MINUTES   *To be approved on July 8th*

Kansas State Board of Education
Tuesday, June 10, 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, June 10, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins recited the Board mission statement and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

Board Attorney Mark Ferguson introduced Brooke Daughtery, his law clerk, who is a third year law student at UMKC and interested in education law.

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 May 13 & 14, 2025 minutes

Mrs. Haas moved that the Kansas State Board of Education approve the minutes for the May 13 & 14 meeting. Mr. Porter seconded the motion. **Motion carried 9-0-1 with Mrs. Potter present not voting.**

Approval of the Agenda

Mrs. Dombrosky asked that D & E to be removed from the consent agenda to be voted separately. Mrs. Potter requested to pull C for a separate vote.

Mrs. Arnold moved that the Kansas State Board of Education approve the Agenda. Mrs. Dombrosky seconded the motion. **Motion carried 10-0.**

Consent Agenda

a. Personnel report

b Local professional development plans

c. Act on interlocal agreement (Pulled by Mrs. Potter for a vote)

d. Funding new Kansas 21st century (Pulled by Mrs. Dombrosky for a vote)

e. Funding continued Kansas 21st century (Pulled by Mrs. Dombrosky for a vote)

Mrs. Haas moved that the Kansas State Board of Education approve the Consent Agenda without c.d. and e. Mrs. Arnold seconded the motion. **Motion carried 10-0.**

Consent Agenda item c:

Mrs. Haas moved that the Kansas State Board of Education approve Consent Agenda c. interlocal agreement. Mr. Porter seconded the motion. **Motion carried 10-0.** Note: Mrs. Potter stated she wanted to have the service centers voted on separately, but it was explained to her that the agreement included both of them, so she did not make that motion.

Consent Agenda item d:

Dr. New moved that the Kansas State Board of Education approve Consent item d. funding the new Kansas 21st Century grants. Mr. Hershberger seconded the motion. **Motion carried 8-0-2 with Mrs. Potter and Mrs. Dombrosky present not voting.**

Consent Agenda item e:

Mrs. Haas moved that the Kansas State Board of Education approve Consent item d, funding the continuing Kansas 21st Century grants. Mrs. Arnold seconded the motion. **Motion carried 8-0-2 with Mrs. Potter and Mrs. Dombrosky present not voting.**

Commissioner's Report

Dr. Watson gave his report to the Board which included sharing his visits over the past month with high school students who plan to be teachers, the teacher apprenticeship program, the importance of great teachers, and a gathering on farm to school/plate of tri-state educators and food service providers. He also discussed assessments and how they are used. Dr. Proctor will be returning to the Hesston District and Dr. Watson expressed his gratitude for the amazing work Ben Proctor did while he was at KSDE.

Citizen's Open Forum

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

Emily Brownlee, Overland Park, representing the National Team for Distraction, Free Schools Policy Project and Screen Strong. Mrs. Brownlee spoke from her experience in communications and education about the harmful effects of screentime on students.

Linda Highland, Wamego, Private Citizen, spoke about the erosion of education by humanistic influencers, especially those who came out of the New Age movement. She requested the Board vote Social Emotional Learning out of schools and KESA 2.0, stop psychometric testing and

harmful surveys.

Nancy Moneymaker, De Soto, Private Citizen, spoke about assessment cut scores. These assessments are based on psychometric questions without factual answers. Since 2015, Kansas has fallen in student success. She asked the Board to focus on basic learning skills. Also, she is against raising the threshold for items which need to be approved by the Board.

Zack Wentz, Louisburg, parent of a student who attends the Kansas School for the Deaf (KSD), proposed the need for a temporary committee to address KSD issues, especially reading specialists. He noted that local school Boards need to meet monthly about their schools.

Sharon Knewtson, Olathe, parent of a student who attends the Kansas School for the Deaf (KSD), also spoke about KSD academic outcomes, the parent's group which is focused on reading specialists, the funding added to the budget and the need for a temporary committee. She noted the teaching job has not been posted.

Act on Professional Standards Board Appointments
Shane Carter, Director, Teacher Licensure

a. Mr. Hershberger moved that the Kansas State Board of Education act to appoint Leona Engelcke to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028. Vice Chair Zeck seconded the motion. **Motion carried 10-0.**

b. Chair Hopkins moved that the Kansas State Board of Education act to appoint Libby Devin to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028. Mrs. Potter seconded the motion. **Motion carried 10-0.**

Act on Emergency Substitute License
Shane Carter, Director, Teacher Licensure

Mrs. Haas moved that the Kansas State Board of Education temporarily approve the Modified Emergency Substitute License through June 30, 2027. Mrs. Arnold seconded the motion. Discussion ensued.

Mr. Porter made an amendment to replace the word temporarily to permanently approve the Modified Emergency Substitute License. Mr. Hershberger seconded the motion. **Motion carried 9-0-1. Mrs. O'Brien was present not voting.**
(NOTE: The above was "re-voted" on Wednesday morning and can be found at that point in the minutes.)

Act on Finance Issues
Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
Dr. John Hess, Director, Fiscal Services and Operations

a. State Board Compensation

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As part of Senate Sub for HB 2382, the rate of compensation for State Board members has been disconnected from that of state legislators. As of July 1, 2025, the State Board can set the rate of compensation for its members. Before State Board members can receive compensation in FY 2026, a rate must be set. Unlike other state level elected officials, the legislature did not appropriate any additional funding for increased compensation. Based on the discussion during the May 2025 state Board meeting, it is recommended that the state Board set the rate of pay for its members at $88.66 per day. This is the same rate of pay that has been in place since 2009.

Mrs. Arnold moved that the Kansas State Board of Education set the rate of pay for its members at $88.66 per day. Mrs. O'Brien seconded the motion. Discussion ensued.

Mrs. Potter offered an amendment to the motion to set the daily rate at $75.00 per day. There was not a second.

Back on the motion, there was a vote, and the **motion carried 10-0.**

b. Request for Proposal

Mrs. Arnold moved that the Kansas State Board of Education direct the policy committee to draft proposed language to establish a policy for the Request for Proposal (RFP) process of designating an attorney for the State Board. Mrs. Haas seconded the motion. **Motion carried 10-0.**

c. Raising the Threshold for Grants and Contracts

Currently KSDE has a practice of bringing any discretionary contract or grant of $10,000 or more to the state Board for approval. Recently, the Department of Administration increased the amount of KSDE procurement that requires the approval of the office of procurement to $25,000 (this is called KSDE's delegated authority). It is recommended that the state Board create a policy that requires state Board approval of a discretionary contract or grant that is the same dollar amount as KSDE's new delegated authority from the office of procurement.

Mrs. Arnold moved that the Kansas State Board of Education direct the policy committee to draft proposed language for a policy that would raise the threshold from $10,000 to $25,000 for discretionary grants or contracts that are required to have state Board approval. Mr. Porter seconded the motion. **Motion carried 7-2-1 with Mr. Zeck and Mrs. Potter voting no, and Mrs. Dombrosky present not voting.**

Bully
Prevent
1:38:26

Act on Bullying Prevention Procedure
Mrs. Betty Arnold, District 8

Board member Betty Arnold, Chair of the School Mental Health Advisory Council, recommends that students and families need to have accessible, clear and concise information for recognizing and reporting bullying. Clear information needs to be available on all websites and/or in handbooks. Each district would develop their own document and manner of presentation of the information. The Kansas State Department of Education and the School Mental Health Advisory

Council would be tasked with developing recommendations to districts on what information needs to be included.

<u>Mr. Porter moved that the Kansas State Board of Education strongly recommend to all districts and schools that a procedure or process for recognizing and reporting incidents of bullying be placed on the website and/or other prominent locations that will offer access for students and parents. Further, that Kansas State Department of Education staff prepare and offer materials and suggestion for steps and time guidance that may be helpful in the process to be observed. Dr. New seconded the motion.</u> **Motion carried 10.**

Performance
Sophia Nichols, Paityn Dice and Addy Bernard, trio of flutists from Eudora High School
Organized by their teacher, and **President of the Kansas Music Educators Association (KMEA) Mr. Damien Johnson**
The trio played beautifully, described their experience with music in school, how it had affected their lives, and shared much appreciation for their teacher, Mr. Johnson.

Reading Corner
Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
Jeri Powers, from the Early Literacy/ Dyslexia Team, introduced:
Hayden Hoskins, a recent 2025 DeSoto High School Graduate, who read a tribute/ letter he wrote and also in attendance was **Mrs. Janet Morgenstern**, Special Education Teacher/ Reading Teacher for USD 232 is the educator he wrote about.

Here is the text from the letter he wrote about his teacher:
Written and submitted by Hayden Hoskins, 2025 De Soto High School graduate.
   Mrs. Morgenstern was my teacher in tier II, and I qualified for it when my state test scores were bad, and they could see I was struggling in English. Mrs. Morgenstern has helped me with assignments – she broke them down and taught me that all you can do is do your best, and grades do not define you as a person. Mrs. Morgenstern understood that not every kid is the same and everyone has special gifts and different struggles. She acknowledges them and helps them in the areas they struggle in and helps them see their God given gifts that make them unique and special.
   Mrs. Morgenstern is not like any other teacher. I can say this because I was a student in her class. In her class I see smiles and good relationships between students and relationships with Mrs. Morgenstern. She was never quick to anger, even on her bad days. She came in every day with positivity and an uplifting presence that is not found in a lot of people. She made sure every day she walked in that building she would touch a kid's heart and remind them they are loved and cared for, and a letter does not define YOU. She would do anything for her students to succeed, even when it wasn't easy, even when she really didn't have to.
   We would play learning games and try new strategies to help improve the areas you struggle in, because every kid is different. They all learn differently, and Mrs. Morgenstern understands that.
   I never was the perfect, chill, good grade making kid. Matter of fact, I hated school a lot, didn't care for it one bit. I cared more when I was in tier II, because she made me realize a lot about

myself and made me realize a lot. More importantly, she accepted me, saw my struggles and helped me with open arms. She touched kids' hearts and always made sure when a student was down that they are enough and was the first one there.

In school I was always the "dumb" "prankster" "troublemaker" – you name it. LOL. Nobody knew me, they just went off rumors and what they heard about me. Mrs. Morgenstern was the only person I had in school that truly cared about me and was always there for me. She took the time to know me at heart and never once abandoned me.

She never failed to show up and she means the world to me, which is funny because I never would think I'd care about a teacher, or say a teacher had a major impact on me. But when I met her, I learned what a Real teacher is and what a teacher at heart is, and ultimately a Leader. I will never forget her and the impact she didn't only have on me but De Soto High School as a whole. Matthew 5:14-15 Be The Light. She is the light of De Soto.

To be a kid that hated school and wanted nothing to do with it – through Mrs. Morgenstern I found my love for a part of school. I learned more about myself. I walked that stage and she was right there by my side. Forever thankful for her. She helped me through everything. I hope her light shines upon all the other teachers, and they can be people to look up to. I will never forget the times we shared and conversations we had.

Update on State Assessments
Dr. Ben Proctor, substituting for Beth Fultz
Deputy Commissioner of Learning Services
Mrs. Fultz was involved with the team of teachers and administrators at TCALC who were working on recommendations for cut scores for the new assessments and was not able to leave. Dr. Proctor took her place and gave an overview of how the recommendation process was going. Over 150 teachers and curriculum leaders from across Kansas are in Topeka to work through the process of recommending cut scores on the revised and enhanced state assessments as explained last month by Dr. Karla Egan. Kansas State Board of Education members signed Certificates of Appreciation for participating educators from their respective districts.

Act on Evaluation Review Committee on Higher Education Recommendations
Dr. Catherine Chmidling, Teacher Licensure
Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for program approvals for Emporia State University, Kansas State University, and Washburn University. Dr. New seconded the motion. **Motion carried 10-0.**

Act on CTE Pathway Credential Recommendations (in two motions)
Natalie Clark, Assistant Director CTE, Career, Standards and Assessments
1) Mrs. Arnold moved that the Kansas State Board of Education approve:
   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. Mr. Hershberger seconded the motion. **Motion carried 9-1 with Mrs. Dombrosky voting no.**

2) Mrs. Arnold moved that the Kansas State Board of Education approve:

List of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials. Mrs. Haas seconded the motion. **Motion carried 8-2 with Mrs. O'Brien and Mrs. Dombrosky voting no.**

Act on Professional Practices Commission Recommendations
R. Scott Gordon, KSDE, General Counsel
    a. PPC Censure 24-PPC-17

    Mrs. Arnold moved that the Kansas State Board of Education censure the Licensee in 24-PPC-17. Vice Chair Zeck seconded the motion. **Motion carried 10-0.**

    b. PPC Deny 24-PPC-06, 24-PPC-25, 24-PPC-04

    Mr. Porter moved that the Kansas State Board of Education deny the applications for licensure in cases 24-PPC-06, 24-PPC-25, and 25-PPC-04. Mrs. Arnold seconded the motion. **Motion carried 10-0.**

Presentation: Overview of Kansas Health Standards and Embryology
Kent Reed, Counseling Program Manager
Mr. Reed explained the addition to Kansas Statute (Senate Sub for HB 2382) on the topic of fetal development. The new section is:

    Any school district that offers any course or other instruction that addresses human growth, human development or human sexuality shall include, as part of such course or instruction, a presentation of a high-quality, computer-generated animation or high-definition ultrasound of at least three minutes in duration that shows the development of the brain, heart and other vital organs.

The requirement is to show a video of at least three minutes in length that is a high quality, computer generated animation or high definition ultrasound showing fetal development during any class that addresses human growth, development or human sexuality. As this would be curriculum, the decision on how this is done rests at the local level.

Mr. Reed also shared the present Kansas Health Education Standards (2018).

Act on At Risk Evidence Based Addition
Dr. Ben Proctor, Deputy Commissioner, Learning Services
This action will allow KSDE staff to add literacy programs that are aligned to the science of reading and structured literacy, as accredited through IDA, to the At-Risk Evidence-Based Programs List, allowing school districts to utilize at-risk funds for these programs.

Mrs. Potter moved that the Kansas State Board of Education approve any programs that are accredited through the International Dyslexia Association (IDA) for the At-Risk Evidence-Based Programs List. Mrs. O'Brien seconded the motion. **Motion carried 10-0.**

Receive Kansas State Department of Education Budget for 2026-2027
Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
Dr. John Hess, Director, Fiscal Services and Operations
Dr. Harwood explained that every state agency is required to submit budget requests to the Governor's office by September 15th of each year. As part of that process, the State Board approves the budget enhancement requests. Board members will be presented information about the FY 2027 budget requests to the Governor and possible enhancement requests. The Board will be asked to approve recommendations at the July meeting.

The Deputy Commissioner and the Director went through the Budget in great detail, with the Board members asking questions throughout the presentation.

Board Attorney Report with focus on KORA/KOMA
Mark Ferguson, Kansas State Board of Education Attorney
Mr. Ferguson briefly reviewed the Kansas Open Meetings Act (KOMA) and the Kansas Open Records Act (KORA) and explained the new law which requires Board committees to comply with the KOMA rules. The essence of these policies is that public business must be done in public. This applies to any public committee or board, including sub-committees. For the State Board this would apply to the Policy Committee and any other active sub-committees. Those meetings need to be held in some way that allows the public to attend.

Policy Committee statement on Point of Order and Appeal
Mrs. Haas, Chair of the Policy Committee, shared that at last month's meeting the committee had been asked to look at the process for appealing a Chair's ruling to the Board. The committee developed the following proposed changes (in red) for the Policy manual:

Proposed Changes to Pages 6-7, Section 1006:

B. Perceived Violations of Boardsmanship Expectations
1. Any perceived violation of Boardsmanship expectations can be voiced to the chair by any Board member at the time of the perceived violation, by indicating which Board policy is potentially being violated.
2. 2. The chair will then rule on the potential violation.
3. If any member is dissatisfied with the ruling of the chair, an Appeal may be made to the entire Board. The motion to Appeal the chair's ruling must be made and seconded in order for further discussion or action to take place.
4. A Board vote of 6 or greater makes the final decision.
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p 16:
F. Meeting Conduct, (2) Procedure – *Include this section as a reminder to Board members of allowable motions. The Policy Committee has not recommended any clarifying changes to the section of the Board policy. The existing Board policy, now updated, supplants usage of "point of order."*
(2) Procedure
Official action by the State Board shall be by motion duly made and seconded. Allowable motions include the principle or initial motion

on a matter; a motion to amend an initial motion; a substitute motion to an initial motion; a motion to table a matter; and a motion to remove a matter from the table. Other action regarding any matter may be taken upon an affirmative vote of six members of the Board.

The Board was asked to review these changes and revisit them on Wednesday during committee reports.

The Chair recessed the meeting at 5:13 p.m. to begin again on Wednesday at 9:00 a.m.

Wednesday, June 11, 2025

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

Re-vote on earlier action: Emergency Substitute License
On reflection, the Chair was concerned that an earlier vote on the emergency substitute license was taken incorrectly. She asked the Board to revisit the issue.

The original action, taken during Item 7 on Tuesday (marker 56.40 on the YouTube video for June 11, 2025) was as follows:

> (original) <u>Mrs. Haas moved that the Kansas State Board of Education temporarily approve the Modified Emergency Substitute License through June 30, 2027. Mrs. Arnold seconded the motion</u>. Discussion ensued.

> (original) <u>Mr. Porter made an amendment to replace the word temporarily to permanently approve the Modified Emergency Substitute License. Mr. Hershberger seconded the motion. Motion carried 9-0-1. Mrs. O'Brien was present not voting.</u>

The Chair asked the Board to re-vote the item as she realized the proper procedure was not taken.

<u>Chair Hopkins moved that the Board vote on the second motion again, when Mr. Porter made an amendment to replace the word *temporarily* to *permanently* approve the Modified Substitute License. Mr. Hershberger seconded the motion.</u> **Motion carried 9-1 with Mrs. Potter opposed.**

<u>The Board was then asked to return to the original motion, which is now amended from temporarily to permanently. Mrs. Haas moved that the Kansas State Board of Education permanently approve the Modified Emergency Substitute License. Mrs. Arnold seconded the motion.</u> **Motion carried 10-0.**

Board Goals
Commissioner Watson condensed the past five months of Board retreat conversations on goals into a KESA 2.0 format.

> "*The Problem is not the absence of goals...but the presence of too many that are ... unconnected and ever-changing...resulting in overload and fragmentation.*" (Michael Fullan)

The Theory of Action: *If we strengthen coherence across Kansas through focusing on a few high-leverage, fundamental actions, then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations. (Fullan)*

Dr. Watson shared that the simpler the work of the Board is, the more complex the work in the schools can become. If given complex rules, then the people on the front lines will react with simple measures, that is, by filling out the forms and following given regulations, but they will not wrestle with the essence of the policy and how it actually can apply to their environment. By giving schools much autonomy, they will develop authentic actions that are effective. The Board needs to offer simple, tight policy which will allow schools to become deep and complex in their response.

Kansas State Board of Education Goals

State Board of Education Goals *July 2025 – December 2026*	Methods *(Reinforce lead indicators and sustain SBOE goals within the system)*	Lead Indicators *(Actions that support implementation of the SBOE goals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Quality School Improvement We will support and emphasize the four fundamentals of school improvement in the KESA process.	**Board Meeting Planning**	State Board meeting planning and agenda-setting include intentionality around the State Board's goals.	• Agendas Alignment • 6 Month Target • 1 Year Target
Quality Leadership Development We have a culture of high expectations in our classrooms, buildings, and districts so that each student has access to quality instruction, grade level standards and expectations for success.	**Commissioner's Report**	The commissioner consistently reports to the State Board on progress towards implementation of the State Board's goals.	• Reporting Materials • 6 Month Target • 1 Year Target
Quality Science, Technology, Engineering, Mathematics (STEM) and Nutrition We will assure teachers, administrators and staff are well-trained and knowledgeable in the elements and implementation of quality STEM instruction and nutrition services.	**KSDE Staff & Educator Reports**	KSDE staff and Kansas educators consistently report on progress towards implementation of the State Board's goals.	• Reporting Materials • 6 Month Target • 1 Year Target
Quality Individual Plans of Study (IPS) We will assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of a quality IPS for students.	**Friday Notes**	Each Friday there are resources shared that highlight research or other learning opportunities related to the State Board's goals.	• Related Documents • 6 Month Target • 1 Year Target
Policy, Regulation & Alignment We will eliminate, align, and design policies and regulations in pre-K-12 to enhance the school improvement process, allowing school systems to focus on student success.	**Educator Engagements**	State Board members seek opportunities to engage Educators across Kansas to better understand how the State Board's goals are being implemented and are targeted to school improvement.	• Number of Engagements • 6 Month Target • 1 Year Target
	Community Engagements	State Board members seek opportunities to engage Community members across Kansas to better understand how the State Board's goals are being implemented.	• Number of Engagements • 6 Month Target • 1 Year Target

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There are five goals:
1. Quality School Improvement
2. Quality Leadership Development
3. Quality Science, Technology, Engineering, Mathematics (STEM) and Nutrition
4. Quality Individual Plans of Study (IPS)
5. Policy, Regulation & Alignment

The Board had a robust discussion about goals.

Receive to approve updates to the Kansas Registered Teacher Apprenticeship and approve MeadowLARK Grant Funds (Action item in July)
Shane Carter, Director, Teacher Licensure
The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. The Kansas Apprenticeship Council approved an update to the application to include a graduate degree apprenticeship route and approved a youth apprenticeship route to the program in April 2025.

Currently, there are 161 apprentices in the Registered Teacher Apprenticeship program. Districts have until June 1, 2025, to submit applications to add apprentices to the Fall 2025 cohort. Upon receipt of applications, the licensure team will provide the Board with an updated excel spreadsheet that details grant funding per district.

Apprenticeship Program Requirements:
1. Program Approval by Kansas Apprenticeship Council (Department of Commerce).
2. Employment as an apprentice.
3. Assigned a mentor.
4. On the Job Learning provided by the employer.
5. Related Technical Instruction.
6. Progressive Wage Scale.
7. Leads to a Nationally Recognized Credential.

Summary of Changes to Registered Teacher Apprenticeship Program to address graduate degree route and Youth Apprenticeship Route:

1. Graduate degree route
a. Updated Work Process Schedule included with materials.
b. Program Competencies: no change.
c. Wage Scale: no change
d. Related Technical Instruction: Degree plan examples added to the program application that include a sample plan for
      i.   Restricted License program.
      ii. Limited Residency License Program.
      iii. Limited Residency Elementary Program.
e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for tuition, fees, and cost of books and materials.
f. Pilot: No pilot needed to add a graduate degree route.

2. Youth Apprenticeship Program route
a. Youth Apprenticeship Work Process Schedule included with materials.
b. Program Competencies: New competencies developed by KSDE's Career and Technical

Education team, KSDE's licensure team and Topeka Public Schools, Center for Advanced Learning and Careers (TCALC). Youth program will allow movement into the adult RegisteredTeacher Apprenticeship program.

c. Wage Scale: Minimum of $7.50.

d. Related Technical Instruction:

      i. Must be enrolled in KSDE's CTE Teaching and Learning Pathway program.

      ii. College Credit courses are available through the school district's approved higher education partners.

e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for tuition, fees, and cost of books and materials to pay for dual credit

f. Pilot: A small pilot will be initiated before the Youth Apprenticeship program is offered statewide. Teacher Licensure would like to add five districts to the pilot program. Currently, the following school districts are projected to participate in pilot pending State Board approval.

      i. USD 501 Topeka Public Schools.

      ii. USD 480 Liberal.

MeadowLARK Grant Funding Background: To sustain the Registered Teacher Apprenticeship program, funding sources are required. The teacher licensure team collaborated with the Department of Commerce's Office of Registered Apprenticeships and other state agencies to participate in the MeadowLARK – (Leading Apprenticeship Results in Kansas) initiative to expand the state's Registered Apprenticeship opportunities. The Kansas Office of Registered Apprenticeships was awarded a grant from the Department of Labor for a total of $6,331,847.

