” is provided, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, the PDC decision is final.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

2.0 Introduction

The professional development process is a continual cycle that involves multiple processes across the district.



2.1 Assessment and prioritization of school improvement needs

USD #440 will evaluate a wide range of data to determine student academic achievement and school improvement needs.

These can include:

- District needs assessment results
- McREL evaluation data
- Southwest Plains walkthrough data
- District KESA goals
- Building KansaStar goals
- District report cards including progress towards the State Board Outcomes
- FastBridge math and reading data
- Diagnostic Information; PAST, QPS, Eureka Math Equip
- State Assessment results
- KELPA data
- Professional Learning Communities at each building and/or grade level/department
- Gap analysis of progress towards the KSDE Four Fundamentals; structured literacy, standards alignment, a balanced assessment system, and quality instruction

2.2 Identification of goals and objectives to achieve professional development needs

1. Each school year, teachers complete a Professional Development Needs Assessment. The survey asks teachers to rank their learning needs based on areas of district KESA goals, the KSDE Four Fundamentals, and building goals. The assessment also asks teachers to identify PD topics needed to support their Individual Professional Development Plan.
2. The PDC analyzes the results of the survey each year to assist in determining PD topics for the year.
3. Principals use this information to determine building level PD.
4. The Director of Student Learning works throughout the year to find PD opportunities for staff that match their IPDP.

Documentation:

-
- The PD Needs Assessment is done via a Google Survey that is stored in the PDC Shared Google Drive
 - IPDPs are stored in Frontline.
 - See examples of both forms below
 - All new staff are trained in Frontline by their assigned mentor or BLT member. PDC members are also available for training support if needed.
-

Professional Development Needs Assessment

B I U OD T

Please reflect on the two KESA goals and your own personal needs in regards to increasing your instructional knowledge in these two areas. You will also have an opportunity to share your needs in other areas along with items that may pertain to your Triple PD plan.

This form is automatically collecting emails from all respondents. [Change settings](#)

Last Name, First Name *

Short answer text

Building *

☐ BPS
☐ HMS
☐ HHS
☐ DO

Which subject area(s) are you primarily assigned? *Mark all that apply *

☐ ELA
☐ Math
☐ Science
☐ Social Studies
☐ STEAM
☐ PE-Health
☐ Art
☐ Music
☐ Career & Technical Education
☐ Other Elective Area
☐ Counselor
☐ Administration

Please select your 1st preference for learning opportunities *

☐ Science of Reading
☐ Mathematical Instructional Strategies
☐ Instructional Strategies for all Content Areas
☐ Classroom Management
☐ Competency-based Instruction
☐ Content Specific
☐ Integration of Technology

Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Listed below are my goals for professional development.

Status	Personal Goal	Actions
PENDING	Reading Strategies for at-risk readers	Edit Print
PENDING	Student Individual Needs	Edit Print
PENDING	Technology	Edit Print

[Add New Personal Goal](#)

Personal/IPD Information

IPDP FOR [YOUR NAME HERE]

Grade Level(s):

Subject(s):

School Year for which the IPDP Applies

Start Date: 07/01/2022

End Date: 06/30/2023

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective:

☐ Curriculum
☐ Increased Student Learning: Mathematics
☐ Increased Student Learning: Reading / Language Arts
☐ Strategic Plan
☐ Triple PD
☐ Goal : Professional Goals from CUES
☐ Content
☐ Environment
☐ Support
☐ Understanding
☐ Goal : Personal
☐ Reading Strategies for at-risk readers
☐ Student Individual Needs
☐ Technology

Professional Learning Goals



Assessments

- Data sources for professional learning
- Diagnostic tools for identifying learning needs



Standards

- District & state



Job-embedded

- Quality professional development based on student achievement data



Instruction

- Research-based strategies
- Aligned with district/building goals
- Improve student achievement



Goal Determination Criteria

District Goals:

- *Results of the KESA process. Two goals will be selected.
- *District level needs assessments
- *Gap analysis of academic and social-emotional areas

Building Goals:

- *Identified student achievement gaps based
- *Research-based instructional strategies
- *Connection to district KESA goals (5 goals per building)

Individual Goals:

- *Two goals based on the CUES Evaluation Self-Assessment tool, an analysis of skills related to student learning needs, license renewal, or progress towards a new license.

2.3 Identification of activities and actions to achieve the goals and objectives

Content for professional development will be determined by the results of the data analysis above concerning student achievement and aligned with KESA, building, and individual goals. Activities chosen should be hosted by a reputable service center, KSDE, TASN, Evidence-based program, national group, etc.

The activities should:

1. Be evidence based and support increased student achievement
2. Be in alignment with the district's mission and vision, strategic plan
3. Align with individual, building, and/or district goals (KESA & KansaStar)
4. Focus on on-going individual improvement for all employees
5. Reflect research and best practices
6. Align with the KSDE Four Fundamentals; structured literacy, balanced assessment, standards aligned, and high quality instruction
7. Align with Kansas Standards & CTE competencies

Examples of activities or actions:

1. TASN Roadshows
2. Core curriculum training
3. Tier 2 & 3 resource training
4. LETRS
5. Greenbush High Impact Instructional Series workshops
6. Greenbush University
7. Orion Solo or Group Treks
8. KSDE workshops/training

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

At the end of each district and building PD day, staff will complete a survey to determine the effectiveness of the training (see example below). The PDC committee will review the results at the next meeting. For any activity staff attend on their own, they will fill out a Frontline form that requires them to summarize their learning and how they plan to use their new knowledge in the future.

Section 2 of 2

Confirmation and Feedback

Description (optional)

Do you feel the learning today aligned with our district's core values and mission statement?

1234

I do not know what our district values or the goals outlined in our mission statement.

☐
☐
☐
☐

The learning today completely aligns with our district's values.

How closely did today's learning align with your personal growth goals?

1234

The learning today did not align at all with my goals.

☐
☐
☐
☐

The learning today completely aligned with my goals or inspired me to create an additional professional growth goal.

Do you feel the learning today will contribute to the quality of your instruction or classroom management?

1234

The learning today is not new. I already do this in my practice.

☐
☐
☐
☐

The learning today will greatly help me in my daily professional practice.

How would you rate the complexity of the information you learning today?

1234

Too complex; I did not understand any of the information.

☐
☐
☐
☐

Too easy; I did not learn anything new.

Was the learning today provided in a modality that suited your personal learning profile? If not, what changes would you have made?

Long answer text

What changes would you like to see to the style in which information was delivered today?

Long answer text

What additional information or learning do you feel should have been covered today?

Long answer text

What supports do you feel you require to make sure you can continue your growth in this area or with this skill?

Long answer text

2.5 Reporting results of evaluation of in-service needs

Results of the district PD session surveys will be analyzed at each PDC meeting if applicable. The team will look for areas of strengths and weaknesses to use as a reflection tool when planning future PD days. The PDC will then communicate their findings to the District Leadership Team. The DLT will provide any feedback on the results. Principals will then take the information to their Building Leadership teams for review and additional feedback. Principals will report back to the PDC.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the Director of Student Learning will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 440 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact).

Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

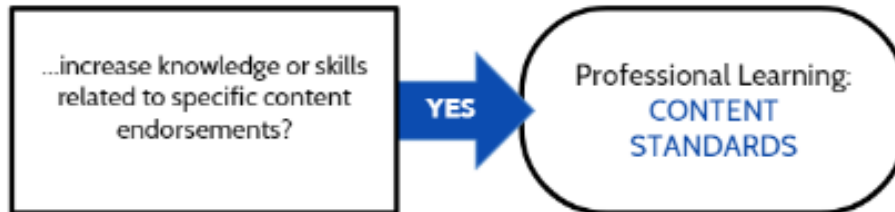
Professional Learning Activities

- Each staff member is responsible for his or her professional learning activities entering them into Frontline. Additionally, licensed staff members are responsible for knowing [relicensure requirements](#).
- Professional learning activities are a component of relicensure and should be completed in a timely and accurate manner.
- Throughout the course of life of a license, staff will initiate an Individual Professional Development Plan (IPDP). Staff should collaborate with building administrators to ensure individual goal and activity alignment.
- Staff members should clearly understand/become familiar with the district & building level goals, Building Improvement Plan (KESA).

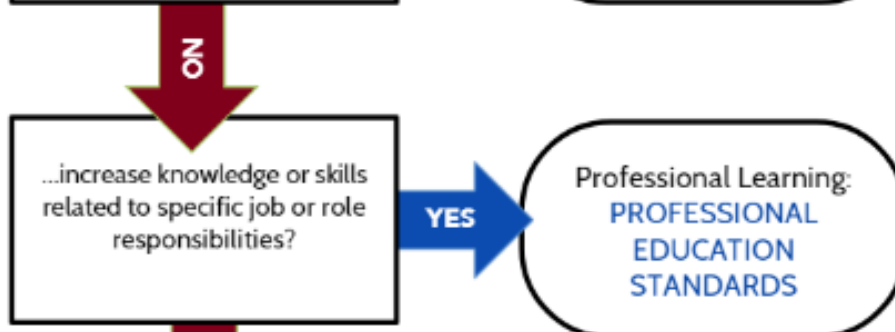


Types of Professional Learning

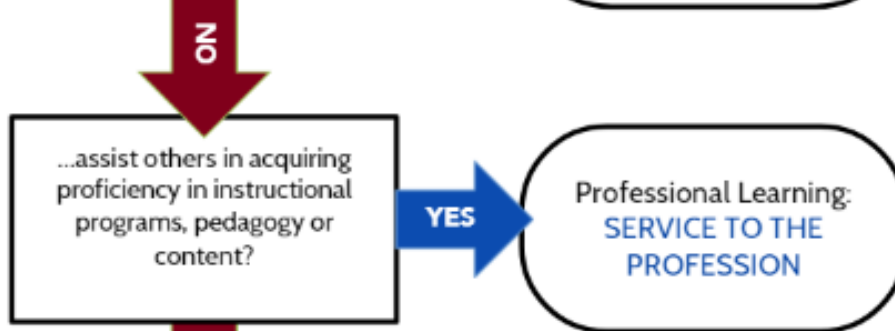
Does the activity...



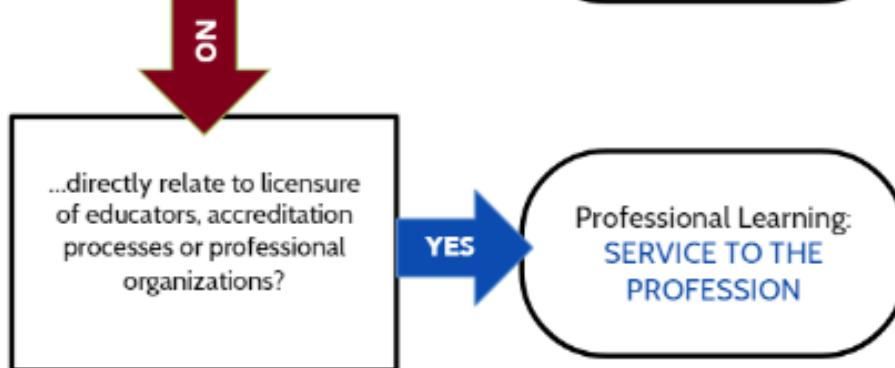
91-1-215(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.



91-1-215(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.



91-1-215(k) "Service to the profession" means any activity that 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.



NO

This activity is probably **not** professional learning under the Kansas State regulations governing professional development.

[illegible]

- MyLearningPlan.com is an online professional development management system. Licensed staff members log into the website to submit requests to attend professional learning activities and manage their professional development points on the website. MLP also provides the district an efficient way to post learning activities, manage enrollments and print sign-in sheets.

- An activity portfolio is kept for each individual. The portfolio shows progress towards district professional development goals and objectives. These points are used for relicensure and some may be used for salary advancement.

frontline
www.frontline.com

Professional Growth

Formerly MLP PDMS and MLP OASYS

Sign In

Username

Password










[Sign In](#)



[I forgot my username](#) [I forgot my password](#)

[illegible]

Professional Growth Aug 2019

NAVIGATION ⌵

-  My Info ➤
-  **Learning Plan**
-  Activity Catalogs ➤
-  Activities ➤
-  Forms ➤
-  Administration ➤
-  Configuration Tools ➤
-  Reports ➤
-  Additional Resources



Opportunity

My Learning Plan

Staff completes the Request to Participate in Professional Learning Activity and submits for pre-approval

To Do List

Once approved, complete the below steps

1. Register-Bill district office or request a PO from Susan Adams
2. Transportation Request
3. AESOP absence form
4. Lodging reservations

Staff completes the Request to Participate in Professional Learning Activity and submits for pre-approval

Once approved, complete the below steps

1. Register-Bill district office or request a PO from Susan Adams
2. Transportation Request
3. AESOP absence form
4. Lodging reservations

Individual Professional Development Plan

Writing & Initiating the Plan

The Individual Professional Development Plan (IPDP) is a plan describing the professional development goals and the planned professional learning activities to be completed by the individual who submits the plan to the PDC.

The individual, in cooperation with a designated supervisor (in most cases the building principal), will write an IPDP that:

- ♦ Addresses individual goals related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
- ♦ Is written for a period of one year – with the option for annual renewal based upon continued needs.
- ♦ May or may not include specific titles of courses, seminars, conferences or workshops. As this specific information is available, the individual will add this to his/her plan.
- ♦ Plan is completed using the form on MyLearningPlan (using the goals created in the CUES Professional Development Plan)
 - 1) The individual completes the CUES Evaluation Self-Assessment and creates two (2) individual goals in the CUES Goals section (teachers new to the district – fall; returning teachers – spring) and submits the goals to the designated supervisor through the CUES system.
 - 2) The designated supervisor reviews the goals and consults with the individual should any concerns need to be addressed, then once in agreement signs the plan through the CUES system.
 - 3) By October 1 of each academic year, the teacher transfers the individual goals from the CUES Professional Development Plan to the MyLearningPlan system by completing the Individual Professional Development Plan.
 - 4) The IPDP is passed to the PDC for approval, disapproval, or modification through MyLearningPlan.

*If the IPDP is not approved, the individual may make recommended revisions or follow the appeal process which includes appeal in writing or in person at the next PDC meeting. See 91-1-206(d)

3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed person who is not employed by but who works or resides within USD 440 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Director of Student Learning is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may not be eligible to participate in district in-service activities. To begin this process, non-employees may contact the Director of Student Learning at mcarr@usd440.com.

The steps the individual will 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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

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.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



“IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



“SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT 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
KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

Individual Professional Development Plan

Implementing the Plan

Participation in professional learning activities earns points that are needed for licensure renewal. Some points are also eligible for advancement on the salary schedule.

- Points can be awarded across **three areas** of professional development:
 - [Content Endorsement Standards](#) – Knowledge or skills related to specific content endorsements.
 - [Professional Education Standards](#) – Knowledge or skills related to specific job or role responsibilities.
 - [Service to the Profession](#) – Professional activities that directly relate to licensure of educators, accreditation processes, or professional organizations; also activities that assist others in acquiring proficiency in instructional programs, pedagogy, or content.

4.3 Awarding Points in Three Levels

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of

the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Individual Professional Development Plan

Points can also be earned at **three levels**. Each have differing values, **Knowledge, Application & Impact** (91-1-218(f)).

- **Knowledge-** Any new knowledge gained in content of professional education related to individual, building, or district goals.
- **Application-** Verification that individual has applied the skills or knowledge gained.
- **Impact-** Verifies that application of knowledge or skills has had an impact on student performance or educational program of the school or district.

*Service to the profession is 1 point per clock hour and can't move to application or impact levels.

Knowledge Level	Application Level	Impact Level
What do you know that you didn't know before?	What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	How has student performance improved? What has positively changed about the program?
1 point per clock hour	2x Original Knowledge Level points	3x Original Knowledge level points

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

Individual Professional Development Plan

Levels	My Learning Plan	Evidence	Sample Activities	Points
Knowledge	<p>*Teacher completes Request to Attend Professional Learning Activity Form and Knowledge Validation Form upon completion of activity</p> <p>*For professional learning that will be taken to application and impact, the Knowledge Validation form should include a copy of the certificate, agenda, handouts, notes, etc.</p>	Participation in activities that gives participants new knowledge/skill about <i>content</i> and/or <i>professional practices</i>	<ul style="list-style-type: none"> • Attendance at a workshop or conference • Observation in a classroom • Study group/book study • Reading professional journal • Written notes from activity • Webinars • Online training • Handouts/resources developed for colleagues (service to the profession) • Documentation of information shared at faculty meetings, team meetings, PLCs, etc. 	1 hour = 1 point

*The list of sample activities is meant only to be examples; the list is not exhaustive.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Individual Professional Development Plan

Levels	My Learning Plan	Evidence	Sample Activities	Points
Application	<p>*Teacher applies the skills/strategies learned in the Professional Learning Activity for a minimum of one semester, and then completes the Application form</p> <p>*Evidence of application must accompany the request for Application points. This can be uploaded in the personal library</p>	Evidence that results from application of the skill/content acquired at the knowledge level	<ul style="list-style-type: none"> Teaching the new knowledge to at least one other colleague Using the new knowledge in a lesson with your students Having a colleague observe and give feedback on your use of the knowledge in a lesson with your students Lesson plans for at least one semester Student work Written feedback from a trained coach or supervisor Video clips Photos 	2 x Knowledge level points

*The list of sample activities is meant only to be examples; the list is not exhaustive.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Individual Professional Development Plan

Levels	My Learning Plan	Evidence	Sample Activities	Points
Impact	<p>*Teacher applies skills/strategies learned in Professional Learning Activity for at least two <u>semesters</u> and completes the Impact form.</p> <p>*Evidence of impact must accompany the request. This can be uploaded in the personal library</p>	Evidence and /or artifacts that demonstrate a <u>positive impact on student learning or educational program or policy</u> .	<ul style="list-style-type: none"> Samples of student work, rubrics/assessments Observation by peer/admin. of lesson Student pre/post data, plans, project Reflection writings Student products via technology Evaluation data collected Evidence of improved academics or behavior Student portfolios Surveys Formative assessments Qualitative written observations 	3 x Knowledge level points
<p>For administrators or other licensed personnel not in the classroom:</p> <ul style="list-style-type: none"> Documentation of related district or school policy change Revision of district, grade level, or content area curriculum Evidence of skill or strategy applied by others as a result of your guidance Documentation of positive changes in related students' behavior over a period of at least 1 academic year, including improved attendance, higher homework completion rates, increased enrollment in advanced classes, increase in school-related activities, decrease dropout rate Analysis of teachers' implementation and effective use of related knowledge and skills via surveys given at the beginning and end of each year 				

*The list of sample activities is meant only to be examples; the list is not exhaustive.

Individual Professional Development Plan Additional Information

- Knowledge level points provide the baseline for the points taken to Application or Impact level.
- Only Content Endorsed and Professional Education Standards are eligible for advancement to the Application and Impact levels. Service to the Profession Standards are not eligible for advancement.
- Knowledge points can be applied for horizontal movement only after application and or impact points have been received to build upon knowledge points.
- Written notification of the completion must be made by September 1st and proof of completion submitted to the Superintendent by October 1st.

Licensure

Responsibility

- Relicensure is the responsibility of the employee. It is the employees responsibility to secure all of the necessary documents needed to complete the application process.

Submission Time Frame

- Under the state regulations, licensure renewal may be completed **up to six (6) months in advance** of the expiration date of the license. For additional information regarding your license, please contact the Kansas State Department of Education Educator Licensure Department at [785-296-2288](tel:785-296-2288). or look online at www.ksde.org. Only KSDE can provide accurate information regarding individual cases.

Relicensing Directions Document Link Below
[USD 440](#)

Steps for Relicensure

1. Viewing/Printing Your Professional License

- a. <https://appspublic.ksde.org/TLL/SearchLicense.aspx>
- b. Enter Search Information
- c. Click Search
- d. Select Print or View Onscreen
- e. Print
- f. Note: expiration date in upper right corner and requirements for renewal on right column

2. Printing your Frontline Professional Development Transcript

- a. [Frontline Log in Page](#)
 - b. Enter your username and password
 - c. Under the Navigation section, select My Info
 - d. Print PDF-located at the bottom of the right side column
 - e. Select print
 - f. Sign at the bottom of the page, scan, and send to Denny Johnson via email
- i.To move horizontally, notification of intent to move needs to be to the superintendent by May 1st.

3. College Transcripts

- a. If you are using college hours for relicensure, you will need to request an official transcript from the college/university. All official transcripts should be sent to Denny Johnson 521 West 6th St Halstead, KS 67056 or emailed to djohnson@usd440.com.

4. Online License Application

- a. <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application>
- b. Please scroll down to find the appropriate form. Most of you will need Form 3A for regular renewal. If you have a specialist degree, you will need to locate that specific form.
- c. Follow the directions in the below sections
 - i. Verify Profile
 - ii. Professional Conduct
 - iii. Degree Information
 - iv. Renewal
 - v. Submit

- d. If you do not already have an account, you will need to register for one at the beginning of the process. Please store your login information somewhere safe in case you need to access your account at a later date
- e. Please email Denny Johnson when you have completed this process so she is aware

5. Paperwork submission to Denny Johnson

- a. Teaching license (from step 1)
- b. Frontline transcript with your signature (from step 2)
- c. Official transcripts (if applicable from step 3)

6. Email Denny a pdf version of your new license

4.5 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The

application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.

4.6 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Per the Certified Negotiated Agreement, staff can convert PDC points to college credit for either relicensure or moving horizontally on the pay scale. See excerpt from the agreement below.

1. Professional Development points may be used to advance from the degree earned to degree plus 15, 30, or 45 hours, as per state guidelines with the following exception. Service to the profession points, with the exception of providing USD #440 approved staff development, may be used for recertification and not horizontal movement. (20 points = 1 college hour).
2. Credit to be used for horizontal movement on the salary schedule must have been earned after the degree was received.
3. Knowledge PD points can be applied for horizontal movement only after Application and/or Impact points have been received to build on those knowledge points.

Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.

KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional

development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

- (b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
- (e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
- (1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
- (h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) “Service to the profession” means any activity that 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.
- (l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;

- (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
- (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan

JEFFERSON COUNTY NORTH U.S.D. 339

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 339 Professional Development Council approved the following plan, at its meeting held on April 2, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cynthia Johnson
Signature

4/2/25
Date

The USD 339 Board of Education approved the following plan, at its meeting held on 4-14-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: [Signature]
Signature

4-14-2025
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

PHILOSOPHY

The philosophy of USD 339 is that staff development is the combination of educational and personal experience, which contributes toward competence and satisfaction in the professional role. The staff development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level leading to an ultimate goal of improvement in student learning. Participation in professional development allows individuals to earn credit toward licensure renewal and may also be applied toward movement on the district's salary schedule.

DISTRICT GOALS

The district staff development goals are to provide opportunities for certified personnel in USD 339 to develop or improve knowledge and skills within their content area or in general educational knowledge with a focus on overall school improvement and student achievement. Specific goals are based on the School Improvement Plans established for each building and will be updated annually based on a needs assessment completed by all staff members.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 339 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members.

The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

POWERS, DUTIES, AND FUNCTIONS OF THE DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

- Implement the Staff Development Plan within the guidelines and criteria established by KSDE.
- Recommend district level staff development activities.
- Review and accept Individual Professional Development Plans (IPDPs). A council member may not vote on any action regarding his/her individual activity points.
- Review, validate, and verify the professional development points to be granted for completed activities.
- Keep records and communicate the necessary business of the council.
- Hear and decide appeals for professional development credit, either approving or redirecting to Superintendent if complainant is not satisfied.
- Participate in annual training covering duties and responsibilities of membership sponsored by KSDE.

FACULTY REPRESENTATIVES

- Represent teachers from their department at PDC meetings and/or on committees and is the liaison between teachers and the PDC.
- Collects and returns paperwork and information from teachers at their level.

COMPOSITION OF PROFESSIONAL DEVELOPMENT COUNCIL

- One representative each from primary level, intermediate level, middle level, and high school, and one additional faculty member from any level.
- Two administrators.

METHOD OF ROTATING THE MEMBERSHIP

Faculty representatives are selected by their representative group for a two-year term that begin at the beginning of the school year. Mid-term vacancies will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Primary Level	1
Intermediate Level	1
Middle Level	1
High School Level	1
At-Large	1
Total	5

1.22 Licensed Teacher Group Selection Process:

In the fall, prior to the first PDC meeting in October, the PDC Chair will notify building principals if a new representative is needed from their respective buildings. Faculty will vote on a representative to fill the two-year term. Nominations will be accepted at the first building meeting in the fall. Staff members may be nominated by fellow faculty members or self-nominated. Election will occur by simple vote. Building principals will tally the results and notify the PDC Chair of the election results, and the new member(s) will be invited to the first meeting in October.

There are no groups represented with only one member who must be the default PDC member.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Leader	1
Building Leader	1
Total	2

1.24 Licensed Leader Group Selection Process:

The licensed leaders shall be comprised of one district leader, the superintendent, and one building leader, the elementary-middle school principal. In the fall, prior to the first PDC meeting in October, the PDC Chair will invite both to the first meeting. The licensed leaders will serve on the committee each year. Elections will not be needed as each leader is the only member of the represented group, and each will be the default PDC member.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the building principal will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 339 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September or at the first PDC meeting of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the PDC minutes. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Chairperson

- Calls and presides at all meetings.
- Notifies members of meetings and distributes agendas.
- Issues a PD Transcript for each participating staff member at the end of each school year.
- Maintains all local PDC minutes, IPDPs and earned points, correspondence, and all other pertinent documents.
- Ensures that IPDPs are completed, accurately kept, and safely stored on school property.
- Carries out any other duties as described in this document or assigned by the council.

1.51 Meetings

In addition to three scheduled meetings, others will be held as needed, including emergency meetings, during the school year. Items for consideration by the PDC can be proposed to the chairperson by members of the PDC or by certified personnel of USD 339. Since matters of the PDC deal with personnel and related matters, the meetings are closed to all nonmembers unless invited as guests. Necessary clerical and accounting staff, facilities for meetings, record keeping, communications and other necessary services for the PDC shall be furnished by the school district.

1.52 Decision-making

To call for, conduct, and document PDC voting for PD points, IPDPS, and the 5-year PD plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least four members, with four or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

In the fall, an electronic form of the IPDP will be sent via email to each faculty member and administrator. Signed hard copies of the IPDP will be due to the PDC by October 1. After being approved the PDC, the original hard copies will be stored by the PDC Chair.

Hard copies of the PDC forms will be turned in to the building PDC contact or directly to the PDC Chair. Once approved by the committee, the points will be added to an Excel spreadsheet, and original hard copies of the forms will be stored by the PDC Chair.

At the end of the year, PDC transcripts will be prepared. One signed hard copy of the PDC transcript must be returned to the building PDC contact or directly to the PDC Chair by the designated date in May. Signed PDC transcripts will be stored by the board clerk in the district office.

1.54 Communications

Communications will be sent via school-approved email and/or via announcements at faculty meetings.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval, and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. The proposed amendment(s) must be introduced in writing at the preceding regular meeting. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 . Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Individual Professional Development Plans

Sequence of Approvers before Final PDC Approval	Position/Title of Approver
1 st Level	Building Administrator/Designated Supervisor
2 nd Level	Superintendent
3 rd Level	PDC

The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described using the following process:

APPEAL PROCEDURES

Any participant wanting to appeal a PDC decision to disapprove his/her IPDP must submit an appeal in writing to the PDC Chair within 60 days of notification of denial. The participant will be invited to the next PDC meeting to resolve the matter.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, 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.

Professional Development Points

Sequence of Approvers before Final PDC Approval	Position/Title of Approver
1 st Level	Building Administrator
2 nd Level	PDC

The PDC reviews and approves all PD activity points during PDC meetings. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

1.56 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed person who is not employed by but who works or resides within USD 339 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Approved substitutes as well as licensed teachers living in the district and not currently employed as a teacher may participate in the professional development plan of USD 339. This will allow them to attend USD 339 activities as a member at their own expense. They must submit an individual development plan for PDC approval.

To begin this process, non-employees may contact the liaison by calling 913-774-2000.

The steps the individual will 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 three 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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.1 Identification of goals and objectives to achieve professional development needs

NEEDS ASSESSMENT

The Building School Improvement Team will conduct an annual needs assessment survey to determine the staff development needs of the district, building, and individuals. This assessment may serve as a guide in determining the district's long-range and short-range staff development plans. During the school year, the PDC may help determine district-wide in-service activities for the year, based upon the needs assessment and other relevant information.

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDPs is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 339 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

STAFF DEVELOPMENT PROCEDURES

IPDPs will be submitted or reviewed by October 1 of each year.

Validation Requests:

- College credit must be submitted within a semester of completing the coursework.
- Knowledge level points (out of district activities only) should be submitted in a timely manner within the current school year.
- Application and impact must have prior approval at knowledge level. Application and impact points must be submitted within five years of the activity submitted for knowledge points. May only be earned once per activity.
- Service to the Profession must have occurred during the current school year.
- Individual PD Transcripts will be created and distributed at the end of each school year.
- Documents must be signed and returned to district office. Official copies are filed in the district office.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.


If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



IN-SERVICE EDUCATION" MEANS
PROFESSIONAL DEVELOPMENT AND STAFF
DEVELOPMENT AND SHALL INCLUDE ANY
PLANNED LEARNING OPPORTUNITIES
PROVIDED TO LICENSED PERSONNEL
EMPLOYED BY A SCHOOL DISTRICT OR
OTHER AUTHORIZED EDUCATIONAL AGENCY
FOR PURPOSES OF IMPROVING THE
PERFORMANCE OF THESE PERSONNEL IN
ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION" MEANS ANY
ACTIVITY THAT 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
KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
 - Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

KANSAS LICENSURE RENEWAL REQUIREMENTS

All staff development credit to be used for licensure renewal must be completed within the scope of an individual professional development plan and the district Staff Development Plan as well as within the guidelines of the State Department of Education.