The Kansas Office of Registered Apprenticeships awarded the Registered Teacher Apprenticeship program a total of $3 million to use through June 2026.

MeadowLARK Grant Funding Request: The Teacher Licensure Team requests grants be approved for School Year 2025-2026. The grant awards cover tuition costs and mentor teacher stipends for the Spring 2025 cohort. Districts will receive up to a total of $5,000 per apprentices to cover two semesters of tuition, and up to $1500 per apprentices to cover School Year 2025-2026 mentor stipend payments. An excel spreadsheet that details grant awards by district breakdown will be provided after June 1, 2025, when the Fall 2025 cohort application window closes.

Licensed Personnel Report
Shane Carter, Director, Teacher Licensure
K.S.R. 91-31-34(b)(6) states, "Each education system shall report the name of each licensed or certified staff member on the personnel report, or the supplemental personnel report required by the state Board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state Board within 30 days after the staff change."

Mr. Carter presented the statistics for the licensed personnel report:
STABILITY Educators who remained in the same district: 87.06%

MOVEMENT moving in from another Kansas district: 4.86%
NEW GRADS entering the field (in and out of state: 3.28%
FROM ANOTHER FIELD 879: 1.86%
IMPORTS from out of state: 1.25%
LEFT PROFESSION: 2.34%
RETIRED: 2.06%
LEFT TO OUT OF STATE: .68%
TERMINATED: .46%
LEFT DUE TO HEALTH: .20%
DECEASED: less than .01%

In terms of demographics:
Largest group of educators: 1-4 years of experience
Average years of experience: 13 years
Average age of teachers: 43 years
Average age of educators: 44 years
Average salary for first year educators: $44,609
Average salary for teachers: $67,931

Retention rate for third year of teaching: 2024 is 89.29%

Alternative Pathways: (currently valid)
Restricted license: 342
Limited Residency license: 282
Limited TAP license: 143
Limited Elementary Residency Program license: 115

Licensure Data:
Total number of licenses issued during SY2024-2025: 22,805
Teacher Licenses for new Kansas graduates and out of state:
2016: Kansas graduates 1,808 and Out of state 1031
2025: Kansas graduates 2,178 and Out of state 559

CTE specialized: 166 currently valid, up from 109 last year

Seal of Literacy:
5,233 Seals of Literacy added to licenses
8,473 passed elementary LETRS volume 1
466 passed ETS 7002 test
Early Childhood 24%
Elementary: 23%
School Specialist: 23%
Administrators 10%

Vacancy 2025-2025 statistics:
Special Ed: not filled 557
Elementary: not filled 459
Math: not filled 134
Science: not filled 133
English Language Arts: not filled 127
All reported vacancies: Fall 2024 is 1954, filled 217, not filled 2,204

(for complete statistics, please see the presentation video)

Receive Recommendation for Regenerated Licensure Tests Scores
Shane Carter, Director, Teacher Licensure

Mr. Carter shared the process for reviewing teacher testing: a test is selected for regeneration or replacement (at minimum every 10 years), the agency is notified one year prior to change, volunteers requested to participate in multi-state standards setting panel which then meets and recommends cut scores and technical reports, which are reviewed by the Professional Standards Board that then recommends the cut score to the State Board, which in turn acts on the recommendations and then Teacher Licensure updates the tests.

<u>The recommended motion</u> (for voting in July):
It is moved that the Kansas State Board of Education adopt and set cut scores as follows:
Early Childhood Education Foundational Knowledge and Content (Test #5534) with a recommended cut score of 163;
Middle School Social Studies (Test #5589) with a recommended cut score of 149.

Receive Career Technical Education Cluster Review Recommendations
Natalie Clark, Assistant Director, CTE
Kevin Bronson, KSDE Individual Plan of Study coordinator
Kathy Camerena, Perkins coordinator
Heather Campbell, Early Childhood, Human Services and Hospitality
Brian Swain, Health Science, Biotechnology and STEM

Mrs. Clark explained that CTE support began in the early 1900s and has been supported by the federal government and states, through various laws. In 2006 the term vocational education was retired and the shift into career and technical education (2018) was created and designed to be based on data decision making. CTE is based on looking at data in each state and region, looking at student outcomes, and in 2020 Perkins V (five) began. CTE is designed for all students, looking at all careers. CTE is life-long learning and is not in lieu of academics but includes all careers and the training they require. It is not simply high school training but is aligned with Post-secondary training.

Each Board member was given a notebook which provided details about the 15 clusters and the 32 different pathways that schools can apply for. In 2024, there were 3,478 applications from schools. She explained the weighted funding and how it is calculated. There are many kinds of credentials that students may earn through CTE.

All students, beginning in middle school, will develop an Individual Plan of Study (IPS) based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between students, school staff members and family members.

Overall she described what pathways are and how they are created. Every five years the clusters are reviewed to see if they are in-line with careers in Kansas.

Mrs. Clark shared that the Kansas Advisory Committee for Career and Technical Education (KACCTE) is scheduled to vote on the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations during their June 4, 2025, Quarterly Advisory Committee Meeting.

KACCTE received their information during their April 10, 2025, Quarterly Meeting and May 15, 2025, meeting. Cluster review committees began work in the fall of 2024 and were made up of secondary educators representing different sizes of school districts and different geographic locations across the State of Kansas, post-secondary educators representing two and four-year colleges and business/industry representatives reflective of the cluster/pathways under review. The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant. Once final approval is received, changes will begin with the 2026-2027 school year.

Career and Technical Education 2024-2025 Cluster Reviews:
- Human Services
- Marketing
- Transportation

Human Services Cluster
Early Childhood Development and Services Pathway
Family, Community and Consumer Services Pathway

Marketing Career Cluster
Marketing Pathway
Facilitated by Kathy Camarena

Transportation Career Cluster
Mobile Equipment Maintenance Pathway
Aviation Maintenance Pathway
Facilitated by Kevin Bronson

Recommended Motion (to be voted on in July):
It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

Receive Evaluation Review Committee recommendations for higher education accreditation and program approvals
Dr. Catherine Chmidling, Assistant Director, Teacher Licensure
The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider accreditation for Tabor College and program approvals for Emporia State University, Fort Hays State University, Haskell Indian Nations University, and Kansas State University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 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 and have been revised and updated regularly as needed. The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation 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; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

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 and assessment instruments.

Following the institutional application and receipt of accreditation materials or program reports, review teams of trained evaluators were appointed to review the educator preparation provider or 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 unit accreditation, 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 provider or 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.

Dr. Chmidling went through the recommendations which will be action items in July. She also shared a long list of all the people who have volunteered to help. Chair Hopkins expressed the Board's gratitude to all the volunteers.

Presentation on the Summer Lunch programs across Kansas
Kelly Chanay, Director, Child Nutrition and Wellness
(Lunch provided by USD 437 School Food Service Summer Program just as they provide at the South Pauline Intermediate Center)
Mrs. Chanay noted that some may ask why Kansas schools are providing summer lunches to all students that wish to participate. She stated that it is the right thing to do, because students continue to learn and study throughout the summer, whether it be at home, in summer school, in a home school and children that are well fed learn better.

Providing children with access to healthy food can:
Short term:
Mitigate summer weight gain
Diminish cognitive decline
Alleviate summer learning loss
Long term:
Increase high school graduation rates
Reduce susceptibility to chronic diseases

Meal sites are located in low income areas. Accountability procedures and integrate plans are reviewed by KSDE Child Nutrition and Wellness staff. The meals are served in libraries, parks, swimming pools, schools, churches, trailer parks, housing developments, YMCA and Boys & Girls Clubs.

In summer 2024 there are 150 program sponsors to provide meals at 528 meal service sites. There are 235 non-school sites. The program spans 80 counties. In summer 2024 they anticipate serving 2,647,748 meals. In the school year 2023-24 they served 68,323,181 meals.

Present in person and by Zoom were four people from various sponsoring sites:

- **Tracy Johnson** from USD 457 Garden City
- **Chad Higdon** from Second Harvest Community Food Bank in St. Joseph, Missouri
- **Debby Makings** from Larned United Methodist Church
- **Kendra Davila** from Peace Connections in Newton

Each person presented for their sponsor site.

Committee Reports

Kansas School for the Deaf (KSD) Task Force

Mrs. Dombrosky gave a report on KSD, as the Board liaison with KSD and serving on the negotiations team. She shared that there will be a Task Force for School Improvement at the Kansas State School for the Deaf to identify actionable opportunities that contribute to improved student success outcomes at the school.

There will be three Kansas State Board representatives, three KSD parent representatives, three administrative staff from KSD, one liaison from KSDE who will serve as Chair, and Dr. Kylie Steward who shall serve as an ex-officio member and advisor. They will meet every two weeks starting June 23rd and conclude any work on or before December 1st. The Task Force should identify actionable items that the KSD will implement as early as the fall semester of 2025, with full implementation of all recommendations no later than the fall semester of 2026. A final report will be given to the State Board of Education at its regular meeting in December 2025.

Chair Hopkins stated that she has appointed Mrs. Dombrosky, Dr. New and Mrs. Haas to serve as the Board representatives to the Task Force. Mrs. Potter asked to serve also on the Task Force. Discussion ensued. Mrs. Potter then asked for a Point of Order based on Board policy 1008 which requires a temporary committee of the Board to be voted on by the Board. Board Attorney Ferguson advised that he did not see that policy applying in this case, but that it would be up to the Chair/leadership as to whether they wanted a Board vote on this. There was a discussion. The Chair agreed to allow the Board to vote.

Mrs. Potter moved that the Task Force is a Committee and therefore needs to be voted on by the Board. Mr. Hershberger seconded the motion. **Motion failed 1-7-1 with Mrs. Haas, Mr. Hershberger, Dr. New, Chair Hopkins, Vice Chair Zeck, Mrs. O'Brien and Mrs. Arnold voting no and Mrs. Dombrosky present not voting.** Mr. Porter had already left the meeting.

Board Policy Committee Recommended Changes

Mrs. Haas, Chair of the Policy Committee, reviewed the recommended modifications (in red) to the official Board policy. They are:

Proposed Changes to Pages 6-7, Section 1006:

B. Perceived Violations of Boardsmanship Expectations
1. Any perceived violation of Boardsmanship expectations can be voiced to the chair by any Board member at the time of the perceived violation, by indicating which Board policy is potentially being violated.
2. 2. The chair will then rule on the violation.
3. If any member is dissatisfied with the ruling of the chair, an Appeal may be made to the entire Board. The motion to Appeal the chair's ruling must be made and seconded in order to for further discussion or action to take place.
4. A Board vote of 6 or greater makes the final decision.
--
p 16:
F. Meeting Conduct, (2) Procedure – *Include this section as a reminder to Board members of allowable motions. The Policy Committee has not recommended any clarifying changes to the section of the Board policy. The existing Board policy, now updated, supplants usage of "point of order."*
(2) Procedure
Official action by the State Board shall be by motion duly made and seconded. Allowable motions include the principle or initial motion on a matter; a motion to amend an initial motion; a substitute motion to an initial motion; a motion to table a matter; and a motion to remove a matter from the table. Other action regarding any matter may be taken upon an affirmative vote of six members of the Board.

Mrs. Arnold moved that the Kansas State Board of Education suspend the rules and take a vote on the policy modifications immediately. Mr. Hershberger seconded the motion. **Motion carried 8-0-1 with Mrs. Potter present not voting.** Mr. Porter had already left the meeting.

Chair Hopkins moved that the Kansas State Board of Education approve the modifications recommended by the Board Policy Committee. Mrs. Arnold seconded the motion. **Motion passed 9-0.** Mr. Porter had already left the meeting.

Accreditation Advisory Council (KESA) in person in Andover
Chair Hopkins attended the latest meeting and heard about how year two of KESA will go forward.

NASBE Early Childhood Conference
Mrs. Haas attended this conference last week and will put her observations into the Friday notes.

ESEA (Elementary and Secondary Education Act)
Mr. Hershberger tried to attend the most recent meeting, but it was not held for lack of attendance. This is a committee that has not been active and is trying to regroup again.

Chair Report
Chair Hopkins asked the Board if they could commit to participating in a Poverty Paradigm Simulation. Mr. Hershberger, who first requested the Board look at this experience, shared his personal experience going through the workshop at ESSDACK. He feels it would be beneficial to the Board members.

She noted that the Assessment Advisory Committee does not have Board liaison and so if any member is interested, please let her know.

On Pre-K concerns, there are things that members can do as a Board, but it will take someone stepping in, and if any member wants to take that action, please let her know.

As Chair, she will be attending the National Teacher Hall of Fame, and she will be doing that. Also, the Lawrence Gardner graduation will be taking place at the Juvenile Detention Center in Topeka this month.

Board Travel Requests
Mrs. Haas moved that the Kansas State Board of Education approve the travel as amended for the Board. Mrs. Arnold seconded the motion. **Motion carried 9-0.** Mr. Porter was not present.

KSBE Meeting Dates for 2026-2027
Mrs. Arnold moved that the Kansas State Board of Education approve the recommended 2026-2027 dates for Board meetings. Mrs. Haas seconded the motion. **Motion carried 8-0-1 with Mrs. Potter present not voting.**

Future Agenda Requests
Mrs. Potter: "I request in writing that the Board have a discussion to review the 7 May 2025 USDE letter regarding "ESEA Section 8532: Unsafe School Choice Option" and discuss the current "Definition of Persistently Dangerous Schools" on the KSDE website. Then I would request the following month allow us to determine if the Board should re-define the "KS Definition of Persistently Dangerous Schools.""

Mrs. Dombrosky requests the breakdown of teacher/educator in the classrooms. Dr. Watson defined "educator" as librarian, school counselors, reading specialists, administrators and anyone else that holds a license but is not a classroom teacher.

Federal Funds
Dr. Watson and Dr. Harwood
Dr. Watson described the general situation that KSDE is in with the loss of federal funds. There has been an appeal from KSDE to the USDOE to relinquish funds or deny. There has been no answer so far.

Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of potential litigation/pending litigation/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 the privilege and the Board's communications with an attorney on legal matters. This session will begin at 2:10 p.m. for 30 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 2:40 p.m. Mr. Gordon, Mr. Ferguson, Dr. Harwood and Dr. Watson are invited to join this Executive Session. Mrs. Arnold seconded the motion. **Motion carried 9-0.**

The Board went into Executive Session and when they returned the Chair adjourned the meeting.

_____   _____
Chair Cathy Hopkins   Board Secretary Deborah Bremer

Agenda Tuesday, July 8, 2025

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

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 of June 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 FY26 Grant Awards for IDEAVI-B Special Education Targeted Improvement Plan Grants		Kerry Haag, Asst. Director, Special Education
		c. Act on Local Development Plans		Shane Carter, Director, Teacher Licensure
		d. Act on recommendation for a Visiting Scholar License		Shane Carter
		e. Act on recommendations of 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.	(AI)	6. **Act** on Kansas State Department of Education Budget Recommendations for 2026-2027	1 hour	Dr. Harwood and Dr. Hess
		with Break during this time		

Kansas Leads the world in the success of each student.

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion * Board Member request

BOARD AGENDA for July 2025

TIME		ITEM	DURATION	PRESENTER
11:45 a.m.	(IO)	7. Presentation on Persistently Dangerous Schools Definition *	15 min	Bert Moore, Director, Special Ed Gabrielle Hull, Legislative Coordinator
12:00 p.m.		LUNCH back at 1:30 p.m.	1.5 hours	
1:30 p.m.	(IO)	8. *Performance*	15 min	
1:45 p.m.	(IO)	9. Reading Corner	15 min	Dr. Laurie Curtis
2:00 p.m.	(RI)	10. **Receive** State Assessment Cut Scores PART 1	30 min	Beth Fultz, Director, Career, Standards and Assessment Services
2:30 p.m.		Break	10 min	
2:40 p.m.	(RI)	11. **Receive** State Assessment Cut Scores PART 2	30 min	Beth Fultz and others
3:10 p.m.	(AI)	12. **Act** on Registered Teacher Apprenticeship Program and approve MeadowLARK Grant Funds	10 min	Shane Carter, Director, Teacher Licensure
3:20 p.m.	(AI)	13. **Act** on recommendation for Regenerated Licensure Tests Scores	10 min	Shane Carter, Director, Teacher Licensure
3:30 p.m.	(AI)	14. **Act** on Career Technical Education Cluster Review Recommendations	10 min	Natalie Clark, Asst. Director, CTE
3:40 p.m.		Break	10 min	
3:50 p.m.	(AI)	15. **Act on** Evaluation Review Committee recommendations for higher education accreditation/program approvals	10 min	Dr. Catherine Chmidling, Teacher Licensure
.				.
4:00 p.m.	(RI)	16. Receive item KESA (Kansas Education System Accreditation) Graduation Requirements	20 min Q: 10	Dr. Jay Scott, Director, Accreditation & Design
4:30 p.m.		Break	10 min	
4:40 p.m.	(IO)	17. Federal Funding and Attorney General Actions *	20 min	Dr. Frank Harwood
5:00 p.m.		RECESS		

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

Agenda Wednesday, July 9, 2025

TIME		ITEM	DURATION	PRESENTER
9:00 a.m.		Call to Order		Chair Hopkins
9:00 a.m.	(DI)	1. Board Goals Discussion *	1 hour	Dr. Watson
10:00 a.m.		Break	10 min	
10:10 a.m.	(IO)	2. Presentation on *The Kansas Math Project*	1 hour	Todd Wiedemann, The Kansas Math Project
11:10 a.m.		Break	10 min	
11:20 a.m.	(IO)	3. Update on the *Blue Ribbon Task Force on Student Screentime* recommendations: District Outcomes across Kansas *	P 30 min Q10 min	Dr. Jake Steel Payton Lynn
12:00 p.m.	(RI)	4. Receive State Assessments PART 3 Questions and Discussion	25 min	Beth Fultz, Director, Career, Standards and Assessment Services
12:25 p.m.		Break	10 min	
12:35 p.m.		5. Committee Reports	5 min	
12:40 p.m.		6. Chair Report	5 min	
12:45 p.m.	(AI)	7. Board Travel Requests	5 min	
12:50 p.m.		8. Board future agenda requests	5 min	
12:55 p.m.		9. Board Comments	5 min	
1:00 p.m.		Adjourn		

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

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: HR Board Materials

From: Mady Carpenter

HR Board Materials:

-Personnel Count

-Report on Personnel

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KANSAS
STATE DEPARTMENT OF
EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Personnel Report

From: Mady Carpenter, Wendy Fritz

Personnel Report:

Total employees 279 as of pay period ending 6/07/2025. 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	2	6
Unclassified	5	9	3	0	1	2	0	2	2	4	2	6
Unclassified Regular (leadership)	0	1	0	0	0	1	0	2	0	0	0	0
Total Separations	4	4	1	0	2	1	0	1	5	3	3	5
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	4	2	1	0	2	0	0	1	5	3	3	4
Unclassified Regular (leadership)	0	2	0	0	0	1	0	0	0	0	0	1
Recruiting (data on 1st day of month)	6	4	3	2	2	1	2	1	5	1	0	3
Unclassified	6	4	2	2	1	1	1	0	5	1	0	3
Unclassified Regular (leadership)	0	0	1	0	1	0	1	1	0	0	0	0

Mary Lonker to the position of Program Manager on the Career, Standards, and Assessment Services Team, effective June 23, 2025, at an annual salary of $72,800. This position is funded by the State General Fund and the Federal Assessments Grant.

ChapLynn Daniels to the position of Education Program Consultant on the Career, Standards, and Assessment Services Team, effective June 11, 2025, at an annual salary of $66,588.34. This position is funded by the State General Fund, Perkins Admin, and Perkins State Leadership.

Heather Campbell to the position of Education Program Consultant on the Career, Standards, and Assessment Services team, effective June 2, 2025, at an annual salary of $66,588.34. This position is funded by the State General Fund, Perkins Admin, and Perkins State Leadership.

Heather Terrill to the position of Education Program Consultant on the Special Education and Title Services Team, effective June 10, 2025, at an annual salary of $66,588.34. This position is funded by Migrant Education, and the Consolidated ESEA Admin pool.

Teresa Cotton to the position of Education Program Consultant on the Special Education and Title Services Team, effective June 9, 2025, at an annual salary of $66,588.34. This position is funded by the State General Fund, and IDEA Admin Discretionary.

Juan Jalil to the position of Public Service Administrator on the Fiscal Services and Operations Team, effective June 8, 2025, at an annual salary of $57,728. This position is funded by the State General Fund.

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date:** | **7/8/2025** |
| Sarah Reed | Kerry Haag | | | |

Item Title:

Act on FY26 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants (Kerry Haag)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed IDEA Title VI-B Special Education Targeting Improvement Plan grants.

Explanation of Situation Requiring Action:

To be eligible for funding, LEAs must submit an application which identifies the SPP Indicators to be targeted, a description of activities, a detailed budget, and annual fiscal report. Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistive and instructional technology for students.

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 77 federal IDEA Title VI-8 Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically the areas identified by the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2025-2026 school year is the nineteenth year the Targeted Improvement plan grants have been awarded. Participants use funds to implement systems of evidence-based practices and includes regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS "meets requirement" level of determination for compliance with IDEA receive supplemental funds in the amount of $2,000 - $5,000.

See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2025-2026 are not to exceed $3,683,655.

Staff Initiating: Kerry Haag

Item Title:

Act on FY26 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants

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Explanation of Situation Requiring Action:

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 77 federal IDEA Title VI-8 Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically the areas identified by the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2025-2026 school year is the nineteenth year the Targeted Improvement plan grants have been awarded. Participants use funds to implement systems of evidence-based practices and includes regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS "meets requirement" level of determination for compliance with IDEA receive supplemental funds in the amount of $2,000 - $5,000.

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See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2025-2026 are not to exceed $3,596,505.

2025-2026 TARGETED IMPROVEMENT PLAN (TIP)

District Number	District/Agency Name	Total Allocation
D0115	Nemaha Central (Marshall-Nemaha County Education Serv Coop)	$ 14,675
D0202	Turner-Kansas City	31,443
D0207	Ft Leavenworth	14,386
D0229	Blue Valley	118,200
D0230	Spring Hill	15,761
D0231	Gardner Edgerton	21,887
D0232	De Soto	29,134
D0233	Olathe	145,814
D0234	Fort Scott	18,986
D0244	Burlington (Coffey County Special Education Cooperative)	17,741
D0253	Emporia (Flint Hills Special Education Cooperative)	57,213
D0259	Wichita	346,381
D0260	Derby	50,609
D0261	Haysville	36,813
D0262	Ark Valley Special Education Coop	21,517
D0263	Mulvane	18,094
D0265	Goddard Special Education Coop	48,012
D0266	Maize Special Education Coop	54,016
D0273	Beloit (Beloit Special Education Cooperative)	20,801
D0282	West Elk (Chautauqua & Elk County Special Education Services)	17,225
D0290	Ottawa	21,229
D0305	Salina (Central Kansas Cooperative in Education)	110,633
D0308	Hutchinson Public Schools	42,846
D0320	Wamego (Special Services Cooperative of Wamego)	23,870
D0321	Kaw Valley	10,978
D0330	Mission Valley	8,865
D0333	Concordia (Learning Cooperative of North Central Kansas)	33,407
D0336	Holton (Holton Special Education Cooperative)	30,887
D0345	Seaman	25,035
D0353	Wellington	18,708
D0364	Marysville (Marshall County Special Education Cooperative)	13,402
D0368	Paola (East Central KS Special Education Cooperative)	66,962
D0372	Silver Lake	11,420
D0373	Newton (Harvey County Special Education Cooperative)	39,845
D0379	Clay Center (Twin Lakes Education Cooperative)	26,142
D0383	Manhattan-Ogden	40,550
D0389	Eureka	12,315
D0405	Lyons (Rice County Special Services Cooperative)	22,084
D0409	Atchison Public Schools	18,908
D0418	McPherson (McPherson County Special Education Cooperative)	38,785

D0428	Great Bend (Barton County Coop Program of Special Services)	37,231
D0437	Auburn Washburn	40,066
D0450	Shawnee Heights	27,193
D0453	Leavenworth	24,953
D0457	Garden City	54,589
D0458	Basehor-Linwood	15,283
D0465	Winfield (Cowley County Special Services Cooperative)	53,477
D0469	Lansing	17,440
D0475	Geary County Schools	51,398
D0480	Liberal	33,084
D0489	Hays (Hays West Central KS Special Education Cooperative)	44,636
D0495	Ft Larned (Tri-County Special Services Cooperative)	17,136
D0497	Lawrence	76,744
D0500	Kansas City (Wyandotte Comprehensive Special Education Coop)	170,158
D0501	Topeka Public Schools	116,195
D0512	Shawnee Mission Public Schools	211,822
D0602	Northwest KS Educational Service Center	54,958
D0603	ANW Special Education Cooperative	52,520
D0605	South Central KS Special Education Cooperative	61,064
D0607	Tri County Special Education Cooperative	71,872
D0608	Northeast KS Education Service Center	43,710
D0610	Reno County Education Cooperative	41,548
D0611	High Plains Educational Cooperative	73,130
D0613	Southwest Kansas Area Cooperative	74,120
D0614	East Central KS Cooperative in Education	27,097
D0615	Brown County KS Special Education Cooperative	20,703
D0616	Doniphan County Education Cooperative	16,093
D0617	Marion County Special Education	26,637
D0619	Sumner County Educational Services	19,012
D0620	Three Lakes Educational Cooperative	33,019
D0636	North Central KS Special Education Cooperative Interlocal	35,736
D0637	Southeast KS Special Education Interlocal	93,795
D0638	Butler County Special Education Interlocal	96,827
S0507	St Hospital Training Center Parsons	4,705
S0521	Dept of Corrections- Lawrence Gardner High School	19,440
S0604	School for Blind	6,300
S0610	School for Deaf	11,235
	$	**3,596,505**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

			Agenda Number:	3 c.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/8/2025**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

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 253 Emporia

USD 254 Barber County North

USD 265 Goddard

USD 353 Wellington

USD 382 Pratt

USD 448 Inman

USD 490 El Dorado

Z0028 Dodge City Catholic Diocese

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-listed five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend they be approved.