- Individuals holding a Bachelor's Degree must submit 160 professional development points, half of which must be awarded for appropriate college credit. (1 hour = 20 points)
- Individuals holding a Master's or other Advanced Degree must submit 120 PD points. Individuals holding advanced degrees are not required to earn points from college hours. Points can be all from PD or from any combination of PD and college credit. Individuals who earned a graduate degree PRIOR TO JULY 1, 2003 are grandfathered in and may still use the "Master's plus Experience" option for renewal based on experience twice in their career.

Professional development points must be designated in one of the following areas:

- Content Endorsement Standards
- Professional Education Standards
- Service to the Profession

College credit hours MUST be submitted to PDC and included on a transcript UNLESS the credit hours are earned as part of an approved program which will add a new endorsement area or a specialist/leadership license.

Individuals completing the assessments for National Board Certification may renew their license one time based on completion of the NBPTS assessment process. Individuals holding NB certification also earn a 10 year Kansas Teaching License. Renewing the NBPTS certificate would also ensure renewal of Kansas license.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDCs should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.

Appendix A

USD 339-Jefferson County North
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN 2024-25

Name
 Certificate Expiration
 Grade Level(s)

Building
 Educator ID
 Subject Area(s)

PROFESSIONAL IMPROVEMENT GOALS District goals are included. List any individual goals you plan to pursue.	LABEL EACH GOAL AS: Content Knowledge Professional Education Service to Profession
DISTRICT GOALS <ul style="list-style-type: none"> ▪ Staff will incorporate Kansas social and emotional standards, recognizing most students and staff need support. ▪ Staff will create and implement the Kansas Education Systems Accreditation building goals. ▪ Staff will utilize technology resources to enhance classroom instruction with an emphasis on 21st century skills. ▪ Staff will evaluate, choose, and implement tiered strategies, which assist all students to improve skills in ELA (English Language Arts), history, science, or math. 	Professional Education Professional Education Professional Education Professional Education
INDIVIDUAL GOALS 1. 2. 3.	1. Content Knowledge 2. Content Knowledge 3. Content Knowledge

Applicant's Signature	Date
Building Administrator's Signature	Date
Superintendent's Signature	Date
PDC Chairperson's Signature	Date

USD 339-Jefferson County North
Criteria for Awarding Professional Development Points

Level	Points
Level 1 – Knowledge Based Activity (Appendix D) Attendance at sessions related to improvement of student learning. These sessions can include workshops, conferences, seminars, or study groups.	1 point per contact hour
Level 2 – Application (Appendix D - side 2) Show evidence of application of knowledge gained using at least three of the following indicators: Teacher created resources/units Student product Teacher log/journal Web-based sharing (ie blog, Teachers Pay Teachers) Publication in newspaper or educational magazine Presentation at local level (BOE, Site Council) Classroom observation by administrator Video Presentation showing application Other indicator (may need advanced approval of PDC)	2x knowledge points or as designated by district PDC
Level 3 – Impact (Appendix D - side 2) Follow-up indicating long term implementation and benefit to learning process. Within one year or a logical cycle following implementation, use two additional indicators from this list to provide evidence of impact on student learning or of sharing professional development with peers. Student achievement Teaching other teachers/Peer coaching Presentation at a Conference/training teachers from other districts Formal data collection Other indicator (may need advanced approval of PDC)	3x knowledge points or as designated by district PDC
<p>Example: A teacher attends an activity on using math problem solving strategies that involves attending <u>6 hours of training</u>. Appendix D is completed for Validation of Knowledge gained and 6 in-service points are awarded. Following the training, the teacher implements the knowledge in the classroom and prepares a Unit of study based on the strategies learned. A description of the unit, along with a student product from the unit, and a journal describing successes/challenges are submitted to the PDC along with Appendix D-side 2, for Validation of Application. An additional 12 points (original 6 points x 2) are awarded. The following school year the teacher continues to implement the strategies and shows further student impact. The teacher teaches fellow teachers to use the strategies and tracks student achievement showing improvement because of the strategies. Documentation showing these effects is submitted to PDC along with Appendix D-side 2 for Validation of Impact. An additional 18 points are awarded (original 6 points x 3). In the two years the teacher has earned a total of 36 in-service points based on the one 6 hour in-service activity.</p>	

**USD 339-Jefferson County North
Professional Development Activity Request**

Name _____ Building _____

Name of Workshop/Activity _____

Location of Activity _____ Date of Activity _____

Which goals from your PDP will this activity support? _____

Sponsoring Organization: (e.g. Keystone, South Central ESC, Greenbush)

Attach copy of activity program or description.

Is this activity: _____ Content Knowledge or _____ Professional Education

What knowledge or skills do you hope to acquire from this activity?

Level of implementation anticipated? ____ Knowledge ____ Application ____ Impact

Hours involved in workshop? _____ Dates substitute is needed: _____

School vehicle needed? yes / no _____

Cost: _____ registration _____ lodging _____ meals _____ **Total**

Principal approval

Yes _____ No _____	Reason
Principal's signature	
date	

Superintendent approval

Yes _____ No _____	Reason
Superintendent's signature	
date	

Be sure to also complete a leave request if a substitute is needed and a school vehicle request if desired.

USD 339-Jefferson County North
Validation of Professional Development Activity
PART 1: Knowledge Gained

Name _____ Grade level _____

Name of Workshop/Activity _____

Location of Activity _____ Date of Activity _____

Sponsoring Organization _____

What goal from your PDP was addressed? _____

Choose one: _____ Content Knowledge _____ Professional Education

Describe how this activity connects to district outcomes, the school improvement plan, or your individual professional development plan.

Do you plan to follow up with long-term implementation? _____ yes _____ no

How many hours were you in attendance? _____ (points requested)

Attach proof of attendance

Applicant's Signature	Date
Building Administrator's Signature	Date
PDC Chairperson's Signature	Date

Number of Points Approved by PDC _____

Not Approved (explanation)

USD 339-Jefferson County North
Validation of Professional Development Activity
PART 2: Application and Impact
Knowledge level points must have been previously approved.

Name _____ date of original points _____

Name of Workshop/Activity _____

LEVEL 2: Application of Knowledge: Check at least 3 indicators and **attach documentation** necessary for each one.

Date _____

- ☐ Teacher created resources/units
 ☐ Student product
☐ Web Based presentation (ie Blog, Teachers Pay Teachers)
 ☐ Teacher log/journal
☐ Classroom observation by administrator
 ☐ Video Presentation showing application
☐ Publication in Newspaper or Educational Magazine
 ☐ Presentation at local level
☐ Other indicator (may need advanced approval of PDC)

Application Points Requested: _____ Level 1 Knowledge points _____ x 2= _____

Applicant's Signature	Date
Building Administrator's Signature	Date
PDC Chairperson's Signature	Date

Not Approved (explanation) _____

LEVEL 3: Impact of Application: Check at least 2 additional indicators and **attach documentation** necessary for each one.

date _____

- ☐ Student achievement
 ☐ Formal data collection
☐ Web-based sharing of information (two-way instructional presentation)
☐ Leading staff development within the district /peer teaching
☐ Presentation at conference or staff development outside of district
☐ Other indicator (w/ advanced approval)

Impact Points Requested: _____ Level 1 Knowledge points _____ x 3= _____

Applicant's Signature	Date
Building Administrator's Signature	Date
PDC Chairperson's Signature	Date

USD 339-Jefferson County North
Validation of College Credit or Continuing Education

Name _____ Building _____

Name of Class _____

Date/semester of class _____

Sponsoring University or College _____

If this is an On-Line college-- what is the accrediting association? _____

Choose one: _____ Content Knowledge _____ Professional Education

Attach transcript or proof of attendance or
check here if transcript is on file in district office _____

Briefly describe the class and tell how it has improved you as a teacher.

Credit hours _____ x 20 = _____ Professional Development points

Applicant's Signature	Date
Building Administrator's Signature	Date
PDC Chairperson's Signature	Date

Number of Points Approved by PDC _____

Not Approved (explanation)

On-line university accreditation checked by PDC _____

Not Approved (explanation) _____

**USD 339-Jefferson County North
Validation of Service to the Profession**

Name _____ Building _____

Name of Organization or Activity (see PDC guidelines for more information)

Location _____

Dates and times of service _____

Describe the time spent or work involved and how it related to your professional development.

Attach documentation showing your involvement

Number of hours involved in service? (1 hour = 1 point) _____ points requested

Applicant's Signature	Date
Building Administrator's Signature	Date
PDC Chairperson's Signature	Date

Number of Points Approved by PDC _____

Appendix B

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph

(b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
- (2) an application for a substitute teaching license; and
- (3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for a provisional endorsement teaching license; and
- (4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
- (e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
- (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
- (h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means any activity that 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.
- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Moundridge USD 423

PROFESSIONAL DEVELOPMENT PLAN

2024-2029

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 423 Board of Education approved the following plan, at its meeting held on April 14, 2025 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____



4/14/25

Date

The Moundridge USD 423 Professional Development Council approved the following plan at its meeting held on March 24, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____



Signature

3/24/25

Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

Member	School/Position
Adam Robb - Teacher - Chair	Moundridge High School Math / Science
Kelsi Chisholm - Teacher - Member	Moundridge Middle School Art
Melissa Helms - Teacher - Secretary	Moundridge Elementary School 2nd
Grade Rebecca Khosravipour - Admin., Vice Chair	Moundridge Elementary School
Cody Rierson - District Administrator	USD 423 Superintendent

Philosophy and Purpose of the Professional Development Council

It is the philosophy of USD 423 Moundridge Public Schools that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the USD 423 Professional Development Council is to facilitate the professional learning of licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- ◆ Involve all staff
- ◆ Align professional learning with the district's mission and academic goals established by the USD 423 Board of Education, including graduation requirements, exit outcomes and school improvement academic targets.
- ◆ Support teachers and administrators in their work to achieve the Kansas State Board Outcomes and the Kansas Education Systems Accreditation.
- ◆ Identify, organize, and promote professional learning that is founded in what research has established are quality professional development practices including job-embedded staff development and action research.
- ◆ Provide support and professional learning to school and district administrators related to their leadership role.

Operational Procedures of the Professional Development Council

Definition

The Professional Development Council (PDC) is a representative group of local district licensed personnel, which advises and informs the USD 423 Board of Education in matters concerning the planning, development, implementation and operation of the Kansas State Department of Education, Professional Education Plan.

PDC members are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Membership

KAR 91-1-217. In-service education professional development council.

- Each professional development council shall meet the following criteria:
- Be representative of the educational agency's licensed personnel; and
- include at least as many teachers as administrators, with both selected solely by the group they represent.

Selection of PDC Members

Qualification for Professional Educator Representatives:

The Board of Education has requested that the licensed staff on the Professional Development Council have at least two (2) years of teaching experience, at least one (1) of which is in USD 423.

1. The Professional Development Council building representatives will be selected by their peers and include one (1) licensed teacher from each building (Moundridge Elementary School, Moundridge Middle School, and Moundridge High School).
2. The Professional Development Council membership is composed of one district leader, one building administrator, three (3) building representatives.
3. Building or district level elections will be held during a staff meeting of the group involved. The meeting may be an opportunity for the group to discuss any concerns and get general agreement to make those who volunteered the group's representative/s on the PDC.

When elections are needed because a term has been completed or to fill a vacant seat on the council, elections will take place in the Spring of the year with the term beginning in the Fall. Licensed leader positions may opt to select their representative as part of a standing meeting instead of an election.

4. Terms of office for the Professional Development Council shall be for three years beginning on August 1.

Selection Process

- Building principals will send an email requesting volunteers who would like to serve on the PDC.
- Potential candidates will email building principals expressing interest in serving.
- Certified Staff will be informed via email of the persons who are interested in running for the PDC committee.
- Voting will occur at a building-level staff meeting for teachers and the district-level meetings for the administrator/licensed leader positions. Results will be available immediately.
- If no staff either submits their name for election or volunteers, the position will remain open until a volunteer is found. This may take place in the Fall semester.
- If there are no nominees or volunteers for a group/s, the administrator will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.
- If, and only if, there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.
- At all times, the PDC Chair will ensure that the number of administrators on the Council is equal to or smaller than the number of teachers.

Resignation and Replacement

- A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member and submitted to the Chairperson at least two (2) weeks prior to the effective date of the resignation.
- A member of the Council may be requested to resign their membership for any one of the following reasons:
 - o When more than three (3) consecutive meetings are missed except for extenuating circumstances;
 - o Failure to fulfill the minimum duties and/or responsibilities of the position;
 - o Other circumstances which the membership of the Council deems to be cause for resignation for the good of the Council.
- Such a vacancy shall be filled according to the procedure outlined above in the Selection Process.

Powers, Duties, and Functions

- The PDC will annually conduct a PD needs assessment in coordination with Individual Professional Development Plans, individual evaluation goals, and school improvement plans.
- The PDC will provide support for the selection of district goals within the KESA process and board approval.
- The PDC will prioritize professional development activities based on approved district goals and selected building activities.
- Implement the Professional Development Plan in the school district within the guidelines and criteria established by the Kansas State Department of Education.
- Report on its activities to the Board of Education, including recommendations for improvement of the PDC plan and its administration.
- The district will provide necessary clerical and accounting staff, as well as facilities for meetings, record keeping, communication and other necessary business for the Council.
- Review and approve or reject the Individual Professional Development Plan submitted by each participating staff member.
- Periodically, but not less than once a year (on or before June 1st), review, validate and verify the staff development credit points to be granted for activities completed on the Individual Professional Development Plan of each participating staff member.
- Review, update, and approve the Professional Development Plan for the district. Every 5 years, the BOE will review and approve the updated PDP. Updates will be documented at the beginning of the document. An updated copy of the full Professional Development Plan will be maintained digitally in the PDC Shared Drive, the Superintendent's office and online in the USD 423 Shared Folder for all teachers to access.

Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

- ❖ USD 423 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in

office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

- ❖ One member of the PDC will receive training and then be responsible to train the rest of the PDC or each member will be trained individually or as part of a class. Training can be internal or external to the PDC, and there are no content or time requirements if the appropriate regulations are covered.
- ❖ Training will be provided by the district using training available from a local service center. The training will be documented within PDC meeting minutes.
- ❖ The district's Professional Development Plan will be shared annually in the Fall during a staff training conducted by the PDC members. Each new teacher will have a mentor that will also be able to assist them with any questions in reference to the Professional Development Plan and ability to earn PDC points.
- ❖ Necessary clerical and accounting staff and facilities for meeting, record keeping, communication, and other necessary business functions of the council shall be furnished by the district office staff. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in PDC meeting minutes. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Officers of the Professional Development Council

Officers:

- ❖ Officers of the Council shall consist of a Chairperson, Vice-Chairperson, and Secretary. It is recommended that officers have one year of prior experience on the PDC. The members holding these positions will be listed on the Professional Development Council Information page.
- ❖ The members of the Council shall elect all officers in the spring of each year for the coming year. The term of office shall begin August 1st.

Duties:

- ❖ Chairperson
 - Preside at all regular meetings.
 - Provides for notification of all meetings.
 - Prepares an agenda for all meetings.
 - Calls and presides at all special meetings.
 - Receives resignations from PDC members.
 - Establishes yearly council tasks and timelines and carries out any other duties as described in this document or assigned by the Council.
 - Ensures that Individual Professional Development Plans are completed and safely and accurately kept in a centralized digital file.
- ❖ Vice-Chairperson
 - Acts in the absence of the Chairperson.
 - Works with the Chairperson to outline yearly PDC tasks and timelines.
 - Carries out other duties as determined by the PDC.
- ❖ Secretary
 - Keeps minutes of all meetings

- Publishes notifications and minutes of all meetings and distributes them to all members of the PDC and licensed staff members, and one copy to each building for posting
- Maintains all Professional Development Council minutes, individual professional development plans, correspondence, and all other pertinent documents

Meetings of the Professional Development Council

- ❖ The Professional Development Council shall meet a minimum of four (4) times each academic year.
- ❖ Meeting dates and times will be determined at an organized meeting in September of each school year.
- ❖ All decisions by vote shall be passed by a simple majority of members present. There must be a quorum present to pass any decision. Quorum is defined as 60% (3) of voting members.
- ❖ If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tiebreaker except for an urgent reason.
- ❖ The chairperson or a majority of the PDC, with one (1) week's prior notice may call special meetings.
- ❖ All meetings will be "public" and "open" to whomever wishes to observe. The PDC may adjourn to executive session if the need arises.

Procedure to Inform Educators and BOE of Decisions and Activities

- ❖ The PDC committee will provide a report to the Board of Education once a year which will document proposed professional development activities for the school year and any other pertinent information. The PDC committee will also report on any changes that were made to the Professional Development Plan (PDP) and the reasons for those changes.
- ❖ Professional Development information shall be available to employees subject to the following stipulations:
 - All PDC minutes shall be available by request through the secretary.
 - Individual professional educators will have access to their file upon request.
 - Records must be maintained for five (5) years. Records will be destroyed or returned to the educator at their request.

Procedure for Documentation and Maintaining Permanent Records

- ❖ Records of meetings and all materials submitted to PDC, once approved by the chairperson shall be housed in the shared PDC file on Google Drive.
- ❖ The secretary of the PDC shall retain minutes of all meetings.
- ❖ Digital files, via Google Docs, will be used to facilitate the process of all Individual Education Development Plans and Professional Development Points. New teachers will receive training on its use as part of the new teacher orientation. That training will be reinforced as part of the mentoring checklist.

Approvals

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The five-year district Professional Development Plan is approved by the Board of Education (BOE). These bylaws are subject to review at the beginning of each year. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

___ **Direct Approval**-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3 -Individual Professional Development Plan-on page 18.

Professional Development Points

___ **Direct Approval**-The PDC reviews and approves all PD activity points during PDC meetings. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in Section 4 - Awarding Professional Development Points for Re-licensure on pages 24-25.

Section Two

The District Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) An assessment of in-service needs;
- (3) Identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Rationale: Professional development is a continual process, and the goal of the District Plan is to provide for the professional learning needs of all educators.

Assessment of Professional Learning Needs

- Prior to revising a plan, the PDC will determine the staff development needs of the district or educational agency. Staff development must meet the needs of the educational community and be an efficient or effective use of resources.
- A needs assessment will be conducted to determine both the continuing appropriateness of the district, building, and individual goals, and the kinds of professional development programs best suited to meet these goals. The PDC is responsible for conducting and implementing needs assessments. Results of the annual needs assessment will be included in the annual update to the BOE.

Needs Assessment Procedure:

- The staff development needs assessment for the District Professional Development Plan does include the identified school improvement targets and any related results-based staff development goals. The PDC will use Google Forms to develop a needs assessment survey each year, ensuring that it aligns with the goals the district has set for KESA.
<https://forms.gle/TNrFjyHyercb5Tnt5>
- To ensure that the needs of all district students are being addressed through Professional Development, the Professional Development Council, in collaboration with the District Leadership Team, will identify needs based on student data.

Determining Professional Learning Goals and Objectives at the Individual, Building, and District Levels:

Individual (Teacher) Goals:

- Two individual goals will be based on individual needs identified through the annual completion of the KEEP2 self-evaluation, an analysis of skills related to student learning needs and licensure renewal requirements. The activities to meet individual goals must fall into at least one of the following four areas: learner and learning, content knowledge, instructional practice, and professional responsibility. Goals should be congruent to building and district goals. Goals may also include progress toward a license not previously held.

Building (Building Leadership Teams) Goals:

Goals will be based on the following criteria:

- ◆ Identified student achievement gaps that are determined through the analysis of students' data that includes the achievement of particular student groups
- ◆ A determination of the knowledge and skills needed to implement researched-based strategies designed to close identified student learning gaps
- ◆ A school-wide analysis of individual teacher goals
- ◆ A clearly-identified connection to district goals identified through the Kansas Education Systems Accreditation process (2-3 goals selected for non-title buildings and 5 goals for Title 1 buildings - aligned with district goals and Kansas State Board Outcomes)

District (District Leadership Team) Goals:

The district goals will be based on the following criteria:

- ◆ Results of the Kansas Education Systems Accreditation process (2 focus goals per cycle)
- ◆ Identified standards of performance for students at each academic level
- ◆ Collaboration with each school's staff, administration, site councils and community leaders.

Evaluative Criteria

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Classroom Walkthrough data
- Teacher Evaluation summaries

Procedure for Amending the District Professional Development Plan Annually

The annual evaluation of the Professional Development Plan on or before the final regular meeting of the PDC will involve:

- ❖ Objectives- A review and revision of plan objectives and accomplishments of students and teachers.
- ❖ Priorities – A review and revision of plan priorities based on needs, evaluations, and resources.
- ❖ Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- ❖ Activities – A review of the activities sponsored for Professional Development points.
- ❖ PDC performance – a review of the PDC itself.

Evaluation – A review of the evaluation process and instruments.

- ❖ If the annual evaluation in Spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it.
- ❖ The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- ❖ If changes are necessary to the PDP, they will be submitted in writing to the PDC. At the next meeting the PDC will discuss the changes and vote to adopt the changes. If more information is needed, another meeting will be held at an appropriate time to obtain that information and then adopt the changes. Once an amendment is approved, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it. The changes will be recorded at the front of the plan, updated in the plan and the new plan will be posted online.

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.

PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF IPDP

- An individual staff member, in conjunction with the superintendent or principals, will develop a plan that includes consideration for the following steps:

1. Assess your individual needs

Educators will conduct an annual review of professional development activities tracked and identify needs, in coordination with designated supervisors, based on the building data as specified by district goals.

2. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development plan

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

7. Evaluate, Analyze, and Document Progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

8. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

- Individual Professional Development Goals are maintained on a personal educator page within the PDC Shared Drive in Google. Each teacher is responsible for entering their information and reporting the completion of the plan to the building principal.
- All staff development and professional development plans shall be submitted to the building principal. The principal shall approve the plan indicating the receipt and review of the plan. If the plan is not approved or approved with reservation, a statement providing reasons will be provided. Building principals will submit the Individual Professional Development Plans to the chairperson of the PDC for consideration. A plan may be withdrawn if the submitting individual decides to do so.
- All plans, professional development points request, and college course requests shall be made using the appropriate forms provided by the Professional Development Council.
- Plans will be considered in the order in which they are received by the chairperson.
- Notification of approval or disapproval of the plan will be made to the participating staff member within ten (10) days of the Council meeting.
- Once the PDC has approved the IPDP it becomes effective.
- Administration will oversee the Individual Professional Development Plans of non-staff licensed individuals residing within the district, as described in the process below.

Activities and Actions to Accomplish Professional Learning along with Licensure Renewal

Professional development activities for Moundridge USD 423 will be job-embedded for goals and activities selected as building and district priorities. These activities may include, but are not limited to, the following:

- Training sessions
- Mentoring
- Classroom Observations
- Visiting Other Classrooms
- Visiting Other Schools - both in district and out
- Low-risk Practice Sessions of new skills
- Study Groups
- PLCs
- Implementation logs
- Book Studies
- Conferences
- Workshops
- Webinars
- Action Research

Evaluative Criteria

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Classroom Walkthrough data

- Teacher Evaluation summaries

CRITERIA FOR APPROVING PLANS

- Plans will be acted upon by the PDC using the following criteria:
 - Each activity meets needs as expressed in the goals/activities of the 423 Professional Development Plan, which support the philosophy and goals of the district, building and/or individual plans.
 - Annual goals and objectives are clearly stated and results based.
 - Staff development activities are directly related to one or more of the following areas:
 - Content
 - Professional Education
 - Service to the Profession
 - The plan provides for a process of evaluation and/or documentation.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

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.

IPDPs for Non-employed Licensed Professionals who Live or Work in the District

KAR 91-1-206. Professional development plans for license renewal.

(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.

- Any licensed person who is not employed by but who works or resides within USD 423 is eligible to create and file a professional development plan with the 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:
 - 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.

- o Determine professional development goals that are based upon identified needs.
- o Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
- o 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.

The District office is the contact point for non-employee, licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the liaison or the District Office at 620-345-5500.

Requesting Approval for Professional Development Requiring Travel

- ALL professional development requiring travel must have the prior approval of both the building principal and the superintendent.
- Once approved, as necessary, the district will pay travel, including use of a district vehicle as needed, and registration expenses following the stipulations below:
 - o For conferences that begin prior to 9:00 a.m., and are at a distance of greater than 150 miles, a hotel for the night prior would be a shared cost between the district and the employee. The employee will need to arrange the booking of the hotel for this night and can request reimbursement for up to \$75.
 - o If the conference begins at or after 9:00 a.m., there will be no option for a district reimbursed hotel for the night before the conference.
 - o For conferences that begin during normal school hours, if the employee travels to a conference 250+ miles, the district will fully pay for the cost of a hotel the night before the conference begins.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) Written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Points Information

- One PD point is earned for every one clock-hour of in-service activity. There is no limit on the number of points a teacher can earn for the purpose of licensure renewal. Please follow the state guidelines for the minimum hours and/or college credits required to renew a license.
- Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a

negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

- Additional information may be requested from the teacher to clarify the request or reason for requesting points at the knowledge level. This can happen in an email between the teacher and PDC committee with proper documentation attached.
- If an activity does not meet the definition of either Content Endorsement Standards, Professional Education or Service to the Profession, the PDC will not consider it for points.

Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



IN-SERVICE EDUCATION” MEANS
PROFESSIONAL DEVELOPMENT AND STAFF
DEVELOPMENT AND SHALL INCLUDE ANY
PLANNED LEARNING OPPORTUNITIES
PROVIDED TO LICENSED PERSONNEL
EMPLOYED BY A SCHOOL DISTRICT OR
OTHER AUTHORIZED EDUCATIONAL AGENCY
FOR PURPOSES OF IMPROVING THE
PERFORMANCE OF THESE PERSONNEL IN
ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION” MEANS ANY
ACTIVITY THAT 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
KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RELICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsemen t Standards	Professiona l Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock hour of in-service education	1 PD point = 1 clock hour of in-service education	1 PD point = 1 clock hour of service to the profession

Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. The three levels are described below:

➤ **Level I – Knowledge**

- Points awarded at one PD point per clock hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.
- Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:
- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.

An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock hour

- Verification required may include one of the following:
 - Descriptions of the critical attributes of the staff development.
 - Oral or written personal reflections.

- o Pre and post assessments of the individual staff person's learning.
- o Completion certificate with clock hours included
- o Attendance validated by the PDC representative during training.

Service to the Profession = 1 point per clock-hour

- Verification required may include one of the following:
 - o Minutes noting contributions to meetings and time spent at meetings.
 - o An explanation of time spent on a school committee, council, or team such as:
 - Membership in the district PDC.
 - Serving as a member of the school's Building Improvement Team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - o Samples of published articles or newsletters and an explanation of the time spent in writing.
 - o An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
 - o Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

- o Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

- Verification required may include one of the following:
 - o Independent observation by colleague or administrator
 - o Direct observation using trained observers or video/audio tapes.
 - o Structured interviews with participants and their supervisors.
 - o Evidence such as:
 - Lesson plans
 - Pre and post samples of students' work.
 - Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

- o Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level

points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

- Organizational Change = 3 X Level I point
 - o Verification required may include one of the following:
 - o Evidence of related district or school policy change.
 - o Evidence of Level II application activities by others.
 - o Revision of district, grade level, or content area curriculum.
- Student Learning = 3 Xs Level I point
 - o Verification required may include one of the following:
 - o Evidence of improved student academic performance.
 - o Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

- If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.
- 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 at least one of three areas:
 - o Content Endorsement Standards
 - o Professional Education Standards or

o Service to the Profession

APPEALS PROCEDURE FOR AWARDING POINTS:

- All PDC decisions shall be in writing and should be sent to the participants within ten (10) working days of the decision.
- Any participant who is aggrieved by a decision of the PDC may appeal said decisions to the Council. Such appeal shall contain a copy of the notice from the PDC advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
- The appeal and its accompanying materials must be mailed or hand delivered to the chairperson of the Council no later than 30 working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
- Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five (5) working days prior to the regularly scheduled meeting.
- Within five (5) school days of making its decision on the appeal, the PDC shall deliver to the grievant in writing, its decisions on the appeals. This decision is final.

Awarding Professional Development Points for purposes related to employment or other local matters (Not used)

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Frequently Asked Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a

professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND

- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211. Licensure review committee	
KAR 91-1-215.	In-service education definitions.
	KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development
council. KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of

a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for a provisional endorsement teaching license; and
- (4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

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

Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R.

KAR

91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.

(h) "Professional development plan" means a written document describing the in-service

education activities to be completed during a specified period of time by the individual filing the plan.

- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means any activity that 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.
- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
 - (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219; to develop operational procedures; and
- (2) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:
 - (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education

expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

Individual Professional Development Plan for

(Educator's Name)

School Year

***Refer to Section 3 of the District Professional Development Plan for additional guidance and information to complete this process.**

As you write your IPDP, please ensure that at least one of your professional development goals is tied to the district KESA Fundamental Focus of Quality Instruction.

- High Expectations
- Evidence-Based Practices
- Differentiation
- Social Emotional Learning
- Fidelity of Implementation
- Shared-Ownership between student and teacher

→ **Assess your individual needs.** You may refer back to your responses on the District Needs Assessment and/or your KEEP Self-Evaluation from this school year.

→ **Determine your individual professional development goals.** Based on your assessment of your professional development needs (KEEP Self-assessment and the District Needs Assessment), what is one goal area in which you would like to improve.

- Goal Area:

→ **Write the Individual Professional Development Plan** - For your goal area, write a clear goal statement of what you wish to know and be able to do because of your professional development. (ex. I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.)