Professional Development Plan

Catholic Diocese of Dodge City
Z0028

5-year Professional Development Plan Approval

The Catholic Diocese of Dodge City Professional Development Council approved the following plan, at its meeting held on _June 3, 2025_, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _Delgado — TRINA Delgado_   _6-03-25_
                              Signature   Date

Plan Updates

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

Add pages as needed

Table of Contents

Section One
Professional Development Council (PDC)

1.1 Introduction

With a committed responsibility to all students, the Catholic Diocese of Dodge City is dedicated to:
- providing effective, relevant, collaborative, and sustainable professional learning for all educators and administrators.
- supporting our MISSION to increase students' communication, critical thinking, and social-emotional skills.

We believe:
- effective professional learning expands our teachers' and administrators' skill set, empowering them for success in the classroom and throughout the school building.
- effective implementation, facilitation, and evaluation of knowledge, skills, and concepts produces rigorous and relevant learning experiences
- every student within our diocesan schools deserves exemplary teachers and administrators

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 Catholic Diocese of Dodge City 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
Elementary Schools	3
Middle Schools	3
Total	6

1.22 Licensed Teacher Group Selection Process:

Each of the 6 schools is run by either a licensed building leader who teachers at least 50% of the time or a teacher leader who is licensed as a teacher/specialist.
Which position/s oversee the process of filling vacancies in the groups represented?
Each school principal
How long is the term for a teacher/specialist PDC member?
5 years
If any, what are the term limits? None

If the terms are staggered, how is that done? None

When a group represented has an opening, in what month or timeframe is the position selected?
August
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Staff provides names to the principal verbally.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Fall meeting
Who tallies/documents the selections?
Principal
Who reports the results to the PDC Chair or designee?
Principal
List any groups represented with only one member of staff and, therefore, the default PDC member:
N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Diocesan level	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Superintendent
How long is the term for a leader/administrator PDC member?
5 years
If any, what are the term limits? None

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?
August
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Fall leadership meeting
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Discussion
Who tallies/documents the selections? Superintendent

Who reports the results to the PDC Chair or designee? Superintendent

List any groups represented with only one member of staff and, therefore, the default PDC member:
N/A

1.25 (Optional) Approved process for PDC member selection when no candidates N/A:

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 <u>may</u> 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.

The Catholic Diocese of Dodge City 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 PDC physical file in the Superintendent's office 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 each school council, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

How long is the term for PDC officers? 5 years

If any, what are the term limits? None

If the terms are staggered, how is that done? N/A

In what month or timeframe are officers selected? August

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? As soon as possible.

Officer Title: The PDC representatives, on an annual basis in the Fall, elect its officers, which include a chair and a secretary. Vacancies can be filled at any time during the school year using the same process described above when making decisions.

The PDC Chair will set the schedule for meetings, create the agenda, and is the facilitator of the meeting. In addition, the chair is the final arbitrator of the final decisions of licensure questions. It is the liaison to KSDE for licensure questions and trains the building level professional development individuals.

The secretary is responsible for documenting attendance and minutes at the meetings and oversees the recruitment of new members during recruitment.

1.51 Meetings

In what months does the PDC operate? Academic year

How often are meetings held to ensure the timely approval of PD Points, (Individual   Professional Development Plans (IPDP's) and the 5-year renewal plan? First Tuesday of the month

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed? Emails

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? No

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.
- 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

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: Frontline

2. When are staff trained to use the system? August each year.

3. List the names of the forms used in the system for PDC activities and business:
   - Content Knowledge
   - College Credit
   - Service to the Profession
   - Professional Education
   - IPDP

   Copies of forms that are not part of one of the electronic systems should be included in appendix.

4. If all forms are paper or self-created forms, they should be included in appendix.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Superintendent's Office	Chair	Y
IPDP's	X	Frontline	Building Principal	Y

Meeting Minutes	X	Superintendent's Office	Secretary of PDC	Y
Member Selection	X	Superintendent's Office	Secretary of PDC	Y
Officer Selection	X	Superintendent's Office	Superintendent	Y
PD Plan Process	X	PD Plan	Superintendent	Y
PD Points	X	Frontline	Individual Staff Member	Y
Staff PD Needs Assessments	X	Frontline	Building Principal	Y

1.54 Communications

As often as possible, the PDC school representatives represent the Profession Development Council to the school councils regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the school PDC representative at each school during school council 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 and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

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 in August after PDC trainings 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.

<u>Individual Professional Development Plans</u>

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisors

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 below.

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.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principal
2nd-	Superintendent

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 that information 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.

Appealing the non-approval of the number or type of PD points by the PDC

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 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, Catholic Diocese of Dodge City does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

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.

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.

Structures
(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

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)

Structures	Lead Indicators
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	Lead Indicators	Measures of Progress
(Reinforce lead indicators and sustain fundamentals within the system)	(Actions that support implementation of the Fundamentals)	(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

2.5   Reporting results of evaluation of in-service needs (Optional)

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. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of 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.

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. 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)

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:

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Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

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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 1.55.

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.

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Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

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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.
  o Improved school attendance.
  o Improved homework completion rates.
  o Independent observation of positive students' classroom behaviors.
  o Increased enrollment in advanced classes.
  o Increased participation in school-related activities.
  o Decreased dropout rates.

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

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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 <u>during the term of the license</u> 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 <u>half</u> 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 <u>must</u> 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.

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

- the points are <u>not</u> 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 <u>must be a general clinic</u>, 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.

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

Professional Development Plan
2023-2028

Emporia USD 253
1700 W. 7th Avenue
Emporia, KS 66801
(620) 341-2200

Date Plan Approved by State Board of Education:
Date of Plan Expiration: 7/31/28

5-year Professional Development Plan
Approval

The USD 253 Professional Development Council approved the following plan, at its meeting held on April 29th 2025 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____   5/19/25
                         Signature   Date

Plan Updates

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

Table of Contents

Section One:
Professional Development Council (PDC)

Introduction

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 work of this group supports the district's mission, vision and goals that were approved by the Board of Education on March 9, 2022.

Mission Statement: Emporia Public Schools: We Engage, We Empower, We Inspire!
Vision: Building futures, one student at a time.

Priority I: Student Achievement & Success: Develop inspired and engaged learners through a safe and caring learning environment which fosters a balance of academic and social-emotional success.
- GOAL: Improve achievement for all students.
- GOAL: Support the social-emotional development of our educational community.

Priority II: Culture & Communication: Grow relationships by engaging our diverse community through intentional, meaningful opportunities and purposeful communication.
- GOAL: Create purposeful, community-wide educational activities that promote an inclusive culture of learning.
- GOAL: Utilize multiple means of communication to engage all stakeholders.

Priority III: Resources & Infrastructure: Develop and maintain infrastructure and resources that meet the ongoing needs of the educational community while maintaining financial security.
- GOAL: Actively recruit and retain skilled, caring, diverse, and student-focused staff throughout the organization with competitive compensation and benefits.
- GOAL: Provide, maintain, and evaluate safe and secure learning environments that meet the ever-changing, diverse needs of our students and staff.
- GOAL: Provide Instructional resources and professional development to meet the ever-changing, diverse needs of our students and staff.

Membership

This group represents both certified teachers and leadership. Each member is selected by the group they represent. Teachers can outnumber leadership, but leadership cannot outnumber teachers. The PDC has 31 members and follows the Operational Procedures.

The Professional Development Council (PDC) includes the following:
- Representation from one early childhood center, six elementary buildings, one middle school, one high school, and the central office.
- Two staff members (one serving as lead and one serving as alternate) represent each building along with the building administrator as the building-level PDC. This ensures more teacher

representation than administrative representation.
- These two representatives and the building administrator also serve as district-level PDC.
- PDC representatives will serve either as members or as ad hoc members of the Building Leadership Team.

Members of the USD 253 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.

PDC membership is determined by publicizing position(s) at building faculty meetings, asking for volunteers, and selecting from the volunteers. (Elections are held if necessary.) PDC members serve a three-year term not limited to one term, and the PDC chair serves a two-year Term.

Licensed Teacher Groups Represented:

Groups Represented	Number
Jones Early Childhood Center	2
Logan Avenue Elementary	2
Riverside Elementary	2
Timmerman Elementary	2
Village Elementary	2
Walnut Elementary	2
William Allen White Elementary	2
Emporia Middle School	2
Emporia High School	2
Flint Hills Special Education Coop	1
Total	19

➤ Licensed Teacher Group Selection Process:
- PDC members serve a three-year term but are not limited to one term.
- In the spring of each year, building principals will notify certified staff that there is an opening for a PDC representative at their building.
- Principals and others may encourage teachers to run for selection.
- Certified staff who would like to be considered as a PDC representative will notify the building principal. Staff may volunteer or nominate (with permission of nominee) to be on the selection list.
- The building principal will utilize an anonymous Google form for the selection process.
    - The Google form will list each certified staff member who indicated they were interested in serving.

- The Google form will be sent to all certified staff.
- Certified staff will select the staff member they wish to serve as representative.
  - If two representatives are needed in the same year, certified staff will select two names from the list.
    - The building principal notifies staff, PDC chair and Assistant Superintendent of Teaching, Learning and Student Services of the selection.
    - The principal will provide the Assistant Superintendent of Teaching, Learning and Student Services the documentation used in the selection process for storage.

Licensed Leader Groups Represented:

Groups Represented	Number
Jones Early Childhood Center	1
Logan Avenue Elementary	1
Riverside Elementary	1
Timmerman Elementary	1
Village Elementary	1
Walnut Elementary	1
William Allen White Elementary	1
Emporia Middle School	1
Emporia High School	1
Flint Hills Special Education Coop	1
Central Office	2
Total	12

➢Licensed Leader Group Selection Process:
- If a building has only one principal, the principal will serve as the Leader Group Representative on PDC for the building.
- For those buildings with two or more principals, buildings follow the process below:
  - PDC leader members serve a three-year term but are not limited to one term.
  - In the spring of each year, building principals will notify their administrative team that there is an opening for a PDC leader representative at their building.
  - Building administrators may encourage others to run for selection.
  - Building administrators who would like to be considered as a PDC leader representative will notify the building principal. Building administrators may volunteer or nominate (with permission of nominee) to be on the selection list.
  - The building principal will utilize an anonymous Google form for the selection process.

- The Google form will list each building administrator who indicated they were interested in serving.
- The Google form will be sent to all building administrators.
- Building administrators will select the building administrator they wish to serve as representative.
  - The building principal notifies their building administrators, PDC chair and Assistant Superintendent of Teaching, Learning and Student Services of the selection.
  - The building principal will provide the Assistant Superintendent of Teaching, Learning and Student Services the documentation used in the selection process for storage.

Responsibilities

The District Professional Development Council (PDC) is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional development. It is the responsibility of the District PDC to develop a local five-year plan for professional development that is approved by the local board of education and meets the criteria established by the Kansas State Board of Education. These criteria are:

1. Establishment of a professional development council;
2. An assessment of staff development needs;
3. Identification of goals and objectives;
4. Identification of activities;
5. Evaluative criteria; and
6. Procedures for awarding professional development points.

Annual PDC Training

Each member of the PDC must receive training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. The annual training is provided at the first PDC meeting each academic year. 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.

At the end of the training, all PDC members complete an electronic survey that is maintained by the school district to document completion of the training. The Assistant Superintendent of Teaching, Learning and Student Services is responsible for ensuring that all PDC members are trained.

PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Operational Procedures

In addition, the District Professional Development Council (PDC) establishes procedures for reviewing plans and evaluations as submitted by district and building committees and by individual staff members.

The PDC may validate or reject either plans or evaluations, and may award points (credit) for those activities that are accepted and completed. The credit then becomes usable for a filer's license renewal.

As the advisory council to the USD 253 Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

The following items describe the operational procedures of the Professional Development Council.

Meetings
- The District PDC will meet once in September, October, November, January, February March and April or as needed by demand.
- Meetings are attended in person by elected teachers, alternates, administrators, and visitors.
- Emergency meetings are scheduled through the PDC chair and Assistant Superintendent of Teaching, Learning, and Student Services.

Agenda
- All items to be placed on the agenda must be submitted by 4 p.m. on the Wednesday prior to any scheduled PDC meeting (see current school calendar).
- The Chair will develop and distribute the agenda as soon as possible after the deadline. A reminder of meeting time and place along with instructions on where to preview the IPDP forms and documentation submitted will be sent to the Council with the agenda.
- Members and others wishing to set matters before the Council are urged to make such desires known to the Chair ten (10) days prior to the meeting at which they wish these matters discussed.

Officers of the Professional Development Council
- **Officers:** The officers of the Professional Development Council shall consist of a Chairperson, a Vice-Chairperson, and a Secretary.
- **Selection of officers:** All officers shall be elected every two years and their terms of office shall begin at the meeting following the election.
- **Terms of office:** All officers shall hold office for two years. They may be re-elected to serve a maximum of three successive terms.
- **Resignation:** Any officer may resign from office at any time provided a letter of resignation is submitted to the Professional Development Council.
- **Vacancies:** Vacancies in officers' positions will be filled by a vote of a quorum of the Professional Development Council.
- **Duties of the Chairperson:**
  - Preside at all regular meetings.
  - Prepare an agenda for all meetings.
  - Call and preside at all special meetings.
  - Serve as an ex-officio member of any subcommittee.
  - Interpret guidelines between meetings.
  - Receive all resignations and election data from the Professional Development Council.
- **Duties of the Vice-Chairperson:**
  - Fulfill all duties of the Chairperson in the Chairperson's absence.
- **Duties of the Secretary:**
  - Keep minutes of all meetings.
  - Prepare minutes of all meetings.
  - Maintain a file of Professional Development Council minutes.
  - Submit minutes for dissemination.

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 16 members, with no more of 50% 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. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

Documentation
- The Secretary will make a record of all Council meetings, with such records to include: date, time, and place of meeting; name of members present and not present; statement of all formal actions; means by which formal action is taken (consensus or vote); and the result of any vote taken.
- The Secretary will maintain a record of the meeting in the Professional Learning electronic file which is kept in the District PDC Shared Drive. This will become the official file of record.
- Records and information for PD points, PD transcripts and IPDPs will be maintained in electronic systems: Frontline and McRel.

Communication
- Each member will receive notification on Professional Growth for approval or non-approval and may file an appeal if necessary.
- PDC members serve as members or as ad hoc members of the Building Leadership Team to maintain communication between PDC and buildings.
- The PDC Chair will represent the Profession Development Council to the governing body regarding the business of the PDC whenever possible.

Approvals

Approvals for IPDPs and PD points are done using the procedures described in Sections 3 and 4, respectively.

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

Section Two:
The District/System Professional Development Plan

The District Professional Development Council (PDC) is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional development. Additionally, the PDC will be responsible for reviewing and evaluating programs/activities proposed by others, and recommending those programs that satisfy the criteria for program design set by the PDC. It is the responsibility of the District PDC to develop a local five-year plan for professional development that is approved by the local board of education and meets the criteria established by the Kansas State Board of Education. These criteria are:

1. Establishment of a professional development council;
2. An assessment of staff development needs;
3. Identification of goals and objectives;
4. Identification of activities;
5. Evaluative criteria; and
6. Procedures for awarding professional development points.

USD 253 utilizes Frontline Professional Growth to maintain professional development plans and professional development points. Frontline Professional Growth contains five fill-in forms:
- Knowledge Points,
- Professional Development Request for Application Points,
- Professional Development Request for Impact Points,
- Mentee/Mentor Interaction Form, and
- Individual Professional Development Plan

New teachers are provided training on how to access and use Frontline Professional Growth during new teacher training.

Assessment of Professional Development Needs

USD 253 utilizes the following needs assessment data to develop the five-year professional development plan:

- A professional development survey
- Building Improvement Plans
- District Improvement Plan
- Building Needs Assessment

PDC will monitor and make adjustments to the plan based upon data gathered through:

- A professional development survey will be provided to certified staff every other year (even number years) to assess in-service needs. The survey will be administered utilizing a Google Form. Once data from the survey is collected, it will be analyzed and disseminated to members of the PDC group, certified staff members, and leadership.
- District and building improvement plans to assess information about gaps between students' actual performances and the desired goals or outcomes.
- Annual report from the Accreditation and Design Team providing an overview of the following questions:
    - How well are all district students meeting the standards?
    - Does instruction align with state and district curriculum content and standards?
    - What is currently being done that is helping district students reach the curriculum standards?
    - What is not being done?
    - Who are the students or student groups that need particular attention?
- Annual building needs assessments

Identification of Goals and Objectives to Achieve the Professional Development Needs

The PDC will be responsible for analyzing the survey results and providing a summary of identified in-service needs in all buildings. PDC members will review the results of the needs assessment and gaps in the school improvement plan to design professional development activities. Survey results and recommendations will be stored in district shared drives and accessible via PDC minutes and agendas.

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 and focus upon teachers' knowledge and skills related to specific curriculum areas. Professional Development goals should be unambiguous, realistic, measurable, and achievable within a specified period and written in "SMART" goal format.

Identification of Activities and Actions to Achieve the Goals and Objectives

Professional development activities will give evidence that:

- There is alignment to the District Improvement Plan to which the individual building plan is aligned.
- The activity is designed to meet the individual goals identified in a staff member's evaluation

plan for improvement.
- The activity objectives are consistent with and supportive of the goals and objectives of the District Professional Learning Plan.
- The outcomes sought of the participants are clearly stated, developed with student needs in mind, logically related to the objectives, and attainable by the probable participants within the content and time framework of the proposed activities.
- The activities possess high validity and relevance with respect to the objectives and outcomes sought of the participants.
- The leadership and/or resource personnel to be engaged in the activity possess the knowledge and skill believed to be required for successful attainment of the objectives of the activity.

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs

Success criteria was established in the goal setting process as part of the "SMART" goal development process.

Reporting Results of Evaluation of In-Service Needs
- Each individual with matters before the District PDC will have access to the meeting minutes for the current month showing the action that was taken on his/her IPDP. This copy will indicate approval or non-approval of an IPDP or activity and the points requested. If an IPDP is not approved, the participant may request an appeal.
- Each member will receive notification on Professional Growth for approval or non-approval and may file an appeal if necessary.
- A council member shall not vote on any action regarding his/her IPDP.

Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation during the October meeting shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it.
2. 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.
3. 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.

Section Three:
Individual Professional Development Plans (IPDP)
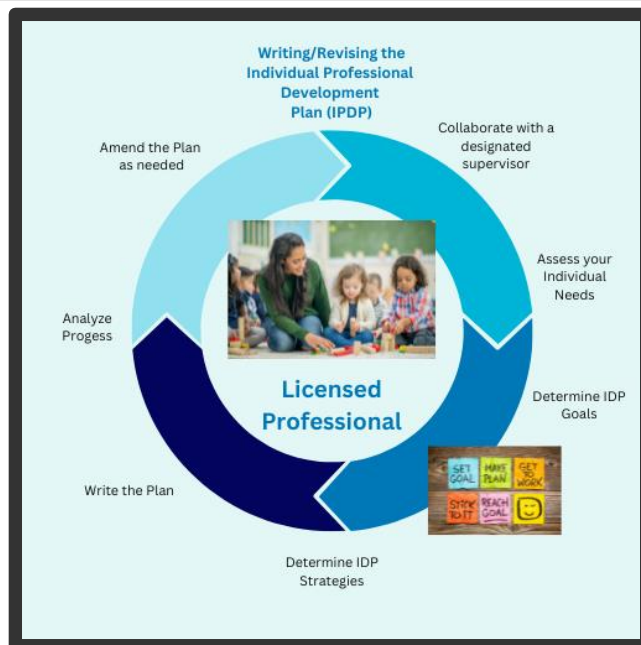
The purposes of the Individual Professional Development Plan (IPDP) are to establish continuity and specificity in the job-related training of an individual; to enrich knowledge, skill and attitudes; to expand the options for license renewal; to improve job performance; and to increase satisfaction for educators in their efforts to improve student learning.

The district wants to ensure continuing improvement and enhancement of the instructional programs that the schools provide for students. The main professional learning goal is providing the opportunity and the material resources that make it possible for its licensed non-employees to constructively engage in activities that lead to advancement of the instructional programs of the district and advancement of the professional skill and knowledge of its classroom teachers and administrators.

The purposes of the Individual Professional Development Plan (IPDP) is to establish continuity and specificity in the job-related training of an individual; to enrich knowledge, skill and attitudes; to expand the options for license renewal; to improve job performance; and to increase satisfaction for educators in their efforts to improve student learning.

Each IPDP should:
- provide for annual review and revision as agreed upon by the administrator/supervisor and the employee;
- reflect the professional development objectives of the individual, as well as the district and/or school; AND
- include statements relative to goals, activities/actions, expected outcomes or evidence of completion, resources needed, and timeline for completion.

Completion of the plan must be validated for credit by the administrator or immediate supervisor.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. (Insert District/System Name and/or Number) 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.

IPDPs for Licensed Professionals Employed by the District

IPDP Approval Process
- The licensed employee completes an annual self-reflection rubric within McRel prior to September 1st.
- The licensed employee utilizes the self-reflection to complete the McRel Professional Development Plan by consulting with the principal/supervisor and submits for approval by September 15.
- The PDC delegates its authority to allow the designated supervisors to approve IPDP's. If a designated supervisor 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 at the end of this section. Designated supervisors will keep the PDC informed of the progress and status of the completion of all IPDPs for which they are responsible
- A mid-year review between the certified staff member and principal/supervisor is conducted to discuss progress toward goals and make adjustments as needed.
- An end-of-year meeting between certified staff member and principal/supervisor is conducted to evaluate success and discuss next steps as the certified staff member prepares for the next year.
- The local district must keep a copy of all approved IPDPs of participating certified/licensed employees. This is maintained through McRel.

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 253 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Assistant Superintendent of Teaching, Learning, and Student Services is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are eligible to participate in district in-service activities at the discretion of building and district administration. To begin this process, non-employees may contact the liaison or building administrator or professional development presenter.

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.

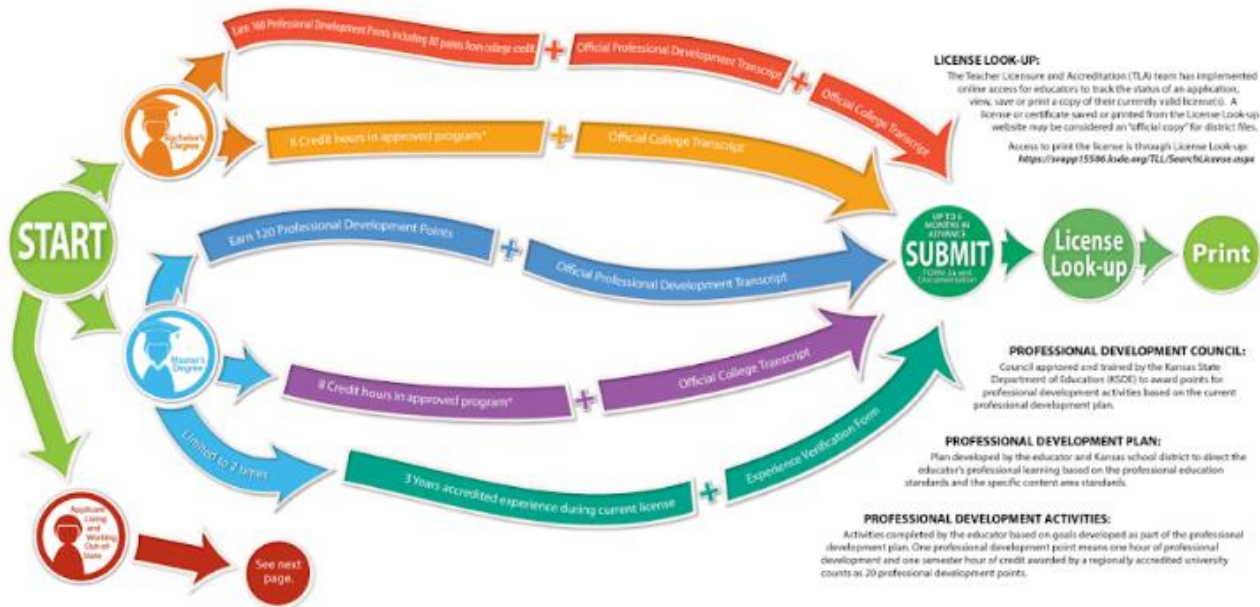# Appealing the Non-approval of an IPDP by the PDC

- 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

Renewal of Kansas Professional License

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.

For license renewal, professional learning points must be accumulated during the five-year period immediately preceding the renewal. Because "knowledge level" points do not need to be earned during the same licensure period as "application" or "impact" points, projects will be considered complete upon approval by the board of education as each level is submitted.

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)

For license renewal, professional learning points must be accumulated during the five-year period immediately preceding the renewal. Because "knowledge level" points do not need to be earned during the same licensure period as "application" or "impact" points, projects will be considered complete upon approval by the board of education as each level is submitted.

Professional Learning Points/Hours Required 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.
<div align="center">OR</div>
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.

<div align="center">OR</div>

- 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.

<div align="center">OR</div>

- 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.

<div align="center">OR</div>

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

<div align="center">OR</div>

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

Use of Individual Professional Development Plans for licensure renewal requires that points are earned in one of the three categories listed below:
- College courses
- Activity of Professional Learning
- Service to the Profession

Points for professional development are awarded according to three levels. For each of the three levels there are no limits on the number of points that may be earned. No limits means there are no caps in reference to points earned for licensure renewal. The three levels are described below:

- <u>Level 1--Knowledge (Teachers know something that was not known before)</u>:
Points awarded on a one-point-per-hour basis provided the individual verifies that he/she has learned something as a result of the activity. Fractional/partial hours are acceptable. Knowledge points should be completed in the same school year as the original activity occurred (exception: May/summer activities will count for the following school year since the PDC does not meet during the summer). These points, or a portion thereof, become the multiplier for the next two levels.
- <u>Level 2--Application (Teachers consistently use this knowledge and skill on the job)</u>:
Points awarded based on the demonstrated application of the information gained at the Knowledge level. Knowledge Level points x 2 are awarded at the Application Level. From the start of an activity through the Application Level, a minimum of three (3) months must have passed.
- <u>Level 3--Impact (Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets)</u>:
Points awarded based on demonstrated positive student impact of the knowledge and skills acquired. Knowledge Level points x 3 are awarded at the Impact Level. From the start of an activity through the Impact Level, a minimum of 12 months must have passed.

Point System and Examples			
91-1-206 "Professional development plans	Professional Learning Activity	Professional Education (Coursework)	Service to the Profession

for licensure renewal"			
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 credit hr. = 20 pts. If additional hours are logged, an individual may make a request for those additional pts.	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	**No points awarded at this level.**
Impact How has student performance improved? What has changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	**No points awarded at this level.**

There are times when not all of the hours (points) earned on the Knowledge level will be used as the basis for the multiplier for the Application and/or Impact levels. For example, an individual may attend a two-day conference where 12 points are earned but only some of the points can be used for a specific activity in which application or impact level points are being requested.

Example 1 - Individual attends the MTSS conference and earns 12 total points. Nine of those points were related to behavioral support for MTSS and three of those points were for math MTSS. The individual brings back the math information and wants to implement it in their classroom and take it to the application or impact level. Only the 3 hours related to the math MTSS from the conference may be multiplied for application or impact level, as the other information was specific to behavior.

Example 2 - An individual earns 12 points of credit at the beginning of the year PLT in their building. Three hours of that is related specifically to math instruction and the other nine hours were on various other topics. If the individual wants to take the math information and work toward application or impact level points, they may only use the 3 hours and not the entire 12 since the other points were related to topics outside of math.

There are also times when knowledge level points from several activities might be combined and the total points used as the multiplier for application and impact purposes.

Sample Plan for Frontline Professional Learning Points			
	Professional Learning Activity	Professional Education (Coursework)	Service to the Profession
Knowledge What do you know now that you did not know before?	Attended a 6-hour workshop on Literacy First = 6 points (Frontline)	Complete one 3-hr course for ESOL endorsement	Presenting during PLT or to other educators 1hr presentation plus 1 hour planning
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	Developed lesson plans prepared during the school year and instructed 24 students using Literacy First Strategies = 12 points (Frontline)	Apply strategies learned in coursework to enhance learning for ELLs for at least a 3-month period	**No points awarded at this level.**
Impact How has student performance improved? What has changed about the program?	My pre-test in September/post test in May documents the success of Literacy First in my classroom. This was shared with principal = 18 points	Pre/Post data shows how ELLs have improved based on application of new strategies	**No points awarded at this level.**

Professional Learning Verification Process

Knowledge Level: Teachers know something that was not known before (1 PD point = 1 clock-hour of in-service education).
Required for verification:
- completion of the Knowledge Points verification form (in Frontline Professional Growth) which includes a time log of calendar dates and places for time spent on/at activity and questions addressing what you gained from the experience; AND
- submit/complete Knowledge Level points in the same school year as the original activity occurred (exception: May/summer activities are submitted by September of the following school year since the PDC does not meet during the summer),
- Types of activities that would be acceptable under the Activity of Professional Learning:
  - any approved professional learning activity that you attend or develop and use to improve student learning in your classroom, for example:
    - workshops/trainings/conferences/webinars
    - self/web-based research
    - professional reading
    - observing peers in an effort to improve own teaching methods
    - participation in book or study groups *(1pt/hr for reading and 1pt/hr for study group or journaling)
    - participation in Professional Learning Communities

- ■ activities/curriculum development

Application Level: Teachers consistently use this knowledge and skill on the job (2 X Original Knowledge Level points).
Required for verification:
- completion of the Application Points verification form (in Frontline Professional Growth) detailing what you are doing now that is different from what you were doing before and how this has affected student learning; AND
- make sure a minimum of three (3) months has passed from the Knowledge Level approval to Application Level form submission.
- Types of activities that would be acceptable:
  - any approved professional learning activity in which you have applied skills learned and you've earned points for at the knowledge level, for example:
    - application of skills learned in ESL course
    - read about guided reading and are implementing it in your classroom
    - read journal articles about using stations and you are using stations in your classroom
    - attended conference on assisting students with learning disabilities and you are consistently using techniques in your class to meet their individual needs
    - observed peers on use of content area strategies and you are using this new knowledge regularly in your instruction
    - applying skills from professional learning, conference, or webinar and are implementing those skills routinely in your classroom

Impact Level: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets (3 X Original Knowledge Level points).
Required for verification:
- completion of the Impact Points verification form (in Frontline Professional Growth) detailing the results of your professional changes and how they improved/changed student learning and how these changes were verified; AND
- make sure a minimum of twelve (12) months has passed from Knowledge Level approval to Impact Level for submission.
- Types of activities that would be acceptable under the Activity of Professional Learning:
  - any approved professional learning activity in which you have applied skills learned and you've earned points for at the knowledge and application levels - **student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets**
    - ESL strategies have been implemented and data shows positive growth or impact
    - Guided reading techniques have been used on a regular basis and significant positive student growth has been shown
    - Pre/post assessment data shows positive student achievement in the specific areas being targeted due to application of these particular skills or strategies

Service to Profession Verification (1 PD point = 1 clock- hour of service to the profession*)
- Record Service to Profession activities on a Knowledge Form
- Types of activities that fall under Service to Profession:
  - Membership on the Professional Development Committee (PDC) or any other school-related committee
  - Providing professional learning to others *(1hr=1pt for presenting; 1pt per hour may also

be earned for prep time not to exceed presentation time)
- ○ Samples of published articles or newsletters and time spent in writing
- ○ Time spent holding an office or serving on a committee for an educational organization on the local, district, regional, state, or national level
- ○ Serving on an onsite team for another school or district
- ○ Supervising a student teacher *(20pts/semester or 10 for split placement)
- ○ Mentoring new teacher *(12pts/year) Time spent on state-mandated activities
- ○ Peer observation to assist fellow staff member
- ○ Other (must be approved in advance)

Point Validation Process
- ● Upon the individual's completion of an IPDP, the principal will review the plan and the activities completed in order to determine whether those provisions of the individual's plan have been completed according to the terms of the original or amended plan. The individual or the principal/supervisor may seek the participation of the building PDC in this determination. If determination cannot be made at the building level, the district PDC may be used for determination.

Professional Development Points and Semester Credit Hours for Licensure Renewal

Relicensure may require college credit which must be logged in Frontline Professional Growth. The PDC is not responsible for validating any college credit unless listed in Frontline Professional Growth. When renewing the individual must include both the Frontline transcript as well as any college transcripts. KSDE will match and validate college credit listed on both transcripts.

College credit may make an employee eligible for salary schedule movement. Prior approval is required for movement on the salary schedule. The individual must complete and submit the necessary district form(s) to the Human Resources Office and/or follow other required procedure(s) from the Human Resources Office.

To log college courses for credit, use the Knowledge Points form in Frontline Professional Growth. (See Appendix B)

If an individual holds a bachelor's degree, they 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, they 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.

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**

Approval Process for Professional Development Points

Individual Activity Approval Process - College Credit Courses or Workshops/Conferences not sponsored by the District

- The licensed employee completes and submits a Knowledge Points Form in Frontline Professional Growth to be reviewed by the designated supervisor.
- If approved, the employee will receive Knowledge Points equivalent to the hours involved in the activity. If not approved, the employee and principal/supervisor should work together to determine necessary steps for approval.
- Once approved by the licensed professional's principal/supervisor, activity is submitted for approval by PDC. All decisions about the type and amount of PD points that the PDC awards are final.
- If the licensed employee wishes to continue developing the Knowledge level activity, he/she may continue with the Application level and then the Impact level, submitting verification forms AND acquiring approval as each step of the activity develops.
- Service to Profession and College Course points should be applied for using the Knowledge Points form in Professional Growth, and by selecting the appropriate level in the drop-down menu.
- Appropriate points for these group activities should then show up in the individual's home screen or "My Portfolio" of Frontline Professional Growth.
- A record of all professional development points earned will be maintained in Frontline Professional Growth.

Approval Process for Activities Not Directly Tied to IPDP and Those Not Provided by Building or District - Workshops/Conferences

- Employees may request approval for activities that may or may not be directly aligned to their IPDP using the appropriate forms in Frontline Professional Growth. Employees should first communicate with, and solicit pre-approval from, their building principal/supervisor about courses, webinars, individual studies, workshops, conferences, etc., that they may wish to attend.
- Once the principal/supervisor has approved, the Google form titled "Professional Development Request" must be filled out. Each person completing the form must select the appropriate principal from the list who will initially approve/disapprove the request. That principal will then receive an email indicating someone has completed the Professional Development Request. The principal must then go to the response form and approve or disapprove the request. An approval then lets the Teaching, Learning and Student Services Team know a request has been made and is ready for them to consider and give final approval or deny the request. Approval or denial will be communicated with the employee and administrator or supervisor.
- Once the activity is approved by Teaching, Learning and Student Services, the licensed

certified staff follows the same procedure as the "Individual Activity Approval Process".

Building/District Activity Approval Process
- For group activities at the building or district level where pre-approval or a sign-up sheet are included, the leaders of those activities, or appropriate administrator or designee, will be responsible for confirming attendance and points for all those in attendance.
- Those activities should have points confirmed for attendees within one month of the activity.
- Once approved by the licensed professional's principal/supervisor, activity is submitted for approval by PDC.
- Appropriate points for these group activities should then show up in the individual's home screen or "My Portfolio" of Frontline Professional Growth.
- Points will automatically be awarded for these activities as described above.
- A record of all professional development points earned will be maintained in Frontline Professional Growth.

Appendix A

Questions About Awarding Professional Development Points Relative to Licensure Renewal (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 <u>during the term of the license</u> <u>that is being renewed.</u> 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 <u>half</u> 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 <u>must</u> 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 <u>content</u> appropriate only for teachers with <u>physical education endorsements</u>. 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 <u>non-PE-endorsed</u> teachers if <u>ALL</u> of the following are met:
- the points are <u>not</u> 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 <u>must be a general clinic</u>, 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 B

Professional Development Regulations

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 license 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;

(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 C

Recording Professional Development

1. Go to www.usd253.org and click on the staff link. Find the Frontline logo.
2. Login to "**Frontline**".
3. Click on "**Professional Growth**".

<mark>**Attending a "Pre-approved" Conference/Workshop/PLT Sponsored by the District**</mark>

Step 1	Click on "**Activity Catalogs**".

Step 2	Click on "**District Catalog**".
	● Search for activity:
	   ○ Option 1 - Enter a range of dates in the "**Between**" if you have an idea of when the activity is taking place. Then click "**Search**".
	   ○ Option 2 - Enter "**Search Term**" such as "**New Teacher Orientation**". Then click "**Search**".
	   ○ Option 3 - Scroll through the activities list to find the activity in which you wish to enroll.

Step 3	Click "**Request Approval**".
	● The next screen should ask if you need a **substitute teacher** during this time.
	   ○ Indicate "**Location**" of absence (the school you work at).
	   ○ Click "**YES** or **NO**" indicating whether you need a substitute or not.
	     ■ If "**YES**", click "**AM, PM**, or **ALL Day**.
	     ■ If "**NO**", click "**No Absence**."

Step 4	Scroll to bottom of page and click "**Submit**".
Step 5	● The next screen indicates "Request Submitted". ● Click "**Return**". ● You will be directed back to your "Learning Plan" home page where the activity is waiting for pre-approval.
Step 6	When you attend a district event **YOU MUST SIGN THE SIGN-IN SHEET TO RECEIVE CREDIT**
Step 7	After you attend, click on "**Learning Plan**". Check the "**Recently Completed**" category. If the activity is not showing up, please contact the instructor.

<mark>**Attending a Conference/Workshop NOT in District Catalog**</mark>
<mark>**Or**</mark>
<mark>**Entering College Credit Hours**</mark> ←

Step 1	Click on "**Forms**".
Step 2	Click on "**Knowledge Points**".
Step 3	Enter "**Activity Title**". ● Enter the **conference/workshop title or exact course number and title**. *I.e. EDUC 2630 The Organized*

		Teacher.

Step 4		Enter "**Category**".
		     ● Click on the drop down arrow and choose one of three categories.
		         ○ **Content Standards** - content you teach.
		         ○ **Professional Standards** - behavior management, technology, etc.
		         ○ **Service to Profession** - committees, state organizations, etc.

Step 5		Enter "**# of Meeting Dates**"
		     ● Conference/workshop - Enter the number of days the conference/workshop was. Enter the appropriate dates/times for each day(s).
		     ● College credit - Enter "**1**" for meeting dates; Enter the last day of the course and the time the class met.

Step 6		**Sub Needed**:
		     ● Indicate "**Location**" of absence (the school you work at).
		     ● Click "**YES** or **NO**" indicating whether you need a substitute or not.
		         ○ If "**YES**", click "**AM, PM,** or **ALL Day**".
		         ○ If "**NO**", click "**No Absence**."

Step 7		**Provider**: ● Click on the drop down box and choose the appropriate sponsoring group/college/university. If it is not on the list, scroll to the bottom and choose "**NOT ON LIST - ENTER BELOW**". Enter the name of the sponsoring group/college/university in the text field box provided.

Step 8		**Points**:
		     ● **Conference/Workshop** - Indicate one point per hour of the conference/workshop. *I.e. 6 hours = 6 points.* **DO NOT** enter anything in the "College Credits" field.
		     ● **College Credit** - Enter the number of college credits in the "College Credits" field. Enter "0" in the "Points" field.

Step 9		**Goal(s) & Objective(s)**: ● Choose at least one (you may choose more than one) of the goals listed in this area that aligns most closely to the content of the conference/course.
Step 10		**Purpose**: ● **ALWAYS** check the "**Relicensure**" box.
Step 11		**Comments**: ● This is an optional area. If there is something more you want the administrator to know about the course or your reason for taking the course, this is the area you may enter that information.
Step 12		Click on "**Submit**". You are finished until you have finished the conference/course.
		==**After the conference/course has been approved by the building administrator**==, it will appear in the "**Approved and In Progress**" category on your "**Learning Plan**" page.
Step 13		After attending the conference/workshop or completing the college course, go to your "**Learning Plan**" page and click on the "**Manage**" link by the activity you've attended/completed.
Step 14		Click on "**Knowledge Level Feedback/Reflection Form**".
Step 15		Answer the reflective questions. Click "**Save**".
Step 16		Click on "**Return**".
Step 17		Click on "**Mark Complete**" and "**Submit**". You are finished!
Step 18		Final approval now has to be completed by building administrator.,

Professional Development Plan

USD 254
Barber County North

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/23

5-year Professional Development Plan Approval

The USD 254 Professional Development Council approved the following plan, at its meeting held on __5/22/25__, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _Sara Lambert_   _6-9-2025_
              Signature   Date

The USD 254 Board of Education approved the following plan, at its meeting held on __6/10/25__, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
                                  Signature

_6/10/25_
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE
Completed review of PDC Plan for submission	5/22/25

Add pages as needed

Table of Contents

Section One
Professional Development Council (PDC)

1.1 Introduction

District professional learning priorities are based on USD 254 Kansas School Improvement Model Goals are determined from district student achievement data, community collaboration administrative and certified staff input. Professional learning is offered to increase staff skills related to district and building priorities. Based on Kansas Educational Systems Accreditation expectations and results of the findings of annual surveys, evaluations, and staff input, the district goals and revised objectives will be located on the USD #254 website. (www.usd254.org)

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 254 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.

The Professional Development Council will consist of:

1. Three team members from Pre-K-6 and Three team members from 7-12 (2/3 members total/per bldg)
2. One administrator from grades Pre-K-6
3. One administrator from grades 7-12

Membership

1. Elections will be held every year. Members per building will be elected each year to serve a three year term with an opportunity to extend this term. This will result in a staggered terms for the PDC members.

2. Members are expected to attend Council meetings.

3. Individual members are to serve as a liaison between the Council and their constituencies by reporting at staff meetings, posting minutes and related information, providing My Learning Plan support, and serving as a resource to building participants. Members may be asked to serve on committees as needed.

Resignations and replacement

1. A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member to the Council at least two weeks prior to the effective date. The affected constituency shall be notified of the vacancy immediately and the constituency shall fill the vacancy as rapidly as possible. A representative elected to fill such a vacancy immediately assumes the position and shall complete the unexpired term.

2. A member of the Council may be required to resign for failure to fulfill the minimal duties and/or responsibilities of the positions. A recommendation by the committee will be voted upon by the building members.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Grades Pre-K-6	3
Grades 7-12	3
Total	6

1.22 Licensed Teacher Group Selection Process:

The PDC Chair will oversee the process of filling vacancies on the council each year.

The term for a teacher/specialist PDC member is three years. During a 3-year period, the three teachers in a building will serve or three years. One will be replaced each year to ensure 2/3 retention for organizational knowledge.

A group that has an opening will select its replacement in the Spring before the last District PDC meeting. Staff may volunteer or be nominated via email or in person before the last in-service day of the year. The new member in each building will be elected by paper ballot or google form on the last in-service day.

The PDC Secretary from each building will tally and report the results out to the entire staff and PDC Chair via email.

Newly selected members of the Council are encouraged to attend meetings of the Council as non-voting observers until the term of office begins to become familiar with responsibilities and procedures of the Council.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Grades Pre-K-6	1
Grades 7-12	1
District Office	1
Total	3

1.24 Licensed Leader Group Selection Process:

Administrators in each building and in the district office are each the only member of their groups and, by default, will fill the administrators' positions for as long as they are the only option in each group.

1.25 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.

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 <u>may</u> be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Powers, Duties and Functions of the Professional Development Council

1. Review and approve, modify, or reject the professional development plans submitted by each participating staff member.

2. If the plan is disapproved, an appeals process will be offered with the local PDC council, and if the issue is not resolved the process may move to the state licensure review committee.

3. Necessary clerical and accounting staff, facilities for meetings, record keeping, communication, and other necessary business of the Council shall be provided by the school district.

4. The local PDC committee will advise the administration in matters concerning the planning, development, implementation, and operation of the educational agency's professional learning plan.

5. Serve as a liaison between the PDC and his/her constituency by reporting at staff meetings.

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 254 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 Chairperson will provide the training during the first August meeting, by presenting the training video on the KSDE website.

The PDC Secretary 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. 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

How long is the term for PDC officers? One Year

If the terms are staggered, how is that done? N/A

In what month or timeframe are officers selected?
Officers will be selected in May unless an unplanned vacancy comes up. In that case the position will be filled at the next PDC meeting.

The Council will have the following officers: Co-Chairperson, Vice Chairperson, Secretary. Their duties consist of:

Co-chair Duties

1.   Frontline Administration

2.   Maintain the District Catalog of PD offered by USD 254

3. Confirm staff have an active IPDP

4. Manage Council approval of requests in Frontline

Vice Chair Duties

1. Create attendance sheets for USD 254 in-service days

2. Store/maintain shared PDC drive with all PDC information. Agendas, minutes, transcripts, attendance sheets, etc.

Secretary Duties

1. Send notifications to the district

2. Create the agenda

3. Take meeting minutes and distribute to staff

1.51 Meetings

In what months does the PDC operate? Academic Year

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?

Regular meetings will be held in person quarterly with an additional meeting in May. Additional PDC meetings will be called as needed. Meeting dates and location will be provided on the district calendar.

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed?
 Special meetings may be called by the chairperson or a majority of the Council.

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? Any member of the PDC may attend the meeting.

PDC Agendas

- Items for consideration by the Council may be proposed by the members of the Council or certified/licensed personnel of USD 254. Items should be submitted to the chairperson of the Council prior to the scheduled meeting.

- The agenda and notification of the meeting shall be distributed to members of the Council.

  Member should attend all meetings.

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.
- Alternates for absent members and voting in absentia are not allowed.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:
   Frontline

2. How and when are staff trained to use the system?
   All staff will be trained on the PD Plan and the Frontline System at the beginning of each school year. Continued assistance will be provided on in-service days to assist with the entry of points.