- ◆ Write a clear goal statement. Answer the following three questions about your goal.
 - What knowledge do I hope to gain?
 - What will my learning look like applied in the classroom?
 - How will student learning be impacted? What specific data will be collected to determine this impact?

→ **Determine the individual professional development strategies.** Identify at least two learning strategies (specific types of learning you can do) for your goal that will best provide the skills and knowledge necessary to meet your personal professional development goals.

- Goal Learning Strategies:

→ **Collaborate with your designated supervisor** - Review your plan with your supervisor for additional feedback and approval. Have your supervisor initial his/her approval of your plan and submit it to the PDC.

- Supervisor's Signature of Approval _____
- Date _____

→ **Evaluate, Analyze, and Document Progress** - Schedule a minimum of two dates that you will review and evaluate your progress toward achieving your professional learning goals. Put those dates on your calendar. Document your progress toward each goal in this area.

- ◆ Date for 1st Evaluation of Progress:
- ◆ Date for 2nd Evaluation of Progress:

- ◆ Goal 1 Actions and Progress:
- ◆ Goal 2 Actions and Progress:

→ **Next Steps and Revisions** - Based upon what is learned from the analysis of progress, revise the plan to address newly identified needs and/or those needs previously identified that are not showing improvement.

Moundridge PDC Needs Assessment

The following is a copy of the digital yearly needs assessment administered by the PDC to help determine learning needs

24-25 Professional Development Needs Survey

We want to be sure to provide the most relevant and effective professional learning opportunities to meet your needs. Please respond as honestly and as completely as possible. Some data to consider as you select what is important to your learning include building and district KESA goals and the results of your KEEP self-evaluation. Thank you for sharing your thoughts with us!

* Indicates required question

1. Email *

2. What is your name? *

3. To which level are you primarily assigned? *

Mark only one oval.

☐ PreK

☐ Elementary

☐ Middle School/Junior High

☐ Secondary

4. Which subject area(s) are you primarily assigned? (Mark all that apply.) *

Check all that apply.

- ☐ Elementary (all core subjects)
- ☐ Special Education
- ☐ English Language Arts
- ☐ Mathematics
- ☐ History, Government, Social Studies
- ☐ Science
- ☐ Fine Arts
- ☐ Physical Education
- ☐ Career and Technical Education
- ☐ Other Elective Area

of staff.

5. Please rate the importance of each topic as it relates to your own professional learning needs. Please note that the following options are directly tied to the KESA Foundational Structures which are required for all public schools and classrooms moving forward.

Mark only one oval per row.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Ensuring your classroom curriculum is aligned to state standards (high expectations, learning progressions, learning objectives, student outcomes, competency/proficiency-based learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing quality instructional practices (The next five items fall in this category. Please mark each accordingly.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining high expectations for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing Evidence-Based Practices (i.e. scaffolding instruction, modeling, restorative practices, explicit and systematic instruction, tiered instruction, character development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing differentiated instruction to meet the needs of all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting the social and emotional needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please rate the importance of each topic as it relates to your own professional learning needs. Please note that the following options are directly tied to the district and building goals.

Mark only one oval per row.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Implementing effective small group instruction to reteach and close learning gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning instruction based on student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing effective two-way parent communication and collaboration strategies to positively impact student success (academics, SEL, decreased absenteeism, post-secondary opportunities and school involvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing comprehension and vocabulary strategies to improve student learning in all classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate the importance of each topic as it relates to your own professional learning needs. Please note that the following options are directly tied to the KEEP Instructional Practices Rubric used for self-evaluation .

Mark only one oval per row.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Planning instruction based on the learning and developmental levels of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and fostering individual differences to establish a positive classroom culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a classroom environment conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating a thorough knowledge of my content area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a variety of innovative applications of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing methods and			

8. Please rate the importance of each topic as it relates to your own professional learning needs.

Mark only one oval per row.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Content Area Standards and their Depths of Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting curriculum maps to meet new needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Tiered Systems of Support to provide academic interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Tiered Systems of Support to provide social and emotional interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing formative and summative assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing structured			

9. What additional topics not mentioned do you also need professional development?

10. As you think toward the 24-25 school year, is there/are there any professional development topic(s) that might benefit the district as a whole?

11. Other ideas, questions, or input you would like to share

Moundridge Official Transcript Form

**Kansas State Department of Education
Teacher Education and Licensure
120 SE 10th Ave
Topeka, KS 66612-1182**

Legal Name of School District		District#		Telephone		
USD 423 Moundridge		423		620-345-5500		
		Social Security Number		License Number		
Title of Professional Development Education Activities	Date Completed	PDC Points Awarded	Content Endorsement Standards	Professional Education Standards	Service to the Profession	College/ University Credit
Total Professional Development Points		0				
VERIFICATION:						
Applicant (signature)				Date		
Chairperson, Professional Development Council (signature)				Date		
Member Professional Development Council (signature)				Date		

Individual PD Points Request Form

The following is a copy of our Google Form that allows teachers to request PD points for learning activities completed.

PD Points Request Form

** Indicates required question*

1. Name *

2. Building *

Mark only one oval.

☐ MES

☐ MMS

☐ MHS

☐ District-Wide

3. Date(s) of event/PD *

4. Date of Activity *

Example: January 7, 2019

5. IDP Goal(s) connected to this PD *

Select all that apply

Check all that apply.

- ☐ Teaching Strategies: improving instructional practices in the classroom
- ☐ Student Success: helping students be successful at meeting their goals
- ☐ Content/Curriculum: concepts, content, or resources that are specific to your grade level/band
- ☐ Technology Usage: training, strategies, etc. designed to improve teacher/student use of technology in the classroom
- ☐ Classroom Management: concepts, strategies, etc. designed to enable to help teachers manage classrooms more effectively
- ☐ Social-Emotional Wellness: working on becoming Trauma-Responsive, learning strategies to help students in Social-Emotional areas
- ☐ College Credit/Coursework
- ☐ Service to the Profession

6. Name/Title of PD Activity *

Details about the Activity

7. Was this activity for College Credit? *

Mark only one oval.

- ☐ Yes
- ☐ No

8. If you answered yes to the previous question, how many hours of credit?

9. Which PDC Level is this activity? *

Mark only one oval.

- ☐ Level 1: Knowledge (learning, doing, etc.) - also service to the profession
Skip to question 10
- ☐ Level 2: Application (utilizing the PD in your classroom/assignment)
Skip to question 12
- ☐ Level 3: Impact (showing a major improvement in some area)
Skip to question 15

Level 1: Knowledge/Service to the Profession

10. Total Hours of Activity @ 1 point per hour

11. Description of Activity

Skip to question 18

Level 2: Application of Learning

12. Total Hours of Activity @ 2 points per hour

13. Description of Activity

14. Techniques/Strategies Implemented

Skip to question 18

Level 3: Impact

15. Total Hours of Activity @ 3 points per hour

16. Description of Activity

17. What indicators would be used to validate impact?

Check all that apply.

- ☐ Review of Student Product
- ☐ Classroom Observations
- ☐ Teacher Log
- ☐ Interview
- ☐ Data Collection
- ☐ Other: _____

Skip to question 18

Documentation

18. Please attach any documentation here that would accompany your PDC Points opportunity. Or, please turn this in to a member of the PDC Team.

Files submitted:

This content is neither created nor endorsed by Google.

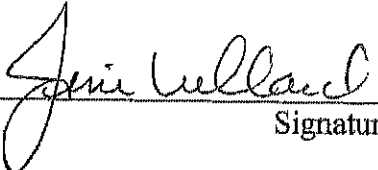
Google Forms

Professional Development Plan

SUMNER COUNTY EDUCATIONAL SERVICES INTERLOCAL DISTRICT #619


5-year Professional Development Plan Approval

The Sumner County Educational Services, Interlocal District 619 Professional Development Council approved the following plan, at its meeting held on March 24, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: 
Signature

3/24/25
Date

The Sumner County Educational Services, Interlocal 619 Board of Education approved the following plan, at its meeting held on March 24, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: 
Signature

3-24-25
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Philosophy and Purpose of the Professional Development Council

It is the philosophy of Sumner County Educational Services, Interlocal 619 that a combination of quality professional education and personal experiences leads to the professional growth of our staff.

The focus of the Interlocal 619 Professional Development Council is to emphasize the importance of appropriate professional development that leads to improved student outcomes. The Professional Development Council will assist in:

- Aligning professional development with the district's missions, strategic priorities, academic focus, and individual buildings' school improvement plans.
- Developing and implementing ongoing professional development based on identified needs at the individual, building, and district levels that have a positive impact on student outcomes.
- Assessing the impact of professional development of skills for all staff.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Sumner County Educational Services, Interlocal 619 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

The standing membership shall be composed of a minimum of eight (8) members that are Interlocal staff members assigned to the following districts/locations

Terms of Office for Members

- The term of office will be from the beginning of the year staff meeting through July of the following year.
- New members shall be designated at the first staff meeting at the beginning of the school term.
- No staff member who is a first-year teacher should serve on the PDC.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Argonia, Belle Plaine, Caldwell, Oxford, and South Haven (1 representative from each district)	5
Sumner County Academy	1
Itinerant (KSDE-licensed)	1
Total	7

1.22 Licensed Teacher Group Selection Process:

Depending on turnover, 619 administration will inform their staff a new PDC member is needed for a building at the beginning of school in-service. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. During in-service, staff will break into the represented groups and the groups will discuss and select their PDC member. Once someone is selected, 619 administration will let the PDC Chair know the name of that person and will provide the documentation.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Interlocal Administrator	1
Total	1

1.24 Licensed Leader Group Selection Process:

Depending on turnover, 619 administration will inform their staff a new PDC member is needed for a building at the beginning of school in-service. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. During in-service, staff will break into the represented groups and the groups will discuss and select their PDC member. Once someone is selected, 619 administration will let the PDC Chair know the name of that person and will provide the documentation.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

KSDE Annual Training

The PDC Chairman will participate annually in a KSDE-approved PDC Training.

Sumner County Educational Services, Interlocal 619 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in a shared Google drive with access for all PDC members. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Officers

Officers include a Chairperson, Vice-Chairperson who will act as Secretary/Recorder. All officers are elected for the next term by a consensus of the members and shall begin their terms at the first meeting in the fall. Duties of the officers include:

Chairperson:

- Calls and conducts all meetings.
- Calls special meetings as needed.
- Carries out other duties determined by the PDC.
- Assists the Director in preparing an annual report on the action of the PDC for presentation to the Interlocal Board of Directors June meeting and the next beginning-of-the-year staff meeting.

Vice Chairperson/Secretary:

- Acts in the absence of the Chairperson.
- Carries out other duties as determined by the PDC.
- Keeps records and minutes of meetings.
- Maintains a file of all minutes in the district office.
- Carries out other duties as determined by the PDC.

1.51 Meetings

Meetings

- The Professional Development Council shall meet monthly during the academic year.
- Meeting dates and times will be determined at an organizational meeting in August of each school year.
- All decisions by vote shall be made by a quorum of at least 50% of the voting membership.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 5 members, with 2 or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

- Google Drive
- Frontline: In-service at beginning of the year
- IPDP
- professional leave request (PD Points)
- College course credit

1.54 Communications

The secretary of the Sumner County Educational Services, Interlocal 619 PDC will keep notes saved in the shared Google drive and share these notes with the Sumner County

Educational Services, Interlocal 619 director who then shares them with the Sumner County Educational Services, Interlocal 619 Board of Education.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The Sumner County Educational Services, Interlocal 619 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Administration (helping)
2nd-	PDC

Options:

Direct Approval-The PDC reviews and approves all plans before and/or during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described (in Section 3 or in the Individual Professional Development Plan section of this plan).

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Administration (helping)
2nd-	PDC

Options:

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. ("All decisions about the type and amount of PD points that the PDC awards are final.")

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

Sumner County Educational Services, Interlocal 619 PDC will provide opportunities for staff to attend beginning of the year inservice pertaining to Interlocal 619. Per the Sumner

County Educational Services, Interlocal 619 Negotiated Agreement, all staff are required to attend their building inservices throughout the school year and submit these activities on the professional leave request form for PDC approval.

2.1 Assessment and prioritization of school improvement needs

Individual: Focus

The focus shall be based on individual needs identified through an analysis of skills related to student learning. The goals shall meet the licensure requirements of the Kansas State Board of Education and may include progress towards a license or endorsement not previously held.

Results-Based Goals

Goals are written based on individual needs and professional teaching standards. Goals address three levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

Building: Focus

Each building's professional learning needs are based upon identified student achievement gaps that are determined through analysis of students' assessment data that includes achievement of particular student groups.

Results-Based Goals

Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.

District: Focus

The professional needs of the Interlocal are identified through the needs assessment of staff members.

Results-Based Goals

2.2 Identification of goals and objectives to achieve professional development needs

Leadership/Professional Responsibilities

Interlocal educators will increase student achievement by demonstrating leadership and professional responsibilities through:

Commitment and contributions to the mission and goals of the Interlocal

- Participation in Interlocal and individual district initiatives
- Demonstration of leadership in the classroom, school, and profession
- Participation in professional learning
- Deepening content knowledge
- Effective and purposeful collaboration
- Communication with stakeholders
- Professional self-reflection and evaluation

Classroom Management and Environment

Interlocal educators will increase student achievement by cultivating an effective classroom management system and environment through:

Effective classroom management skills

- Classroom environment that is respectful and nurturing
- Ability to meet the learning needs of a diverse student population
- Collaboration and building relationships with parents/guardians and community

Curriculum, Instruction, and Assessment

Interlocal educators will increase student achievement by demonstrating knowledge and effective implementation of each districts' curriculum, instruction, and assessment through:

- Application of research-based instructional strategies
- Technology integration
- Creation of learning opportunities that emphasize the application of higher order thinking
- Assessment design/use to measure student progress toward meeting learning goals
- Collection and analysis of student data to monitor learning progress
- Collaboratively designing intervention and/or enrichment for those students who struggle or need extension
- Reflection of lessons taught and creation of next steps

2.3 Identification of activities and actions to achieve the goals and objectives

Professional development plans shall include activities in at least one of the three areas: Content, Professional Education, Service to the Profession. K.A.R. 91-1-206 (a)

Level 1: Knowledge (What do you know now that you didn't know before?)

Acceptable activities must relate to your goals and may include:

- Attendance at workshops/in-services
- Reading and/or viewing multimedia materials (journals, articles, video presentations, etc.), pertaining to professional knowledge

Service to the profession may include:

- Serving as a member of a school/Interlocal committee, council, or team including but not limited to:
 - Professional Development Committee
 - Site Council
 - Curriculum Development Committee
 - Textbook Review Committee
 - Staff Advisory Council
 - Crisis Committee
- Samples of published articles or newsletters and an explanation of the time spent in writing.
- An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.

Level 2: Application (What can you do now that you couldn't/didn't do before?)

Verifications required may include one of the following:

- Independent observation such as:
 - Direct observation using the skill or knowledge acquired in level one (i.e. trained observers or video/audio tapes) throughout at least one semester.

- Practice feedback from a trained peer coach or supervisor that takes place throughout at least one semester.
- Documentation: lesson plans from throughout at least one semester
 - Lesson plans
 - Pre- and post-sample of a student's work
 - Examination of participants' journals, portfolios, or other artifacts
 - Presentation outline

Level 3: Impact (What are the results of your newly acquired knowledge and skill in terms of impact on students, other adults (i.e. mentorship) or program or policy development?)

For Teachers: Student Learning

Verification required may include one of the following:

- Evidence of improved student academic performance throughout at least two semesters
- Samples of positive changes in student's behaviors over a period of at least two semesters such as:
 - Study habits
 - Improved school attendance
 - Improved homework completion rates
 - Progress towards meeting goals and benchmarks/objectives on their IEPs
 - Independent observation of positive students' classroom behaviors
 - Increased enrollment in advanced classes
 - Increased participation in school-related activities
 - Decreased dropout rates

For administrators: Organizational Change

Verification required may include one of the following:

- Evidence of relating district or school policy change.
- Evidence of Level 2 application activities by others.
- Revision of district, grade level, or content area curriculum.
- Documentation of related district or school policy change.
- Documentation of positive changes in related students' behaviors over a period of at least two semesters or one academic year, including; improved attendance, higher homework completion rates, decrease of referral rate for inappropriate behaviors; and decreased dropout rate.

Point Assignments

There is not a limit for the number of points earned for re-licensure purposes. The "Professional Leave Request" form will be reviewed (by your district's local PDC representative) and then submitted to the PDC within 30 days. If it is not submitted within 30 days, it is at the discretion of the PDC committee to approve the points. If it is not submitted during the current school year (by June 30th) where points are earned, points will not be approved.

Level 1: One hour of professional development equals one professional development point.

Level 2: 2 x knowledge points

Level 3: 3 x knowledge points

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

Sumner County Educational Services, Interlocal 619 staff will submit their IPDPs before they checkout at the end of the school year. All entries for professional development will be submitted within 30 days of the activity.

2.5 Reporting results of evaluation of in-service needs

Sumner County Educational Services, Interlocal 619 PDC will report results of the evaluation of in-service needs to the Sumner County Educational Services, Interlocal 619 Board of Education.

2.6 Amending the Professional Development Plan

If the annual evaluation in the Spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Vice-Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

KAR 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. KAR 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.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Sumner County Educational Services, Interlocal 619 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

As determined by KSDE, Sumner County Educational Services, Interlocal 619 will provide contact information to those licensed persons who inquire about this regulation for the district in which they live and/or work.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

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.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

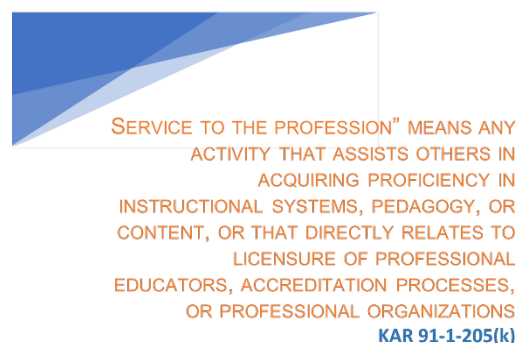
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor’s degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

Content Endorsement Standards
Professional Education Standards
or
Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether

professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.

- Increased participation in school-related activities.
- Decreased dropout rates.

License Renewal Requirements

If an individual holds a bachelor's degree, he/she must submit 160 professional development points earned under an approved individual development plan to renew the 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.

If an individual holds an advanced degree, he or she must submit 120 professional development points earned under an approved individual development plan to renew the professional license. 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 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 at least two of three content areas: content endorsement standards, professional education standards, or service to the profession.

***Please note that all teacher preparation programs must be approved by the PDC upon the implementation of this plan unless the individual has at least six hours of their plan of study developed by their university completed prior to the plan's implementation.

Professional development points must be earned during the term of the license that is being awarded. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five year current professional license period. However, knowledge points that are used as a baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed.

The chart below presents renewal requirements for the initial license and professional license. All license renewal requirements can be found on teaching license. Licenses may be renewed up to six months before the expiration date.

Type of License	Renewal Options
Initial	<p>Submit an application to KSDE for a second initial license Licensure fee must accompany the application for the second initial license.</p> <p>To move to a professional license:</p> <ul style="list-style-type: none"> • Verification of completion of the prescribed teaching performance assessment during this initial license. <p>OR</p> <p>To obtain an additional initial license submit application and verify one of the following:</p> <ul style="list-style-type: none"> • Passing scores for the appropriate content assessment(s) AND the Principles of Learning and Teaching taken less than one year ago OR • eight semester hours or recent credit related to endorsement(s) on the initial license OR • Have one year of recent accredited experience <p>OR</p> <ul style="list-style-type: none"> • Completion of professional development points awarded by a Kansa local professional development council: 160 including at least 80 points for college credit or 120 with advanced degrees
Professional	<ul style="list-style-type: none"> • Complete National Board assessments <p>OR</p> <ul style="list-style-type: none"> • Completion of an approved mentoring program

	<p>OR</p> <ul style="list-style-type: none"> Completion 120 professional development points awarded by a Kansas local professional development council <p>OR</p> <ul style="list-style-type: none"> If you are completing (or complete) a program to add a new teaching, school specialist or leadership endorsement during the license periods, you may renew on 8 of the semester credit hours you complete as part of the program. (Program must be verified by the teacher education institution). Three years accredited experience <p>OR</p> <ul style="list-style-type: none"> If retired and participating in an educational retirement system in Kansas or another state, completion of 60 professional development points awarded by a Kansas local professional development council <p>OR</p> <ul style="list-style-type: none"> To move to an accomplished license: verification of achieving national board certification.
Substitute	50 professional development points
Provisional	<p>Complete 50% of the deficiency plan and continued employment in the provisional teaching or school special field</p> <ul style="list-style-type: none"> Provisionals can only be renewed one time
Expired Professional License	Contact KSDE for requirements

4.5 Awarding Professional Development Points for purposes related to employment or other local matters (N/A)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing (Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed.

Regulation 91-1-205(b)(3)

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest

operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as ‘fast, cheap, and easy’ and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.

Executive Summary

SUMNER COUNTY EDUCATIONAL SERVICES, INTERLOCAL DISTRICT #619

Professional Development Program Requirements	Individual Focus	Building Focus	District Focus
How is the professional development program aligned with the mission, academic focus, and school improvement plan?	Individual goals are identified as teachers complete their Individual Professional Development Plans each August.	Building-level goals are generated from the needs assessment of the KESA process – surveys, data analysis, and rubric reviews – collected every five years.	District goals are developed by the local board of education as a result of the KESA needs assessment and the State Board of Education outcomes and revisited every five years.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE) and district administration.

How is the focus of staff development determined at each level?	Based on individual needs identified through the development of IPDPs.	Building goals are established as a result of the KESA process needs assessment. The needs assessment reviews achievement and behavior data, surveys, and individual teacher goals.	The local BOE establishes district goals as a result of the KESA process, building action plans, and individual teacher goals.
How are the goals written to meet a results-based focus?	Individual professional development goals are written using the SMART format embedded in the McREL CUES evaluation system, which takes teachers from knowledge to application to impact and is measured through the evaluation process.	Goals are written in a results-based staff development plan with identified student academic and behavior targets. Results are monitored for levels 1 and 2, and are measured according to impact.	District goals are written within a results-based staff development plan that includes all PD for the district.
Has the PDC planned for the KSDE required annual training for PDC members?	PDC members participate annually in the KSDE approved training for PDC members that is provided by KSDE		
How are measures of the impact of staff development priorities at each level determined?	Impact is measured through: <ol style="list-style-type: none"> 1. Assessment of students' academic performance on specific academic targets annually. 2. Analysis of related student behaviors annually. 3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year. 4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year. 		

How are professional development points assigned?	<p>There are no limits to the number of points that may be awarded at any level.</p> <p>Level 1: One hour of professional development equals one professional development point.</p> <p>Level 2: 2 x knowledge points</p> <p>Level 3: 3 x knowledge points</p>
Who reports what staff development results to whom, when, and in what manner?	<ol style="list-style-type: none"> 1. Individual teachers share evidence related to each level with the building PDC representatives, who present the information to the district PDC to receive points for re-licensure. 2. PDC reviews points twice each year in December and May. Building administrators attend the PDC meetings for individual points approval. 3. Emergency meetings will be held at the discretion of the PDC chair.
How has PDC representation been chosen?	<p>The PDC is made up of three representatives each from the elementary, middle, and high schools. This group is comprised of four administrators and nine teachers. This body has developed guidelines and procedures for the operation of the professional development system and to approve/disapprove points for licensure renewal.</p>
When was the plan adopted by the local BOE?	<p>Board of Education adopted the 2024-2029 plan on May 20, 2024.</p>

Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four

years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,

earned through the verifying teacher education institution and addressing the deficiencies related

to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,

earned through the verifying teacher education institution and addressing the deficiencies related

to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual

development plan filed with a local professional development council if the applicant holds an

advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional

license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional

development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school

specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional

license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. (b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. (d) This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person’s access to practice,

builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education

activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that 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.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a

proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one

professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;

- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:
 - (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
 - (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan



Winona Triplains School
USD #275

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 275 Professional Development Council approved the following plan, at its meeting held on April 10, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:


Signature

4-10-25
Date

Plan Updates

[illegible]

Add pages as needed

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Section One:

Professional Development Council (PDC)

Introduction

USD 275 MISSION STATEMENT

Triplains USD 275 mission is to prepare all students to be responsible, life-long learners in a changing society.

Definition/Purpose:

The local Professional Development Council is a representative group of the local certified personnel, which advises the local Board of Education in matters concerning the planning, development, implementation, and operation of the Inservice Education Plan.

Strategic Priorities:

To structure the learning resources and methods to align with the KSDE 5 Foundational Structures of:

- Social-Emotional-Learning,
- Kindergarten Readiness,
- Individual Plan of Study,
- Graduation Rate and
- Post-secondary Effectiveness Rate

AND align with the 4 Fundamentals of KESA 2.0

- Structured Literacy
- Standards Alignment
- Balanced Assessment System
- Quality Instruction

Staff Development Goals:

USD 275 staff will utilize professional development to:

- Critically evaluate and align teaching practices to Kansas State Standards in all discipline areas.
- Evaluate resource allocation and request research supported materials

District Goals:

1. Prioritize professional development plan to focus on high quality materials
2. Prioritize professional development on classroom practices that teach state standards and work on aligning curriculum

Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Winona Triplains USD #275 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of three (3) teachers as well as administrators. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Commented [EK1]: FYI: New, required language.

Terms of Membership:

- Each committee member will serve a three-year term and may serve succeeding terms. The membership will be on a rotational basis, so continuity is maintained.
- Membership on the council shall be terminated if they submit a letter of resignation to the PDC Chair or no longer holds a position at the school.
- All Elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.

A member may resign from the PDC at any time by submitting a letter of resignation to the group they represent. If a vacancy exists, the represented group shall use the same process of election as stated above and select an appropriate representative. The administration will have the opportunity to select their PDC representative after the PDC has been notified of the resignation.

Licensed Teachers:

Groups Represented	Number
K-5	1
6-12	2
Total	3

Licensed Teacher Group Selection Process:

In the Spring, the USD 275 Triplains Superintendent/Principal will email the staff to inform them that a new PDC is needed. The licensed teachers may volunteer to serve or nominate (with permission of the nominee) to be on the selection list. The superintendent/principal will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, superintendent/principal will let the PDC Chair know the name

of that person and will provide the documentation used in the selection process to the USD 275 Office Manager for storage.

Licensed Leader:

Groups Represented	Number
Administrator	1
Total	1

Licensed Leader Group Selection Process:

The Licensed Leader group has only one member who, by default, is the PDC representative for that group.

Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the PDC Chair will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The local Professional Development Council will:

1. Establish guidelines for submitting Professional Development Plans to the council.
2. Conduct a needs assessment to determine the in-service/staff development needs of the local district and building as identified through the school improvement process.
3. Develop district and building level goals for the in-service program based on the results of the needs assessment.
4. Develop a five-year in-service plan of local staff development to be approved by the local Board of Education. Submit the locally approved five-year in-service plan or an executive summary of the local plan to the State Board of Education for its approval.
5. Approve and submit Professional Development Plans to the local Board of Education for its approval.
6. Design, coordinate, and approve in-service activities for the district.
7. Evaluate the in-service program activities, the total in-service program, and the implementation and operation of the Inservice Education Plan.
8. Report on building level staff development priorities on the PA Annual Report.
9. Establish approval criteria and submittal guidelines for Professional Development Plans.
10. Develop appeals process for non-approved Professional Development Plans.
11. Implement the Inservice Education Program according to the Kansas State Department of Education guidelines.
12. The Professional Development Council will provide opportunities for personnel in the district to increase knowledge and strengthen skills in areas of student development in relation to school improvement.
13. The Professional Development Council will provide the opportunities and material resources that make it possible for certified staff to constructively engage in activities that lead to both advancement of the
14. instructional programs of the district/ building and the advancement of their professional skill and knowledge.
15. The Professional Development Council will provide opportunities for personnel in the district to develop curriculum and improve instruction.
16. The Professional Development Council will provide opportunities for licensed personnel to renew licensure using in-service credit.

Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 275 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

- Each member of the PDC will participate in annual training related to his/her responsibilities, which is based upon training designed for PDC and provided by designated trainers.
- PDC Chairperson will provide the training during the first August meeting, by presenting the training video on the KSDE website.
- Once training is complete the PDC Chairperson will sign off on the district training via the KSDE website, once all members are trained. The Chairperson is responsible for ensuring that the number of teachers is always equal to or greater than the number of licensed leaders.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored https://drive.google.com/drive/folders/1Lfm_XNoCsEOR9C1ueydoQSDRLtI6xZ-4?usp=sharing. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Officers of the PDC

The officers of the local Professional Development Council shall consist of a Chairperson and Secretary/Recorder. The duties of the officers shall include but not be limited to:

- **Chairperson:**
 - Calls and conducts all meetings
 - Calls special meetings as needed
 - Carries out any other duties as described in this document or as assigned by the local Professional Development Council, Superintendent, or local Board of Education
- **Secretary/Recorder:**
 - Keeps the records/minutes of meetings
 - Maintains a file in the local district of all the local Professional Development Council minutes, Professional Development Plans, correspondence, and all other pertinent documents.

-Carries out any other duties as requested by the Chairperson or local Professional Development Council.

Meetings and Records

- The local Professional Development Council shall meet as needed and impromptu meetings can be easily scheduled.
- The first council meeting of the academic year shall be called in May.
- Two council members shall constitute a quorum, which must be present to conduct business.
- All meetings of the PDC will be open to all certified staff.
- Copies of the minutes/records of the PDC will be available to all staff in the Shared PDC Folder in Google Drive.
- Minutes will become official at the subsequent meeting with a simple majority vote.

Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 1 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Documentation and Communication

The meeting documentation will be stored at:

https://drive.google.com/drive/folders/1Lfm_XNoCsEOR9C1ueydoQSDRLtI6xZ-4?usp=sharing

- The Google drive is accessible by all certified staff.
- The meetings agendas and minutes will be sent to all members electronically.
- In addition, links to forms are found in the appendices.
- Paper documents will be kept by the PDC Chair and stored in their classroom with a labeled folder that the superintendent/principal knows the location.
- PDC Chair

Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 275 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3 or in the Individual Professional Development Plan section of this plan).

Professional Development Points

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. All decisions about the type and amount of PD points that the PDC awards are final.

Section Two:

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



District Professional Development Plan

Purpose:

The Professional Development Council will promote and provide staff development for all certified personnel to ensure development of professional skills and knowledge that focus on areas that have been identified as a concern in the needs assessment and align with the Kansas education Systems Accreditation (KESA) goals.

USD 275 District Professional Development Plan is designed to provide quality staff development through the following:

- Provide opportunities for certified personnel to improve and develop skills identified in the KESA goals.
- Provide opportunities for certified personnel to improve and develop teaching skills by increasing knowledge in content areas and identification of student needs.
- Provide opportunities for certified personnel to refine developed goals and objectives for each curricular area K-12 by serving on curriculum committees and attending workshops in participating districts and documentation of implementation of goals and objectives.

District Professional Development Goals:

District Professional Development Goals District staff will improve the quality of teaching through gaining knowledge and skills related to:

- Critically evaluate and align teaching practices to Kansas State Standards in all discipline areas.
- Using Research-based Strategies
- Evaluate resource allocation and request research supported materials
- Prioritize professional development plan to focus on high quality materials
- Prioritize professional development on classroom practices that teach state standards and work on aligning curriculum
- Job-embedded Professional Development and Classroom Action Research
- Provide Opportunities to Strengthen and Develop Teaching Skills

Assessment of Professional Development/In-Service Needs:

USD 275 will assess the needs of professional development in the following ways:

- Surveys will be provided to staff to collect feedback on needs. Surveys will also be given after professional development is provided to assess effectiveness. Each survey may ask:
 - Was the content of the professional development provided relevant to your role?
 - Will the information provided positively affect your daily role?
 - Does instruction align with state and district curriculum content and standards.
 - Did this in-service help us meet curriculum standards?
 - What topics should be considered for future in-service
 - Are all student needs being met with professional development?
- PLC conversations will be conducted between teachers and administrators to collect feedback and input regarding what school improvement area the district needs wants to improve during this plan cycle.
 - Decisions will be made by looking at all forms of assessments given to students.
 - Discuss how the district curriculum is meeting students' needs and what is being done to fulfill those needs.
 - Discuss how the district curriculum is meeting the state content and standards at each grade level.
 - Discuss changes need to be made to help student who are not meeting curriculum standards.
 - Identify which student or student groups need additional instruction in the district curriculum areas.
- KSDE Needs Assessment will encompass the ideas from staff and the Professional Development Committee.
- District Strategic Planning will use the information collected to develop visions moving forward. During quarterly meetings, the PDC will evaluate feedback and discuss future professional development needs.

Identification of Goals and Objective to Achieve In-service Needs:

Goal #1: USD 275 - Prioritize professional development plan to focus on high quality materials to ensure that instruction is aligned with the Kansas State Standards.

- Each year revision and updates will need to be made to the district curriculum maps due to new state standards, new district textbook adoptions, etc.

Goal #2: USD 275- Prioritize professional development on classroom practices that teach state standards and work on aligning curriculum so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.

- District Teachers will continue curriculum mapping all classes/courses.
 - Data Measurement: State Standards & discussion on assessment.

Identification of activities and actions to achieve the goals and objectives

The selection of professional development content will include but is not limited to the following:

- Utilizing the Northwest Kansas Educational Service Center programs and resources such as Project Frontier.
- Referencing and using what KSDE sends and provides for licensing.
- “Data Dump” and Staff collaboration of best practices, and what the current needs are as they arise during the year.

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs:

The district will review the data and information collected through staff surveys using FastBridge IXL Diagnostic and following the KESA school improvement model and action plans, if applicable. Otherwise, goals have been aligned with and will be evaluated based on the district’s KESA school improvement model process.

Reporting Results of the Evaluation of the In-Service Needs:

Results from professional development feedback will be shared with the teaching staff by the PDC. Justification of future professional development will be indicated after sharing the feedback.

- Results of the professional development surveys will be shared with staff through email and minutes of the PDC meetings.
- The chairman of the PDC committee will keep records of the surveys and the minutes from each PDC meeting.
- Surveys will be given through Google Docs created by the PDC chair

Amending the Professional Development Plan

If the annual evaluation in spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures/Decision-making in Section One. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans

(IPDP)

KAR 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. KAR 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.

Individual Professional Development Plan Development:

The Individual Professional Development Plan is a plan describing the professional development of goals and activities to be completed by an individual during their certification period. The purposes of the IPDP are to establish continuity and specificity in the job-related training of an individual.

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Winona Triplains USD 275 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

Collaborate with a designated supervisor:

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

Assess individual needs:

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

Determine individual professional development goals:

These should be based upon identified needs, including the need for professional development points for licensure renewal.

Determine individual professional development strategies:

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

Write the Individual Professional Development plan:

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

Analyze progress:

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

Revise the plan as necessary:

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(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.

Any licensed person who is not employed by but who works or resides within Winona Triplains USD 275 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at amber.wolking@triplains.org.

The steps the individual will 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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(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.

Appeal Process:

The Individual Professional Development Plan is directly tied to the renewal of a teacher's license, it is important that everyone feel that there is a fair and accurate process for the approval of plans and awarding of points.

In the event that the PDC committee disapproves the Individual Professional Development Plan the administrator or teacher may:

1. Submit an appeal in writing to the PDC Chairperson within thirty days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. At a scheduled review session, the appeal will be made in person to the PDC.
3. Following the final PDC action on an appeal, the PDC chairperson will inform the participant of their decision.
4. 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 the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

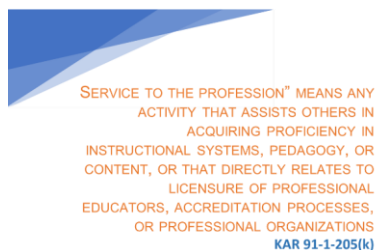
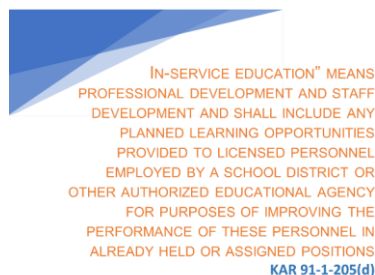
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

Commented [EK2]: FYI: New, required language.

The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

If an activity does not meet the definition of either “in-service education” or “service to the profession” the PDC will not consider it for points.



Professional Development Activities:

Definition/Purpose:

The purpose of a Professional Development Plan is to allow each certified staff member of a particular district the opportunity to be responsible for the method and activity of his/her own staff development.

- These activities will align with individual, building, and district goals.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

Professional Development Points and Semester Credit Hours for Licensure Renewal:

If an individual holds a bachelor’s degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

- **Content Endorsement Standard**
- **Professional Education Standards**
- **Service to the Profession**

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the

plan will proceed as described in Section 2.6.

Awarding Points in Three Levels:

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I – Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Awarding Professional Development Points for purposes related to employment or other local matters (N/A)

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding

“appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.

Appendix A

Individual Professional Development Plan

(Hard copies available to staff from the PDC Chair & Digital Copies are in the District Drive)

PDC Transcript Form

Appendix B

Documentation for In-Service

(Hard copies available to staff from the PDC Chair & Digital Copies are in the District Drive)

Attendance Sheet (Local In-service/Meetings)

Appendix C

Survey Tools

Post In-Service Survey

Professional Development Needs Survey

Appendix D

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or

more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four

years of accredited experience under an initial teaching license shall not be issued an additional

initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related

to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related

to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual

development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual

development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having

completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional

license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional

development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school

specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license

shall be valid through the remaining validity period of the out-of-state professional license or for five

years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 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. KAR 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.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice,

builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education

activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that 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.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one

professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;

- (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Valley Center USD 262



Professional Development 5-Year Plan

2024-29

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029


5-year Professional Development Plan Approval

The USD 262 Professional Development Council approved the following plan, at its meeting held on 3/26/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: 
Signature

4/14/25
Date

The USD 262 Board of Education approved the following plan, at its meeting held on 4-14-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: 
Signature

4-14-25
Date

Plan Updates

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Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Valley Center Professional Development

District Vision

To be a premier school district known for excellence in education, innovative instruction, outstanding programs, and dedication to students.

Professional Learning Philosophy

The Valley Center School District is committed to continuous professional learning, which will improve staff effectiveness, student learning, and the district's vision, mission, and goals.

District Professional Learning Goals

Professional learning must be results-based and...

- ...support increased student achievement.
- ...align with individual and/or building goals.
- ...are tied to the district's strategic plan and KESA goals
- ...be grounded in research and best practice.
- ...be successfully implemented in classrooms to increase student learning.
- ...provide for various levels of proficiency.
- ... assist in meeting the State Board outcomes.

State Board Outcomes

In order to assist our students in being successful high school graduates, through professional development activities, district educators will increase their knowledge and implementation of:

- Kindergarten Readiness
- Graduation Rates
- Post-Secondary Success
- Individualized Plans of Study
- Social-emotional skills measured locally

1.2 Membership

The District Professional Development Council (PDC)

Members of the 262 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Abilene Elementary	1
West Elementary	1
Wheatland Elementary	1
Intermediate School	1
Middle School	1
High School	1
Total	6

1.22 Licensed Teacher Group Selection Process:

PDC representatives are selected on an annual basis near the end of the school year by the licensed professionals in their respective buildings or administrative team.

Terms are for one year and members may volunteer to be selected for multiple years. The committee members who fall under the Negotiated Agreement are paid a supplemental salary and meet up to ten (10) times outside of the school day from August to May.

Members of the 262 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them when a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. The principals will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, principals will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the Executive Director of Academic Affairs for storage.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Administrator	1
Building Administrator	1
Total	2

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC Chair and those elected will be notified by the PDC Chair. The PDC Chair will maintain documentation in the PDC binder.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Executive Director of Academic Affairs will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

Roles and Responsibilities include:

- Members participate in annual training related to the roles and responsibilities of council members.
- Develop and maintain operational procedures
- Approve PDC points, and approve application and impact-level requests from staff
- Approves Individual Professional Development Plans
- Provide input regarding professional development planning and needs
- Develop, approve and implement a five-year plan to submit to the Board of Education and KSDE for approval

1.4 Annual PDC Training

Valley Center USD 262 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in Frontline. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

The officers of the PDC shall consist of a chairperson

- Selection of Officers:
 - All officers shall be elected at the first regular meeting date in August with terms to begin at that meeting. The positions will be filled by a simple majority vote of the PDC members. A quorum must be present to vote.
- Terms of Office:
 - All officers shall hold an office for one year.
- Resignation:

- Any officer may resign from office at any time provided a letter of resignation is submitted to the Council at least one meeting before the resignation is to become effective.
- Vacancies:
 - Will be filled by a simple majority vote of those present. A quorum (four members) must be present to vote.
- Duties of Officer
 - Outlines yearly PDC tasks and timelines.
 - Arranges for the preparation and distribution of agenda for all meetings at least one week in advance.
 - Preside at all regular meetings.
 - Calls and presides at all special meetings.
 - Sends out unofficial minutes to staff, Friday following meeting.
 - Receives all resignations from the PDC.
 - Arranges for the preparation of an evaluation of the PDC Plan for inclusion in the district annual school report.
 - Carries out any other duties as described in this document or as assigned by the Council.
 - Handles PDC correspondence.
 - Sends out PD survey to all staff by 1st Monday of May.
 - Collects and reports PD survey results to PDC at May meeting.
 - Maintains a file of PDC minutes and correspondence.

1.51 Meetings

1. Meetings will be held on a regular scheduled date determined by the Council from August through May. These meetings will take place on a Wednesday of these months at 4:15 p.m., unless otherwise noted.
2. Special meetings may be called by the chairperson or a majority of the PDC.
3. Quorum: A majority (three members) of the voting PDC membership shall constitute a quorum.
4. Voting: All decisions by vote shall be by majority of the quorum and will follow parliamentary procedure
5. All meetings will be open to constituents of represented groups or by PDC invitation.
6. Attendance of members at all meetings is imperative for effective operation. A PDC member who is absent more than twice per term without giving notification may be asked to resign.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 50% or fewer of those being leaders, constitutes a quorum.

- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

Each PDC building representative will be allotted a brief window of time during building professional development days to train staff on Frontline.

Certified staff will need to be trained by their building PDC representative in how to do the following at the beginning of each school year:

- Finding Transcripts
- Signing up for PD in the District Catalog
- Accessing Prior Approval and College Credit Forms
- Managing a Learning Plan throughout the year
- Understanding Application & Impact points
- Independent and Group Book Study processes

Frontline forms the PDC uses:

- Prior Approval Form to earn PDC
- College Credit Approval
- Request Application Level Points
- Request Impact Level Points
- Book Study Request Form

McRel forms the PDC uses:

- Professional Development Plan Form

1.54 Communications

Agendas for PDC meetings will be posted in the calendar invite and will be shared out to buildings by each building representative following each meeting.

1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of education will also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The five-year district Professional Development Plan is approved by the Board of Education (BOE). These bylaws are subject to review at the beginning of each year. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor

PDC delegates its authority to allow designated supervisors to approve IPDP's for USD 262. If the designated supervisor is the Board of Education, then the PDC will designate the building administrator as the final approver. If the designated position does not approve an IPDP after all informal routes are pursued, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The designated supervisor will keep the PDC informed of the progress and status of the completion of all IPDPs

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	PDC Representative
2nd-	Building Administration
3rd-	Academic Affairs

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 262. If the designated position does not approve the number and type of PD activity points after all informal routes are pursued, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final. The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

Section Two

The District/System Professional Development Plan



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and

- describing what is not being done and who the students or student groups are that need particular attention.
 - determining what adult behaviors and skills are needed to promote instructional processes.
-

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

Determining the Focus of Staff Development in USD 262

Staff development goals are created after reviewing a variety of data sources, including annual teacher needs assessment data, teacher evaluation data, student achievement data, and the district's strategic plan. The goals should be aligned to both the district's KESA goals and strategic plan.

Executive Summary

USD 262 Professional Development Plan

Professional Development Program Requirements	Individual Focus	Building Focus	District Focus
How is the professional development program aligned with the mission, academic focus, and school improvement plan?	Individual goals are identified as teachers complete the McRel Evaluation Self-Assessment and Professional Development Plan, completed each August. Principals might suggest themes for staff members as needed.	Building-level goals are generated from the needs assessment, teacher evaluation, and student achievement data collected at least every five years.	District goals are developed in conjunction with the district strategic plan, KESA goals, and State Board Outcomes then approved by the local board of education. The goals are revisited a minimum of every five years.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other stakeholders.	The local Board of Education (BOE) and district and building administration.
How is the focus of staff development determined at each level?	Each licensed staff member annually sets goals based upon individual needs identified through the evaluation process and/or other goal-setting processes.	Building goals are established following a review of data from KESA goals, needs assessment, teacher evaluation data, staff perception, and student achievement.	The BOE approves recommended district goals following data study of the KESA process, progress on the district strategic plan, and building action plans.
How are the goals written to meet a results-based focus?	Individual professional development goals are written using the SMART format embedded in the McREL evaluation system. Teachers are encouraged to move from knowledge to application to impact.	Goals are written in a results-based staff development plan that target identified teacher learning needs and that promote student academic and/or behavior growth.	District goals are written within a results-based staff development plan that includes all PD for the district.

What activities/actions are present at each level to accomplish staff development priorities?	<p><u><i>Knowledge Level 1 may include:</i></u></p> <p>Written reflections that include descriptions of the critical attributes of staff development activities or course work and also personal reflections</p> <p>Certificate of completion of PD activity</p> <p>Agenda of training of PD activity</p> <p>Personal notes of learning</p> <p>Time log of learning or work</p> <p>Other applicable means will be considered</p> <p><u><i>Application Level 2:</i></u></p> <p>Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester.</p> <p>Video/audio tapes made at several intervals throughout at least a nine weeks' time frame.</p> <p>Lesson plans from throughout at least one nine weeks.</p> <p>Student product samples</p> <p>Written paper describing the application of the new learning</p> <p>Teacher log or journal</p> <p>Formal and informal data collection</p> <p>Video presentation</p> <p>Evidence of student achievement</p> <ul style="list-style-type: none"> • Presentation to board, other teachers, conference, or PDC • Results of a project • Other <p><u><i>Impact Level 3:</i></u></p> <ul style="list-style-type: none"> • For teachers: <p>Evidence of improved student academic achievement over a period of at least one semester or one additional nine weeks following the application of the learning.</p> <p>Documentation of positive changes in related students' behaviors over a period of at least 1 semester/additional nine weeks, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.</p> <p>Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester/additional nine weeks.</p> <p>Video/audio tapes made at several intervals throughout at least one semester/additional nine weeks.</p> <p>Lesson plans from throughout at least one semester/additional nine weeks..</p> <p>Peer observation notes with feedback</p> <p>Student product samples</p> <p>Written paper describing the application of the new learning</p> <p>Teacher log or journal</p> <ul style="list-style-type: none"> • Formal and informal data collection • Video presentation • Evidence of student achievement • Presentation to board, other teachers, conference, or PDC • Results of a project • Other 		

	<ul style="list-style-type: none"> • For administrators (or other licensed personnel not in the classroom): Documentation of related district or school policy change. Revision of district, grade level, or content area curriculum. Evidence of application by others. Documentation of positive changes in related students' behaviors over a period of at least 1 semester/additional nine weeks, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.
Has the PDC planned for the KSDE required annual training for PDC members?	A minimum of one PDC member participates annually in the KSDE approved training for PDC members. This member relates the information gained through training to the other members.
How are measures of the impact of staff development priorities at each level determined?	<p>Impact is measured through:</p> <p>Staff perception surveys regarding PD activities and learning</p> <p>Student performance data as it relates to PD goals</p> <p>Progression on strategic plan and KESA goals</p> <p>Teacher evaluation data</p>
How are professional development points assigned?	<p>Level 1: One hour of professional development equals one professional development point.</p> <p>Level 2: 2 x knowledge points</p> <p>Level 3: 3 x knowledge points</p> <p>One College credit hour equals 20 PDC points</p>
Who reports what staff development results to whom, when, and in what manner?	<p>Individual teachers share evidence related to each level with the district PDC to receive points for relicensure.</p> <p>PDC reviews points as part of the application approval process/final approval process. Emergency meetings will be held at the discretion of the PDC chair.</p>
How has PDC representation been chosen?	The PDC is made up of selected representatives from each building and from the administrative team. This group consists of four administrators and six teachers. This body has developed guidelines and procedures for the operation of the professional development system and to approve/disapprove points for licensure renewal.
When was the plan adopted by the local BOE?	Board of Education adopted the 2018-2023 plan on June 11, 2018.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

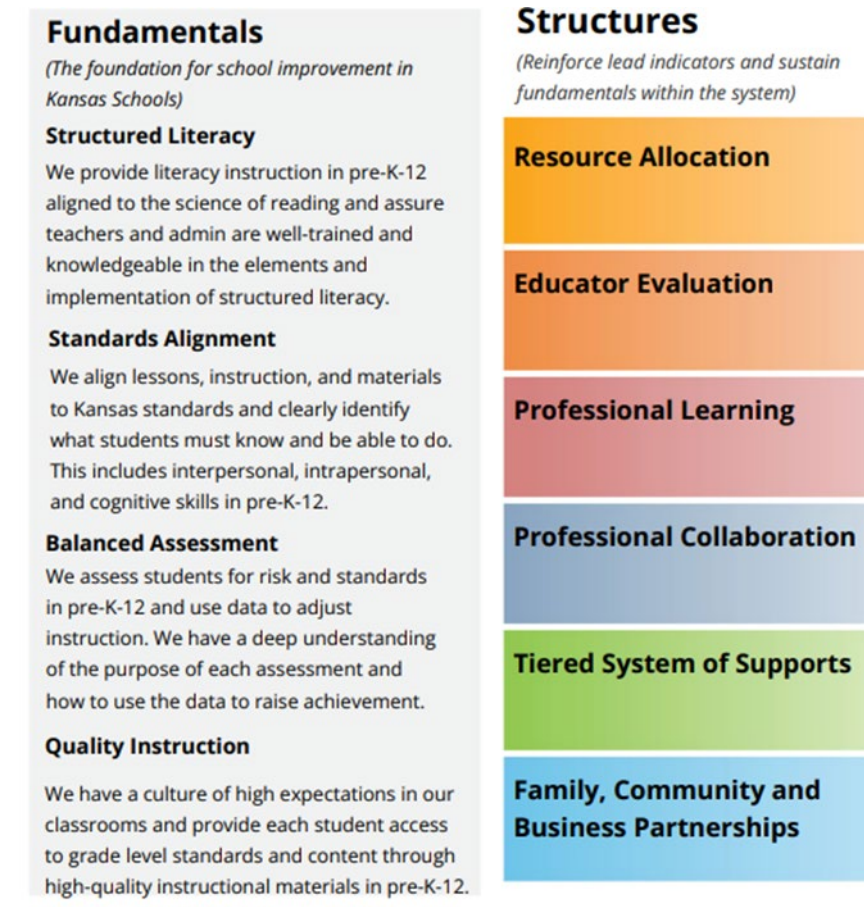
Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.

- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	<ul style="list-style-type: none"> ● Measure ● 6 Month Target ● 1 Year Target

2.5 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation and/or review shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Section Three

Individual Professional Development Plans (IPDP)

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 262 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each

school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Professional Development Plan (PDP)

Five Easy Steps:

Self-assess
Write
Copy
Implement
Reflect

Developing Your Plan

Your Professional Development Plan (PDP) will have district goals, building goals, and your own personal goals on the McREL Teacher Evaluation System and Frontline Professional Growth. You are required to review your personal goals and update as needed each year. You may amend or add to your goals at any time throughout the school year.

Steps:

1. **Complete the McREL Self-Assessment to determine your staff development needs**
 - Consider your needs in relation to the Professional Teaching Standards, self-evaluations, and/or formal evaluations
 - Consider your needs in relation to district and building goals
 - Consider your needs in relation to your own professional growth as an educator
 - Collaborate with your supervisor to determine professional development learning goals by September 15th of each year
2. **Write Professional Learning SMART goals on the Professional Development Plan in the McREL System**

3. **Copy to your Personal Goals in Frontline** - This allows your learning goals to be tied to future professional learning opportunities and appear on Prior Approval Forms.
 - Copy and paste your goals from your Professional Development Plan in the McRel System into the **My Personal Goals** section of Frontline.
 - From your McRel PDP, highlight your first goal and copy it.
 - Open My Learning Plan. On the left menu bar, click on “My Personal Goals.”
 - Click “Add New Goal,”
 - Paste your learning goal into the description box and name the goal. When you save the goal, ensure that “Active” is set to “yes.” (Repeat for each goal)

4. Implement

- Begin to implement your learning plan by participating in relevant learning opportunities designed to help you meet your goals. Touch base with your PDC representative and/or building principal, as needed, for help in selecting appropriate learning activities.

5. Reflect

- Reflect upon your progress in meeting your goals via McRel at both Mid-year and End-of-year. Your principal will contact you about your progress as part of this process.

EXAMPLES SMART (Specific; Measurable; Attainable; Relevant; Time-bound)

Remember: All individual goals should be geared specifically to how they will impact the learners.

Goal: Phonological Awareness Skills

Description: By the end of the current school year, 90% of my kindergarten students will meet the end of year target for phonological awareness skills (Phoneme Substitution).

The following is an example of how this goal meets the SMART criteria:

S: Students will achieve the appropriate level of phonological awareness skills based on the continuum

M: 90% of students will achieve the goal

A: Yes, this is an attainable goal

R: Students must apply these skills in becoming proficient readers

T: By the end of the current school year

Goal: Formative Assessments in Reading/Writing

Description: Throughout the current school year, I will research, create, and implement formative assessments in reading and writing. During the current school year, I will use formative assessments aligned to Kansas College and Career Ready Standards, to monitor and improve student learning for all students prior to any summative assessments.

The following is an example of how this goal meets the SMART criteria:

S: The use of formative assessments will help monitor student progress and inform instruction to improve student achievement

M: Students will demonstrate proficiency on grade level learning goals based on formative assessments

A: Yes, this goal is attainable as teachers create common formatives to measure the KCCRS for English Language Arts

R: This goal will help students meet grade level/course expectations

T: By the end of the current school year

Analyze Progress of the Plan

- Keep your Frontline records current.
- Consider progress toward your goals each semester
- Revise your Professional Development Plan in McRel annually and as new needs are recognized.

3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

Any licensed person who is not employed by but who works or resides within USD 262 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Academic Support Coordinator is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees can be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison tia.massey@usd262.net.

The steps the individual will 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 liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Section Four

Awarding Professional Development Points for Re-licensure

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

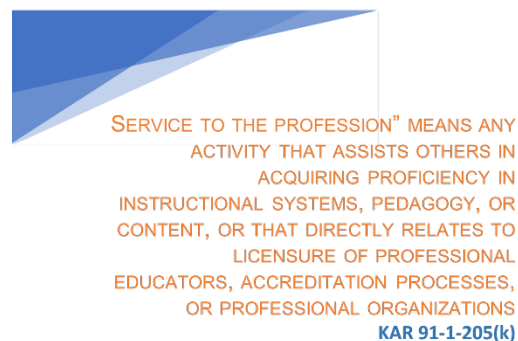
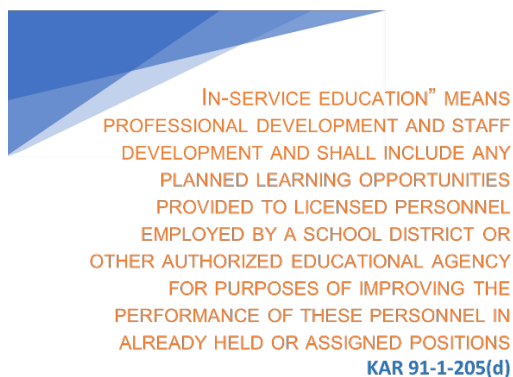
Earning Professional Development Points in USD 262

To Earn Knowledge Level Professional Development Points:

1. **Complete a Prior Approval Form or enroll in the activity via the District Catalog:** complete on MLP prior to the activity (seat time does not include lunch and breaks).
2. **Attend activity and ensure you sign the attendance roster.**
3. Following any activity that was placed in the district catalog, the building PDC representative will mark the activity as "Complete" based on the sign-in sheet. This will immediately move the activity into the Recently Completed section.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a 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, s/he must submit 120 professional development points earned under an approved individual development plan to renew a 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. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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 at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Areas of Professional Development

Levels of Indicators	AREAS OF PROFESSIONAL DEVELOPMENT		
	Content Endorsement	Professional Education *	Service to the Profession
Knowledge* What do you know now that you didn't know before?	1pt = 1 hour of activity	1pt = 1 hour of activity	1pt = 1 hour of activity
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points (20% limit for college credit)	2 X Knowledge Level points (20% limit for college credit)	No points awarded at this level.
Impact How has student and/or teacher performance improved?	3 X Knowledge Level points (20% limit for college credit)	3 X Knowledge Level points (20% limit for college credit)	No points awarded at this level.

Points are awarded across three **areas** of professional development at one of three **levels**:

Areas:

- **Content Endorsement Standards** – WHAT you teach
- **Professional Education Standards** – HOW you teach
- **Service to the Profession** – What you DO to help the profession (i.e. committees, mentoring, cooperating teacher for a student teacher, facilitate team or group learning, etc.)

Levels:

- I. **Knowledge (Basic Awareness)** – What new information have you gained from this activity? How will you use this new information to further student growth? If a Knowledge Level Evaluation form is required, it is best practice to complete it immediately after attending the activity. After 90 days, the activity will be deleted from individual Frontline Professional Learning accounts.
 - II. **Application (Becoming Proficient by Applying the Skills)** – How are you implementing this knowledge over time (**minimum of 9 weeks**) to foster increased student achievement or staff effectiveness? What can you do now that you couldn't do before?
 - III. **Impact (Advanced/Exemplary Level of Expertise -** There is a positive effect on student achievement and/or staff practices through application of skills). As a result of the application of this new knowledge over an extended period of time (**minimum of one semester**), how has student performance improved, OR how has a district practice, program or curriculum changed?
4. Staff who complete an activity requested on the “College Credit Approval Form” or the “Prior Approval Form” will complete the Knowledge Level Evaluation form and then “Mark Complete” in order to earn credit. **You MUST do this step within 90 days of the activity to receive knowledge level points or the activity will be deleted from your MLP account.**

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

To Earn Application Level Professional Development Points

(2x knowledge level points)

Steps:

1. Meet with your building PDC representative to discuss your plan of action for application and seek possible suggestions. This would also be a time to explore the opportunity to take these skills to the impact level, beginning with a pretest.
2. Go to Frontline. Click on the Activity Title, then click on the **APPLICATION LEVEL** button. Complete this form. Make sure, if you are using points earned from college credit, that you have discussed with your PDC representative the appropriate number of points you may take to application level.
3. Carry out your plan for a **minimum of nine weeks** while collecting artifacts proving application and data if you're planning to request impact points.
4. After the nine week period, go to Frontline. Click on the Activity Title, then click **APPLICATION REFLECTION (Level II)**. Complete this form. This is your REFLECTION of how you applied the knowledge

level skills repeatedly over that time period (start date is the date of the activity; end date must be at least nine-weeks later). Suggestion – you may want to keep a file of practice trials.