3. List the names of the forms used in the system for PDC activities and business:
   Members will keep their IPDP on Frontline using the IPDP form. Points will be requested using the knowledge, application, impact, and graduation request forms.

   Copies of forms that are not part of one of the electronic systems should be included in appendix.

4. If all forms are paper or self-created forms, they should be included in appendix.

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Staff Email	Secretary	Y
IPDP's	X	Frontline	Co-chair	Y
Meeting Minutes	X	Shared Google Drive	Secretary	Y
Member Selection	X	Shared Google Drive	Vice Chair	Y
Officer Selection	X	Shared Google Drive	Vice Chair	Y
PD Plan Process	X	Shared Google Drive	Vice Chair	
PD Points	X	Frontline	Co-Chair	Y
Staff PD Needs Assessments	X	Google Form on Drive	Vice Chair	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email and to all staff and PDC members.

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 254 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 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 PDC Chair or designee 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-	Administrator
2nd-	PDC

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 below.

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.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver

1st-	Administrator
PDC	PDC

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. Informal discussions between staff and approvers may help prevent disapproval of PD Point requests. However, 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 254 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The District Office 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 620-886-3370.

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.
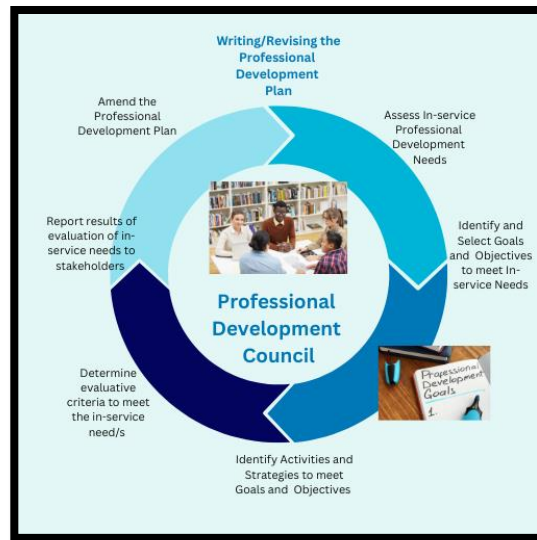
Section Two
The District/System Professional Development Plan

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.

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.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

- Resource Allocation
- Educator Evaluation
- Professional Learning
- Professional Collaboration
- Tiered System of Supports
- Family, Community and Business Partnerships

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)

Structures	Lead Indicators
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	Lead Indicators	Measures of Progress
(Reinforce lead indicators and sustain fundamentals within the system)	(Actions that support implementation of the Fundamentals)	(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. USD 254 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.

All district certified staff will submit an Individual Professional Development Plan (IPDP) that includes individual goals. This form starts with the date of the current license or the date of employment by the district, whichever is most recent. It will be considered for approval by the PD Council and will be active until the date of the license expiration. All members must have an active IPDP to be awarded PD points.

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. 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)

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**- The 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.
- **Professional Education Standards**- Specific knowledge, competencies, and skills necessary to perform in a particular education role or position in the state of Kansas.

<div align="center">**OR**</div>

- **Service to 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, professional organizations.

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.

<div align="center">

Level III – Impact

</div>

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

<div align="center">

Level I Knowledge Indicators:
What do you know now that you did not know before?

</div>

<u>In-service Education = 1 PD point per clock-hour</u>
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.

<u>Service to the Profession = 1 point per clock-hour</u>
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.

<div align="center">

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

</div>

<u>Use of New Knowledge and Skills = 2 X Level I points</u>
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.

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.

Guidelines for Licensure Renewal

1. Any licensed person who lives or works within the system's/educational agency's boundaries can request to house their PDC points for renewal purposes through USD 254. The committee will review their request. Kansas Statute 91-1-206: "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."

2. All district certified staff will submit an Individual Professional Development Plan (IPDP) that includes individual goals. This form starts with the date of the current license or the date of employment by the district, whichever is most recent. It will be considered for approval by the PD Council and will be active until the date of the license expiration. All members must have an active IPDP to be awarded PD points.

3. A professional development council will process all professional development points including college credits. Everyone must work through a PDC to earn professional development points through their Individual Professional Development Plan (IPDP). Once an IPDP is approved, the PDC will award points based on the criteria: 1 point per clock hour of training, or ~~20 points per~~ 1 college credit hour= 20 PD points.

4. Renewal activities must be completed during the term of the license.

    *Bachelor's Degree – 160 PDC points to renew, half (80) of which must be college credit = 4 hours

*Master's Degree – Any combination of PDC points and/or college credits totaling 120 points.

*Renewal of License – can only be submitted 6 months prior to the expiration date.

5. Teachers that leave the district will receive a final transcript of professional development points.

Renewal Steps:

1. Locate Form on the KSDE website (www.ksde.org) or this direct link to License Application: www.ksde.org/Agency/License Application - KSDE
2. Determine if fingerprinting needs to be completed.
3. Complete the appropriate information.
4. Order sealed college transcripts (if necessary).
5. Request an official signed professional development transcript (if necessary).
6. Write a check for the application fee.
7. Enclose the application, application fee, college transcripts, and PDC transcript in the same envelope and send to KSDE at least 8 weeks before the teaching license expires.
8. The relicensure window opens six (6) months prior to the expiration date of the license.

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 9/13/24-Updates highlighted)

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 <u>during the term of the license</u> <u>that is being renewed.</u> 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 <u>half</u> 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 <u>must</u> 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 <mark>and the college/university where the credit hours were earned.</mark> 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. <mark>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</mark>

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 <u>content</u> appropriate only for teachers with <u>physical education endorsements</u>. 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 <u>non-PE-endorsed</u> teachers if <u>ALL</u> of the following are met:
   - the points are <u>not</u> 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 <u>must be a general clinic</u>, 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.

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
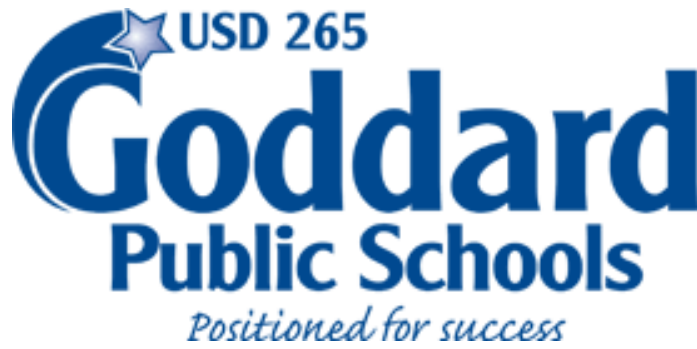
Professional Development Points

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

USD 265

Goddard
Public Schools
Positioned for success

District Professional Development Plan

2023-2028

Dr. Justin Henry, Superintendent
Dr. Julie D. Cannizzo, Assistant Superintendent of Academic Affairs

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/28

5-year Professional Development Plan Approval

The USD 265 Professional Development Council approved the following plan, at its meeting held on __March 12, 2025__, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: ___*Julie D. Canuggz*___   ___3-12-2025___
                   Signature   Date

The USD 265 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.

BOE President: ___Nicole Hawkins McWhorter___   ___4/14/25___
                     Signature   Date

Plan Updates Log

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

Table of Contents

Professional Development Council Member

Amelia Earhart Elementary School   Rochelle Mann, K-4 Music Teacher
Apollo Elementary School   Sarah Kiphart, K-4 SPED Teacher
Clark Davidson Elementary School   Jennifer Martinez, K-4 PLTW/Science Teacher
Explorer Elementary School   Melanie Hommertzheim, 3rd Grade Teacher
Oak Street Elementary School   Dana Bridwell, Title I Reading Specialist

Challenger Intermediate School   Kelli Hansard, 5th Grade Teacher
Discovery Intermediate School   Nicole LaMar, 6th Grade Teacher

Eisenhower Middle School   Brandy Lane, 7-8 ELA Teacher
Goddard Middle School   Mary Mellen, 7-8 Librarian

Eisenhower High School   Rachel Nally, 9-12 Business Teacher
Goddard High School   Eddie Weber, 9-12 Business Teacher
Goddard Academy/Successful Dreams   Wayne Shardin, 9-12 Math Teacher

K-4 Administrative Representative   Sean Hollas, K-4 Principal
5-8 Administrative Representative   Lisa Hogarth, 7-8 Principal
9-12 Administrative Representative   Doug Bridwell, 9-12 Principal

Professional Development Council Support

Committee Advisor (General Education)   Valene Day, Curriculum Support Specialist
Committee Advisor (Special Education)   Sydney Graf, Special Education Coordinator
Administrative Assistant   Keri Reynolds, Academic Affairs Department

Section One

Professional Development Council (PDC)

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"Great teachers have high expectations for their students, but higher expectations for themselves."

-Todd Whitaker

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Section One

Professional Development Council (PDC)

Introduction

The Goddard Unified School District is committed to providing quality education to all students within the district. To achieve that goal, effective professional development, ongoing curriculum alignment and development, and collaborative decision making remain top priorities of the district. Under Kansas law, school districts must establish and maintain a Professional Development Council (PDC). The Goddard USD 265 Professional Development Council will serve as a liaison to all district certified staff to oversee staff development, align and develop curriculum, improve communication, and encourage all professional staff to make sound professional learning choices. The Goddard Professional Development Council (PDC), a representative group of teachers and administrators, serves a five-fold function: 1) promote effective professional learning for all certified personnel in the district; 2) support each school's improvement plan process and each school's results-based staff development plan; 3) develop the district's professional development plan, which includes a system for identifying the needs of the district and translating those needs into goals and objectives for appropriate professional development activities; 4) develop a process for awarding professional development points for licensure renewal and for monitoring individual staff development plans; and 5) implement the district's professional development plan while communicating the district goals and building/individual professional learning needs.

Definition

The Professional Development Council (PDC) is a representative group of teachers and administrators (licensed leaders) who serve as an advisory council to the Board of Education and a liaison to all district certified staff to oversee staff development, align and develop curriculum, improve communication, and encourage all professional staff to make sound professional learning choices.

Purpose

The purpose of the Professional Development Council (PDC) is to provide a structured, supportive and collaborative process for professional growth and re-licensure to enhance and/or improve instructor performance which in turn contributes to improved student performance.

Beliefs

USD 265 Board Policy GBRC states, "There shall be a program of professional development for employees, which meets minimum statutory and State Board of Education requirements. The program shall promote;

- Continuous professional development;
- Improving academic achievement for all students;
- Diversification in academic foundation or subject knowledge; and
- Improved job effectiveness and enhanced skills.

When appropriate, the superintendent shall consult with staff about professional development activities.

All appropriate employees shall attend professional development sessions unless excused by the superintendent. Professional development programs may use all or a portion of the workday."

As stated in the 2020-2025 USD 265 Strategic Plan*, we believe in the investment in professional and personal growth of all staff members utilizing varying methods to support the individual and collective growth of staff.

We believe professional learning that contributes to improved student performance:
- should be results-based and target student growth.
- should enhance and/or improve individual teacher practices.
- should be sustainable, continuous, and job embedded.
- should provide staff the tools needed to teach in a rapidly changing world.
- should fulfill the district's mission.
- should align with building and district goals.

(*See Appendix A - Goddard Public Schools 2020-2025 Strategic Plan)

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 265 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.

Council Membership
To ensure equal representation in the council, membership selection should be such that all buildings within the district are represented as follows:

- All K-4 elementary buildings may select one representative.
- All 5-6 intermediate buildings may select one representative.
- All 7-8 middle buildings may select one representative.
- All 9-12 high buildings may select one representative.
- Alternative Programs may select one representative.

Administrative representation will consist of three members: one elementary (K-4), one intermediate/middle school (5-8), and one high school (9-12), and one district-level representative.

Building-Level Representation
- Members of the Professional Development Council (PDC) will be representative of district certified personnel.
- Teacher members of the Professional Development Council (PDC) will be selected by their building staff on the basis of interest and professional qualifications.
  - Teachers will receive supplemental pay for this position.
  - A PDC member may not be appointed to the Council.
- When a vacancy occurs for a building Professional Development Council (PDC) representative, the

building principal will provide an opportunity for staff members to volunteer for the Professional Development Council (PDC):

● If only one staff member volunteers to serve, building staff will have an opportunity to share concerns or support for the volunteer and choose to select that volunteer or not.
● If more than one staff member volunteers to serve, an opportunity will be given for building staff members to vote for their representative.

Licensed Teacher Groups Represented

Groups Represented	Number
Amelia Earhart Elementary School	1
Apollo Elementary School	1
Clark Davidson Elementary School	1
Explorer Elementary School	1
Oak Street Elementary School	1
Challenger Intermediate School	1
Discovery Intermediate School	1
Eisenhower Middle School	1
Goddard Middle School	1
Eisenhower High School	1
Goddard High School	1
Goddard Academy/Successful Dreams	1
Total	12

Licensed Teacher Group Selection Process

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them 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 member 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 Assistant Superintendent for storage.

Licensed Leader Groups Represented

Groups Represented	Number
K-4 Administrative Representative	1
5-8 Administrative Representative	1
9-12 Administrative Representative	1
District Administrative Representative	1
Total	4

Licensed Leader Group Selection Process

Depending on turnover, Licensed Leader Members will be selected no later than the August

Administrative 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 Google Drive.

- Administrative Representation members of the Professional Development Council (PDC) will be selected by the district's building principals on the basis of interest and professional qualifications. Building principal representation may not be appointed to the Council by district leadership.
- When a vacancy occurs for a Professional Development Council (PDC) principal representative, the Assistant Superintendent of Academic Affairs will provide an opportunity for building principals to volunteer for the Professional Development Council (PDC).
- If one principal volunteers to serve, an opportunity will be given for other principals to share any oppositions to the Assistant Superintendent of Academic Affairs.
- If more than one principal volunteers to serve, an opportunity will be given for other principals to vote for their representative.

Resignations/ Vacancies

A Professional Development Council (PDC) member may resign at any time. A letter of resignation must be signed and submitted by the resigning member to the building principal at least one regular meeting prior to the effective date of the resignation. Vacancies from resignation or any other reason will be filled promptly according to the selection procedures.

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.

Council Responsibilities

- Promote effective professional learning for all district certified staff.
- Support each school's improvement plan process and each school's results-based staff development
- Maintain the district's professional development plan, which includes a system for identifying the needs of the district and translating those needs into goals and objectives for appropriate in-service activities.
- Maintain a process for awarding professional development points for licensure renewal and for monitoring individual staff development plans.
- Maintain and improve the district's professional development plan while communicating the district goals and building/individual professional learning needs.

Member Responsibilities

- Participate in required annual training relating to roles and responsibilities of council members.
- Attend all regularly scheduled meetings of the Professional Development Council (PDC), and read material related to professional development activities prior to PDC meetings so as to be prepared.
- Maintain positive communication between the Professional Development Council (PDC) and building staff, emphasizing teacher ownership of professional development and pedagogy.

- Serve as a liaison of the building represented by soliciting input and feedback on matters pertaining to professional development.
- Assist in coordinating district-level and building-level professional development to support the district's mission and goals, and the building's school improvement plan.
- Prepare and administer a feedback survey for each professional development day.
- Share feedback from professional development day surveys with the building principal and Professional Development Council.
- Log onto Frontline and regularly review and approve requested professional development points

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.

Training Requirements

Professional Development Council (PDC) representatives will receive annual training as follows:

All PDC representatives must participate in an annual training related to their roles and responsibilities. The PDC will determine the way in which the annual training is delivered based on the needs of the council.

○ An agenda and sign-in sheet will be available for the PDC annual training session. Attendance documentation is noted on the agenda and recorded in Frontline. (See Appendix B - Sample Sign-In Sheet)

PDC representatives new to the Council will receive New Member training provided by veteran members of the Council by the end of September during their first academic year. Returning members will receive training by the end of fall semester.

The PDC Co-Chairs will verify that all PDC representatives participated in annual training

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, PDC members ensure the PDC maintains its operational procedures for the smooth and efficient running of its activities.

Officers

Officers are selected at the first PDC meeting of the year by the PDC membership.

- Two Co-chairs of the Professional Development Council (PDC) will fulfill the following duties: Preside over all regular meetings
- Prepare agendas for all regular meetings Provide minutes for all regular meetings Provide notification of all meetings
- Call all special meetings
- Maintain an accurate roster of PDC members

Meetings

The Professional Development Council (PDC) will meet throughout the school year to fulfill major functions and duties. The PDC Chair will set meeting dates as needed and notify the PDC via email prior to each meeting. All Council members are expected to attend PDC meetings. Meetings are typically held in-person, but may be scheduled online should the need arise. Should an emergency meeting need to be scheduled, the PDC chair will notify the committee immediately via email.

Decision-Making

To call for, conduct and document PDC voting for PD Points, PDP's 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 8 members constitutes a quorum, with no more than 50% 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.
- 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.

Documentation

- Agenda items for consideration by the Professional Development Council (PDC) may be proposed by any PDC member, district certified staff, administrators or Board of Education members. The items should be submitted to the PDC Chair prior to the scheduled meeting of the PDC.
- The agenda and notification of the meeting will be distributed to members of the Professional Development Council (PDC) through email. Distribution will occur prior to the scheduled meeting.
- Notes from the meeting will be recorded and kept on file with the Office of Academic Affairs and shared with members of the Council.
- PDC forms are available to the Council via a shared electronic drive. Staff forms are available on the district staff website.
- Staff PD is documented and tracked through Frontline. The PDC members are trained to manage this system for their building.
- Staff surveys are conducted by the building PDC representative and are shared electronically with appropriate staff members.

Communication

- All recommendations from the Professional Development Council (PDC) for potential professional development activities will initially be made to the district administrative team which includes district administration, principals and directors. In the event that the district administrative team does not support a recommendation of the Professional Development Council (PDC), the issue will be returned to the council for further discussion.
- The Assistant Superintendent provides the Board of Education (BOE) with updates regarding

professional development as needed.
- Information regarding PDC meetings and their results will be shared with PDC members by the PDC chair via email. When appropriate, decisions made by the PDC members will be shared with building leaders and/or licensed staff members as it pertains to their teaching assignments in the district.
- The PDC Chair will share meeting minutes and updates from the PDC with the Office of Academic Affairs on an ongoing basis.

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 USD 265 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

Delegated Approval-PDC delegates its authority to allow the designated supervisors who collaborate with staff to create their IPDPs to approve those IPDP's. If the designated supervisor 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 designated supervisor will keep the PDC informed of the progress and status of the completion of all IPDPs

Professional Development Points

Approval Routing	Position/Title of Approver
1st	PDC Building Representative
2nd	Building Principal
3rd	Assistant Superintendent of Academic Affairs

Delegated Approval-PDC delegates its authority to allow the final position in the Approval Routing (above) to approve PD points for USD 265. 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

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"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own."

- Robert John Meehan

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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.

Every five years a sub-committee of Professional Development Council (PDC) representatives is formed to review the current plan and revise as necessary to align with Kansas State Department of Education (KSDE) and USD 265 Board of Education (BOE) guidelines. Once the review has been completed, the sub-committee will share the revisions and updates with the district Professional Development Council (PDC) to gather any additional input and answer any questions the council may have about the plan. The District Professional Council (PDC) representatives will approve the plan and send it to the local board for approval. Once the district has approved the final plan, KSDE will submit it as a consent agenda item to the State Board of Education by August 1 of the school year in which the plan is to become effective.

Approval documentation from the PDC is kept on file with the Office of Academic Affairs.

Assessment and Prioritization of School Improvement Needs

In an effort to prioritize school improvement needs and provide transparent communication to all staff and district stakeholders:
- The District Strategic plan drives everything we do in the district. The strategic plan is organized into three areas: advocacy, partnerships, and communication; climate and culture; and curriculum, instruction, and technology.
- Each building creates a school improvement plan which outlines building goals aligned with the district's strategic plan goals.

USD 265 District Strategic Plan Goals/Needs Prioritization

- Goal: To invest in the personal and professional growth of all staff members utilizing varying methods to support the individual and collective growth of the staff.
  - By the end of the 2025-2026 school year, all Pre-K through sixth grade teachers will complete all modules of LETRS training to further support structured literacy and the science of reading instruction.

- Goal: To provide staff the tools needed to teach in a rapidly changing world.
  - By the end of the 2025-2026 school year, review, revise, and/or create curriculum maps for Pre-K through twelfth grade core and elective classes to ensure continued standards alignment.

- Goal: Learning is beyond a test score. Supporting the social, emotional, and physical well-being of students must be the primary focus.
  - During the 2024-2025 school year, the district will implement the Character Strong curriculum. This process will include ongoing professional development, collaboration, curriculum mapping, and standards alignment.

Identification of Goals and Objectives to Achieve the In-Service Needs

With input from Professional Development Council (PDC) representatives, district and building leadership determine in-service needs based on:
- Strategic Plan Goals
- Staff Needs Assessments / Individual Professional Development Plans (IPDP)
- School Improvement Plans / Building Initiatives
- District Initiatives
- State Initiatives

District and building leadership will conduct needs assessments (via electronic surveys) as needed to gather input from staff members regarding professional development needs. The results of these needs assessments will be collected by the Assistant Superintendent of Academic Affairs and will be shared with the PDC, building principals, and district leadership team and will be used for planning future professional development sessions. (See Appendix C – Sample Needs Assessment Survey)

Building principals submit agendas to the Assistant Superintendent of Academic Affairs to document professional development sessions for in-service days.

District leadership, building leadership, and the Professional Development Council representatives evaluate the feedback received from the staff needs assessment to determine the areas of focus for professional development as well as how/when the professional development will be delivered (ie: district inservice, staff meetings, PLC, participation in workshops, etc).

Identification of Activities and Actions to Achieve the Goals and Objectives

Once professional development focus areas have been identified as outlined above, district leadership, building leadership, and the Professional Development Council representatives further determine specific professional development needs within each area including who will deliver the training, methods of delivery (onsite, web meeting, train-the-trainer model, etc), staff group configurations for training, etc. District leadership, building leadership, and Professional Development Council representatives collaborate to identify subject matter "experts" within the district staff to lead training. Vendors, company representatives, and/or outside trainers are contacted to provide training when necessary.

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs

- The Professional Development Council (PDC) shall solicit feedback from all stakeholders regarding the general administration of staff development activities.
- The Professional Development Council (PDC) shall establish criteria for evaluating all district professional development activities.
- The Professional Development Council (PDC) shall determine the format for soliciting feedback from participants – typically this will be via an electronic survey but this is not limited to such. (See Appendix D – Sample Professional Development Feedback Survey)

Reporting Results of Evaluation of In-Service Needs

- The Professional Development Council (PDC) will assist in compiling stakeholder feedback and will review the feedback during a Professional Development Council (PDC) meeting to reflect upon the effectiveness of the professional development activity and to recommend changes for future professional development as deemed necessary.
- Each participant of a district professional development activity will evaluate the activity at the conclusion of the activity using the tool provided by the Professional Development Council (PDC).
- All evaluations will be confidential but results may be grouped by specific criteria to gain insights on effectiveness of each activity.
- All results will be shared with building principals. Building principals have the discretion to share results with their staff.

Amending the Professional Development Plan

The Professional Development Council will review the PDC plan annually. Should an amendment to the plan be recommended, the Council will add the revision to the Plan Update Log at the beginning of this plan and include a description of the changes as well as the date the PDC approved the change.

This document may be amended in the following manner:
- If the annual evaluation in the spring semester of each year 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 or designee 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 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)

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"Becoming an exemplary teacher is not a matter of chance, it is a matter of the choices we make. It is not something that simply comes with experience, it is something that must be purposefully achieved."

— Robert John Meehan

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Section Three

Individual Professional Development Plans

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 Cycle

All certified staff must complete an Individual Professional Development Plan through Frontline annually. (See Appendix E - USD 265 Individual Professional Development Plan) The PDC representative for each building will provide an annual training for certified staff on the data entry system. This plan may 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 Strategic 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. Attention should be given to individual needs related to knowledge and skills identified through the evaluation process and/or professional development surveys, as well as requirements for licensure renewal, and may include district goals, building goals and personal goals. All individual plans will be approved by a building principal or designated supervisor.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:

1. 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 his/her supervisor - if the supervisor agrees with the plan.
- Approved by the PDC through delegated approval. (As outlined in Section 1: Approvals above, the PDC delegates its authority to allow the final position in the Sequence of Approvers to approve IPDP's for USD 265. 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 this section.

2. Assess your Individual Needs
- Identify personal professional development needs - including acquiring points for licensure renewal.
- This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3. Determine Your Individual Professional Development Goals

The Individual Professional Development Plan (IPDP) should include professional development goals based upon identified needs, including the need for professional development points for licensure renewal. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.* All goals are reviewed annually and may be amended as needed to address the staff development needs of an individual, a building or the district.
- **Individual Goals:** Certified staff will identify at least one but no more than three individual goals in Frontline that specifically address the learning needs of the individual. These are goals that are not already addressed through building and district goals. (See Appendix F - Evaluation Teaching Standards)
- **Building Goals:** Building goals reflect specific building initiatives as outlined in the School Improvement Plan. Building goals are ones every staff member commits to pursuing to varying degrees.
- **District Goals:** District goals provide a broad, common framework for staff development of all certified staff based on the district's strategic plan.

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.

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.

- **Content Endorsement Standards**: Standards adopted by the state board that define the skills and knowledge required for the specific content endorsements.
- **Professional Education Standards**: Standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position. (See Appendix G - Standards for Professional Learning)
- **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.

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. 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.

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.

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 the Goddard Public School District shall be eligible to file an Individual Professional Development Plan (IPDP) with the USD 265 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 PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or the USD 265 Office of Academic Affairs at 316.794.4000.

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

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

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

3. Complete an Individual Professional Development Plan and submit it to the Assistant Superintendent of Academic Affairs or other appropriate administrative representative.

4. After the designated administrator has had the opportunity to review and sign the plan, the plan will be submitted to the USD 265 Professional Development Council for approval.

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

Appealing the Non-Approval of an Individual Professional Development Plan (IPDP) by the Professional Development Council (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.

If a certified staff should appeal the non-approval of a professional development plan, the certified staff may present their appeal to the PDC chair for reconsideration. The PDC chair will then bring the appeal to the PDC committee for further consideration.

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

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"Ensuring that there is equal access to effective professional learning with appropriate resources for all teachers cannot be left to chance."

- Joellen Killion

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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.

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

I<small>N</small>-<small>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</small>
KAR 91-1-205(d)

S<small>ERVICE 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</small>
KAR 91-1-205(k)

Awarding Points in Three Levels

Professional development points are awarded at three levels including knowledge, application, and impact with no limits on the number of points that may be earned for licensure renewal.

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 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 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.

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
Level I - 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
Level II - 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

Level III - 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

PROFESSIONAL DEVELOPMENT POINTS and SEMESTER CREDIT HOURS FOR LICENSURE RENEWAL

Bachelor's Degree	Advanced Degree
160 IPDP points required	120 IPDP points required
80 Points must be college credit	No college credit required, but acceptable
One college credit hour = 20 points	One college credit hour = 20 points
Individual Professional Development Plan must be completed, approved and on file with the school district.	Individual Professional Development Plan must be completed, approved and on file with school district
All college credit earned for the purpose of re-licensure should be entered in Frontline during the school year in which the credit was earned.	All college credit earned for the purpose of re-licensure should be entered in Frontline during the school year in which the credit was earned.
All points used for renewal of a license must be earned in at least two of the following areas: Content Standards, Professional Standards or Service to the Profession.	All points used for renewal of a license must be earned in at least two of the following areas: Content Standards, Professional Standards or Service to the Profession.
Any points awarded for activities or for college credit hours must be earned during the five-year current professional license period. When a certified staff member renews his/her license, all points accumulated for that five-year cycle will expire whether used for re-licensure or not. However, it is possible that a certified staff member may earn knowledge level points during one professional license period and earn application and impact points in the next licensure period.	
For purposes of renewing a license, a PDC may not impose a limit on the number of professional development points that may be earned as long as the certified staff member provides the appropriate and necessary documentation and the activities are deemed acceptable under "Things That Count."	

ACCEPTABLE & UNACCEPTABLE ACTIVITY DOCUMENTATION

Level	Acceptable Activity/Documentation	Unacceptable Activity/Documentation
College Courses	• Graduate/undergraduate courses if relevant to teaching and/or content and from an accredited institution. This includes online courses. • Undergraduate courses if completing an endorsement or improving a targeted area of instruction.	• Courses that are not relevant to teaching and/or content area. • Courses that are from a college or university that is not accredited.
Knowledge (Refer to "Things That Count" for a detailed list.)	Activities related to improvement of student learning such as: • workshops, conferences, seminars • school visits or peer observations • study groups or research groups • presenter, guest speaker, college teacher • district professional learning	• Workshops or conferences unrelated to content or pedagogy • Specialized clinics unless content is instructional • Recertification of specialized training • Student-related activities when attendance is required

Application	• New knowledge implemented and sustained over time to improve student learning. • Evidence of implementation from trained observers and/or video/audio data • Evidence of implementation such as lesson plans, pre/post samples of student work, etc.	• One-time implementation of short duration • Unapproved pilot projects
Impact	• Evidence of organizational change such as district/building policy change or revision of district/grade level/content area curriculum. • Evidence of improved student academic performance • Evidence of positive changes in students' behaviors such as study habits, school attendance, improved homework completion, etc.	• Oral summaries with no data and analysis • State assessment results

Service to the Profession

Definition: 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.

Points: Points are awarded upon the basis of the number of clock-hours served. An individual shall be awarded one point for each clock-hour of service. An individual shall submit verification of service to the profession when applying for points unless otherwise stipulated.

DISTRICT ACTIVITIES: Things That Count

Throughout the school year, meetings are held for various purposes. All such meetings scheduled by the district will be entered in Frontline by a PDC representative, and participants will be awarded points per sign in sheets. Participants are responsible for signing in at these meetings to receive points.**NOTE:** Some of these meetings may be considered New Knowledge.

District Committees
District and/or building meetings of specific departments and committees which include but are not limited to:

BLT Meetings **Budget Committee Meetings** **Crisis Team Meetings** **CST Meetings CTE Meetings** **Department Chair Meetings** **Department Meetings** **Goddard Education Foundation**	**Mentor/Mentee Meetings** **MTSS Committee Meetings** **Negotiations/IBB Meetings** **PAC Meetings** **PBS Committee Meetings PDC Meetings** **PLC Meetings**	**PTO Meetings (not events)** **Sick Bank Meetings SIT Meetings** **Site Council Meetings** **Supplemental Salary Meetings** **Tech Committee Meetings**

Curriculum Meetings
District and/or building meetings related to all aspects of curriculum development, planning, revision and review, which include but are not limited to:

Character Education **CKH** **Content Areas CTE** **Driver Education English Learners (EL)**	**Fastbridge** **Health & Wellness** **Human Growth & Development KCCRS** **Librarians Online Learning**	**PLTW** **Resource Adoption Training** **SEL** **State Assessments Scoring** **Test Coordinators**

Special Trainings
Trainings that result from state/district/building initiatives which include but are not limited to:

Annual HR Video Trainings (Bloodborne Pathogens Training, Harassment, Suicide Awareness, etc)	Frontline ● Absence Management ● Evaluations ● Professional Growth	Structured Literacy/Dyslexia Skyward

Special Events
One-time meetings, scheduled by district and/or building administration held for a specific purpose, which include but are not limited to:

Admin Retreat Community Retreat	District Orientation New Staff Orientation	School Funding Updates

Special Committees
Committees formed by the district and/or building administration, for a set time period to accomplish a specific purpose, which include but are not limited to:

Bond Issue Committee Boundary Committee	Graduation Requirement Committee	Master Schedule Committee

INDIVIDUAL ACTIVITIES: Things That Count

Throughout the school year, teachers may participate in activities that meet the Service to the Profession criteria, which includes but is not limited to the examples listed below. All certified staff members are responsible for entering these activities in Frontline and must provide appropriate documentation (presentations, logs, finished product, etc.), as well as a written reflection on the benefits of the activity, to building PDC representatives.

Accreditation Visiting Team Member Book Study* Consultant Instructor – College Course Mentoring New Teacher Mentoring Practicum Student PLC Activities* Presenter/Speaker Professional Organization Meetings	Professional Organization Officer Published Article/Published Book Research Team* School Visits* State Committee Member State Committee Meetings Supervising Student Teacher (20 points or can log all time) ***Must have prior approval from building administrator.**

INDIVIDUAL ACTIVITIES: Things That Don't Count

Throughout the school year, certified staff members may participate in activities that are an extension of the classroom or are required as a condition of employment. Activities that do not meet the definition of Service to the Profession are not eligible for re-licensure points. These activities include but are not limited to:

Booster Club Activities Club-Sponsored Activities Coaching Clinics (unless PE endorsed teacher) Content-Related Activities (field days, field trips, programs/concerts, math/read nights, summer camps) CPR Recertification Faculty Meetings First Aid Recertification Health Insurance/Benefits Meetings IEP Meetings	Individual Professional Reading/Research Internet Browsing NCI Recertification Open House Parent-Teacher Conferences Sports Activities Private Tutoring PTO Activities Teaming Meetings Volunteer Work (scouts, churches, leagues, etc.) 504 Meetings

Documentation

Educators will use Frontline to document all IPDP points. This includes college courses, service to the profession, new knowledge, application and impact. **All professional learning activities must be entered in Frontline for the school year in which the activity occurred.**

For staff members who serve as mentors and/or cooperating teachers, an activity log is used to record their hours of service throughout the school year which serves as the staff member's documentation. These hours are then entered into Frontline as one entry at the end of the semester or school year. (See Appendix H - Sample Mentor Activity Log) There may be additional opportunities when an activity log is an appropriate form of documentation.

Purpose of Frontline - Professional Growth

Frontline is an online professional development management system that Goddard USD 265 uses to help certified staff manage their professional development points throughout a licensure cycle. Staff members can access the website at https://app.frontlineeducation.com/select/ to:
- Submit requests for professional learning activities that take place outside the district
- Submit requests for college courses needed specifically for license renewal
- Manage professional development points, including college credits converted to points
- Manage IPDP which must be updated annually

Process for Using Frontline - Professional Growth

- All professional learning activities, including college courses, must be entered in Frontline during the school year in which the activity was completed. The District PDC may not approve activities from prior years.
- Building or District PDC representatives will enter activities and confirm attendance for all activities hosted or sponsored by Goddard USD 265. This includes professional development days, district/building committees, etc. (See "Things That Count" chart for a complete list of activities entered by PDC representatives.)
- Certified staff will enter all activities upon completion, including college courses, not hosted or sponsored by the Goddard district.
- Prior approval is not required for individual activities entered in Frontline.
- Certified staff are responsible for providing appropriate documentation to the building PDC representative for approval of points.
- Certified staff must complete the reflection component when entering activities in Frontline to earn the IPDP points.

User Rights in Frontline - Professional Growth

All district PDC representatives have the following rights in Frontline:
- Add/Edit Activities - Allows selected users to add or edit activities that appear in the district catalog.
- Pre-Register – Allows selected users to pre-register staff into upcoming activities.
- Confirm Attendance – Allows selected users to grant final approval to an entire roster of participants.
- User History – Allows selected users to check the history of the certified staff within their buildings.
- Manage User Access - Allows selected users to add new or reassign staff members.

Forms in Frontline - Professional Growth

All certified staff are responsible for entering individual activities in Frontline. Staff should select the form appropriate to the activity when seeking approval for IPDP points.
Below are the forms available under "Forms" on the left side of the page once logged into Frontline:
- Activity Request (See Appendix I)
- College Credit Request (See Appendix J)
- Application Level Request (See Appendix K)
- Impact Level Request (See Appendix L)

Frontline Email Notifications

Every certified staff member with a Frontline - Professional Growth account can select to receive email notifications. Notifications can be selected for one or all of the following reasons:

- Approval Status Change- Users will receive notification when action has been taken on their request to know if it was approved or denied
- New Activity Notification – Users will receive notification when new activities have been added into the catalog
- Upcoming Activities Reminder - Users will receive notification reminding them of upcoming activities for which they are registered. This setting works in conjunction with the field called "# of Days Prior to Activity Start Date"
- Pending Approval Notification This setting is only viewable to district PDC representatives and building principals. Approvers will receive notification alerting them that they have items pending their approval. They will continue to receive this notification until they log into Frontline and review the requests

To set email notifications, users must log into Frontline - Professional Growth and select "My Info" - "My PG Profile". Within the profile is "PLM Email Notification Preferences" in which the user can select their preferences.

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 <u>during the term of the license that is being renewed.</u> 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 <u>half</u> 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 <u>must</u> 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 <mark>and the college/university where the credit hours were earned</mark>. 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). 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 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 foreign 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.

License Renewal

Certified educators should not expect a reminder or notice regarding license renewal from district office, building principals, or the Professional Development Council. Renewing a license is a personal and professional responsibility. **Failure to renew a professional license before the expiration date will result**

in the employee being paid substitute pay until license is current.

Licensure information can be found on the Kansas State Department of Education's website at www.ksde.org. License links can be found in the Teaching & Learning tab.

The Teacher Licensure and Accreditation (TLA) team at KSDE provides online access for educators through License Look-up. Any educator can save or print any currently valid license or certificate at any time. A license or certificate saved or printed from KSDE License Lookup may be considered an "official copy" for district files.

All certified employees must provide the District Office a copy of their most current license. Copies should be sent electronically to Ann Sears at asears@goddardusd.com.

General Instructions for Renewing, Upgrading, and/or Adding an Endorsement to Teaching License

Before you can fill-out and submit any online application, you must register a user name and password to be used for this application process. Remember this user name and password if you want to pay electronically when it is time to pay!

Steps for completing an online application:

1. Access the *Kansas Licensure Application System website.
2. Click on the register button to display the KSDE User Registration Form.
3. Follow the steps to complete the registration process. *Do not log-in with the username and password you may use to access KEEP or other KSDE authenticated applications.
4. Log in with the username and password you created to see the KSDE Web Applications link.
5. Click on the "2.KLAS-Use only for Forms 2, 3a, 8, 20 or 22" menu option to access the application form you need.
6. Fill in the form and submit.
7. When application is submitted, the district will receive notification to upload the applicant's transcript.
8. You can monitor the progress of your application using the Educator License Lookup.
9. Notification to submit payment will come in a separate email following submission of the application.

Special Renewal Circumstances

For additional information regarding special circumstances including, but not limited to: expired, non-employed, out-of-state, retired, substitute, and provisional licenses, please visit: https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Licensure/License-Application.

Using IPDP Points from Another District

There are two ways to utilize IPDP points from another school district.

● The district may scan the former district's IPDP transcript and upload it along with the district transcript during the online license application process. The educator is responsible for providing the district with an official IPDP transcript from the other district. This transcript should be submitted to Keri Reynolds – kreynolds@goddardusd.com.
● The educator may select the former district, along with the current district, within the online application. The former district may upload the transcript separately. The educator is encouraged to communicate with the former district through this process.

Requesting Official College/University Transcript

If educators need to order transcripts from a college or university, they can contact each agency directly or go to the following website: http://www.studentclearinghouse.org/ and click on the "order-track-verify" tab at the top.

Educators no longer need to order two official transcripts. Educators can request for the district to upload their official transcript to the KSDE website. Contact Ann Sears at asears@goddardusd.com for more information.

The Professional Development Council will be awarding professional development points for courses and recording those on the professional development transcript. However, official transcripts of the coursework must be attached to the renewal application along with the professional development transcript. KSDE staff will continue to verify from the transcripts that the institution is appropriately accredited and that the credit is semester credit hours.

Fingerprint Requirement

Any person submitting any of the following will also be required to submit - at the time of application – a complete set of fingerprints and the required fee:
- An application for the first Kansas certificate or license
- An application for renewal of an expired Kansas certificate or license
- An application for renewal of a valid Kansas certificate or license if the person has never submitted fingerprints as part of any previous application for a Kansas certificate or license

Do not send a fingerprint card and fee unless you are within your eligibility to renew your license or are submitting an application for upgrade, added endorsement or new license type. A yes/no statement is displayed in License Look-Up if you are unsure if you need to submit a fingerprint card. District office will fingerprint educators as a courtesy. Contact Mellisa Schwartz – mschwartz@goddardusd.com to schedule a time.

APPENDICES

Goddard Public Schools 2020-2025 Strategic Plan

Goddard Public Schools concluded the 2014-2019 Strategic Plan and is proud to share a few of the accomplishments achieved during this time period:

- Increased benefits and salaries to attract and retain world-class staff members
- Provided each student in the District with access to Project Lead The Way (PLTW) hands-on STEM curriculum
- Partnered with the community to manage continuous student enrollment growth, and provide students, staff and visitors with a safe and secure learning environment
- Provided a variety of programs to support the social and emotional needs of students

- Enhanced the network infrastructure to support over 3,000 new Chromebooks for students
- Added summer learning opportunities for all students
- Built partnerships that enhance legislative advocacy efforts that support public education.
- Offered all-day Kindergarten, free of charge, for every student
- Developed the Goddard Education Foundation to support exemplary learning opportunities for students

In Goddard Public Schools, we have so much **#265Pride** as we focus on our mission of educating all students for lifelong success.

We have **6,087** students within our **65** square miles, taught by **1,000** staff members. We have **5** Governor Achievement Awards, **10** Capturing Kids Hearts' schools, and **2** National Blue Ribbon schools. We offer **17** College & Career Technical Education pathways and **20** Project Lead the Way classes for our Kindergarten - 12th-grade students. Goddard Public Schools has had **37** years of continual growth.
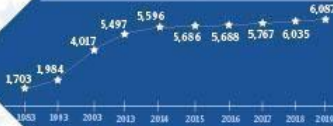
USD 265 Enrollment 1983-2019

- 1983: 1,703
- 2019: 6,087

Grades 9-12
Eisenhower High
Goddard High
Goddard Academy

Grades 7-8
Goddard Middle
Eisenhower Middle

Grades 5-6
Challenger Intermediate
Discovery Intermediate

Grades K-4
Amelia Earhart Elementary
Apollo Elementary
Clark Davidson Elementary
Explorer Elementary
Oak Street Elementary

Grades 1-12
Goddard Virtual Program

Our Schools

Goddard Public Schools
- 201 S Main St Goddard, KS 67052
- (316) 794-4000
- USD 265-Goddard Public Schools
- usd265_goddard

USD 265
Goddard Public Schools
2020-2025 Strategic Plan

Pride. Growth. Excellence.

Strategic Plan Preparation

During the spring of 2019, the Goddard Public Schools' Board of Education partnered with Hazard, Young, and Attea to create the 2020-2025 Strategic Plan.

The District utilized one-on-one phone calls, small group engagement sessions, community events, and district-wide surveys to gather data from more than 1000 community members, students, staff and patrons of the school community.

The results were presented at the Community Education Retreat in July 2019, where 200 participants assisted in identifying the district's priorities as outlined in this plan.

The findings gleaned from the process provided the District with an understanding of the community's perceptions of strengths, as well as areas of continued focus. Over 90% of survey participants rated the quality of education in the District as "excellent or good." The participants reported the District sets high standards for student performance; trust the district

effectively maintains the school facilities; believes the district provides a welcoming school environment and culture; and believes the district is an advocate for public education.

The process identified social, emotional, and mental health issues of students; recruiting and retaining top educators; monitoring enrollment growth; and student and staff support as key components for continued success.

In an effort to meet the future needs of the District stakeholders recommended:

- The development of a comprehensive pre-kindergarten and early childhood education program
- Leveraging enrollment growth to develop new programs for students and staff
- Continue to engage families and the community in a way that honors tradition and inspires continuous improvement

The Goddard Public Schools 2020-2025 Strategic Plan reflects the community's desire to educate all students for lifelong success.

We Believe

1. All students can learn and must have access to resources, which maximize their opportunities for post-secondary and career success.
2. Education is a shared responsibility. Students, parents, community members, and the district must be active partners in the process.
3. Status quo is not acceptable. We must pursue excellence in providing diverse and advanced opportunities for all students.
4. We must continue to recruit, develop, and retain world-class staff members throughout the district.
5. The district must provide a safe, caring, and connected learning environment to educate the whole child academically, physically, and socially.

The mission of Goddard Public Schools is to educate all students for lifelong success.

Advocacy, Partnerships, and Communication

- Support public school advocacy throughout the district, state, and nation.
- Communicate relevant information through events such as the community retreat, State of the District Report, Professional Advisory Council Meetings, Site Council Meetings, and other school community events.
- Communicate and partner with local, state, and federal policy makers.
- Collaborate with our community legislative advocacy group.
- Support the enrichment of student learning opportunities through the growth of the Goddard Education Foundation.
- Continue to advance partnerships with our higher education and business / industry leaders.
- Tell our story and market the value of Goddard Public Schools by effectively utilizing social media to highlight the amazing accomplishments of our students, staff, and community.

"The public school is the greatest discovery made by man."
- Horace Mann

Climate and Culture

- Provide world-class educational opportunities for all students while utilizing resources in the most efficient and effective manner possible toward this goal.
- Provide competitive salaries, benefits, support, and training to attract and retain a world-class professional staff.
- Give the highest priority in resource allocation to instructional programs, Pre-K-12, based on student learning needs.
- Educate the whole child. This includes providing world-class career and technical education programs and extracurricular learning opportunities.
- Invest in the professional and personal growth of all staff members utilizing varying methods to support the individual and collective growth of the staff.
- Continue to update student enrollment growth trends throughout the district to provide students safe, secure, and effective learning environments.
- Continue to focus on meeting the long-term capital needs of the district.
- Maintain all buildings and grounds in a manner which showcase our exceptional facilities.

"The best way to predict the future is to create it."
- Peter Drucker

Curriculum, Instruction, and Technology

- Learning is beyond a test score. Supporting the social, emotional, and physical well-being of students must be the primary focus.
- Educate students in digital citizenship by providing opportunities to embrace, practice, and balance technology usage in academic and social settings.
- Develop and support interventions for all students utilizing general and special education expertise and resources.
- Provide staff the tools needed to teach in a rapidly changing world.
- Develop programs and partnerships to support kindergarten readiness.
- Provide all students learning opportunities beyond the "traditional" school day and school year.
- Educate the whole child. This includes providing college and career readiness opportunities and extracurricular activities for all students.
- Provide a robust infrastructure and the appropriate equipment needed to support world-class learning opportunities for students and staff.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
- Benjamin Franklin

<u>Sign-In Sheet (Sample)</u>

MEETING			
Location:		**Start time:** **End time:**	
Date:		**Lunch:** *time frame*	

Description of Activity/Meeting:		
Category:	D	**Content Standards:** *Skills & knowledge required for the specific content endorsements.*
	D	**Professional Standards:** *Standards that specify the knowledge, competencies, and skills necessary to perform in a particular position.*
	D	**Service to the Profession:** *Any activity that assists othe, in acquiring profidency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation process or professional ornanizations.*
District Goals:	D	**Leadership:** *Teachers demonstrate leadership.*
	D	**Environment:** *Teachers estoblish respectful envi,-onmentfordiverse popuiation.*
	D	**Content:** *Teachers know the contenttl,ey teach.*
	D	**Learning:** *Teachers facilitate learning for their sl11dents.*
	D	**Reflecting:** *Teachers reflect on their practice.*
	D	**ADMIN- Focus of Leadership:** *Targeting appropriate areas for school improvement efforts*
	D	**ADM IN-Managing Change:** *UndBrstanding change efforts & adjusting leadership behaviors*
	D	**ADM IN-Purposeful Community:** *Accomplish goals that matter to all stakeholders*
State Standards:	D **Standard 1:** *learner Development* D **Standard 6:** *Assessment*	
	D **Standard 2:** *learning Differences* D **Standard 7:** *Planning for Instruction*	
	D **Standard 3:** *learning Environment* D **Standard 8:** *Instructional Strategies*	
	D **Standard 4:** *Content Knowledge* D **Standard 9:** *Professional Leaming/Ethical Practice*	
	D **Standard 5:** *Application of Content* D **Standard 10:** *leadership & Collaboration*	

Name PLEASE PRINT	Building	Signature

OVER

USD 265 Professional Development Survey - Certified Staff

As we plan for professional development this year, we would like your feedback regarding the types of professional development that will be most beneficial to you. The following survey will assist the district in best meeting the professional development needs and wants of our staff. Please take a few minutes to complete this survey. As always, your feedback is important to us! Thank you!