5. Meet with your building PDC representative: reflect on your plan, show evidence of application (student work, lesson plans, reflections, etc.) **Your PDC rep will present your application documentation at the next monthly PDC meeting for final approval of your application level points by the council. Thorough documentation is key to the PDC in determining whether or not to grant application points.**

PDC Policy Regarding College Courses and Application Level Points

Knowledge points earned from college credit classes can be taken to application and/or impact level under the following guidelines.

1. Original projects completed as part of, or as a requirement of the coursework for the college class cannot be used. Those are considered requirements of the knowledge level points you have already earned.
2. The application of the knowledge earned would need to be extended beyond any original requirement of the class.
3. All requirements for application level points must be met.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

To Earn Impact Level Professional Development Points:

(3x knowledge level points)

Steps:

1. After application level points have been approved, meet with your building PDC representative to discuss your plan of action for impact and seek possible suggestions.

2. Go to MLP. Click on the Activity Title, then click on the **IMPACT LEVEL** button. Complete this form.
3. Carry out your plan and collect data **for a semester or an additional nine weeks** if data was collected during the application level process.
4. After the semester time period, go to MLP. Click on the Activity Title, then click **IMPACT Reflection**. Complete this form. This is your REFLECTION of how implementation of your learning positively impacted student achievement or your professional practice repeatedly over the identified time period (start date is the date of the activity; end date must be at least a semester later).
5. Meet with your building PDC representative: reflect on your plan, show evidence of positive impact with data related to observations, assessments, student work, anecdotal notes, surveys, etc. **Your PDC rep will present your impact documentation and data at the next monthly PDC meeting for final approval of your impact level points by the council. Thorough documentation is key to the PDC in determining whether or not to grant impact points.**

Appeal Process: USD 262 certified/licensed staff members may appeal a denied request or loss of points by submitting a letter to the Professional Development council through their representative to be considered and voted on by the council.

EXAMPLES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

	<u>AREAS OF PROFESSIONAL DEVELOPMENT</u>		
	Content Endorsement	Professional Education	Service to the Profession
Knowledge What do you know now that you didn't know before?	<ul style="list-style-type: none"> • College Course • Workshop or conference sessions • Read book or journal article 	<ul style="list-style-type: none"> • College Course • Workshop or conference sessions • Read book or journal article 	<ul style="list-style-type: none"> • Professional Committee • Presenting Information to Colleagues • Cooperating Teacher for student teacher • Mentoring • Facilitating Professional Learning
Application What are you doing now that you could/did not do before? <ul style="list-style-type: none"> • Nine-week time period • Artifacts must be submitted to PDC. 	<ul style="list-style-type: none"> • Implement new lesson plans or units of study based on knowledge level activity. (Documentation required) 	<ul style="list-style-type: none"> • Implement newly-learned methodology or strategy in classroom. (Documentation required) 	No points awarded at this level.
Impact How has student performance improved? <ul style="list-style-type: none"> • Semester time period • Data proving positive student achievement must be submitted to PDC. 	<ul style="list-style-type: none"> • Sustained Action Research including data: pre-/post-testing, examination of student work, etc. (Documentation and data required) 	<ul style="list-style-type: none"> • Sustained Action Research including data: pre-/post-testing, examination of student work, etc. (Documentation and data required) 	No points awarded at this level.

4.5 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of

the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix (Appendices)

Licensure

Licensure is the responsibility of the employee. It is also your responsibility to secure transcripts for college/university credit and professional development points earned.

Your specific license renewal information is found on the front of your current license and can be accessed at www.ksde.org under the licensure tab.

5 Year Certificate Renewal: 5 year to 5 year Professional License

Type of License	Renewal Options	Total PDC Points Needed	Points Needed from College Credits	Transcripts Needed	Forms/Items Needed
Initial- to renew an initial license	PDC Points	160	80	PDC	Form 20 - online process/form
	8 Credit hours	0	0	PDC	
	Accredited Experience	0	0		1 year of experience in last 6 years
	Retaken and Passed Praxis	0	0		Must send KSDE test results
Initial- to move to professional license	Complete a year-long mentoring program	0	0	0	Form 21 - online process/form
Professional	PDC Points + College coursework	160	80	PDC	Form 3a for all
	PDC Points only- Must have Master's	120	0	PDC	
	College credit-new endorsement area or Master's degree that gives new endorsement	0	8 college credits needed	College	
	Master's Degree + experience	0	0	0	Can be used twice during career
	National Board Assessment	0	0	0	Must earn Nat'l Board Certification

For additional specific information and application forms regarding your license, please contact the Kansas State Department of Education at www.ksde.org.

Standards for Professional Learning

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.

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.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

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.

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.

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.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Adopted from Learning Forward

KANSAS PROFESSIONAL EDUCATION STANDARDS

1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
3. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.
5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading
8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
9. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).
10. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being
11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
13. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Getting Started with Frontline

Purpose:

The purpose of this step-by-step guide is to outline the steps you should follow in order to access Frontline Professional Growth. Frontline Professional Growth allows you to view/enroll in ~~your~~ District Catalog of activity offerings as well as submit all of your district professional development-related forms online.

Step-By-Step Guide

1. Go to the Staff Links tab on the website and click on Frontline Professional Growth
2. Enter your Username (firstname.lastname) and Password then click Sign In. For example, john.smith.
3. Once logged in, the main menu tabs are on the left. The My Info tab is where your personal info, goals, etc. are located. The Activity Catalog tab includes the District Catalog. The Forms tab is where you go to enroll in activities not included in the District Catalog.

Getting Started with the McREL Teacher Evaluation System

Step-By-Step Guide

1. Go to the Human Resources tab on the website and click on McRel Teacher Evaluation
2. Type your User Name (Your email address) and password.
3. From the Evaluation Tab, select Evaluation Home
4. From this screen, you will be able to complete the Self-Assessment and create your Professional Development Plan.

Completing a Self-Assessment on the McRel Teacher Evaluation System

1. From the Evaluation Home Page, click on the Self-Assessment link. Note the status of “Not Created” in red.
2. Complete the entire self-assessment form. You can always save it at the bottom and come back later to finish.
3. Once the entire form is complete, select “Yes” under “Completed Self-Assessment.”
 - a. Selecting “Yes” to “Other People may View Self-Assessment” allows administrators to view the form.
 - b. Selecting “No” only allows administrators to see that it has been completed.

Working with a Professional Development Plan on the McRel Teacher Evaluation System

1. Create a Professional Development Plan by clicking on the appropriate year’s Professional Development Plan. If you are doing this in the spring for the following year, make sure to select your PDP for the following school year.
2. Choose the Standard and Element that your first goal will address.
3. Complete the Strategy Planning Sections.
4. Save your plan.

QUESTIONS AND ANSWERS

1. *Who has to use Frontline Professional Growth?*

All licensed staff members are required to keep a record of their professional development activities on Frontline Professional Growth. A printed transcript of those activities is necessary when relicensing, moving on the salary schedule, or moving to a new school district..

2. *Do I need to write a new PDP each school year?*

Yes. At the beginning of each school year, you should evaluate your goals and change them as needed on mylearningplan.com. At any time during the licensure period, you may change your goals with principal approval. You will have a meeting with your principal to collaboratively review your goals. Your principal must approve your goals.

3. *Do college courses have to be submitted for prior approval?*

College courses MUST be submitted for approval in Frontline using the College Credit Approval form. Enter the number of college credits you will be receiving. Do not multiply that number by 20. Be sure to select relicensure as a purpose so that it will be included on your transcript. An official transcript from the college/university will be required by the district and the state for relicensure.

4. *If I am National Board certified, do I have to use Frontline?*

Yes. You may not wish to record activities for points, however, you are still bound by the district professional development plan. Frontline helps track your professional development.

5. *Can I earn points for departmental/team/grade level meetings?*

Yes. If your meeting is routine in nature, discussing items that are a normal part of your job, then Service to the Profession points can be earned. If your departmental meeting focuses on acquiring new knowledge, then Content Knowledge points can be earned.

6. *How do I get an official Frontline transcript for relicensure?*

Contact the Executive Director of Academic Affairs at 755-7000 a few days before you are ready to send in your relicensure request.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

(Consent Agenda) Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case # 3529

Applicant requests initial Kansas licensure for Elementary Education (PRK-6) and Middle Level Generalist (5-8)

Review for the license is required due to completion of unaccredited out of state teaching experience.

Applicant completed a Bachelor of Science in Education degree at Concordia University in 2006. A Nebraska state-approved teacher preparation program was completed as part of that degree with the university recommending an endorsement in Elementary Education (K-8).

Applicant held a Nebraska teaching license from 2010-2015, expiring on 08/31/2015.

From 2017-2020, applicant completed three years of teaching experience with Trinity Lutheran School in Colorado in an elementary education assignment. Since the applicant did not hold a Colorado teaching license during that period, the experience cannot be considered accredited.

Applicant is requesting the Licensure Review Committee accept their three years of unaccredited experience in Colorado as experience equivalent to meeting the above stated deficiencies for a standard Kansas teaching license per state requirements.

The Licensure Review Committee recommends approval of the license based on completion of an out of state program and completion of equivalent teaching experience. Moved by Jessica, seconded by Kellen and approved unanimously.

Case # 3530

Applicant requests professional-level Kansas licensure for Elementary Education (K-9).

Review for the license is required due to completion of unaccredited Kansas teaching experience.

Applicant completed a Bachelor of Science degree at University of Central Oklahoma (1988), a Master of Science degree at Fort Hays State University (1996), and Doctor of Philosophy degree at University of Nebraska—Lincoln (2009). The original bachelor's degree program was an Oklahoma state-approved teacher preparation program with the university recommending an endorsement in Elementary Education (K-9).

Applicant held a standard initial Kansas teaching certificate from 2003-2007, expiring on 04/16/2007. At the time, in order to upgrade an initial teaching certificate, an applicant had to complete two years of accredited teaching experience during the term of the initial license.

In 2010, applicant started a position as a full-time professor in teacher education with MidAmerica Nazarene University. They are still presently in that position. Post-secondary teaching experience is outside the scope of current Kansas educator licensing regulations, deeming the experience unaccredited.

In 2009, the applicant renewed their initial-level license based on credit hours completed in the PhD program and has maintained an initial-level license ever since.

Applicant is requesting the Licensure Review Committee accept their 15 years of unaccredited experience with MidAmerica Nazarene University as experience equivalent to meeting the above stated deficiencies for a professional-level Kansas teaching license per state requirements.

The Licensure Review Committee recommends approval of the license based on completion of equivalent experience. Moved by Allen, seconded by Kellen and approved unanimously.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

- 1) GPA in the content coursework during the applicant's initial teacher preparation program

- 2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)
- 3) Employing school district's formal evaluation of applicant's content knowledge
- 4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3 points according to the rubric for the interview portion, verifying a minimum total of 18 points in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

The applicant is, also, asked to provide a written statement ahead of the interview to the committee members. This written statement does not directly impact their interview score. It is simply provided as supplemental information to the committee, so the members have as well-rounded of an introduction to the applicant as possible.

Case # 9045

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Kellen, seconded by Allen and approved by majority, with Jessica abstaining.

Case # 9046

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Anita and approved unanimously.

Case # 9047

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Anita and approved by majority, with Jessica Bird abstaining.

Case # 9048

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Kellen, seconded by Anita and approved unanimously.

Case # 9049

Applicant requests initial Kansas licensure in Physical Education (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Kellen, seconded by Allen and approved unanimously.

Case # 9050

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview

performance, recommends approval of the license as presented. Moved by Kellen, seconded by Allen and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 d

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

(Consent Agenda) Act on recommendation for a Visiting Scholar License

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

The Southeast of Saline Schools USD 306 – Kristin Van Tassel

Southeast of Saline Schools USD 306 requests that Kristin Van Tassel be granted a Visiting Scholar license valid for the 2025-26 school year. Ms. Van Tassel will teach a full schedule of English Language Arts courses at the high school.

Ms. Van Tassel earned the following degrees related to English:

1. Bachelor of Arts in Writing/Literature in 1991 from George Fox College.
2. Master of Arts in English in 1996 from the California State University, Sacramento.
3. Doctor of Philosophy in English in 2003 from the University of Kansas.

Ms. Van Tassel taught English full-time at the university level for 19 years at Bethany College in Lindsborg, Kansas from 2005-2024. In addition to her time at Bethany College, she also taught dual credit courses through Salina Area Technical College to students of USD 306 Southeast of Saline.

Ms. Van Tassel meets the criteria of an advanced degree in the content area and has related occupational experience in teaching the content area. I recommend the approval of the Visiting Scholar license valid for the 2025-2026 school year for Ms. Van Tassel based on meeting two of the three established criteria for a Visiting Scholar license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 e

Staff Initiating:

Luanne Barron

Director:

Luann Barron

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

(Consent Agenda) Act to approve the Assurances Form for the School for the Deaf (IDEA Part B funds)

Recommended Motion:

It is moved that the Kansas State Board of Education approves the Kansas State School for the Deaf's general and IDEA grant assurances form as required to receive Part B (federal) funds.

Explanation of Situation Requiring Action:

The Kansas School for the Deaf would spend the \$108,593 received to pay for the "Employment of a Curriculum and Assessment Coordinator (base pay and fringes)."

Sub-recipients of federal Individuals with Disabilities Education Act (IDEA) Part B funds (KSD) are required to comply with current IDEA Part B statutory and regulatory requirements and applicable requirements in the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). A Local Education Agency (LEA) must use Part B funds only for the excess cost of providing special education and related services to children with disabilities except where IDEA specifically provides otherwise. These funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students' ages 3 through 21.

KANSAS STATE DEPARTMENT OF EDUCATION

Local Education Agency (LEA) Application for The Individuals with Disabilities Education Act (IDEA) Part B Funds

LEA ASSURANCES

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The Individuals with Disabilities Education Act (IDEA) as Amended by the Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446) and its implementing regulations;

The Kansas Special Education for Exceptional Children Act and the Kansas State Board of Education's administrative regulations on special education;

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements that are not inconsistent with IDEA, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100.
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106.
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104.
Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 <i>et seq.</i>)	34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Note: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These “bypass” provisions—where they apply—are implemented in the individual program regulations.

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

Note: This section is based on a provision in the General Education Provisions Act (GEPA). Section 427 of the Department of Education Organization Act (DEOA), 20 U.S.C. 3487, provides that except to the extent inconsistent with the DEOA, the GEPA “shall apply to functions transferred by this Act to the extent applicable on the day preceding the effective date of this Act.” Although standardized nomenclature is used in this section to reflect the creation of the Department of Education, there is no intent to extend the coverage of the GEPA beyond that authorized under section 427 or other applicable law.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, notably including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. IDEA Part B Grant Assurances

An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§300.201 through 300.213.

(Authority: 20 U.S.C. 1413(a))

34 CFR §300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(1))

34 CFR §300.202 Use of amounts.

(a) *General.* Amounts provided to the LEA under Part B of the Act—

- (1) Must be expended in accordance with the applicable provisions of this part;
- (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) *Excess cost requirement—*(1) *General.* (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children

of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of *excess costs* in §300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A))

34 CFR §300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (i) Local funds only;
- (ii) The combination of State and local funds;
- (iii) Local funds only on a per capita basis; or
- (iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:

- (i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
- (ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) *Compliance standard.* (1) Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§300.204 and 300.205:

- (i) Local funds only;
- (ii) The combination of State and local funds;
- (iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))
[80 FR 23666, Apr. 28, 2015]

Note: An LEA may apply the exceptions in §300.204 and the adjustment in §300.205 to meet both the eligibility and compliance standards. When determining the amount of funds that an LEA must budget to meet the eligibility standard, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment that the LEA: (i) took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and (ii) reasonably expects to take in the fiscal year for which the LEA is budgeting. (From OSEP Memo 15-10, Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations under Part B of the Individuals with Disabilities Education Act (IDEA), July 27, 2015.)

34 CFR §300.204 Exception to maintenance of effort.

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(2)(B))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) *Amounts in excess.* Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA.* If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) *Special rule.* The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(2)(C))

[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.206 Schoolwide programs under title I of the ESEA.

(a) *General.* Notwithstanding the provisions of §§300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—

(1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) *Funding conditions.* The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202(a)(1).

(c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(D))

34 CFR §300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(3))
[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

34 CFR §300.208 Permissive use of funds.

(a) *Uses.* Notwithstanding §§300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) *Early intervening services.* To develop and implement coordinated, early intervening educational services in accordance with §300.226.

(3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) *Administrative case management.* An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(4))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.209 Treatment of charter schools and their students.

(a) *Rights of children with disabilities.* Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) *Charter schools that are public schools of the LEA.* (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools—

(A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools—

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) *Public charter schools that are LEAs.* If the public charter school is an LEA, consistent with §300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) *Public charter schools that are not an LEA or a school that is part of an LEA.* (1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(5))

34 CFR §300.210 Purchase of instructional materials.

(a) *General.* Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) *Rights of LEA.* (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(6))

Note: Kansas has defined 'timely manner' as; the responsible public agency has taken all reasonable steps to ensure that needed instructional materials, including instructional materials that cannot be produced from NIMAS files, are provided in accessible formats to blind or other children with print disabilities at the same time as nondisabled children receive instructional materials. The definition for timely manner applies to all children with disabilities that need instructional materials provided in an accessible format regardless of the eligibility requirements of NIMAS.

34 CFR §300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(7))

34 CFR §300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(8))

34 CFR §300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(9))

Section III. National Instructional Materials Accessibility Center (NIMAC) Opt-in/Opt-Out Assurance

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC). 34 CFR §300.210

Please select the appropriate box to indicate the LEAs choice to opt-in or out of the NIMAC to implement the NIMAS Standard:

OPT-IN The LEA coordinates with the National Instructional Materials Access Center and, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enters into a written contract with the publisher of the print instructional materials to:

- (a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

Or

- (b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

OPT-OUT The LEA has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

CERTIFICATION

HEREBY CERTIFY that the applicant has read and understands the General and IDEA grant assurances and will comply with such assurances.

Name of Local Board Official:

Board Approved Date:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3. f

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive recommendation from Professional Standards Board for an appointment to the Licensure Review Committee (LRC)

Recommended Motion:

It is moved that the Kansas State Board of Education act to upon the recommendation of the PSB to appoint Jessica Ralston to serve on the Licensure Review Committee representing the Building Administrator position. The appointed nominee will serve a three-year term through June 30, 2028.

Explanation of Situation Requiring Action:

In accordance with K.A.R 91-1-211 Licensure review committee, "Each member shall be recommended by the professional standards board and shall be appointed by the state board. The committee is composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. The committee is responsible to review cases referred to it by the commission or education and make written recommendation to the state board to approve or deny applications. The nominee to fill the position is Jessica Ralston. She is an elementary building principal for USD 459 Bucklin and represents board district 5. Her nomination and resume are attached for review. The Professional Standards Board reviewed her nomination and resume, and recommended the State Board of Education approve her to fill the vacancy at its April 18, 2025 meeting.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Jessica Jean Ralston	District 5	459 Bucklin	N/A	N/A	Licensure Review Committee	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
USA-Kansas	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/IOC/none - Which of the following do you teach?
PreK-12	Administrator	N/A	Elementary Principal	Building	Elementary	N/A

Please state briefly, your qualifications for this appointment as set forth...

PreK-5 Principal, Bucklin Public Schools 6-8 Vocal Music Director, Dodge City Middle School

Work experience - Please state, briefly, your working and educational experience which might...

I have worked in SWKS for the last 11 years, both as a music teacher and principal. I have served on many committees during this time in various leadership roles and feel that my expertise and experience in western Kansas would be beneficial to the committee.

Jessica Ralston

Education

Master of Science in Education, Educational Leadership: August 2021

University of Kansas- Lawrence, Kansas

Bachelor of Music Education: May 2014

Missouri Western State University- St. Joseph Missouri

Licenses and Certifications

- Kansas State Teaching Certification Vocal Music K-12
- Kansas Building Leadership Certification

Experience

Bucklin Public Schools PreK-5 Principal

July 2024-Present

Dodge City Middle School *Fall 2014- Spring 2024*

- | | |
|--------------------------------|-------------------------------|
| • <i>Director of Choirs</i> | <i>Fall 2014- Spring 2024</i> |
| • <i>Fine Arts PLC Leader</i> | <i>Fall 2015- Spring 2024</i> |
| • <i>Explorers Team Leader</i> | <i>Fall 2016- Spring 2024</i> |
| • <i>DCMS Site Council</i> | <i>Fall 2015- Spring 2024</i> |
| ○ <i>Secretary</i> | <i>Fall 2015- Spring 2016</i> |
| ○ <i>Vice Chair</i> | <i>Fall 2017- Spring 2019</i> |
| ○ <i>Chair</i> | <i>Fall 2019- Spring 2024</i> |

Professional Association Memberships

- | | |
|---|--|
| • Member, USA Kansas | • MS Choir Chair, SouthWest Kansas Music Educators Association (2019-2021) |
| • Member, Kansas Principals Association | • Member, National Association for Music Educators |
| • Bucklin Public Schools Site Council | • Member, Kansas Choral Directors Association |
| • Bucklin Public Schools PTO | |
| • Bucklin Public Schools DLT | |
| • Member, Kansas Music Educators Association | |
| • Member, Kansas National Education Association | |

Jessica Ralston

Leadership

Supervision

- Conducted several classroom observations
- Monitored student behavior across the school, both during class and during breaks, ensuring a safe and respectful environment
- Oversaw student safety during recess, lunch, and while entering or leaving the school.
- Ensuring protocols are followed during emergencies like fire drills.
- Kept track of student attendance and intervened when students were frequently absent or tardy.
- Conducted regular observations of teaching practices and provided constructive feedback. This includes formal evaluations, peer reviews, and informal checks.
- Offered support and mentored teachers who were struggling with content delivery and classroom management.
- Ensured that the curriculum was being followed and made adjustments when necessary to meet educational goals.
- Supervision of office staff, janitors and other non-teaching personnel.
- Oversaw and ensured communication between different departments to make sure everyone was aligned on school goals
- Addressed interpersonal conflicts among staff or between staff and students, worked toward positive resolutions
- Supervised the cleanliness and safety of the school grounds and facilities, ensured a safe environment for learning.
- Oversaw building security
- Coordinated with emergency services during crisis events
- Organized the SPIAA League HS Vocal Festival
- Coached three high school cadets
- Assisted with scheduling athletic workers and supervising games at Dodge City Middle School
- Scheduled workers and assisted with organizing MSWAC Music Festivals at Dodge City Middle School

Professional Development

- Developed and facilitated monthly professional development days that are aligned with the KESA plan
- District Professional Developer on Professional Development Days for Standards Based Grading
- District Professional Developer on Professional Development Days for Standards Alignment
- District Professional Developer on Professional Development Days for Trauma Informed Training
- Building Professional Developer on Professional Development Days for CPI Training
- Building Professional Developer on Professional Development Days for Smart Board Training in USD443
- District Professional Developer on Professional Development Days for Smart Board Training in USD443
- Building Professional Developer on Professional Development Days for Google Classroom use in USD443
- District Professional Developer on Professional Development Days for Google Classroom use in USD443

Jessica Ralston

School Improvement

- Implemented new policies and protocols to ensure IEP compliance
- Regularly reviewed student data to ensure educational goals were being met
- Assisted with the creation of the USD 459 KESA plan
- Lead the restructuring of the student handbooks
- Lead monthly staff meetings
- Lead bi-weekly PLC meetings with staff
- Lead monthly DLT meetings
- Lead Site Council Meetings
- Assisted in the creation of a new mission and vision statement for USD 459
- Assisted in strategic planning for USD 459
- Managed a school budget
- Assist in the development of school plan as part of the Building Leadership Team
- Lead daily team meetings as the Elective Team Leader at DCMS
- Lead grade level weekly PLC meetings at DCMS
- Lead Fine Arts PLC meetings at DCMS
- Volunteer for new teachers and current teachers to observe the classroom.
- Volunteer for and actively participate in teacher-led walkthrough evaluations
- Serve as the chair for our building Site Council
- Conducted research into IEPs and General Education classrooms
- Assisted in creating BSEL Student Behavior Matrix

Community Involvement Partnerships

- Director for the Bucklin Community Pep Band from January 2025-Present
- Music Director for the Depot Theatre Company Productions in Spring 2016 and Spring 2019
- Member of the Dodge City Cowboy Band from December 2014- Present
- Mentor for high- risk students

Awards and Recognitions

- SWKMEA Outstanding Music Educator- Middle Level 2022

Agenda Number: 6

Meeting Date: 5/13/2025



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Item Title: Presentation on State Board of Education's role in the distribution of Federal and State Funds

From: Randy Watson

Dr. Watson, with Board Attorney Mark Ferguson and KSDE General Counsel R. Scott Gordon, will present an overview of the role of the Kansas State Board of Education in the distribution of Federal and State funds.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

Act on recommendations for approving Preschool-Aged At-Risk programs for 2025-2026

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2025-2026. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Explanation of Situation Requiring Action:

See the attached list of approved Preschool-Aged At-Risk programs from 271 school districts for 2025-2026. This includes five districts with new preschool-aged at-risk programs for 2025-2026: USD 105 Rawlins County, USD 207 Fort Leavenworth, USD 320 Wamego, USD 340 Jefferson West and USD 395 La Crosse.

In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings for school finance formula funding.

Kansas state law (K.S.A. 72-3215) authorizes local school boards to:

Offer and teach courses and conduct preschool programs for children under the age of eligibility to attend kindergarten.

Enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation and maintenance of such preschool programs.

Contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.

Prescribe and collect fees for providing such preschool programs.

The Kansas school finance formula (K.S.A. 72-5132) defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

Poverty (qualifies for free meals under the National School Lunch Program)

Single parent families

Foster care or Kansas Department for Children and Families referral

Teen parents

Either parent is lacking a high school diploma or GED

English Language Learner

Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills

Child qualifying for migrant status

Child experiencing homelessness

The [2025-2026 Preschool-Aged At-Risk Program Requirements and Assurances](#) are available on the [KSDE Preschool Programming webpage](#).

Districts reported relying on the following research in determining a need for preschool-aged at-risk services in their communities:

Community Needs Assessment (58% of districts)

KSDE Approved Evidence-Based Practices (71% of districts)

Parent Survey or Feedback (63% of districts)

Kindergarten Readiness Snapshot data (73% of districts)

District Data Analysis (69% of districts)

Other, including collaboration with community early childhood partners, district demographic data, district strategic planning, and considerations to provide quality special education preschools services (6% of districts)

Districts reported experiencing the following results due to providing Preschool-Aged At-Risk services:

Increased number of children accessing preschool in the community (95% of districts)

Earlier identification and assistance provided to young students in need of support (97% of districts)

More successful transitions into kindergarten (98% of districts)

Improved Kindergarten Readiness Snapshot results (68% of districts)

Improved kindergarten outcomes (72% of districts)

Improved 3rd grade assessment results (28% of districts)

Improved attendance rates (35% of districts)

Positive feedback from families (94% of districts)

Other, including positive community feedback, increased support for families and increased community child care capacity (2% of districts)

Approved Preschool-Aged At-Risk programs for 2025-2026

USD	County	District Name
101	Neosho	Erie-Galesburg
102	Gray	Cimarron-Ensign
105	Rawlins	Rawlins County
106	Ness	Western Plains
107	Jewell	Rock Hills
108	Washington	Washington Co. Schools
109	Republic	Republic County
110	Phillips	Thunder Ridge Schools
111	Doniphan	Doniphan West Schools
112	Ellsworth	Central Plains
113	Nemaha	Prairie Hills
114	Doniphan	Riverside
115	Nemaha	Nemaha Central
200	Greeley	Greeley County Schools
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
205	Butler	Bluestem
206	Butler	Remington-Whitewater
207	Leavenworth	Fort Leavenworth
208	Trego	WaKeeney
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
211	Norton	Norton Community Schools
212	Norton	Northern Valley
214	Grant	Ulysses
215	Kearny	Lakin
216	Kearny	Deerfield
217	Morton	Rolla
218	Morton	Elkhart
219	Clark	Minneola
220	Clark	Ashland

USD	County	District Name
223	Washington	Barnes
224	Washington	Clifton-Clyde
225	Meade	Fowler
226	Meade	Meade
230	Johnson	Spring Hill
231	Johnson	Gardner Edgerton
232	Johnson	De Soto
233	Johnson	Olathe
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
237	Smith	Smith Center
240	Ottawa	Twin Valley
241	Wallace	Wallace County Schools
243	Coffey	Lebo-Waverly
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
251	Lyon	North Lyon County
252	Lyon	Southern Lyon County
253	Lyon	Emporia
254	Barber	Barber County North
255	Barber	South Barber
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Public Schools
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater

Approved Preschool-Aged At-Risk programs for 2025-2026

USD	County	District Name
265	Sedgwick	Goddard
266	Sedgwick	Maize
267	Sedgwick	Renwick
268	Sedgwick	Cheney
269	Rooks	Palco
270	Rooks	Plainville
271	Rooks	Stockton
272	Mitchell	Waconda
273	Mitchell	Beloit
274	Logan	Oakley
281	Graham	Graham County
282	Elk	West Elk
283	Elk	Elk Valley
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua County Community
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
294	Decatur	Oberlin
297	Cheyenne	St. Francis
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
300	Comanche	Comanche County
303	Ness	Ness City
305	Saline	Salina
307	Saline	Ell-Saline
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie
312	Reno	Haven Public Schools

USD	County	District Name
313	Reno	Buhler
314	Thomas	Brewster
315	Thomas	Colby Public Schools
316	Thomas	Golden Plains
320	Pottawatomie	Wamego
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
323	Pottawatomie	Rock Creek
325	Phillips	Phillipsburg
326	Phillips	Logan
329	Wabaunsee	Wabaunsee
330	Wabaunsee	Mission Valley
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
333	Cloud	Concordia
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
340	Jefferson	Jefferson West
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
344	Linn	Pleasanton
345	Shawnee	Seaman
346	Linn	Jayhawk
347	Edwards	Kinsley-Offerle
348	Douglas	Baldwin City
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
352	Sherman	Goodland
353	Sumner	Wellington
356	Sumner	Conway Springs
357	Sumner	Belle Plaine

Approved Preschool-Aged At-Risk programs for 2025-2026

USD	County	District Name
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell
361	Harper	Chaparral Schools
362	Linn	Prairie View
363	Finney	Holcomb
364	Marshall	Marysville
365	Anderson	Garnett
366	Woodson	Woodson
367	Miami	Osawatomie
369	Harvey	Burrton
371	Gray	Montezuma
372	Shawnee	Silver Lake
373	Harvey	Newton
374	Haskell	Sublette
375	Butler	Circle
376	Rice	Sterling
377	Atchison	Atchison County Community Schools
378	Riley	Riley County
379	Clay	Clay County
380	Marshall	Vermillion
381	Ford	Spearville
382	Pratt	Pratt
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
385	Butler	Andover
386	Greenwood	Madison-Virgil
387	Wilson	Altoona-Midway
388	Ellis	Ellis
389	Greenwood	Eureka
390	Greenwood	Hamilton
392	Osborne	Osborne County
393	Dickinson	Solomon
394	Butler	Rose Hill Public Schools
395	Rush	La Crosse

USD	County	District Name
396	Butler	Douglass Public Schools
397	Marion	Centre
398	Marion	Peabody-Burns
399	Russell	Paradise
400	McPherson	Smoky Valley
401	Rice	Chase-Raymond
402	Butler	Augusta
403	Rush	Otis-Bison
404	Cherokee	Riverton
405	Rice	Lyons
407	Russell	Russell County
408	Marion	Marion-Florence
409	Atchison	Atchison Public Schools
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
412	Sheridan	Hoxie Community Schools
413	Neosho	Chanute Public Schools
415	Brown	Hiawatha
416	Miami	Louisburg
417	Morris	Morris County
418	McPherson	McPherson
419	McPherson	Canton-Galva
420	Osage	Osage City
421	Osage	Lyndon
422	Kiowa	Kiowa County
423	McPherson	Moundridge
426	Republic	Pike Valley
428	Barton	Great Bend
429	Doniphan	Troy Public Schools
430	Brown	South Brown County
431	Barton	Hoisington
432	Ellis	Victoria
434	Osage	Santa Fe Trail
435	Dickinson	Abilene

Approved Preschool-Aged At-Risk programs for 2025-2026

USD	County	District Name
436	Montgomery	Caney Valley
437	Shawnee	Auburn Washburn
438	Pratt	Skyline Schools
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
443	Ford	Dodge City
444	Rice	Little River
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
448	McPherson	Inman
449	Leavenworth	Easton
450	Shawnee	Shawnee Heights
452	Stanton	Stanton County
453	Leavenworth	Leavenworth
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
457	Finney	Garden City
458	Leavenworth	Basehor-Linwood
459	Ford	Bucklin
461	Wilson	Neodesha
462	Cowley	Central
463	Cowley	Udall
464	Leavenworth	Tonganoxie
465	Cowley	Winfield
466	Scott	Scott County
467	Wichita	Leoti
469	Leavenworth	Lansing
470	Cowley	Arkansas City
473	Dickinson	Chapman
474	Kiowa	Haviland
475	Geary	Geary County Schools
476	Gray	Copeland
477	Gray	Ingalls
479	Anderson	Crest

USD	County	District Name
480	Seward	Liberal
481	Dickinson	Rural Vista
482	Lane	Dighton
483	Seward	Kismet-Plains
484	Wilson	Fredonia
487	Dickinson	Herington
489	Ellis	Hays
490	Butler	El Dorado
491	Douglas	Eudora
492	Butler	Flinthills
493	Cherokee	Columbus
494	Hamilton	Syracuse
495	Pawnee	Ft Larned
496	Pawnee	Pawnee Heights
497	Douglas	Lawrence
498	Marshall	Valley Heights
499	Cherokee	Galena
500	Wyandotte	Kansas City
501	Shawnee	Topeka Public Schools
502	Edwards	Lewis
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
507	Haskell	Satanta
508	Cherokee	Baxter Springs
509	Sumner	South Haven
511	Harper	Attica
512	Johnson	Shawnee Mission Public Schools

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Beth Fultz

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

Act on Performance Level Descriptors for 2025 State Assessments

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed Kansas Assessment Performance Level Descriptors for 2025 revised state assessments in English Language Arts, Mathematics and Science.

Explanation of Situation Requiring Action:

A student at Level 1 shows a limited ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 2 shows a basic ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 3 shows a proficient ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

A student at Level 4 shows an advanced ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.



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Item Title: 2025 U.S. Senate Youth Presentation

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2025 U.S. Senate Youth Program Kansas delegates at the May board meeting. The delegates will share about their program experience and will receive certificates of recognition. The two alternates are not able to attend.

2025 Kansas Delegates

Sophia Hsu, Mill Valley High School

Erin Tims, Larned High School

2025 Kansas Alternates

Ava Aslinia, Blue Valley High School

Rishabh Barve, Blue Valley West High School

The U.S. Senate Youth Program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation.

Qualified students demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated. They also must demonstrate an interest in government, history, and politics. Two delegates and two alternates are selected from each state every year.

The Hearst Foundation provides each delegate with a \$10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held on March 1-8, 2025.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:

Deborah Bremer

Director:

Jessica Dorsey

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

Act on recommendations for funding the 2025-2026 AmeriCorps Kansas Grant Awards (Dr. Jessica Dorsey)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2025-2026 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The 2025-2026 AmeriCorps funds come from the federal AmeriCorps agency, formerly known as the Corporation for National and Community Service. These funds are awarded to states based on a population formula. In 2025-2026, the Kansas Volunteer Commission expects to receive approximately \$3,000,000. 100% of the AmeriCorps funds flow through to the approved AmeriCorps programs. The programs use the funding to pay administrative and operating expenses, training and travel costs, consultant fees, and AmeriCorps member living allowances. The AmeriCorps grant is a cost-reimbursement grant, meaning the program incurs the expense, sends documentation of the expense to the Kansas Volunteer Commission and then is reimbursed for the expense.

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. The Commission has been a program of KSDE for over 20 years and directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. Education is a funding priority of the Kansas Volunteer Commission and nearly all AmeriCorps Kansas funding goes to education-focused and youth-focused programming.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Commission considered the review committee's recommendation and subgrantees' past performance and compliance in

determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2025-2026 AmeriCorps Kansas subgrantees, with grant funding amounts not to exceed:

Boys & Girls Club of Hutchinson \$100,800

The Boys & Girls Club of Hutchinson will have 14 AmeriCorps members provide academic support to students in Boys & Girls Clubs of Hutchinson sites at Avenue A School and Shadduck Park Community Center. At the end of the program year, the AmeriCorps members will be responsible for improved school attendance and/or improved academic performance.

Boys & Girls Club of Lawrence \$773,273

The Boys & Girls Club of Lawrence will have 98 AmeriCorps members provide academic interventions in Lawrence, KS. At the end of the program year, the AmeriCorps members will be responsible for supporting 1,050 youth to meet the expected seven-month gain in measurable development.

Boys & Girls Club of Manhattan \$501,945

The Boys & Girls Club of Manhattan will have 53 AmeriCorps members in Manhattan, Ogden, and Wamego, KS. AmeriCorps members will mentor students before, during, and after school. At the end of the program year, the AmeriCorps members will be responsible for 318 students with improved academic engagement.

Center for Supportive Communities \$171,462

The Center for Supportive Communities will have 28 AmeriCorps members support students, families, and schools in Douglas County, KS, including Lawrence, Eudora, Baldwin City, and Perry. At the end of the program year, the AmeriCorps members will support 60 students with 70% showing an improvement in their school attendance.

Elizabeth Ballard Community Center \$107,999

The Ballard Center will have 6 AmeriCorps members who reduce hunger and food insecurity in Lawrence, Kansas. At the end of the program year, the AmeriCorps members will be responsible for expanding services for those in poverty.

Emporia State University \$143,983

The Emporia State University Teachers College AmeriCorps Program will have 26 AmeriCorps members provide literacy interventions to Pre-K students in Emporia. At the end of the program year, the AmeriCorps members will be responsible for serving 156 students and 124 students will show an increase in academic achievement.

Fort Hays State University \$88,200

Fort Hays State University will have 12 AmeriCorps members train community-based Reading Partners to effectively teach foundational reading skills using structured literacy principles in Western Kansas communities. At the end of the program year, AmeriCorps members will be responsible for providing training to 250 Reading Partners, with at least 90% reporting they feel more effectively prepared to teach literacy skills to youth.

Kansas Association for Conservation and Environmental Education \$151,200

The Kansas Association for Conservation and Environmental Education will have 6 AmeriCorps members provide environmental education for PreK-12 students and support EE professional development for area teachers at six sites: Pittsburg, Olathe, Emporia, Manhattan, Junction City and Wichita. At the end of the program year, the AmeriCorps members will be responsible for providing environmental education to an estimated 3000+ teachers and students in Kansas and will evaluate improved understanding of nature and ecological principles among at least 1250 participants.

The Educator Academy \$151,200

The Educator Academy will have 6 AmeriCorps members serve in lead teachers' classrooms supporting classroom instruction in USD 500, 204, and 202. At the end of the program year, AmeriCorps members will be responsible for securing enrollment as full-time educators at high-need school sites.

Unified Government of Wyandotte County and Kansas City, Kansas \$75,600

The Unified Government of Wyandotte County/Kansas City, Kansas Public Health Department will have 5 AmeriCorps members serve in health insurance education and navigation, tobacco cessation and youth violence prevention and education. At the end of the program year, AmeriCorps members will increase the number of patients enrolled in health insurance and tobacco cessation and will decrease the numbers with students with disciplinary incidents.

USD 260 Derby \$166,776

The Derby Schools AmeriCorps Tutoring Program will have 41 AmeriCorps members tutor academically at-risk students and support kindergarten readiness in the Derby Public Schools. At the end of the program year, the AmeriCorps members will be responsible for increasing student achievement and expanding kindergarten readiness opportunities.

USD 491 Eudora \$176,400

The Eudora School District will have 11 AmeriCorps members implement structured early literacy interventions for children from agricultural worker families who meet program eligibility criteria

in the Kansas City, Eudora, Lawrence, and Manhattan regions. At the end of the program year, the AmeriCorps members will be responsible for 312 children demonstrating gains in school readiness.

Wichita State University Community Engagement Institute \$243,133

The Wichita State University Community Engagement Institute will have 31 AmeriCorps members mentor and develop youth. At the end of the program year, the AmeriCorps members will be responsible for equipping youth with practical and emotional life skills.

Wichita State University School of Education \$144,000

The Wichita State University School of Education will have 15 AmeriCorps members implement structured literacy practices grounded in the Science of Reading to address foundational literacy gaps among K–5 students at three target schools in Wichita, Kansas. At the end of the program year, the AmeriCorps members will be responsible for 178 students showing improved academic performance.

Total amount not to exceed \$2,995,971

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

5/13/2025

Item Title:

Act on educator preparation provider standards for History, Government, Social Studies 5-8 and 6-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for History, Government, Social Studies 5-8 and 6-12.

Explanation of Situation Requiring Action:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Attached are the revised standards for History, Government, Social Studies 5-8 and 6-12 and crosswalks showing changes from the 2001 History, Government, Social Studies preparation standards for both license levels. Staff will be present to answer questions. The drafts were presented at the April 2025 State Board of Education meeting as a Receive item.

History, Government Social Studies Higher Ed Preparation Standards Grades 5-8

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.

Function 1: Candidates are knowledgeable about concepts, facts, and tools of History, Government, and Social Studies content.

Content Knowledge (CK)

- 1.1.1 (CK) Candidates explain, analyze, and interpret significant political, economic, geographic, social, and cultural events and developments in each of the social studies disciplines.
- 1.1.2 (CK) Candidates are able to recognize the difference between fact and fiction.

Professional Skills (PS)

- 1.1.3 (PS) Candidates are able to use graphs, tables, and other data to process and report information.
- 1.1.4 (PS) Candidates employ appropriate vocabulary, methodologies, and technical tools to evaluate contemporary local, regional, national, and global issues.
- 1.1.5 (PS) Candidates apply ideas and theories to examine persistent issues and social problems.
- 1.1.6 (PS) Candidates are able to evaluate the credibility and reliability of sources of information.

Function 2: Candidates know and employ appropriate disciplinary inquiry and forms of representation in History, Government, and Social Studies.

Content Knowledge (CK)

- 1.2.1 (CK) Candidates are able to identify inquiry methods appropriate for each of the social studies disciplines (e.g., research methods, claim/evidence/reasoning, gathering and evaluating sources, authentic assessments, problem solving, etc.).
- 1.2.2 (CK) Candidates are able to identify appropriate forms of representation for the social studies disciplines (e.g., maps, case studies, charts, graphs, political cartoons, etc.).
- 1.2.3 (CK) Candidates are able to recognize primary and secondary sources.

Professional Skills (PS)

- 1.2.4 (PS) Candidates are able to identify, analyze, evaluate, and contextualize primary and secondary sources using sound methodology and differentiating between various interpretations.
- 1.2.5 (PS) Candidates use graphs, tables, and other forms of representation in discipline appropriate methods.
- 1.2.6 (PS) Candidates employ vocabulary, methodologies, and technical tools in discipline appropriate methods.
- 1.2.7 (PS) Candidates apply ideas, theories, and modes of inquiry within discipline appropriate methods.
- 1.2.8 (PS) Candidates develop and implement effective analytical and research strategies and exhibit the results of this work using a variety of formats, including but not limited to speaking, writing, and creating multimedia productions.

Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to construct engaging units of study.

Content Knowledge (CK)

2.1.1 (CK) Candidates identify developmentally appropriate disciplinary instructional strategies.

2.1.2 (CK) Candidates identify current research-based disciplinary strategies to be used within the classroom.

2.1.3 (CK) Candidates analyze individual student needs and how they affect their planning for instruction.

Professional Skills (PS)

2.1.4 (PS) Candidates implement developmentally appropriate disciplinary instructional strategies.

2.1.5 (PS) Candidates incorporate the responsible use of technology and digital literacy.

2.1.6 (PS) Candidates recognize inter/intra-disciplinary standards and competencies and integrate them where appropriate.

2.1.7 (PS) Candidates integrate civic engagement, social justice practices, and culturally responsive teaching.

2.1.8 (PS) Candidates create opportunities for students to apply higher level thinking skills.

2.1.9 (PS) Candidates use data to inform instructional planning and reflect on their decision-making processes.

Function 2: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to implement engaging units of study.

Content Knowledge (CK)

2.2.1 (CK) Candidates demonstrate knowledge of appropriate, engaging disciplinary instructional strategies.

2.2.2 (CK) Candidates identify current research-based pedagogical strategies to be used within the classroom.

2.2.3 (CK) Candidates analyze how differentiation impacts whole-class instruction.

Professional Skills (PS)

2.2.4 (PS) Candidates plan and implement a wide variety of instructional strategies using theory and research (e.g., primary sources, secondary sources, experiential learning, etc.).

- 2.2.5 (PS) Candidates incorporate the use of technology, digital literacy, and culturally responsive teaching into plans of study.
- 2.2.6 (PS). Candidates incorporate individual student needs and how they learn into their instruction.
- 2.2.7 (PS) Candidates implement opportunities for students to use higher level thinking skills in application.
- 2.2.8 (PS) Candidates reflect on what is guiding the instruction they are implementing in the classroom.

Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan meaningful assessments.

Content Knowledge (CK)

- 3.1.1(CK) Candidates demonstrate knowledge of developmentally appropriate assessments.
- 3.1.2 (CK) Candidates can align learning sequence objectives and assessments.
- 3.1.3 (CK) Candidates can explain why assessments are appropriate for an individual class.
- 3.1.4 (CK) Candidates have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Professional Skills (PS)

- 3.1.5 (PS) Candidates implement developmentally appropriate assessments.
- 3.1.6 (PS) Candidates use assessment data to inform and appropriately adjust instruction.

Function 2: The teacher of HGSS 5-8 employs students' individual backgrounds, strengths, and social/emotional demands to implement meaningful assessment.

Content Knowledge

- 3.2.1 (CK) Candidates identify a consistent and rational system of assessment within their disciplines.
- 3.2.2 (CK) Candidates identify multiple forms of formative and summative assessments to address student needs.

Professional Skills

- 3.2.3 (PS) Candidates can apply a variety of assessment strategies to address individual student learning and needs.
- 3.2.4 (PS) Candidates assess higher level thinking skills.
- 3.2.5 (PS) Candidates use assessment data to improve their professional practice.
- 3.2.6 (PS) Candidates use assessment data to improve student engagement and performance.

Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.

Function 1: The teacher of HGSS 5-8 employs students' backgrounds, strengths, and unique social/emotional demands to plan and implement pedagogies that position students to take informed action.

Content Knowledge (CK)

4.1.1 (CK) The teacher demonstrates knowledge of instruction that promotes critical engagement with complex issues.

Professional Skills (PS)

4.1.2 PS The teacher plans and implements instruction that positions students to understand problems, assess solutions, and apply action.

Function 2: The teacher of HGSS 5-8 demonstrates culturally relevant pedagogy that uses civic literacy and interdisciplinary knowledge.

Content Knowledge (CK)

4.2.1 CK The teacher understands educational philosophies that support the creation of collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

Professional Skills (PS)

4.2.2 PS The teacher plans and implements instruction that facilitates collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

4.2.3 PS The teacher engages students in discussions on social, political, and economic issues pertaining to the disciplinary content and how it applies to contemporary issues.

Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Function 1: The teacher candidate of HGSS 5-8 collaborates appropriately with students and families.

Content Knowledge (CK)

5.1.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with students and families.

Professional Skills (PS)

5.1.2: The teacher candidate creates a culture of collaboration through various appropriate methods.

Function 2: The teacher candidate of HGSS 5-8 communicates appropriately with students and families.

Content Knowledge (CK)

5.2.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively communicate with students and families.

Professional Skills (PS)

5.2.2: The teacher candidate will create a culture of open communication through various appropriate methods utilizing the LEA's (local educational agency) approved guidelines.

Crosswalk: Previous versus New History, Government, Social Studies 5-8 Standards

General Information about this Revision:

- » Updated to meet current discipline needs.
- » Combined content into one standard.
- » Increased emphasis on pedagogy.

Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.	<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.	Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and	Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

utilizes essential analytical and research skills.		
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.	<ul style="list-style-type: none"> Increased emphasis on pedagogy. Updated to meet current discipline needs.
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.	<ul style="list-style-type: none"> Combined content into one standard. Increased emphasis on pedagogy. Updated to meet current discipline needs.
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.		<ul style="list-style-type: none"> Combined content into one standard. Updated to meet current discipline needs.
Standard 7		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and		<ul style="list-style-type: none"> Combined content into one standard. Updated to meet current discipline needs.

physical and human environments.		
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

History, Government Social Studies Higher Ed Preparation Standards Grades 6-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.

Function 1: Candidates are knowledgeable about concepts, facts, and tools of History, Government, and Social Studies content.

Content Knowledge (CK)

- 1.1.1 (CK) Candidates explain, analyze, and interpret significant political, economic, geographic, social, and cultural events and developments in each of the social studies disciplines.
- 1.1.2 (CK) Candidates are able to recognize the difference between fact and fiction.

Professional Skills (PS)

- 1.1.3 (PS) Candidates are able to use graphs, tables, and other data to process and report information.
- 1.1.4 (PS) Candidates employ appropriate vocabulary, methodologies, and technical tools to evaluate contemporary local, regional, national, and global issues.
- 1.1.5 (PS) Candidates apply ideas and theories to examine persistent issues and social problems.
- 1.1.6 (PS) Candidates are able to evaluate the credibility and reliability of sources of information.

Function 2: Candidates know and employ appropriate disciplinary inquiry and forms of representation in History, Government, and Social Studies.

Content Knowledge (CK)

- 1.2.1 (CK) Candidates are able to identify inquiry methods appropriate for each of the social studies disciplines (e.g., research methods, claim/evidence/reasoning, gathering and evaluating sources, authentic assessments, problem solving, etc.).
- 1.2.2 (CK) Candidates are able to identify appropriate forms of representation for the social studies disciplines (e.g., maps, case studies, charts, graphs, political cartoons, etc.).
- 1.2.3 (CK) Candidates are able to recognize primary and secondary sources.

Professional Skills (PS)

- 1.2.4 (PS) Candidates are able to identify, analyze, evaluate, and contextualize primary and secondary sources using sound methodology and differentiating between various interpretations.
- 1.2.5 (PS) Candidates use graphs, tables, and other forms of representation in discipline appropriate methods.
- 1.2.6 (PS) Candidates employ vocabulary, methodologies, and technical tools in discipline appropriate methods.
- 1.2.7 (PS) Candidates apply ideas, theories, and modes of inquiry within discipline appropriate methods.
- 1.2.8 (PS) Candidates develop and implement effective analytical and research strategies and exhibit the results of this work using a variety of formats, including but not limited to speaking, writing, and creating multimedia productions.

Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g. primary and secondary).

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to construct engaging units of study.

Content Knowledge (CK)

- 2.1.1 (CK) Candidates identify developmentally appropriate disciplinary instructional strategies.
- 2.1.2 (CK) Candidates identify current research-based disciplinary strategies to be used within the classroom.
- 2.1.3 (CK) Candidates analyze individual student needs and how they affect their planning for instruction.

Professional Skills (PS)

- 2.1.4 (PS) Candidates implement developmentally appropriate disciplinary instructional strategies.
- 2.1.5 (PS) Candidates incorporate the responsible use of technology and digital literacy.
- 2.1.6 (PS) Candidates recognize inter/intra-disciplinary standards and competencies and integrate them where appropriate.
- 2.1.7 (PS) Candidates integrate civic engagement, social justice practices, and culturally responsive teaching.
- 2.1.8 (PS) Candidates create opportunities for students to apply higher level thinking skills.
- 2.1.9 (PS) Candidates use data to inform instructional planning and reflect on their decision-making processes.

Function 2: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to implement engaging units of study.

Content Knowledge (CK)

- 2.2.1 (CK) Candidates demonstrate knowledge of appropriate, engaging disciplinary instructional strategies.
- 2.2.2 (CK) Candidates identify current research-based pedagogical strategies to be used within the classroom.
- 2.2.3 (CK) Candidates analyze how differentiation impacts whole-class instruction.

Professional Skills (PS)

- 2.2.4 (PS) Candidates plan and implement a wide variety of instructional strategies using theory and research (e.g., primary sources, secondary sources, experiential learning, etc.).

- 2.2.5 (PS) Candidates incorporate the use of technology, digital literacy, and culturally responsive teaching into plans of study.
- 2.2.6 (PS). Candidates incorporate individual student needs and how they learn into their instruction.
- 2.2.7 (PS) Candidates implement opportunities for students to use higher level thinking skills in application.
- 2.2.8 (PS) Candidates reflect on what is guiding the instruction they are implementing in the classroom.

Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to plan meaningful assessments.

Content Knowledge (CK)

- 3.1.1(CK) Candidates demonstrate knowledge of developmentally appropriate assessments.
- 3.1.2 (CK) Candidates can align learning sequence objectives and assessments.
- 3.1.3 (CK) Candidates can explain why assessments are appropriate for an individual class.
- 3.1.4 (CK) Candidates have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Professional Skills (PS)

- 3.1.5 (PS) Candidates implement developmentally appropriate assessments.
- 3.1.6 (PS) Candidates use assessment data to inform and appropriately adjust instruction.

Function 2: The teacher of HGSS 6-12 employs students' individual backgrounds, strengths, and social/emotional demands to implement meaningful assessment.

Content Knowledge

- 3.2.1 (CK) Candidates identify a consistent and rational system of assessment within their disciplines.
- 3.2.2 (CK) Candidates identify multiple forms of formative and summative assessments to address student needs.

Professional Skills

- 3.2.3 (PS) Candidates can apply a variety of assessment strategies to address individual student learning and needs.
- 3.2.4 (PS) Candidates assess higher level thinking skills.
- 3.2.5 (PS) Candidates use assessment data to improve their professional practice.
- 3.2.6 (PS) Candidates use assessment data to improve student engagement and performance.

Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.

Function 1: The teacher of HGSS 6-12 employs students' backgrounds, strengths, and unique social/emotional demands to plan and implement pedagogies that position students to take informed action.

Content Knowledge (CK)

4.1.1 (CK) The teacher demonstrates knowledge of instruction that promotes critical engagement with complex issues.

Professional Skills (PS)

4.1.2 PS The teacher plans and implements instruction that positions students to understand problems, assess solutions, and apply action.

Function 2: The teacher of HGSS 6-12 demonstrates culturally relevant pedagogy that uses civic literacy and interdisciplinary knowledge.

Content Knowledge (CK)

4.2.1 CK The teacher understands educational philosophies that support the creation of collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

Professional Skills (PS)

4.2.2 PS The teacher plans and implements instruction that facilitates collaborative, interdisciplinary learning environments in which students use disciplinary knowledge, inquiry, and civic literacy.

4.2.3 PS The teacher engages students in discussions on social, political, and economic issues pertaining to the disciplinary content and how it applies to contemporary issues.

Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.

Function 1: The teacher candidate of HGSS 6-12 collaborates appropriately with students and families.

Content Knowledge (CK)

5.1.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with students and families.

Professional Skills (PS)

5.1.2: The teacher candidate creates a culture of collaboration through various appropriate methods.

Function 2: The teacher candidate of HGSS 6-12 communicates appropriately with students and families.

Content Knowledge (CK)

5.2.1: The teacher candidate knows how to utilize multiple strategies, opportunities, and technologies to effectively communicate with students and families.

Professional Skills (PS)

5.2.2: The teacher candidate will create a culture of open communication through various appropriate methods utilizing the LEA's (local educational agency) approved guidelines.

Crosswalk: Previous versus New History, Government, Social Studies 6-12 Standards

General Information about this Revision:

- » Updated to meet current discipline needs.
- » Combined content into one standard.
- » Increased emphasis on pedagogy.

Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.	Standard 1: The History, Government, and Social Studies teacher candidate demonstrates competency in knowledge of History, Government, and Social Studies disciplines, including: US History, Kansas History, World History, Government and Civics, Economics, Geography, and Behavioral and Social Sciences.	<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Standard 2: History, Government, and Social Studies teacher candidates design, implement, and justify engaging learning sequences that incorporate and effectively utilize a variety of sources (e.g., primary and secondary).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.	Standard 3: History, Government, and Social Studies teacher candidates effectively design, implement, and reflect on appropriate, meaningful, and varied assessments (e.g., formative, interim, summative, etc.).	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 4

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.	Standard 4: HGSS teacher candidates reflect and utilize their social studies knowledge, inquiry skills, and civic dispositions to incorporate various students' backgrounds and community perspectives (which may include race, gender, tribal citizenship/affiliation, social economic status, language status, disability status, and/or family status), to implement effective, engaging, and equitable learning sequences.	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 5

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Standard 5: The History, Government, and Social Studies teacher candidate demonstrates the knowledge and skills to engage in appropriate collaboration and communication with students and families.	<ul style="list-style-type: none"> • Combined content into one standard. • Increased emphasis on pedagogy. • Updated to meet current discipline needs.

Standard 6

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

Standard 7

PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7 The teacher of U.S. history and U.S. government, and world history has knowledge and		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

understanding of governmental systems in the United States and other nations.		
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.
Standard 9		
PREVIOUS STANDARDS⁷	NEW STANDARD	WHAT CHANGED?
Standard 9 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth's surface and the relationships among people, places, and physical and human environments.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.
Standard 10		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 10 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.		<ul style="list-style-type: none"> • Combined content into one standard. • Updated to meet current discipline needs.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

Act to approve a contract with the Office of Administrative Hearings

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Kansas Office of Administrative Hearings from July 1, 2025, through June 30, 2030, in an amount not to exceed \$200,000.00.

Explanation of Situation Requiring Action:

The Kansas State Department of Education contracts with the Office of Administrative Hearings at the rate of \$115.00 per billable hour. The pending contract would lock in that hourly rate for the next five years.

Hearings fall within three separate categories:

Professional Practices Commission- The contractor will provide presiding officer/administrative law judge services including but not limited to the following: conduct prehearing conferences, issue prehearing orders, rule on discovery requests, assist the PPC chairperson with the hearings, rule on evidentiary issues at hearings, and draft the PPC's initial orders.

Special Education- The Kansas State Board of Education is required by law to provide school districts and parents with an administrative appeal of a hearing officer's ruling in due process cases. The State Board is required to provide these review officers per K.S.A. 72-974(b). The review officer appointed by the State Board shall conduct an impartial review of hearing officer decisions within 20 calendar days after the notice of appeal is filed.

Child Nutrition and Wellness- Hearings requested by Child Nutrition Program Sponsors due to fiscal action by KSDE and hearings appealing the audits of the Child Nutrition Program Administrative Review.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/13/2025

Item Title:

Act on the recommendations of the Professional Practices Commission (denial)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in case 24-PPC-31 and deny the pending application.

Explanation of Situation Requiring Action:

Applicant submitted an application to the Kansas State Board of Education for a Limited Apprentice Teaching License. Due to information received as a result of her criminal background check, she appeared before the Professional Practices Commission (PPC) for a hearing on January 24, 2025. Applicant had previously been convicted three times for felony theft and four times for misdemeanor theft between 2008 and 2012. The convictions were not disclosed on her application. Although Applicant testified to having worked as a paraprofessional in a public school for the last three years, the PPC recommends denial of her application based on her criminal history, her failure to disclose that history on her application, and for failure to provide evidence of trustworthiness.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

[REDACTED]

KSDE Case No.: 24-PPC-31

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) on a vote of 7-0 recommends to the State Board the application by [REDACTED] (Applicant) for limited apprentice teacher license be denied.