Once we receive your feedback and analyze the data, we will send another survey out regarding the professional development topics that are the most needed/wanted and ask you to provide more specifics regarding these topics and how to best deliver the professional development. This will allow us to better tailor the professional development opportunities to ensure we are meeting your individual needs.

* Indicates required question

1. Building *

Mark only one oval.

- Amelia Earhart Elementary
- Apollo Elementary
- Clark Davidson School
- Explorer Elementary
- Oak Street Elementary
- Challenger Intermediate
- Discovery Intermediate
- Eisenhower Middle School
- Goddard Middle School
- Eisenhower High School
- Goddard High School
- Academy/Lakeside/Virtual

2. Position *

Mark only one oval.

- General Education Teacher
- Special Education Teacher
- Special Education Support Staff - OT, PT, Speech, School Psych, etc.
- Counselor/Librarian
- Administrator

3. Below is a list of possible professional development topics. Please select the ones in which you would like to receive additional training. Please select all that apply. *

Check all that apply

☐ Benchmark (K-6)
☐ Building Relationships
☐ Chromebooks
☐ Classroom Management
☐ Cleartouch/Interactive Boards
☐ Co-teaching
☐ Content Specific/Subject Specific Training
☐ Digital Citizenship
☐ Dyslexia
☐ envision Math (K-6)
☐ FastBridge
☐ Gmail
☐ Google Apps (ex: Docs, Sheets, Forms, etc.)
☐ Google Classroom
☐ Instructional Strategies for ELL, At-Risk, Sped, etc.
☐ Lexia
☐ Mentoring
☐ My Learning Plan
☐ myPerspectives (7-12)
☐ Nearpod
☐ Project Based Learning
☐ Project Lead The Way (PLTW)
☐ Ready to Advance (Pre-K)
☐ Self-Care for Educators
☐ School Improvement
☐ SIT Process
☐ Social-Emotional Learning/Growth
☐ Special Education in USD 265
☐ Stress Management/Mindfulness
☐ Teacher Websites
☐ Technology Integration
☐ Trauma-Informed
☐ Student Engagement
☐ Other: _____

4. What other topics are you interested in learning more about?

<u>Professional Development Survey (Sample)</u>

Professional Development - Feedback Survey (April 10th, 2023 - District-wide Inservice - AM Session Only)

The feedback collected through this survey provides the Professional Development Council (PDC), building principals, and Academic Affairs office with great insight about the morning's professional development session. This information is used to inform decisions around future professional development sessions as well as to identify any additional professional needs you may have.

* Indicates required question

1. Please select the building in which you teach/work. If you teach/work in multiple buildings, select your "base" school.... *

   Check all that apply.

   ☐ Apollo
   ☐ Clark Davidson
   ☐ Explorer
   ☐ Earhart
   ☐ Oak Street
   ☐ Challenger
   ☐ Discovery
   ☐ Eisenhower Middle
   ☐ Goddard Middle
   ☐ Eisenhower High
   ☐ Goddard High
   ☐ Goddard Academy
   ☐ Successful Dreams
   ☐ Goddard Virtual School
   ☐ District Office

2. Which of the following best describes your teaching position? *

Mark only one oval.

- ◯ Administrator
- ◯ Early Learning (PAT, PreK, ECD)
- ◯ English Learners
- ◯ K-6 General Education Teacher (math, ELA, Social Studies)
- ◯ K-6 Special Education Teacher
- ◯ K-6 Specials/Electives
- ◯ 7-12 Math
- ◯ 7-12 ELA
- ◯ 7-12 Science
- ◯ 7-12 Social Studies
- ◯ 7-12 Special Education
- ◯ 7-12 Electives & Librarians
- ◯ CTE Teachers not assigned to other core area
- ◯ Related Service Providers (OT, PT, School Psychs, SLP, Social Worker, Counselors)
- ◯ Other

3. Please rate the morning inservice sessions using the following rating scale. *

Mark only one oval per row

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives for the day were clearfy defined.	0	0	0	0	0
The activities were structured to fadlitate meaningful professional dualogue and collaboration.	0	0	0	0	0
The content of this session was timely and relevant to my teaching assignment.	0	0	0	0	0
My group was focused, on-task, and made good use of the time provided.	0	0	0	0	0
overall, I found this to bea worthwhile professional development session.	0	0	0	0	0

4. What was the most significant thing you learned during the morning professional *
   development session?

   _____
   _____
   _____
   _____

5. How will you apply and/or implement what you learned this morning into your *
   classroom/school?

   _____
   _____
   _____
   _____
   _____

6. What support and/or resources do you need to implement what you learned today?*

   _____
   _____
   _____
   _____
   _____

7. Do you have any additional comments/questions/feedback you would like to share regarding *
   this morning's sessions (group configurations, agenda topics, organization of schedule, etc)?

   _____
   _____
   _____
   _____
   _____

8.   Name (optional) - This allows us to follow up with individual survey respondents as needed.

_____

THANK YOU!!

Thank you for your feedback over this morning's professional development sessions. Your feedback is greatly appreciated.

USD 265 Individual Professional Development Plan

USD 265 Individual Professional Development Plan

All certified staff must submit an individual professional development plan annually. Without an IPDP form on file, recertification points will not be approved.

2022-2023 IPDP (Effective July 1, 2022 - June 30, 2023)

The deadline for submitting the form is September 16.

Today's Date: 05/02/2023

Personal Goals

Goals are desired results one strives to achieve within a fixed timeframe. These results should be observable and/or measureable. All IPDP goals are reviewed and submitted annually through the IPDP.

Certified staff should identify NO MORE THAN THREE individual goals to target each year - and one of those goals must be the annual McRel goal to ensure the area targeted for improvement through the evaluation process is tied directly to staff development.

INACTIVATE ALL PREVIOUS YEARS' GOALS

How to inactivate previous years' personal goals:
Click EDIT next to the goal below and set Active to NO, then Save.
Only current year's goals should be visible when IPDP is submitted or PDC Rep WILL RETURN for further editing.

Status	Personal Goal	Actions
COMPLETE	Facilitate Professional Development Opportunities	
COMPLETE	Leadership	

Title: IPDP

Personal Information

Name:

Teaching Assignment
(Grade/Content Level):

License Expiration Date:

Building Assignment:

Professional Development Strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal goals. Include staff development planned by the district and/or building as well activities you may pursue independently such as conferences, college credit, etc.

Strategies:

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District Goals

District goals provide a broad, common framework for staff development of all certified staff. Therefore, the District PDC determined the standards of the McRel Evaluation System will serve as the district goals.

These goals are listed below for your information. Click on the goal statement for a full description.

DO NOT CHECK (INFORMATIONAL ONLY}:

Goal : TEACHERS: Leadership
O Teachers demonstrate leadership.
Goal: TEACHERS: Environment
O Teachers establish respectful environment for diverse population.
Goal : TEACHERS: Content
O Teachers know the content they teach.
Goal: TEACHERS: Learning
O Teachers facilitate learning for their students.
Goal : TEACHERS: Reflecting
O Teachers reflect on their practice.
Goal : ADMIN: Focus of Leadership
O Targeting appropriate areas for school improvement efforts
Goal : ADMIN: Managing Change
O Understanding change efforts & adjusting leadership behaviors
Goal: ADMIN: Purposeful Community
O Accomplish goals that matter to all stakeholders through agreed p
Goal : Personal
O Facilitate Professional Development Opportunities
O Leadership

Building Goals

Building goals reflect specific building initiatives. This could include technology integration, QPA/MTSS, 21st Century learning, and so on. Building goals are ones every staff member commits to pursuing to varying degrees primarily through building professional development days.

These goals are listed below for your information. Click on the goal statement for a full description.

DO NOT CHECK (INFORMATIONAL ONLY}
O District Office:Leadership Effectiveness
O District Office:Leadership Capacity

KS State Standards

Standards for professional learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The state of Kansas has established standards to set clear expectations for professional learning.

These state standards are listed below for your information. Click on the state standard for a full description.

DO NOT CHECK (INFORMATIONAL ONLY}

KS State Standards
O Standard 1: Learner Development
O Standard 2: Learning Differences.
O Standard 3: Learning Environment
O Standard 4: Content Knowledge.
O Standard 5: Application of Content
O Standard 6: Assessment
O Standard 7: Planning for Instruction.
O Standard 8: Instructional Strategies.
O Standard 9: Professional Learning and Ethical Practice.
O Standard 10: Leadership and Collaboration.

Service to Profession

DEFINITION: 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.

POINTS: Points are awarded upon the basis of the number of clock-hours served. An individual shall be awarded one point for each clock-hour of service. An individual shall submit verification of service to the profession when applying for points unless otherwise stipulated.

Knowledge (1X)

Activities related to improvement of student learning such as:
1. workshops, conferences, seminars
2. school visits or peer observations
3. study groups or research groups
4. presenter, guest speaker, college teacher
5. district professional learning

Application (2X)

1. New knowledge implemented and sustained over time to improve student learning.
2. Evidence of implementation from trained observers and/or video/audio data.
3. Evidence of implementation such as lesson plans, pre/post samples of student work, etc.

Impact (3X)

1. Evidence of organizational change such as district/building policy change or revision of district/grade level/content area curriculum.
2. Evidence of improved student academic performance.
3. Evidence of positive changes in student behaviors such as study habits, school attendance, improved homework completion, etc.

Process for Awarding Professional Development Points

1. The individual submits an individual professional development plan (IPDP) annually for approval.
2. The individual completes activities aligned to his/her approved IPDP
3. The individual enters activities in MLP upon completion of the activities.
4. The individual provides appropriate documentation/evidence of completion.
5. The building PDC representative verifies activities address IPDP goals.
6. The building PDC representative submits points to the district PDC representative for final approval and points are awarded.
7. A transcript will be issued upon request for license renewal.

Licensure Renewal Information

Individuals with a Bachelor's Degree must earn 160 IPDP points to renew license. Of those, 80 points must be college credit. One hour of college credit equals 20 points. Individuals with a Master's Degree must earn 120 IPDP points to renew license. College credit is not required, but acceptable to renew with an advanced degree. All points used for licensure renewal, including college credit, must be entered in PLM during school year in which it was earned. All points used for renewal of a license must be earned in at least two of the following areas: Content Standards, Professional Standards and Service to the Profession. Any points awarded for activities or for college credit hours must be earned during the *five-year* current professional license period.

Evaluation Teaching Standards

McRel Professional Teaching Standards

The professional teaching standards embedded in the McRel teacher evaluation tool are the basis for teacher preparation, teacher evaluation, and professional development. Each standard includes the skills and knowledge needed for 21st century teaching and learning. These standards are aligned with national standards for teaching and are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs. USD 265 adopted the McRel evaluation tool in 2013.

STANDARD	ELEMENTS
Standard I Teachers demonstrate leadership.	● Leads in the classroom. ● Leads in the school. ● Leads the teaching profession. ● Advocates for the school and students. ● Demonstrates high ethical standards.
Standard II Teachers establish a respectful environment for a diverse population of students.	● Provides an environment that is inviting, respectful, supportive, inclusive and flexible. ● Embraces diversity in the school community and in the world. ● Treats students as individuals. ● Adapts teaching for the benefit of students with special needs. ● Works collaboratively with families and significant adults in the lives of their students.
Standard III Teachers know the content they teach.	● Aligns instruction with the state standards and district approved curriculum. ● Knows the content appropriate to the teaching specialty. ● Recognizes the interconnectedness of content areas/disciplines. ● Makes instruction relevant to students.
Standard IV Teachers facilitate learning for their students.	● Knows the ways in which learning takes place and the appropriate levels of intellectual, physical, social and emotional development of students. ● Plans instruction appropriate for students. ● Uses a variety of instructional methods. ● Integrates and utilizes technology in instruction. ● Helps students develop critical thinking and problem-solving skills. ● Helps students work in teams and develop leadership qualities. ● Communicates effectively. ● Uses a variety of methods to assess what each student has learned.
Standard V Teachers reflect on their practice.	● Analyzes student learning. ● Links professional growth to professional goals. ● Functions effectively in a complex, dynamic environment.

Kansas Educator Preparation Program Standards for Professional Education

**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 (single and/or multi), religion, and geographic origin.

***Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
Function 1: The teacher understands how learners grow and develop.	
Content Knowledge (CK):	**Professional Skills (PS):**
1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.	1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
1.1.2CK The teacher understands the role of language and culture in learning.	1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	
Content Knowledge (CK):	**Professional Skills (PS):**
1.2.1CK The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning.	1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance his/her learning.
Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
Content Knowledge (CK):	**Professional Skills (PS):**
1.3.1CK The teacher knows how to use instructional strategies that promote student learning.	1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development.
1.3.2CK The teacher knows how to make instructional decisions that build on learners' strengths and needs.	1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Function 1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

Content Knowledge (CK):	Professional Skills (PS):
2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.
2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to the learner's personal, family, and community experiences and cultural norms.

Function 2: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.

Content Knowledge (CK):	Professional Skills (PS):
2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	2.2.3PS The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.
2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner's experiences, languages, cultures, and community into instruction.	2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
	2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.	

Function 1: The teacher works with others to create learning environments that support individual and collaborative learning.

Content Knowledge (CK):	Professional Skills (PS):
3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	3.1.3PS The teacher manages the learning environment, to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner's attention.
3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.

Function 2: The teacher works with others to create environments that include teacher and student use of technology.

Content Knowledge (CK):	Professional Skills (PS):
3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in all learning environments.	3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
	3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.

Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge (CK):	Professional Skills (PS):
3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.	3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.
	3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.
	3.3.4PS The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
	3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Content Knowledge (CK):	Professional Skills (PS):
4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.	4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.
4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.	4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.

Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

Content Knowledge (CK):	Professional Skills (PS):
4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.	4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
	4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
	4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
	4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic language in their content.
	4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner's content knowledge in their primary language.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.	
Content Knowledge (CK):	**Professional Skills (PS):**
5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in depth learning experience.	5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.
5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.	5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.
	5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.
Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.	
Content Knowledge (CK):	**Professional Skills (PS):**
5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.	5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.
5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.	5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.
	5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.
Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.	
Content Knowledge (CK):	**Professional Skills (PS):**
5.3.1CK The teacher understands the concepts that govern his/her content area.	5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.
5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.	5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to the resolution of local and global issues.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Content Knowledge (CK):	Professional Skills (PS):
6.1.1CK The teacher understands the difference between formative and summative assessment.	6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.
6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments that are both reliable and valid based on the specific learning goals and learner needs.	6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.
6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.	6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.
	6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.

Function 2: The teacher understands how to engage learners in self-assessment.

Content Knowledge (CK):	Professional Skills (PS):
6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.	6.2.4PS The teacher engages learners in analyzing their own assessment data.
6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.	6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.
6.2.3CK The teacher knows how to prepare learners for assessments.	6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.

Function 3: The teacher understands how to make informed decisions.

Content Knowledge (CK):	Professional Skills (PS):
6.3.1CK The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.	6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.
6.3.2CK The teacher knows how to use data to guide planning and instruction.	6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.
6.3.3CK The teacher knows how to provide relevant feedback to all learners.	6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Content Knowledge (CK):	Professional Skills (PS):

7.1.1CK The teacher knows a range of evidence- based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.
7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.	7.1.4PS The teacher systematically adjusts plans to enhance each student's learning.

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Content Knowledge (CK):	Professional Skills (PS):
7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.	7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.	7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, instructional technology coordinators, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, instructional technology coordinators, librarians, media specialists, community organizations).	

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Content Knowledge (CK):	Professional Skills (PS):

7.3.1CK The teacher understands learning theory, human development, cultural diversity, linguistic diversity, community context, and individual differences and how these impact ongoing planning.	7.3.3PS The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.
7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
	7.3.5PS The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.

Content Knowledge (CK):	Professional Skills (PS):
8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.
8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.
8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.	8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.
	8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.

	8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.

Content Knowledge (CK):	Professional Skills (PS):
8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self - expression, and build relationships.	8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8.2.2CK The teacher knows how to use a wide variety of appropriate resources, including human resources, print and visual materials, and technology, to engage students in skill building and learning.	8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
	8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.
	8.2.6PS The teacher uses a variety of resources, including human resources, print and visual materials, and technology to engage students in learning.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Function 1: The teacher engages in ongoing professional learning.

Content Knowledge (CK):	Professional Skills (PS):
9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).	9.1.4PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.
9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.	9.1.5PS The teacher takes responsibility for implementing new knowledge, ideas, and strategies.

9.1.3CK The teacher understands a professional educator is a lifelong learner, staying apprised of current trends and research in the field.	

Function 2: The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Content Knowledge (CK):	Professional Skills (PS):
9.2.1CK The teacher understands the role and goals of reflection in professional growth.	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations / observations, educator colleagues, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.

9.2.2CK The teacher understands how the elements of the evaluation protocol correspond with professional learning experiences or opportunities.	

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Content Knowledge (CK):	Professional Skills (PS):
10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.
	10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.

Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Content Knowledge (CK):	Professional Skills (PS):
10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.	10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).

10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.	10.2.4PS The teacher provides information to families about the instructional programs, each individual student's progress, and ways that they can be engaged in learning activities (Danielson, 2013).
	10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.
	10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.

Mentor Activity Log (Sample)

Mentor/Mentee Activity Log (2022-23 School Year)

Mentors are responsible for maintaining an activity log of conferences held with their mentee. Mentors will email a copy of the activity log to the Assistant Superintendent for Human Resources at the end of the 2022-23 school year. Mentor/Mentee Expectations:

1. *Mentor will have weekly discussion/check in with Mentee (in person, phone, email, etc)*
2. *Mentor will observe mentee quarterly, minimally.*
3. *Mentee observes mentor or another experienced teacher at least once per semester..*
4. *Mentor/Administrator have at least a quarterly check in for each mentee.*

Mentor Name: _____ **Mentee Name:** _____

Building: _____ **Grade Level or Subject:** _____

Date		Brief Description of Interaction	Notes or Follow Up Action Needed

Activity Request Form

Activity Request
[Complete this form for each VVOrkshop, conference or activity attended.]

File Attachment
Please upload the file to your My File Library FIRST BEFORE filling out this form

Activity Details	
Activity Title:	
Description:	
	Characters left **2048**

Dates/Time!Location	
# of Meetings	1 V|

MeetingDate 1

Meeting 1 Date	
Start & End Time	V[00 V | To V|J·00 V|
Location	

Provider	
Provider:	--- Click To Select --- V|
If not on list, enter here	

Points
Enter the number of points earned for this activity. [1 Hour = 1 Point]

Points:	

District/Personal Goals

Please select:	**Goal : TEACHERS: Leadership**
	Teachers demonstrate leadership.
	al: TEACHERS: Environment
	Teachers establish respectful environment for diverse population.
	al : TEACHERS: Content
	Teachers know the content they teach.
	al: TEACHERS: Learning
	Teachers facilitate learning for their students.
	al : TEACHERS: Reflecting
	Teachers reflect on their practice.
	al : **ADMIN: Focus of Leadership**
	Targeting appropriate areas for school improvement efforts
	al : ADMIN: Managing Change
	Understanding change efforts & adjusting leadership behaviors
	oal: ADMIN: Purposeful Community
	Accomplish goals that matter to all stakeholders through agreed p
	al : Personal
	Facilitate Professional Development Opportunities
	Leadership

Building Goals

| Please select: | D District Office:Leadership Effectiveness |
| | D District Office:Leadership Capacity |

KS State Standards

Please select at least one:	**KS State Standards**
	Standard 1: Learner Development.
	Standard 2: Learning Differences.
	Standard 3: Learning Environment.
	Standard 4: Content Knowledge.
	Standard 5: Application of Content.
	Standard 6: Assessment.
	Standard 7: Planning for Instruction.
	Standard 8: Instructional Strategies.
	Standard 9: Professional Learning and Ethical Practice.
	Standard 10: Leadership and Collaboration.

Purpose(s)

| Select a Purpose(s): | Relicensure |
| Relicensure Category: | --- Click To Select--- |

Reflection

| Please reflect on how this activity will impact your teaching and ultimately student learning. Please explain any plans you have to share knowledge gained from this activity with your colleagues either formally or informally. | Characters left **2048** |

Finish

College Credit Request Form

College Credit Request

Use this form to earn points for college courses needed specifically for relicensure.

File Attachment

Please upload your attachment to your My File Library FIRST BEFORE submitting this form.

Course Information

Course Title:

Course Description:

ABC ✓
Characters left **2048**

Is this course in your area of certification?
○ YES
○ NO

Course Code:

Semester: --- Click To Select --- ⌄

Course Dates

Course Start Date:

Course End Date:

Course Provider

Provider: --- Click To Select --- ⌄

If not on list, enter here

College Transcript

NOTE: Final approval of points for college credit will be granted upon receipt of an official transcript. Individuals should submit transcripts to District Office in a timely manner.

Graduate/College Credits

Enter the number of credits earned with this course.

Credits:

District/Personal Goals

Select District Goals Course Addresses:	**Goal : TEACHERS: Leadership**
	Teachers demonstrate leadership.
	al: TEACHERS: Environment
	Teachers establish respectful environment for diverse population
	al : TEACHERS: Content
	Teachers know the content they teach.
	al : TEACHERS: Learning
	Teachers facilitate learning for their students.
	al : TEACHERS: Reflecting
	Teachers reflect on their practice.
	al : ADMIN: Focus of Leadership
	Targeting appropriate areas for school improvement efforts
	al : ADMIN: Managing Change
	Understanding change efforts & adjusting leadership behaviors
	al: ADMIN: Purposeful Community
	Accomplish goals that matter to all stakeholders through agreed p
	al : Personal
	Facilitate Professional Development Opportunities
	Leadership

Building Goals

| Select Building Goals Course Addresses: | District Office:Leadership Effectiveness |
| | District Office:Leadership Capacity |

KS State Standards

Please select one:	**KS State Standards**
	Standard 1: Learner Development.
	Standard 2: Learning Differences.
	Standard 3: Learning Environment
	Standard 4: Content Knowledge.
	Standard 5: Application of Content
	Standard 6: Assessment.
	Standard 7: Planning for Instruction.
	Standard 8: Instructional Strategies.
	Standard 9: Professional Learning and Ethical Practice.
	Standard 10: Leadership and Collaboration.

Purpose(s)

| Select a Purpose(s): | Relicensure |
| Relicensure Category: | --- Click To Select--- |

Reflection

| Please reflect on how this course will impact your teaching and ultimately student learning. Please explain any plans you have to share knowledge gained from this course with your colleagues either formally or informally. | |
| | Characters left **2048** |

Finish

Application Level Request Form

Application Level Request Form

Use this form to submit a request for approval of an APPLICATION project.

Knowledge Level Activity Being Applied

Title of Activity

Description

Characters left **2048**

Hours for Application

Hours

Timeline of Application Project

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

School Student Achievement S.M.A.R.T. Goal

List any or all related SMART Goals below. For example, Reduce the percentage of failing grades to 10% or less in this academic area.

SMART Goal(s)

Characters left **2048**

Change in Educator Practice

As a result of your new knowledge, describe below what practice(s) you will be changing in your classroom.

Type of Change --- Click To Select ---

If Other, Describe Change

Describe Anticipated Changes in Practice

Characters left **2048**

Baseline Data: Where are we now in relation to the Goal? What does the current data reveal?

For example, Last year 25% of our students failed one or more semesters of math and 15% failed one or more semesters of language arts.