Statement of Case

On January 24, 2025, a hearing was conducted by the Professional Practices Commission (PPC) whereby the PPC reviewed evidence and heard testimony from KSDE and from the Applicant.

Applicant appeared in person without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Carla Breckenridge, Kori Lopez, Anita White and Erica Shook.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through K and requested they be admitted as evidence. Applicant had no objection. Exhibits A through K were admitted. Following testimony by Applicant and upon request by KSDE, Exhibit L was later admitted as evidence without objection. Applicant offered exhibits 1 through 5. These exhibits were admitted as evidence without objection.

FINDINGS OF FACT

1. Applicant applied for a Limited Apprentice Teaching License. She is not currently licensed, nor has she ever been licensed by the State Board.
2. Applicant's criminal history revealed three (3) convictions for felony theft and four (4) convictions for misdemeanor theft between 2008 and 2012.
3. Applicant did not disclose her criminal history on her application.
4. Applicant testified that she did not disclose her criminal history because she had been advised by Lorri Boydston, a professor and mentor from Baker University, that because the crimes were nonviolent crimes that occurred more than 10 years ago, she was not required to disclose her convictions on the application. Applicant also testified to having been advised by a family attorney that she was not required to disclose her convictions.
5. Lorri Boydston testified on behalf of the Applicant with supporting statements based on being a professor and mentor from Baker University.
6. Lorri Boydston testified to not having had any conversations with the Applicant about how to fill out the application for a teaching license. Boydston testified during cross-examination that she did not instruct the Applicant to not disclose her criminal history. Boydston testified that Baker University does not advise its students to not disclose a criminal conviction just because it may be older than 10 years.
7. A letter written by Applicant to the Kansas State Department of Education was admitted as Exhibit L. Within Exhibit L, Applicant wrote that she did not disclose her prior convictions because she thought they had been expunged. Applicant testified that she did not recall writing the letter even though earlier in the week she re-sent the letter to KSDE asking for it to be seen by the Commission.
8. Applicant testified that during the time of her criminal acts, she was not under the influence of drugs or alcohol and that neither drugs nor alcohol were a contributing factor to her criminal acts, but she was stealing things from others to "take care of her needs". Applicant did not elaborate on what her "needs" were other than trying to support her family.
9. Kristy Mader testified on behalf of the Applicant whom she knows as a co-worker and family friend. Mader testified that the Applicant had previously told her about her drug use being the reason she stole things.
10. Applicant testified to working as a paraprofessional at a public school for the last three (3) years.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for conviction of any crime involving theft and for any felony. K.A.R. 91-22-1a.
3. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. The PPC finds the Applicant has clearly demonstrated a present recognition of the wrongfulness of her conduct and has expressed remorse for her past conduct.
6. The PPC finds the Applicant has provided evidence, through her own testimony, of rehabilitation since the time of the offenses.
7. The PPC finds that the Applicant was not truthful or forthcoming on her application since she did not disclose her crimes involving theft, and the PPC does not accept the Applicant’s explanations as to why she did not disclose her criminal record. The PPC has grave concerns regarding the trustworthiness of the Applicant given the inconsistent testimony provided by the Applicant and the two witnesses called on behalf of the Applicant.
8. The PPC finds the Applicant is not suitable to be placed in a position of public trust as a teacher and that the Applicant is not a suitable role model for students.

THEREFORE, the Professional Practices Commission recommends to the State Board by a vote of 7 – 0 that the Applicant’s application for a license be denied based on her criminal misconduct and the lack of credibility in the evidence presented today.

This Initial Order is made and entered this January 24, 2025.

PROFESSIONAL PRACTICES COMMISSION


Ricardo Sanchez, Chairperson

Order signed on 02/25/, 2025.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of February, 2025, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was emailed to:



And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612

Kaley Taylor
Secretary, Professional Practices Commission



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: State Assessments: Setting Cut Scores

From: Beth Fultz

The Kansas State Department of Education and Assessment and Technology Solutions at the Assessment and Achievement Institute at the University of Kansas will convene a group of K-12 educators from across Kansas in Topeka from Monday, June 9 through Friday, June 13, 2025 for the purpose of setting cut scores on state assessments in English language arts and mathematics in grades 3 – 8 and 11 and science grades 5, 8, and 11. The process of setting new cut scores is called standard setting. Karla Egan, Ph.D., founder and Principal Lead for EdMetric LLC has been hired to facilitate this process. Dr. Egan will share with the Kansas State Board of Education the standard setting methodology and process.

Dr. Egan is internationally recognized for her work in standard setting. Throughout her 20-year psychometric career she has designed and led over 60 standard setting workshops, published work related to standard setting, and delivered numerous presentations related to improving standard setting. Dr. Egan is a member of the Technical Advisory Committees for Dynamic Learning Maps, Louisiana, Missouri, and North Dakota, and she is chairperson for the Indiana Technical Advisory Committee.

Susan Martin, Director at Assessment and Technology Solutions at the Assessment and Achievement Institute at the University of Kansas will be available to answer logistical questions about cut score process.

Beth Fultz, Director, Career, Standards, and Assessment Services, will introduce Dr. Egan.

Kansas leads the world in the success of each student.

Agenda Number: 15

Meeting Date: 5/13/2025



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: 2025 KSDE Great Ideas In Education Conference

From: Pat Bone

This conference has existed in some form for 30+ years and is undergoing some major revisions for this year. General Information to include registration, hotel reservations, and other information will be shared.

Kansas leads the world in the success of each student.

Agenda Number: 16

Meeting Date: 5/13/2025



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: KESA 2.0 Update

From: Jay Scott

During this general information session, the State Board of Education will hear the latest information on KESA 2.0, including a summary of the School Improvement Days, Action Planning, and the process of determining accreditation status for each system this summer through a review by the Accreditation Review Council, and subsequently a State Board of Education vote.

Kansas leads the world in the success of each student.

Agenda Number: 1

Meeting Date: 5/14/2025



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Legislative Update – Dr. Frank Harwood (Deputy Commissioner)

From: Sherry Root

Dr. Harwood will discuss bills that passed into law during the 2025 legislative session.

Kansas leads the world in the success of each student.

Agenda Number: 2

Meeting Date: 5/14/2025



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Finance Issues

From: Sherry Root

Receive Finance Issues: Presented by Dr. Frank Harwood and Dr. John Hess, FSO Director

- 1) School Board Compensation;
- 2) Putting Request For Proposal (RFP) Process for the State Board Attorney in Board Policy;
- 3) Raising the threshold for items that have to be approved by the Board from \$10,000 to \$25,000

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3

Staff Initiating:

Deborah Bremer

Director:

Ben Proctor

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive School Mental Health Advisory Council recommendations for Bullying Prevention procedure to be prominent on all district/school websites

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendation from the School Mental Health Advisory Council to require all districts and schools to place a clear and concise procedure for recognizing and reporting bullying on their websites and/or in handbooks. (To be voted on in June)

Explanation of Situation Requiring Action:

The School Mental Health Advisory Council has been focused on bullying prevention.

Board member Betty Arnold will present a document (attached) which provides a clear, concise procedure for recognizing and reporting bullying in school.

In addition, KSDE staff members Trish Backman and Kent Reed will give a brief overview of the Bullying Toolkit, which is provided to all districts as support in preventing bullying.



Bullying Report Process

**KANSAS
STATUTE
72-6147
DEFINES
BULLYING FOR
KANSAS
SCHOOLS.**

BULLYING IS:

**Any intentional
gesture or act**

**Written, verbal, or
electronic act**

**Physical act or
threat**

**A BULLYING
INCIDENT MUST
BE AT LEAST
ONE OF THE
FOLLOWING:**

- **Severe**
- **Persistent**
- **Pervasive**

Harm caused by bullying can be physical, mental, or property damage, or fear of any of these. This includes cyberbullying.

Notification of a bullying event that happens outside of the school day should be made to the school mental health team.

Methods to report bullying should be posted on the district website.

When a student is bullied or a parent suspects bullying:

1. The family or student must report it to the school
2. The school must follow its local plan to investigate the situation.
3. Families should expect follow-up from the school within 24 hours of the report.

Parents should expect to hear one of the following after the investigation is concluded:

1. The team has determined the student has been bullied. The team will work with the family to develop a safety plan.

OR

2. The information was reviewed, and the team will continue to monitor the situation.

OR

3. The team has determined that the student has not been bullied. This is after thorough examination of all information.

Bullying can be initiated by any:

- student
- teacher
- parent/adult

If a family feels the bullying behavior has risen to a level requiring local law enforcement, reporting the incident to law enforcement may happen through either the family or the school.

Local law enforcement would be required on any of these topics:

- threatening
- intimidating
- assault
- battery
- abusive educational environment
- destruction of property
- protective order



How to Dispute Findings:

A team report of the findings will be sent to the family. A family will only receive information about their student.

If you disagree with the findings of the team report:

- 1. Follow up with the school mental health team. If you still disagree, go to step 2.**
- 2. Follow up with the building administration. If you still disagree, go to step 3.**
- 3. Contact your superintendent. If you still disagree, go to step 4.**
- 4. Contact the local school board. If you still disagree, go to step 5.**
- 5. Contact the Office of Civil Rights by following this link:**

<https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>

For Further Information...

The Kansas OCR office is located at:

Kansas City Office

Office for Civil Rights

U.S. Department of Education

One Petticoat Lane

1010 Walnut Street, 3rd floor, Suite 320

Kansas City, MO 64106

Telephone: 816-268-0550

FAX: 816-268-0599

TDD: 800-877-8339

Email: OCR.KansasCity@ed.gov

The National Office of Civil Rights is located at:

U.S. Department of Education Office for Civil Rights

Lyndon Baines Johnson Department of Education Bldg.

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012

TDD: 800-877-8339

Email: OCR@ed.gov

KANSAS STATE DEPARTMENT OF EDUCATION

Kansans CAN



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

5/14/2025

Item Title:

Receive New Appointments to the Professional Standards Board (To be voted on in June)

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint (Libby Devin, Leona Engelcke, or Kelly Hogelin to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028.

It is moved that the Kansas State Board of Education act to appoint (Libby Devin, Leona Engelcke, or Kelly Hogelin to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill the **two** Public Teacher At-Large vacancies are:

Libby Devin, Elementary School Teacher, Auburn Washburn USD 437, (SBOE District 1,4,6).

Leona Engelcke, Middle School Science Teacher, Kiowa County USD 422, (SBOE District 7)

Kelly Hogelin, Middle School English Language Arts Teacher, Pittsburg USD 250, (SBOE District 9).

Nomination forms and candidate resumes are attached as well as the PSB roster.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Leona Lynn Engelcke	District 7	422 Kiowa	N/A	N/A	Professional Standards Board	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/IOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	Teacher, Science (Grades 6, 7, 8, and 9)	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

- Certified Professional Teaching Licensure since 2019. - KSDE license endorsement, ESOL (2019) and Building Leadership (2024). - Actively teaching since 2016. - Active service on District Leadership Team (Teacher member) - Extensive experience facilitating or working as a team member on accreditation, compliance and regulatory committees, in private industry and in education.

Work experience - Please state, briefly, your working and educational experience which might...

- Teaching and administrative experience. - Licensure in both, including an ESOL endorsement. - Nominated to USD443 Professional Standards and Development committee in 2022. - Experience in various committees, both in public education and private industry. - Excellent listening, communication, and teamwork skills.

LEONA ENGELCKE, MSE, MS, MHA

Continuous Learning and Improvement | Compliance and Accreditation | Student and Staff Growth

Education leader with demonstrated success in building teams, academic program growth and development, cultural and community advocacy and project management. Proven coach, mentor, collaborator, and flexible facilitator.

SPECIALIZATION

Continuous learner	Team building, engagement, and collaboration
Strategic planning & continuous improvement	Regulatory, Quality program design, facilitation
Financial/budget management, analysis	Program improvement, academic excellence
Professional Development, Standards, Compliance	Culture and community building

EDUCATION EXPERIENCE

Kiowa County Public Schools (USD422), Greensburg, KS

August 2023 – Present

Middle School, High School Science Teacher

- Earth, Physical, Life Science, and Biology (6th – 9th grade): Build and teach curriculums for all 4 grades.
- KESA Team, District Leadership Team member
- Assistant Coach, Girls Basketball.
- Mentoring and co-teaching for new teachers in the building.
- Volunteering year-round (all sporting, Forensics, and Scholars Bowl events).
- K-State LEAPES Summer STEM camp facilitator, summer 2024, 2025.

Cimarron Ensign Public Schools (USD102), Cimarron, KS

July 2022 – June 2023

Principal, Junior and Senior High School + Part time science teacher

- Earth and Physical Science teacher and JH, HS substitute as needed.
- Conduct all building leadership duties as assigned, collaborating with staff, district, and administrative staff.
- Collaboratively plan and facilitate staff events, trainings, and special events for students and staff.
- Facilitate district-wide KESA goal setting and JH/HS action plans to meet or exceed goals.

Dodge City Public Schools (USD443), Dodge City, KS

August 2016 – June 2022

Middle School Science Teacher, PLC Leader, After School STEM Program Coordinator

- Demonstrate excellence in classroom management and student success
- Network with peers, administrators, and the community to enhance education programs
- Facilitate planning for 2019, 2020 school STEAM Fair
- Coordinate CMS EXITO STEM program (grant-funded after school program), 2019-2022
- Mentor others in goal setting, data capture, and simplifying / integrating new, added tasks
- CMS KESA Team, PLC Leader, and grade level Team Leader
- ***Kansas Master Teacher of the Year Nomination, 2021***

KSDE Teaching Licensure + Endorsements:

- Professional: Middle School Science, 2019-2024, 2024-2029
- Building Leadership, K-12 2024-2026 (Initial)
- ESOL, PreK-12, 2019-2029

Related Education Degrees:

- Master of Science, Education. Fort Hays State University, 2019 (4.0 GPA)
- Master of Science, Building Leadership Fort Hays State University, 2021 (4.0 GPA)

Education-related Accomplishments:

- STEM Program facilitation, assessment and improvement, 2019-2024.
- Volunteering: Athletics, Scholastics, and Community events.
- KESA goal setting, data collection, and reporting to KSDE in USD443, USD102, and USD422.
- Facilitate PLC budget management and data collection via online budgeting tools (USD443).
- Member, USD 443 District Professional Learning Steering Committee
- Mentoring volunteer, FHSU Transition to Teaching Program. Summer, 2021.
- Volunteer: Migrant Program Newcomer's night, August 2019, 2020, 2021.

Education reference contact information below.*(removed for privacy)*

Name	Position	E-mail	Cell / Phone
Martha Mendoza	Principal, USD 443 Dodge City High School		
Mark Clodfelter	Superintendent, USD422, Greensburg, Kansas.		
Mark Woofter	Superintendent, USD268, Kansas.		
April Baugh	Principal, USD381, Spearville, Kansas.		
Kathy Barnett	Teacher, USD 613 Alternative Education		

HEALTHCARE and PRIVATE INDUSTRY EXPERIENCE

Kaiser Permanente, Portland, OR

March 2014 – July 2016

Assistant Department Administrator, Ophthalmology

- Manage two Ophthalmology clinics, supervising 26 employees (Clackamas and Salem, Oregon)
- Lead regional performance improvement programs, moving 4 clinics to Level 5; "High Performing" teams
- Secure 2nd place, Passport to Excellence Performance Improvement competition; 2014, 2015
- Manage 2016 planning and go-live, patient education video service for two specialty departments
- Partner with Surgery Schedulers to design a backlog reduction plan with sustained wait time reduction
- Facilitate "first man up" staffing model with sustained "Informed of Delays" scores >6 months
- Provide project management leadership - Business Readiness Eye Care PACS MERGE planning and deployment region-wide (July 2016)
- Design and submit for leader review a \$735K cost-reduction proposal and related strategies

Salem, Oregon Ophthalmology Unit Team Recognition & Award, 2015

Community Health Plan of Washington, Seattle, WA

July 2013 – March 2014

Operations Management & Project Consulting

- Design and implement the Plan's care coordination enhancements (care management internal plan and external care delivery components) impacting 1700 clinicians, 150 clinics and affiliated hospitals and 400K members. Establish resource cost, service utilization, patient engagement and health outcomes measures, targets and reporting. Program founded on principles of Medical Home and IHI Triple Aim.

- Organizational planning and training, LEAN and process improvement/change management skills. Develop organizational tools, structures and visual, linked checking systems across the organization.
- Develop, implement and PDCA business intelligence reporting for 20 community health clinic agencies across Washington State.

GROUP HEALTH COOPERATIVE, Seattle, WA

January 2004 – May 2013

Manager, Strategy Deployment - Strategic Planning & Services Director,

2011 - 2013

Service line analysis and facilitation of process change/improvement efforts to reduce external care delivery cost and improve patient access and satisfaction.

- Prepare financial proposals representing 500K/year in external delivery system cost reduction
- Manage project life cycles and budgets. Direct multiple cross-functional service enhancements including change management, labor negotiations, service access improvement (Specialty, Primary Care and Ancillaries), internal and external communications and marketing
- Direct and launch Tacoma Urgent Care/Observation services expansion, realizing Q1 external delivery system cost reduction and ED visit/short stay volume reduction targets (20% each)
- Develop visual systems to track strategic success in cost, satisfaction and impact on care demand
- Facilitate cross-functional team development of standard work process flows using LEAN
- Co-direct and achieve subdivision's targeted 2012 cost reductions (\$11M)
- Direct service reconfiguration and consolidation, Primary, Urgent Care/Observation and Ancillary/administrative services in Snohomish County, saving \$680K/yr. in external care delivery costs
- Develop/implement provider and nurse staff modeling tools used to monitor productivity and cost
- Officially mentor project management staff in affordability projects and initiatives
- Develop/launch affordability metrics tracking system for six (6) service lines at six geographic locations tracking cost, quality, people and growth performance to target

Senior Project Manager, Acute, Post-acute and Ancillary Services

2008 - 2011

Analytically defined multiple service expansions and improvements. Directed cross-functional LEAN workshops to reduce wait time, remove waste and reduce cost.

- Direct two (2) Urgent Care/Observation service expansions including Seattle, a 16-hour/day unit to 24/7/365 (June 2009) and Tacoma, an 8-hour/day unit to 24/7/365 (scheduled go-live 10/2012). Included expansion of all ancillaries and administrative support services.
- Maintain reporting tools and communication following closure of Eastside Hospital and relocation of several service units (2008)
- Develop and maintain subdivision's tiered metrics reporting system in cost, quality, growth
- Analytically defined the opportunity and directed the 24/7 expansion of 16 hour/day Seattle Urgent Care + 23:59 Observation unit, reducing external care costs by \$210K/year (2009)
- Improve the annual capital replacement plan, saving \$25K/year in Emergency Services
- LEAN-based consulting for multiple clinical service areas.

2010 "Team Award": Tacoma 24/7 Urgent Care expansion team award conferred by Medical Center leaders

2009 "Celebrating Excellence": Employee performance award conferred by CEO Scott Armstrong

Project Manager, Emergency Services/Hospital

2004-2008

Mid-scale service projects including physical plant, service flows, cost containment, and quality of care.

- Facilitate large Primary Care practice relocation to new clinic, within timeline and budget.
- Develop and manage related project and communications plans, including process flow redesign.
- Partner with Labor Relations, Administration and Stakeholders to ensure plan engagement, support.

- Develop budget and plan, propose, and then manage two Urgent Care service expansions (Olympia, Tacoma). Resulted in 325K/year in reduced operating costs.
- Facilitate hospital compliance committee and liaisons with risk management and legal departments
- Design initial capital request process for newly established service lines including emergency services
- Lead expansion of King County dermatology clinics and services, including bricks/mortar planning

UNIVERSITY OF WASHINGTON NEIGHBORHOOD CLINICS, Seattle, WA 10/2002 - 11/2003

Project and Operations Manager for 8-clinic primary care arm of UW Medicine

- Designed and led UWPN HIPAA Privacy training for all organizational staff and at eight (8) clinics
- Developed and conducted Quality Assessment and Improvement program exceeding quarterly targets
- Conducted routine and project-specific vendor review subject to company and regulatory protocols
- Facilitated marketing and communications plan for eight (8) primary care clinics
- Project supported clinic lease negotiations for two clinics in Belltown and Federal Way.

2003 "Quality, Excellence and Dedication" conferred by CEO to leader of UWPN Quality Improvement team

EMI PRECISION, Arlington, WA 2/2002 - 9/2002

Vice President, Operations and Finance

Co-directed all preparations for the sale of the family business. Improved business plan, directed IT systems upgrade. Created utilization reporting for manufacturing units. Supervised three (3) staff.

UW BOTHELL / VIRGINIA MASON, Lynnwood, WA 2000-2001

Held short-term paid and unpaid positions while attending UW Bothell full time (20-24 credits/quarter).

VIRGINIA MASON MEDICAL CENTER, Seattle, WA 1999-2000

Medical Staff Coordinator

Conducted credentialing and recredentialing for 1700 hospital-based and network providers. Medical Staff Liaison for Virginia Mason's Risk Management, Quality and Compliance offices. Provided project management support for Radiology and Dermatology compliance projects. Supervised two (2) clerks.

VALLEY GENERAL HOSPITAL, Monroe, WA 1997-1999

Medical Staff Office Manager

Developed and implemented this Hospital's first Medical Staff credentialing management program, formerly a contracted function. *Achieved perfect JCAHO score, Medical Staff credentialing 1998*

Related Business Education Degrees

- Master of Healthcare Administration. University of WA, Seattle. 2005 (3.8 GPA)
- Bachelor of Arts, Business/Finance. University of WA, Bothell. 2003 (3.83 GPA)

TECHNICAL SKILLS

- Google Apps (Classroom, Sheets, Docs, Slides, Forms)
- Microsoft Word, PowerPoint, Outlook, Excel, Access, Visio, MS Project
- Canva, PowToon, Lucid Chart, Vimeo, ScreenCast-O-Matic, others
- SharePoint, Essbase, Hyperion, Kronos
- ASQ LEAN Six Sigma Black Belt Processes, PDCA, Total Quality Management

MEMBERSHIP | VOLUNTEERING

American College of Healthcare Executives | Urgent Care Association of America

Beta Gamma Sigma | City of Bothell | UW Bothell | President/Treasurer, HOA Association (2011-2014)

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Dr. Kelly Hogelin	District 9	250 Pittsburg	N/A	N/A	Professional Standards Board	2501-5000

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	7th grade ELA	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I am currently certified to teach under many certifications in Kansas and have been practicing for 20 years total.

Work experience - Please state, briefly, your working and educational experience which might...

I have served as an educator for 20 years, have a bachelor's degree in early childhood, elementary certification, art pk-12, and middle level English. I have a master's degree as a reading specialist and a doctorate in leadership with an emphasis in reading.

Dr. Kelly Hogelin

SKILLS

Qualitative and Quantitative Research Methods experience/implementation, Schedule management, Performance metrics and data analysis, Reporting and documentation, Task evaluation and facilitation, Organization, Project planning, Custom solutions and stakeholder management, Technology/tool implementation (Google suites, Excel, Powerpoint, Slides), Stakeholder meeting facilitator, Process improvement/program development, Conflict resolution, Team leadership, Facilitator of high stakes engagements with stakeholders

Developed and delivered comprehensive training programs for middle school teachers/students, including facilitator guides, participant workbooks, and e-learning modules, resulting in increased improvement in teaching/learning effectiveness.

Certifications

Early Childhood Education, Elementary Education, Middle level ELA, Pk-12 Art, Trauma Informed course completion, Reading Specialist, Literacy Leader, CITI training and certification for human subjects research, Presentation creation and design

EXPERIENCE

Pittsburg Community Schools- USD 250, Pittsburg Kansas - *Middle Level ELA/Head Tennis Coach*

August 2020 - PRESENT

- Evaluation of individual academic skills through verbal assessments, graded assignments, and standardized tests.
- Instruct classes of up to 30 students, both in person and online, in principles and strategies of English Language Arts.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.
- Academic team leader for planning and implementations of lessons and standards.
- Head tennis coach- strategy and planning as well as resource management.

Parsons District Schools- USD 503, Parsons Kansas - *Middle Level ELA*

August 2019 - May 2020

- Evaluation of individual academic skills through verbal assessments, graded assignments, and standardized tests.

- Instruct classes of up to 30 students, both in person and online, in principles and strategies of English Language Arts.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.
- Academic team leader for planning and implementations of lessons and standards.
- Grade Level leadership representative
- Presenter at building wide Professional Development

Grandview School District- Tahlequah Oklahoma - *Middle Level ELA, Building Test Coordinator, Data Collection/Analysis*

August 2012 - May 2019

- Administered assessments and standardized tests to evaluate student progress.
- Evaluated academic skills of each student through verbal assessments, assignments, and standardized tests.
- Facilitated student development in academic, social, and emotional skills for long term success.
- Taught age appropriate spelling techniques, grammar usage, and language skills.
- Maintained an organized, clean, and safe learning environment for all stakeholders.
- Completed inservice training and additional training to maintain professional growth.
- Presenter at district Professional Development.
- Guest Presenter at other school districts Professional Development.
- Recorded presentation for *PD on Your Plan* for the Oklahoma State Department of Education website.
- Prepared and implemented curriculum and plans covering required course content.
- Promoted effective verbal and written communication through listening, speaking, reading, and writing practice as well as communication to stakeholders.
- Scheduled, trained teachers/staff and collected/organized required materials for state assessments for the district.
- Analyzed data from assessments for future use during Professional Developments or collaborative meetings.

EDUCATION

University of Houston (Remote) - *Doctorate in Education: Professional Leadership*

August 2022 - September 2024

Pittsburg State University - *Master of Science: Reading Specialist*

August 2019 - December 2021

Northeastern State University - *Bachelor of Science: Early Childhood Education*

August 1998 - December 2005

AWARDS/ACCOMPLISHMENTS

Member of Phi Sigma Pi, Phi Kappa Phi, Honors for Academic Achievement, CITI Training,
Dissertation Completion, Professional writing collaboration for reading journals.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Libby Devin	District 6	437 Auburn Washburn	N/A	N/A	Professional Standards Board,Licensure Review Committee,TVSC	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Elementary	I am on the Board of Directors	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I hold a professional K-6 generalist license. I am 18 year teaching veteran and currently teach 3rd grade.

Work experience - Please state, briefly, your working and educational experience which might...

I am completing my 18th year of teaching. I have spent time teaching in all grade levels k-5. In addition to teaching for 15 years in in Kansas, I spent 3 years teaching in Florida. Having taught in different states and school districts, I have seen the impact of teacher licensure and teacher vacancies. I also have first hand experience with licensure in different states and how transferring from state to state may work.

Libby Devin

Professional Summary

Dedicated K-6 certified teacher with nearly two decades of experience in elementary education. Committed to continuous professional development and effective communication with colleagues and parents.

Professional Experience

Pauline Central Primary, Topeka, KS

Teacher: 3rd Grade, 2nd Grade, 1st Grade

August 2017 - Present

- Align curriculum objectives with state standards as part of the district curriculum committee.
- Implement a CI3T model of prevention to support academic, social, and behavioral growth.
- Engage in PLCs to focus on student data and achievement.

Harns Marsh Elementary School, Lehigh Acres, FL

Teacher: 4th Grade English Language Arts, Title I Resource, 1st Grade

August 2014 - May 2017

- Developed scope and sequence for standards and assessments.
- Created standards-based assessments and analyzed data to tailor instruction.

Scott Dual Language Magnet School, Topeka, KS

Teacher: 1st Grade, 3rd Grade

August 2007 - May 2014

- Employed Kagan Cooperative Learning and PBIS strategies to enhance student engagement.
 - Collaborated with special education teachers to ensure inclusive education.
-

Education

Baker University, Baldwin, KS

Master of Arts in Education

September 2008 - May 2010

Emporia State University, Emporia, KS

Bachelor of Science in Elementary Education

August 2003 - May 2007

Leadership and Committees

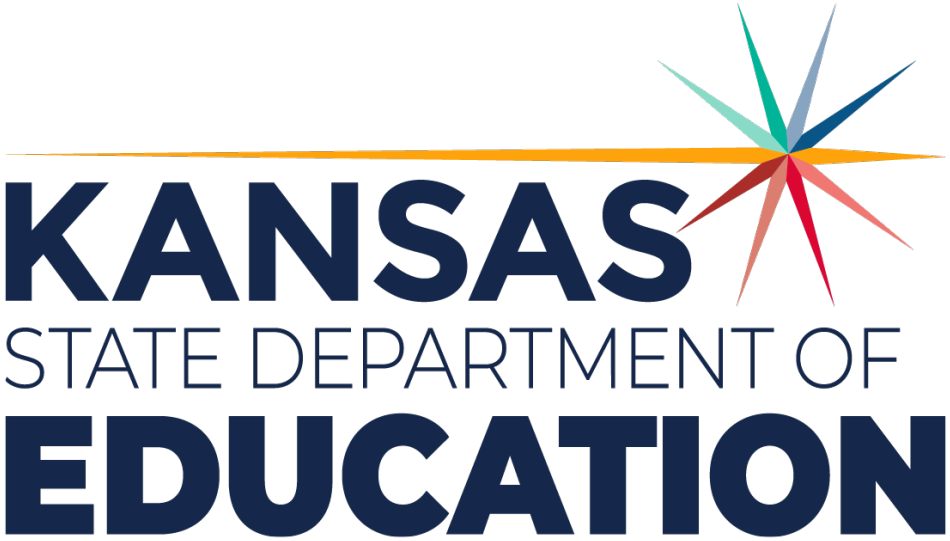
- Elementary ELA District Curriculum Committee
 - Phonics District Curriculum Committee- Developed phonics curriculum for district-wide implementation.
 - Contributed to various committees including School Safety, Sick Leave Pool, and Appraisal.
-

Certifications & Professional Development

- LETRS Modules 1-3
- Handwriting Without Tears
- Kagan Cooperative Learning (5 Days)
- Marzano Teaching Strategies
- Kansas Migrant and English Language Learner Academy

Professional Standards Board

<div>KSBE Liaison</div> <div>Cathy Hopkins KSBE District 5 2026</div>	<div>Higher Ed (1 KBOR, 1 Private)</div> <div><div>Amy Hogan Ottawa U. 2027 KSBE District 4</div><div>Paul Adams FHSU 2028 KSBE District 5</div></div>	<div>Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)</div> <div><div>John Wyrick USD 506 2025 KSBE District 9 Admin-District</div><div>Stacey Green USD 271 2027 KSBE District 5 Admin-Middle</div><div>Kerri Lacy USD 489 2027 KSBE District 5,7 Admin-Elem</div><div>Michelle Smotherman USD 232 2027 KSBE District 4 Admin-SPED</div><div>Kristin Schmitz Wichita Catholic Diocese 2027 KSBE District 7,8,9,10 Admin-Private</div><div>Kelly Whittaker USD 290 2027 KSBE District 9 Admin-HS</div><div>Vacant USD ### 20## (5) KSBE District # Admin-CTE</div></div>	<div>KS PTA Member (1)</div> <div>Patty Jurich 2026</div>	<div>Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)</div> <div><div>Karen Wilson USD 489 2026 KSBE District 5 Teacher</div><div>Elizabeth "Libby" Schmitz Private 2025 KSBE District # Private</div><div>Jill Bergerhofer USD 229 2027 KSBE District 2,3 Secondary</div><div>Vacant USD ### 20## KSBE District # Teacher</div><div>Kim Raeazin USD 101 2026 KSBE District 9 Teacher</div><div>Michael Reed USD 361 2027 KSBE District 7,10 CTE</div><div>Phillip Wrigley USD 501 2026 KSBE District 1,4,6 Secondary</div><div>Candace Landers USD 260 2027 KSBE District 8 Teacher</div><div>Roy Freeman USD 308 2025 KSBE District 7 Middle</div><div>Sara McCarter USD 320 2025 KSBE District 1,6 SPED</div></div>	<div>Board of Education of a School District</div> <div>Emily Riner USD 343 2025 KSBE District 1,6 School Board</div>
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Individuals second term is up or they are stepping down after June 2025

Individuals first term is up and will start second term July 2025

Individuals that have 2025 as an end date are finishing their partial term and start first full term July 2026

As of 4/22/2025

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive Recommendations for Modified Emergency Substitute License

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the Modified Emergency Substitute License as a permanent option with regulations.

OR

Permanently terminate the Modified Emergency Substitute License as an option.

OR

Temporarily approve the Modified Emergency Substitute License through June 30, 2027.

Explanation of Situation Requiring Action:

Timeline summary of the emergency substitute license modifications in Kansas:

January 12, 2022 – The Kansas State Board of Education authorized a Temporary Emergency Authorized License (TEAL) due to the COVID-19 substitute teacher shortage. Requirements included being at least 18 years old, passing a background check, and providing verification of hire. This authorization was valid from January 13 through June 1, 2022.

June 15, 2022 – The Board modified the emergency substitute qualifications to require a high school diploma, completion of online training, and verification of hire. Applicants could serve no more than 15 consecutive days in the same assignment. This provision expired on December 31, 2022.

November 10, 2022 – The Board extended the temporary modification through June 30, 2023. License holders could serve up to 15 consecutive days without requiring new forms if they already held the license.

May 10, 2023 – The Board extended the temporary modification for two years, now expiring June 30, 2025. Changes included increasing the consecutive days limit to 25 and allowing up to 75 school days per semester. The license remained non-transferable, but applicants could apply for multiple districts.

Substitute License Data

The current breakdown of substitute license holders is as follows:

Emergency Substitute License: 14,154 (of which 703 or 4.9% are modified emergency substitute license holders).

Standard Substitute License: 3,266

Total Substitute Licenses: 17, 420 (4% are modified emergency substitute license holders).

A total of 213 school districts and five private accredited Local Education Agencies employed a modified emergency substitute license holder since January 2022. Once district employed 96 modified emergency substitute license holders while (132) districts only employed one modified emergency substitute license holder.

Superintendent and Building Administrator Survey Data

Teacher Licensure sent out a survey in January 2025 to capture district and building leader feedback about the Modified Emergency Substitute License. The survey received 153 responses of the responses (123) administrators were in favor of keeping the license options and 10 were not in favor. Twenty did not answer the question. Below is the summary of their responses as why to keep the license option:

“The Modified Emergency Substitute License is an essential tool for Kansas school districts, particularly in rural and high-need areas. By providing flexibility, increasing the pool of qualified individuals, and ensuring students have consistent instruction, MESL has proven to be a successful solution to the substitute teacher crisis. District leaders strongly support making this license a permanent option to sustain and improve education across the state.”

Below is the summary of the responses for those who were not in favor of keeping the license option.

“Those administrators not in favor have a strong belief that maintaining current emergency substitute license standards is essential for upholding the integrity of the education system and ensuring positive student outcomes.”

Professional Standards Board Recommendation

After a thorough discussion at its April 18, 2025 meeting, the Professional Standards Board recommending to temporarily approve the Modified Emergency Substitute License for another two years.



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Item Title: Receive recommendations of the Evaluation Review Committee for higher education program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding program approvals for Emporia State University, Kansas State University, and Washburn University.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These

recommendations will be submitted in June 2025 as an Action item.

Kansas leads the world in the success of each student.



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April 11, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program progress reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following programs through December 31, 2031:

Elementary Unified, I, K-6, new program progress report

Areas for Improvement:

Standards 1-11, Sci Reading

None

Innovative Elementary I, PreK-6 LERP, new program progress report

Areas for Improvement:

Standards 1-7, Science of Reading

None

Next continuing programs' review: Spring 2031



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April 14, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas State University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed an application for program approval for Kansas State University.

Documents that were received and considered include the program progress report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2028:

Innovative Elementary I, PreK-6 Residency LERP new program progress report

Areas for Improvement:

Standards 1-7, Science of Reading

None

Next continuing programs' review: Fall 2028



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April 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Washburn University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed an application for program approval for Washburn University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Washburn University program through December 31, 2030.

World Languages, I, PreK-12, continuing

Areas for Improvement

Standards 1-8

None

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:

- (1) A written statement of the purpose and objectives of the proposed program;
- (2) documentation of the need for the proposed program;
- (3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
- (4) a written description of the curricula to be used in the proposed program;
- (5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
- (6) a timetable that specifies the following information:
 - (A) The sequence of activities that will occur;
 - (B) the anticipated schedule of evaluative checkpoints;
 - (C) identification of competencies to be acquired by the students; and
 - (D) provisions for program design changes, if necessary, at selected intervals in the program.

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive Career and Technical Education Pathway credential recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve

(1) List of industry-sought credentials, that career and technical education students may request school districts pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(2) List of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials.

Explanation of Situation Requiring Action:

Background Information

There are three separate pieces of law and compliance responsibilities that relate to career and technical education credentials.

Excel in Career Technical Education Initiative (SB-155)

Senate Bill 155 was the enacting legislation, and beginning with the 2012-2013 school year, Kansas high school students qualified for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

Occupations on the Excel in CTE (SB155) qualifying industry recognized credentials list are identified by the Kansas Department of Labor as High Demand Occupations with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey. Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

The Technical Education Authority votes yearly on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

Substitute for HB 2466 (page 3, new section 6)

In 2022, Substitute for HB 2466 (page 3, new section 6) required the Kansas State Department of Education to conduct a survey of high-value and standard value credentials and career and technical education courses offered to students enrolled in public high schools for the purpose of determining the needs for secondary career technical education credentialing.

Substitute for HB 2466 (New Sec. 7) (a) On or before July 31, 2023, and each July 31 thereafter, the

state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.

SB 123 New Sec. 10 (72-3825)

The Governor approved SB 123 April 20, 2023 and it was signed into law. The Kansas State Department of Education was asked to survey each school district to ask which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential".

The Career Technical Education Credential and Transition Incentive for Employment Success Act Survey

New Sec. 10. (a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act. (b) Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(c) (1) On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential" under subsection (d).

(2) On or before July 31, 2023, and each July 31 thereafter, the State Board of Education and State Board of Regents, after consultation with the Secretary of Labor, the Secretary of Commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.

(d) As used in this section

(1) "College" means any community college, technical college or the Washburn institute of technology; and

(2) "industry-sought credential" means a career technical education credential that is:

(A) Repeatedly referenced in job postings; and

(B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

The Kansas Board of Regents will be asked to take action to approve the list of industry-sought credentials. The Technical Education Authority (TEA) will also review the Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) List.

There is overlap in the lists presented. For simplicity we are providing you with four lists.

1. Excel in CTE (SB 155) Qualifying Industry Recognized Credentials List 2025-2026.

Two recommendations for addition:

NCCER Heavy Equipment Operations Level 1

KDHE - Water and Wastewater Operator Certification - Small Systems 1

2. High Value List (Based on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

3. Standard Value List.

4. Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) Industry-Sought List 2025-2026.

Two recommendations for addition:

NCCER Heavy Equipment Operations Level 1

KDHE - Water and Wastewater Operator Certification - Small Systems 1

SB123 Credential Listing 2025-2026

2019 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2024	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
53-3032	Truck Drivers, Heavy and Tractor-Trailer	\$55,620	49.0205	Commercial Driver License (CDL)
53-3033, 53-3051	Truck Drivers, Light or Delivery Services and Bus Drivers, School	\$45,250	49.0205	Commercial Driver License (CDL)
31-1131	Nursing Assistants**	\$36,020	51.3902, 51.2601	Certified Nurse Aide (CNA)
31-9099	Certified Medication Aide	\$46,750	51.2603	Certified Medication Aide (CMA)
15-1232	Computer Support Specialists	\$53,510	01.0106, 11.1006, 51.0709	Cisco -- Cisco Certified Support Technician; <i>CompTIA</i> - A+; <i>CompTIA</i> - Network +; <i>CompTIA</i> - Server +; <i>CompTIA</i> - Security +
49-3023	Automotive Service Technicians and Mechanics	\$48,710	47.0600, 47.0604, 47.0614, 47.0617	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – OR <i>ASE Student Certification in at least one of the following areas: Maintenance and Light Repair (MLR), Automobile Service Technician (AST) or Master Automobile Service Technician (MAST)</i>
51-4121	Welders, Cutters, Solderers, and Brazers	\$50,530	15.0614, 48.0508	<i>American Welding Society (AWS)</i> -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); <i>American Society of Mechanical Engineers (ASME)</i> Section 9 Standards (6G level)
47-2031	Carpenters	\$52,430	46.0201	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1
47-2111	Electricians	\$62,080	46.0302	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Electrical Level 1
49-9041, 49-9043	Industrial Machinery Mechanics and Maintenance Workers, Machinery	\$54,650	47.0303	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; <i>Society of Maintenance & Reliability Professionals</i> -- Certified Maintenance & Reliability Technician (CMRT)
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	\$56,420	47.0605, 47.0613	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension
51-9161	Computer-Controlled Machine Tool Operators	\$49,770	48.0510	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1
47-2152	Plumbers, Pipefitters, and Steamfitters	\$62,930	46.0502, 46.0503, 46.0599	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$55,770	47.0201	<i>ICE</i> - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; <i>North American Technician Excellence (NATE)</i> - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; <i>HVAC Excellence</i> - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; <i>National Center for Construction Education and Research (NCCER)</i> - Core + HVAC Levels 1 & 2
51-4041	Machinists	\$50,320	48.0501, 48.0503	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1
11-9013	Farmers, Ranchers, and Other Agricultural Managers **	\$80,470	01.0102, 01.0104, 01.0301, 01.0302, 01.0304, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105, 01.9999	<i>Kansas Department of Agriculture (KDA)</i> - KS Commercial Pesticide Applicators Certificate, <i>Kansas Department of Agriculture (KDA)</i> - Agriculture Skills and Competencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> -Plant Systems Skills and Competencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> - Animal Science Skills and Competencies Certificate

SB123 Credential Listing 2025-2026

2019 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2024	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
33-2011	Fire Fighter	\$45,680	43.0203	National Firefighter I Certification
11-9051	Food Service Managers	\$68,720	12.0504	<i>National Restaurant Association Educational Foundation</i> - ProStart National Certificate of Achievement; <i>ServSafe</i> - Food Protection Manager
31-9091	Dental Assistant	\$41,140	51.0601	Certified Dental Assistant Certification
29-2042	Emergency Medical Technicians and Paramedics**	\$33,310	51.0810, 51.0904	<i>EMT-Basic National Registry</i> - EMT Certification, national Registry-Paramedic - Paramedic Certification
29-2052	Pharmacy Technicians	\$39,820	51.0805	<i>Kansas Board of Pharmacy</i> - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician
31-9097	Phlebotomists	\$39,570	51.1009	<i>American Medical Technologist (AMTE)</i> - Registered Phlebotomy Tech, <i>American Society for Clinical Pathology (ASCP)</i> - Phlebotomy Technician, <i>National Healthcareers Association (NHA)</i> - Certified Phlebotomy Technician, <i>National Phlebotomy Association Certification (NPCE)</i> - Certified Phlebotomist Technologist.
29-2072	Medical Records Specialists	\$49,560	51.0707, 51.0713	<i>American Health Information Management Association (AHIMA)</i> - Registered Health Information Technician, or Certified Coding Associate, <i>American Academy of Professional Coders (AAPC)</i> - Certified Professional Coder
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	\$61,820	47.0302	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension
49-3021, 51-9124	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	\$45,300	47.0603	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification on any of the following areas: <i>Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; Inter-Industry Conference on Auto Collision Repair (I-CAR)</i> --Refinish Technician ProLevel 1
51-2011, 49-3011	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	\$56,560	47.0607, 47.0608	<i>Federal Aviation Administration (FAA)</i> - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technican-Powerplant
47-2073	Operating Engineers and Other Construction Equipment Operators	\$51,940	49.0202	<i>National Center for Construction Education and Research (NCCER)</i> - NCCER Heavy equipment operations Level 1
51-8031	Water and Wastewater Treatment Plant and System Operators	\$47,140	15.0506	<i>Department of Health and Environment (KDHE), Water and Wastewater Operator Certification</i> - Small System Class I

The SB123 2025-2026 Credential List was developed based on the 2025-2026 Excel in CTE (SB155) Qualifying Industry recognized Credential Incentive list with the addition of Certified Medication Aid (CMA). Occupations on this list have a Standard occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

2025-2026 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2024
53-3032	49.0205	Truck Drivers, Heavy and Tractor-Trailer	Commercial Driver License (CDL)	\$55,620
53-3033, 53-3051	49.0205	Truck Drivers, Light or Delivery Services and Bus Drivers, School	Commercial Driver License (CDL)	\$45,250
31-1131	51.3902, 51.2601	Nursing Assistants**	Certified Nurse Aide (CNA)	\$36,020
15-1232	01.0106, 11.1006, 51.0709	Computer Support Specialists	Cisco -- Cisco Certified Support Technician; <i>CompTIA</i> - A+; <i>CompTIA</i> - Network +; <i>CompTIA</i> - Server +; <i>CompTIA</i> - Security +	\$53,510
49-3023	47.0600, 47.0604, 47.0614, 47.0617	Automotive Service Technicians and Mechanics	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – OR <i>ASE Student Certification in at least one of the following areas: Maintenance and Light Repair (MLR), Automobile Service Technician (AST) or Master Automobile Service Technician (MAST)</i>	\$48,710
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	<i>American Welding Society (AWS)</i> -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); <i>American Society of Mechanical Engineers (ASME)</i> Section 9 Standards (6G level)	\$50,530
47-2031	46.0201	Carpenters	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1	\$52,430
47-2111	46.0302	Electricians	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Electrical Level 1	\$62,080
49-9041, 49-9043	47.0303	Industrial Machinery Mechanics and Maintenance Workers, Machinery	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; <i>Society of Maintenance & Reliability Professionals</i> -- Certified Maintenance & Reliability Technician (CMRT)	\$54,650
49-3031	47.0605, 47.0613	Bus and Truck Mechanics and Diesel Engine Specialists	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$56,420
51-9161	48.0510	Computer-Controlled Machine Tool Operators	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1	\$49,770
47-2152	46.0502, 46.0503, 46.0599	Plumbers, Pipefitters, and Steamfitters	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1	\$62,930
49-9021	47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	<i>ICE</i> - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; <i>North American Technician Excellence (NATE)</i> - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; <i>HVAC Excellence</i> - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; <i>National Center for Construction Education and Research (NCCER)</i> - Core + HVAC Levels 1 & 2	\$55,770
51-4041	48.0501, 48.0503	Machinists	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1	\$50,320
11-9013	01.0102, 01.0104, 01.0301, 01.0302, 01.0304, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105, 01.9999	Farmers, Ranchers, and Other Agricultural Managers **	<i>Kansas Department of Agriculture (KDA)</i> - KS Commercial Pesticide Applicators Certificate, <i>Kansas Department of Agriculture (KDA)</i> - Agriculture Skills and Competencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> -Plant Systems Skills and Comptencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> - Animal Science Skills and Competencies Certificate	\$80,470
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	\$45,680
11-9051	12.0504	Food Service Managers	<i>National Restaurant Association Educational Foundation</i> - ProStart National Certificate of Achievement; <i>ServSafe</i> - Food Protection Manager	\$68,720
31-9091	51.0601	Dental Assistant	Certified Dental Assistant Certification	\$41,140
29-2042	51.0810, 51.0904	Emergency Medical Technicians and Paramedics**	<i>EMT-Basic National Registry</i> - EMT Certification, national Registry-Paramedic - Paramedic Certification	\$33,310
29-2052	51.0805	Pharmacy Technicians	<i>Kansas Board of Pharmacy</i> - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	\$39,820

2025-2026 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2024
31-9097	51.1009	Phlebotomists	<i>American Medical Technologist (AMTE)</i> - Registered Phlebotomy Tech, <i>American Society for Clinical Pathology (ASCP)</i> - Phlebotomy Technician, <i>National Healthcareers Association (NHA)</i> - Certified Phlebotomy Technician, <i>National Phlebotomy Association Certification (NPCE)</i> - Certified Phlebotomist Technologist.	\$39,570
29-2072	51.0707, 51.0713	Medical Records Specialists	<i>American Health Information Management Association (AHIMA)</i> - Registered Health Information Technician, or Certified Coding Associate, <i>American Academy of Professional Coders (AAPC)</i> - Certified Professional Coder	\$49,560
49-3042	47.0302	Mobile Heavy Equipment Mechanics, Except Engines	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$61,820
49-3021, 51-9124	47.0603	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	<i>Automotive Service Excellence (ASE)</i> - ASE Student Certification on any of the following areas: <i>Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; Inter-Industry Conference on Auto Collision Repair (I-CAR)--Refinish Technician ProLevel 1</i>	\$45,300
51-2011, 49-3011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	<i>Federal Aviation Administration (FAA)</i> - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technican-Powerplant	\$56,560
47-2073	49.0202	Operating Engineers and Other Construction Equipment Operators	<i>National Center for Construction Education and Research (NCCER)</i> - NCCER Heavy equipment operations Level 1	\$51,940
51-8031	15.0506	Water and Wastewater Treatment Plant and System Operators	<i>Department of Health and Environment (KDHE), Water and Wastewater Operator Certification</i> - Small System Class I	\$47,140
<p>** Stackable Credentials</p> <p>Occupations on the qualifying credentials list were identified by the Kansas Department of Labor as High Demand Occupations, having an overall demand score between 10 and 30 (possible score of 10 on each report): Long-Term Projections (2022-2032), Short-Term Projections (2023-2025), and 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov); with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey (\$39,389 for 2024).</p> <p>Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.</p> <p>* 2026 Watch List Occupations: Occupations on the 2025 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria (Only for students who started courses in 2024-2025 Credential must be earned before December 2026)</p> <p>No occupations meet the criteria for the 2026 Watch List.</p> <p>* 2025 Watch List Occupations: Occupations on the 2024 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria (Only for students who started courses in 2023-2024 Credential must be earned before December 2025)</p> <p>No occupations meet the criteria for the 2025 Watch List.</p> <p><i>Occupations remain on the Watch List for a minimum of two years prior to an occupation being removed from the listing.</i></p>				

Standard Credentials - 24-25

AAFCS – pre-PAC – Broad Field Family & Consumer Sciences - 1002
AAFCS – pre-PAC – Culinary Arts - 1003
AAFCS – pre-PAC – Early Childhood Education - 1004
AAFCS – pre-PAC – Family & Community Services - 1005
AAFCS – pre-PAC – Fashion, Textiles and Apparel - 1001
AAFCS – pre-PAC – Nutrition, Food & Wellness - 1006
AAFCS – pre-PAC – Personal & Family Finance - 1007
AAFCS – pre-PAC Education Fundamentals - 1008
AAFCS- Interior Design Fundamentals - 1142
ADDA – Certified Drafter - 1010
Adobe Campaign - 1011
Adobe Digital Publishing Suite - 1012
Adobe Dreamweaver - 1013
Adobe Frame Maker - 1015
Adobe Illustrator - 1016
Adobe In-Design - 1017
Adobe Media Optimizer - 1018
Adobe Photoshop - 1019
Adobe Premier Pro - 1020
AHRI – HVAC Certifications - 1021
Apple Swift App Development Certification - 1140
ASE - Student Certification (2 areas) - 1148
ASK – Concepts of Entrepreneurship/Management - 1135
ASK – MBA Research – Concepts of Entrepreneurship and Management Certification - 1031
ASK – MBA Research – Concepts of Finance Certification - 1032
ASK – MBA Research – Fundamental Business Concepts Certification - 1033
ASK- MBA Research- Fundamental Marketing Concepts Certification - 1126
Auto Desk – Certification Program for: User, Professional, Specialist - 1035
AWS SENSE Certification - 1037
Beef Quality Assurance - 1038
BCSI - Aseptic Technique (Lab Bench Level) - 1168
BCSI - Essential 5 - 1169
BCSI - Numeracy - 1170
BCSI - Safety Hazard Assessment - 1171
BCSI - Small Volume Metrology - 1172
Biotility - Applied Biotech Training - Biotechnician Assistant Credential (BACE) - 1167

Cardio Pulmonary Resuscitation (CPR) - 1039
CareerSafe – CyberSafe Safety Awareness Training - 1040
Certified Med Aide (CMA) - 1041
Certified Protection Officer - 1043
Child Development Associates- CDA - 1141
Cisco Certified Design Expert – CCDE - 1048
Cisco Certified Internetwork Expert – CCIE - 1047
Cisco Certified Network Associate – CCNA - 1045
Cisco Certified Network Professional – CCNP - 1046
Cisco Certified Entry Networking Technician CCENT - 1044
Citrix Certified Associate – Networking - 1049
cPass Animal Systems - 1116
cPass Comprehensive Agriculture - 1114
cPass Plant Systems - 1117
Dog Handler - 1144
DOT - Hazardous Materials Transportation 1173
EKG Technician - 1055
Emergency Medical Responder (EMR) (First Responder) - 1056
Energy Industry Fundamentals (CEWD) - 1058
EPA – Section 608 Certification - 1059
EPA – Section 609 Certification - 1060
Facebook Blueprint Certification - 1152
First Aid - 1062
Foundations for Safe & Healthy Early Care Facilities- Module 1 (4 Certifications) (Must get all
Fundamental Payroll Certification (FPC) - 1174
Google Analytics - 1151
Home Health Aide - 1063
ICC Certification for Building Construction - 1124
ISCET ASSOCIATE-LEVEL CET EXAM - 1149
ISCET ELECTRONICS SYSTEMS ASSOCIATE (ESA) EXAM - 1150
Local Fire Departments - Fire Fighter - Level 2 - 1165
Master Teacher- ParaEducator Assessment Parts 1 & 2 (Must take both) - 1137
Microsoft Access Certification - 1129
Microsoft Excel Certification - 1127
Microsoft Office Specialist – Associate A combination of three certificates (Word - 1130, Excel - 1127, PowerPoint - 1128)
Microsoft Office Specialist – Expert A combination of two certificates (Word - 1130, Excel - 1127)
Microsoft PowerPoint Certification - 1128

Microsoft Word Certification - 1130
MSSC - Certified Production Technician (CPT) - 1079
National Health Science Assessment - 1085
National Safe Tractor and Machinery Operation Program (NSTMOP) (tractor safety) - 1086
NC3 - Data Analytics/Harnessing the Power of Data - 1147
NCCER Core & Carpentry Level 2 - 1125
NCCER Core & Concrete Finishing - 1088
NCCER Core & Construction Laborer - 1089
NCCER Core & Masonry Level 1 - 1093
NCCER Core & Sheet Metal Level I - 1095
NIMS - Metal Forming I - 1097
NHA, AMCa: Certified Patient Care Technician (CPCT/A) - 1166
OSHA Safety Certification (10 Hour) - 1098
QuickBooks Certification - 1123
Red Cross or American Heart Association - Basic Life Support - 1153
Red Cross or American Heart Association - Advanced Life Support (ACLS/ALS) - 1161
Red Cross or American Heart Association - Automated External Defibrillator (AED) - 1162
Red Cross or American Heart Association - Cardiopulmonary Resuscitation (CPR) - 1163
Red Cross or American Heart Association - Pediatric Advanced Life & Support (PALS) - 1164
ServSafe – Food Handlers - 1106
Solid Works Software Certification - 1110
YQCA- Youth for the Quality Care of Animals - 1136

High-Value Credentials 25-26 (draft)

ASE – Automobile Service Technician - 1022

ASE – Maintenance & Light Repair - 1023

ASE – Master Automobile Service Technician - 1024

ASE – Mechanical & Electrical - 1025

ASE – Non-Structural Analysis & Damage Repair - 1026

ASE – Non-Structural Analysis & Damage Repair - 1027

ASE – Structural Analysis & Damage Repair - 1028

ASE – Student Certification (4 areas) - 1029

ASE – Student Certification Diesel (4 areas) - 1030

ASME – Section 9 Standards (6G Level) - 1034

AWS Certification - 1036

Aviation Technician

Certified Nurse Aide (CNA) - 1042

Commercial Driver's License - 1050

CompTIA A+ - 1051

CompTIA Network+ - 1052

CompTIA Security+ - 1054

CompTIA Server+ - 1053

Dental Assistant - 1122

Emergency Medical Technician (EMT) - 1057

Fire Fighter Level 1 - 1061

Health Coder Certification - 1157

Health Information Technician - 1158

HVAC Excellence – Core and Air Conditioning, Gas Heat & Electrical - 1064

HVAC Excellence – Core and Lt. Comm. Air Cond, Gas Heat & Electrical - 1065

HVAC Excellence – Core and Lt. Comm. Refrigeration & Electrical - 1066

I-CAR – Refinish Technician ProLevel 1 - 1067

ICE Core & Commercial Refrigeration - 1068

ICE Core & Light Commercial Air Cond. & Heating - 1069

ICE Core & Res. Air Cond. & Heating - 1070

Kansas Agriculture Skills and Competencies Certificate - 1071

Kansas Animal Science Skills and Competencies Certificate - 1143

Kansas Plant Systems Skills and Competencies Certificate - 1072

KDHE - Water and Wastewater Operator Certification - Small Systems I

NATE Core & Air Conditioning - 1080

NATE Core & Air Distribution - 1081

NATE Core & Air-to-Air Heat Pumps - 1082

NATE Core & Gas or Oil Furnaces - 1083

NATE Core & Light Commercial/Commercial Refrigeration - 1084

NCCER Core & Carpentry Level 1 - 1087

NCCER Core & Electrical Level 1 - 1090

NCCER Core & HVAC Levels 1 & 2 - 1091

NCCER Core & Industrial Maintenance Level 1 - 1092

NCCER Core & Plumbing & Pipefitting Level 1 - 1094

NCCER Heavy Equipment Operations Level 1

NIMS Machining Level 1 - 1096

Paramedic Certification - 1159

Pesticide Applicator Certification, Personal or Commercial - 1100

Pharmacy Technician - 1101

Phlebotomy Technician - 1102

Pro-Start - 1104

ServSafe – Manager - 1107

SMRP – Certified Maintenance & Reliability Technician - 1109

Possible additions

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Deborah Bremer

Director:

Ben Proctor

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive Evidence Based At-Risk List (Dr. Ben Proctor)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Evidence Based At-Risk List as recommended. (to be voted on in June)

Explanation of Situation Requiring Action:

Dr. Proctor will provide information on the At-Risk List.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Deborah Bremer

Director:

Ben Proctor

Commissioner:

Randy Watson

Meeting Date: 5/14/2025

Item Title:

Receive Seal of Literacy List addition (Dr. Ben Proctor)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Seal of Literacy List as recommended. (To be voted on in June)

Explanation of Situation Requiring Action:

Dr. Ben Proctor will provide information on the Seal of Literacy List.

Agenda Number: 10

Meeting Date: 5/14/2025



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Item Title: Presentation on Data Collected and Maintained by the Kansas State Department of Education (Dr. Harwood, Kyle Lord, Ryan Kurtenbach)

From: Sherry Root

Presentation on the data collected by KSDE, Longitudinal Data, Cybersecurity

Intro - Dr. Frank Harwood: Why does Kansas State Department of Education collect data?

Kyle Lord, IT Asst. Director -
Overview of Data Collected: What is a Statewide Longitudinal Data System?

Ryan Kurtenbach, IT Director -
Cybersecurity: How is data protected?

Kansas leads the world in the success of each student.