Target Student Group --- Click To Select ---

Target Grade Level --- Click To Select ---

Baseline Data Description	

Characters left **2048**

Academic Area	.[--- Click To Select --- ⌄⌐

In the field below, enter baseline or pre-test data point relating to the academic area under study. For example, a baseline average of 62% would enter 62 below.

Baseline Data (number only)	

How will evidence of professional development impact on teachers and students be collected? How will progress toward he SMART Goal be measured?

Check all forms of data collection that will be used to quantify the impact of the professional development in the areas listed below.

Application (Changes in Educator Practice)

Application Measurement Options

- 0   PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS
- D   INTERVIE'J'/S
- 0   DIRECTOR OBSERVATIONS OR VIDEOTAPED LESSONS
- 0   WALK-THROUGHS BY SCHOOL TEAMS
- 0   EDUCATOR PORTFOLIOS
- 0   LESSON PLANS
- 0   PRODUCTS (UNIT PLANS; CURRICULUM MAPS; ETC.)

Impact (Improvement in Student Achievement/Performance)

Student Impact Baseline DataQ TEACHER-DEVELOPED CLASSROOM ASSESSMENTS

- 0   INDIVIDUAL/GROUP TASKS OR PRODUCTS (RUBRIC SCORED)
- 0   CLASSROOM SIMULATIONS OR DEMONSTRATIONS
- D   SCHOOL RECORDS GRADES
- 0   SCHOOL RECORDS HONORS CLASSES
- 0   SCHOOL RECORDS: GRADUATION RATES
- 0   SCHOOL RECORDS: PERCENT IN REMEDIAL CLASSES
- 0   SCHOOL RECORDS: HS DROPOUTS
- 0   STANDARDIZED ACHIEVEMENT ASSESSMENTS
- 0   STANDARDIZED PERFORMANCE ASSESSMENTS

Goals/Objectives/Strategies

Goal : TEACHERS: Leadership

O   Teachers demonstrate leadership.

Goal: TEACHERS: Environment

O   Teachers establish respectful environment for diverse population

Goal : TEACHERS: Content

O   Teachers know the content they teach.

Goal : TEACHERS: Learning

O Teachers facilitate learning for their students.

Goal : TEACHERS: Reflecting

O   Teachers reflect on their practice.

Goal : ADMIN: Focus of Leadership

O   Targeting appropriate areas for school improvement efforts

Goal : ADMIN: Managing Change

O   Understanding change efforts & adjusting leadership behaviors

Goal: ADMIN: Purposeful Community

O Accomplish goals that matter to all stakeholders through agreed p

Goal : Personal

O Facilitate Professional Development Opportunities

O   Leadership

Comments

Comments

Characters left **2048**

Finish

Impact Level Request Form

Impact Level Validation Form

Submit this form to validate and demonstrate the impact of your application project on students.

Knowledge Level Activity Being Applied and Measured

Title of Activity

Description

Characters left **2048**

Hours for Impact

Hours

Timeline of Application Project: When was this Knowledge Applied in your classroom?

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Professional Development Plans

Select the Professional Development Plan(s) that this activity will apply toward (if applicable).

Select PD Plan   --- Click To Select ---

School Student Achievement S.M.A.R.T. Goal

List any or all related SMART Goals below. For example, Reduce the percentage of failing grades to 10% or less in this academic area.

SMART Goal(s)

Characters left **2048**

Change in Educator Practice

As a result of your new knowledge, describe below what practice(s) you will be changing in your classroom.

Type of Change   --- Click To Select ---

If Other, Describe Change

Describe Changes in Practice

Characters left **2048**

Baseline Data: Where are we now in relation to the Goal? What does the current data reveal?

For example, Last year 25% of our students failed one or more semesters of math.

Target Student Group	--- Click To Select --- ⌄
Target Grade Level	--- Click To Select--- ⌄
Baseline Data Description	

Characters left **2048**

Academic Area	--- Click To Select---

In the field below, enter baseline or pre-test data point relating to the academic area under study. For example, a baseline average of 62% would enter 62 below.

Baseline Data (number only)	

How will evidence of professional development impact on teachers and students be collected? How will progress toward he SMART Goal be measured?

Check all forms of data collection that will be used to quantify the impact of the professional development in the areas listed below.

Application (Changes in Educator Practice)

Application Measurement Options	0 PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS
	D INTERVIBNS
	0 DIRECTOR OBSERVATIONS OR VIDEOTAPED LESSONS
	0 WALK-THROUGHS BY SCHOOL TEAMS
	0 EDUCATOR PORTFOLIOS
	0 LESSON PLANS
	0 PRODUCTS (UNIT PLANS; CURRICULUM MAPS; ETC.)

Impact (Improvement in Student Achievement/Performance)

Student Impact Baseline DataQ	TEACHER-DEVELOPED CLASSROOM ASSESSMENTS
	0 INDIVIDUAL/GROUP TASKS OR PRODUCTS (RUBRIC SCORED)
	0 CLASSROOM SIMULATIONS OR DEMONSTRATIONS
	0 SCHOOL RECORDS: GRADES
	0 SCHOOL RECORDS: HONORS CLASSES
	0 SCHOOL RECORDS GRADUATION RATES
	0 SCHOOL RECORDS PERCENT IN REMEDIAL CLASSES
	0 SCHOOL RECORDS: HS DROPOUTS
	0 STANDARDIZED ACHIEVEMENT ASSESSMENTS
	Q STANDARDIZED PERFORMANCE ASSESSMENTS

Result Data: What did we accomplish in relation to the Goal? What does the new data reveal?

For example, after applying the new practice in my classroom, less than 5% of our studen1s failed one or more semesters of Math.

Resulting Data Description

_____

_____

Characters left **2048**

In the field below, enter resulting post-test data relating to the academic area under study. For example, a resulting average of 82% would enter 82 below.

_____

Resulting Data (Number Only)

_____

Percent Change= [((Result Data - Baseline Data)/Baseline Date)* 100)]

Percent Change

_____

Indicate the range of your% **C ange?**

--- Click To Select---   v

Did you meet the SMART **Goal?**

--- Click To Select---   v

Comments

Comments

_____

_____

Characters left **2048**

Finish

Professional Development Regulations

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

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

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

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

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section 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. § 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § 91-1-211

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. 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.)

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.)

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. 91-1-215 through K.A.R. 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.)

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.)

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.)

Wellington Unified School District 353
Professional Development Plan

Date Plan Approved by State Board of Education:
Date Plan Approved by Wellington USD 353 BOE:
Date of Plan Expiration: 8/1/2030

5-year Professional Development Plan Approval

The Wellington USD 353 Professional Development Council approved the following plan, at its meeting held on ___May 23, 2025___, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____   ___5/23/2025___
                          Signature   Date

The Wellington USD 353 Board of Education approved the following plan, at its meeting held on ___6/9/2025___ according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____

Plan Updates

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

<div style="display:flex;justify-content:space-between;">Signature   Date</div>

Signature   Date

Table of Contents

Section One
Professional Development Council (PDC)

1.1 Introduction

PDC Council Purpose

The purpose of USD 353's professional development plan is to improve the quality of teaching and learning by ensuring that staff members participate in "relevant" professional development to remain current with their profession, as well as to meet the learning needs of all of our students. The plan describes the alignment of professional development with KSDE learning standards and assessments, student needs, and teacher capacities, and includes a needs analysis, goals, objectives, strategies, activities, and evaluation standards. Our intent, as part of the plan, is to offer staff a menu of professional development opportunities throughout the year. These opportunities, both formal and informal, will be offered in a variety of formats and through a variety of providers.

Philosophy

Professional development is necessary to ensure that staff improve and expand their knowledge and skills, master new skills and responsibilities, and change their teaching practices in hopes that all students achieve higher learning standards. Professional development has a direct impact on teacher performance, and teacher performance has a direct impact on student achievement. Therefore, the annual professional performance review and the professional development plan have a strong linkage, and together will prepare and support educators to help all students achieve higher standards of learning and development. This Results Based Professional Development Plan has been developed in accordance with the Kansas Professional Educational Standards (9-11-01), and the National Staff Development Council Standards (revised, 2001).

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 Wellington USD 353 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 term for each PDC member is passed on the operational period of each new district PD plan, 5 years. 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
Elementary Schools	4
Middle School	1
High School	1
Total	6

1.22 Licensed Teacher Group Selection Process:

To determine licensed teacher selection, building principals will email their staff and will inform them 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 member will return his/her choice. Once someone is selected, principals will notify the PDC Chair of the name of the new member and will provide the documentation used in the selection process to the PDC Chair for storage. PDC Members may continue serving as selected based on the 5- year membership cycle. . There are no term limits or staggering of terms. This selection process will typically occur in the Spring.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary Schools	1
Middle/High School	1
District Wide	2
Total	4

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during a Building Administrators Meeting in the fall before the school year begins. Representatives are chosen on a volunteer basis, and names are submitted to the PDC Chair by district administration. The PDC Chair will maintain documentation in the PDC digital file. PDC Members may continue serving as selected based on the 5- year membership cycle. There are no term limits or staggering of terms. This selection process will typically occur in the Spring.

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

Wellington USD 353 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 fall PDC meeting includes annual training. Any members who are unable to attend the training will receive their training individually.

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 electronically in the PDC 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

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 PDC has two officers: the Chair and the Vice Chair. The Chair is selected by the membership at the first PDC meeting. The Vice Chair is elected by the PDC members every fall to fill the role of the Chair in the event the Chair is unable to be at a meeting or event. Officers serve a one-year term, with the option to serve consecutive year(s)if selected. Although not a member or officer of the PDC, a District Office representative fulfills the duties of the secretary. If the vice chair leaves before beginning as chair both positions will be filled.

Duties of the Chair
1. Responsible for overseeing the Plan and updating the Council of new laws and regulations that affect the Plan
2. Calls and presides at all meetings
3. Prepares an agenda for all meetings
4. Carries out any other duties as described in this document or assigned by the Council or Superintendent
5. Responsible for maintaining all submitted Individual Professional Development Plans
6. Reports PDC information to the Board of Education
7. Facilitates the implementation of the district PDC plan
8. Receives and submits PDC information for relicensure with Kansas State Department of Education

Duties of the Vice Chair
1. Facilitates the PDC meetings and leads point approval discussions if the Chair is unable to attend a Council meeting

Non-Officer Duties:
Duties of the Secretary
1. Assure that all point requests are in the system prior to the PDC meeting
2. Collect and file all non-digital documentation for point requests
3. Notify licensed personnel of their license renewal dates within 12 months of expiration
4. Annually prepare point summaries for all licensed personnel
5. Provides copies of point summaries upon request
6. Prepare formal transcripts for relicensure for all licensed personnel upon request

Duties of the Building Principals
1. Assist employees in completing KEEP 2 plans and monitor implementation of employee's level of knowledge, application, and impact
2. Responsible for gathering PDC forms and data from their buildings
3. Facilitate the implementation of the district PDC plan

Duties of the PDC Members
1. Assist employees in completing plans and filling out PDC documents
2. Answer PDC questions, and provide assistance when needed
3. Facilitate the implementation of the district PDC plan
4. Approve points at each PDC meeting
5. One member will be assigned to add the minutes to the agenda for each meeting. A new member may be selected for each meeting, depending on attendance

1.51 Meetings

The Professional Development Council meets quarterly during the academic year to approve points, review the USD 353 PDC process, analyze the district's progress toward its PD goals, provide assistance in planning professional development, revise the plan when necessary, and to receive required training. Meetings are open to all who wish to attend.

PDC points for Levels 1-3 will be approved by the PDC at their quarterly meetings. Emergency meetings will be held as necessary for approval of points for relicensure purposes. Emergency meetings are called by the PDC Chair via emailing all PDC members with date, time, and location if one or more PDC applications are submitted that must be approved prior to the next PDC meeting for relicensure purposes. A minimum of five current PDC members must be in attendance in order to approve the points.

For the purpose of efficiency and timeliness for our licensed personnel, approval of points, and other considerations are based on a majority of members present at the meeting.

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 50% 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

USD 353 utilizes Frontline for submission of professional development activities. The KEEP 2 system is used for individual professional development goals and evaluation.

Names of the forms used in the system for PDC activities and business:

Frontline: College Course, Crusader Credits, Knowledge/Level 1, Service to the Profession

KEEPS 2: Self-Assessment, Goals

PDC points must be submitted via Frontline, prior to each meeting, or the review will be placed on the next meeting's agenda.

All staff are trained to use the system every August during the back-to-school professional development days. They are encouraged to begin using the system immediately by inputting their learning from the training provided during those days.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications		NA		
IPDP's	X	KEEP 2	Individual Teacher	Y
Meeting Minutes	X	PDC Shared Drive	Secretary	Y
Member Selection	X	PDC Shared Drive	Secretary	Y
Officer Selection	X	PDC Shared Drive	Secretary	Y
PD Plan Process	X	PDC Shared Drive	Secretary	Y
PD Points	X	Frontline	Individual Teacher	Y
Staff PD Needs Assessments	X	PDC Shared Drive	PDC Chair	Y

1.54 Communications

All staff are notified of upcoming PDC meetings through email. Points may be submitted at any time. The PDC Plan, but not individual activities, is approved by the USD 353 Board of Education every 5 years and is reviewed when updates are made. The PDC Chair represents the PDC at the board meetings to present the official five-year plan for approval, answer questions, and address concerns.

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 and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points.

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 in the preceding year 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 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.

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
1st-	Designated Supervisor

Delegated Approval

The PDC delegates its authority to allow the designated supervisor to approve IPDP's. If the designated supervisor 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 below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

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.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	PDC
3rd-	Secretary Push through the points on Frontline

Direct Approval
The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

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.

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 Wellington USD 353 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.

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

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.

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, an
- 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.

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

2.1 Assessment and prioritization of school improvement needs

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district 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 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.

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.

Structures
(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

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 goals. 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)

Structures	Lead Indicators
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 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

2.5 Reporting results of evaluation of in-service needs (N/A)

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. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of 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.

Section Four
Awarding Professional Development Points for Re-licensure

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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.

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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. 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)

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
- 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 as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

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:
  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 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
- 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.

Professional development activities and points are considered for movement on the negotiated salary schedule if they occur outside of a regularly-scheduled work day. Each request is considered on an individual basis. College credit and degrees create movement per the negotiated agreement.

4.6 Questions about awarding PD points relative to renewal licensing
(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

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)

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)

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)

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.

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.

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.

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.

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)

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.

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

District Professional Development Plan

Pratt USD 382

2023-2028

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2028
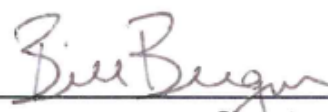
5-year Professional Development Plan
Approval

The USD 382 Professional Development Council approved the following plan, at its meeting held on ___June 9, 2025___, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: ___Heather Bragg___   ___6-3-2025___
                    Signature   Date

The USD 382 Board of Education approved the following plan, at its meeting held on ___June 9 2025___, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: ___Bill Bergen___
                                            Signature

___6.9.25___
Date

Plan Updates

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

Add pages as needed

CONTENTS

Section One
Professional Development Council (PDC)

1.1 Introduction

PREFACE

The Professional Development Standards for Pratt U.S.D. 382 were compiled by teachers from all buildings and grade levels of the district. This document fulfills the professional development plan requirements established by the State of Kansas.

Professional Development points applied to re-licensure or advancement on the salary schedule must be used in conjunction with guidelines set forth by the Kansas State Department of Education and the negotiated agreement between Pratt Education Association and Pratt USD #382. No action by the Professional Development Council may supersede guidelines established by those entities.

School Improvement is a continuing process; therefore this document is subject to revision.

PROFESSIONAL DEVELOPMENT MISSION STATEMENT

Staff development in Pratt USD #382 will result in increased staff knowledge and new or enhanced instructional skills that result in increased student success.

1.2 Membership

PROFESSIONAL DEVELOPMENT COUNCIL

Member	School	Term
Heather Skaggs	Southwest Elementary, Chair	8/22-5/25-Chair
Kyle Farmer	Pratt High	5/22-5/25
Sabre Dixon	Liberty Middle School	8/20-5/23
Karen Schnoeberger	Southwest Elementary, Sec.	5/22-5/25
Brandie Osenbaugh	PAC	8/24-8/27
Kirsten Blankenship	Building Administrator	8/24-7/26
Antonia Villa	District Office Administrator	8/24-7/26

* Administrator is a two-year term instead of three years.

Members of the USD 382 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.

Membership

The council will be composed of at least five members. The minimum of the council will be: One building administrator; at least one teacher from each building and one district office administrator.

Method of Rotation of Membership

1. Administrators will serve a two-year term.

2. Teacher Certified personnel will serve a three-year term.

Method of Selection

3. Vacancies for representatives from the elementary, middle, vocational, and high school areas will be by election at the respective areas during April and submitted to the Chairperson of the Professional Development Council.

4. Newly elected members will be expected to attend meetings of the Professional Development Council as non-voting members from the date of selection until their term of office begins.

Resignations and Replacements

5. If a member cannot fulfill their responsibilities due to extenuating circumstances that are not permanent in nature, the vacancy will be filled by the constituency according to the selection procedure until such time as the member can resume their responsibilities.

6. Resignation of Membership: Members may resign their membership at any time. A letter of resignation will be written and submitted by the resigning member to the Professional Development Council Chairperson at least one regular meeting prior to the effective date of

the resignation. The resigning member's constituency will then be notified immediately by the Professional Development Council of the existing vacancy. The vacancy will be filled by the constituency according to the selection procedure.

7. Request for resignation of a member by the Professional Development Council: The Professional Development Council is empowered to request the resignation of a member for the good of the Council. Any member who misses three consecutive meetings will automatically cease to be a member except under extenuating circumstances.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Liberty Middle School	1
Pratt Academic Center (PAC)	1
Pratt High School	1
Southwest Elementary School	2
Total	5

1.22 Licensed Teacher Group Selection Process:

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them 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 during a building team meeting, principles will let the PDC Chair know the name of that person.

1.23 Licensed Leader Groups Represented:

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

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during April during a leadership meeting. The leader running the election process will inform the PDC Chair of the result/s.

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 382 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 Secretary 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 meeting minutes and sent out as an email and possibly 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

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 of the Professional Development Council

1. Officers: The officers of the Pratt USD #382 Professional Development Council will consist of a chairperson, a co-chairperson, and a secretary.

2. Selection of officers: The chairperson and secretary will be elected each year in May and their term of office will begin August 1.
3. Term of office: The chairperson and secretary will hold office for one year.

4. Vacancies: Vacancies in officers' positions will be filled by a majority vote of a quorum (3) of the Professional Development Council at the meeting for which the resignation is effective.

Powers, Duties, and Functions of the Professional Development Council will be:

1. Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.

2. Review, approve, or reject the Individual Professional Development Plan submitted by each participating staff member.

3. Periodically, but not less than once a year, review, validate, and verify the in-service credit points to be granted for activities completed on the annual Individual Professional Development Plan of each participating staff member.

4. Grant or reject each application submitted for an annual plan. Extensions will be granted if the Professional Development Council finds the failure to complete the plan was the result of extenuating circumstances.

5. Report at least once each year on the activities of the Council to the Board of Education and make recommendations for improvement and administration of the plan.

6. Annually revise the Professional Development Plan as necessary.

7. Annual training for PDC members will be provided in the spring of each year. Training will be provided through our local service center (either ICE, SCKESC or ESSDACK).

Chairperson - - Duties

1. Presides at all regular meetings.

2. Calls and presides at all special meetings.

3. Outlines yearly Professional Development Council tasks and timelines.

4. Ensures that Professional Development Plans are safely and accurately received and kept by the Council.

Co-Chairperson - - Duties

1. Fulfills all the duties of the Chairperson in the Chairperson's absence.

2. Carries out other duties requested by the Chairperson.

3. Handles all Professional Development Council correspondence.

4. Maintains a file in the Central Office of Pratt USD #382 of Professional Development Council minutes, correspondence, and other pertinent documents.

Secretary - - Duties

1. Keeps minutes of all meetings.

2. Prepares minutes for distribution to all Professional Development Council participants, the Superintendent of Schools and the Board of Education.

1.51 Meetings

Meetings of the Professional Development Council

1. Monthly meetings will be held from September through May as necessitated by an agenda.

2. All meetings will be posted on the District Master Calendar.

3. Meeting place will be designated on the monthly agenda, unless changed by the Chairperson.

4. Special meetings may be called by the Chairperson or a majority of the Professional Development Council with one week's prior notice.

5. All meetings will be "public" and "open" to whomever wishes to observe. The Professional Development Council may adjourn to executive session.

Development of Agenda for Professional Development Council Meetings

1. Items for consideration by the Professional Development Council may be proposed by the members of the Professional Development Council or certified participating personnel of Pratt USD #382.

2. Agenda items must be submitted to a PDC member prior to the scheduled meetings of the Professional Development Council.

3. The agenda and notification of the meeting will be distributed to members of the Professional Development Council and the Superintendent of Schools.

4. The Council will determine the amount of time to be spent on each agenda item.

5. A time will be allowed for recognition of visitors.

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

II. Taking and Maintaining Records of Meetings

1. Minutes of all meetings will be kept by the Secretary of the Professional Development Council on shared PDC drive. Minutes will be distributed to authorized personnel.

2. Records of meetings and materials submitted to the Professional Development Council will be forwarded to the Chairperson of the Council or their designee.

3. A master file of Individual Professional Development Plans (IPDP) will be maintained at the Central Office. Prudent supervision of the files by the Superintendent of Schools will guarantee confidentiality of information through a system of monitoring those having access to personnel records.

4. Access to the Individual Professional Development Plan (IPDP) records and information will be available to the individual plan member, the Superintendent of Schools, Assistant Superintendent, Principals, Professional Development Council members, and the Board of Education.

5. Central Office Staff will manage and provide College transcripts.

Frontline:

New and returning staff are trained on Frontline at each year's new teacher/employee workshop and building PDC reps can also provide technical assistance.

Names of Forms in Frontline that the PDC uses for its business :

- Service to the Profession Knowledge/Skills Level 1 PLC-Team Notes
- Project Pre Approval Form
- Masters Program (when entering up to 3 classes on one form) College Course
- IPDP

All forms referenced throughout this document can be found at Frontline - PDC Points

1.54 Communications

PD Secretary takes meeting minutes and shares via email with all PD Committee Members. Then the PD Committee members share within their building.

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 382 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 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 in Section 1.5, provided that these amendments have been introduced at the preceding regular meeting. Once an amendment is approved, the 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.

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
1st-	Designated Supervisor
2nd-	Building PDC Representative from a different building than the IPDP being reviewed

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. 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 below:

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.

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 PDC Representative Screener/verify attendance
2nd-	Building Administrator Verified attendance
3rd-	PDC

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

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 382 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The District office 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 620-672-4500.

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 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.

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.

Structures
(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

A staff <u>development needs assessment</u> 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)

Structures	Lead Indicators
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

2.5   Reporting results of evaluation of in-service needs (Optional)

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 382 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.

How To Write an Individual Professional Development Plan

1.   Use Individual Professional Development Plan form (Form is available in Frontline)

2.   Tracking and maintaining your certificate for renewal purposes is a personal responsibility, it is important that you know when your certification expires, failing to maintain a current license on file is cause for termination of your contract.

3.   Identify the goal as it relates to district goal, building goal, or personal goal.

4.   A plan may be amended at any time, by checking the amendment box on the IPDP Report form. Activities may be added or deleted without immediate committee approval.

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. 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)

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

The professional development points used for renewal of a license must be earned in at least __two of the three__ areas:
Content - Professional Education - Service to the Profession

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.

<div align="center">

Level II – Application

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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.

<div align="center">

Level III – Impact

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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

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Level I Knowledge Indicators:
What do you know now that you did not know before?

</div>

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.

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Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

</div>

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:
  o Study habits.
  o Improved school attendance.
  o Improved homework completion rates.
  o Independent observation of positive students' classroom behaviors.
  o Increased enrollment in advanced classes.
  o Increased participation in school-related activities.
  o Decreased dropout rates.

Relicensure Requirements

Bachelor's Degree	Master's/Advanced
Degree 160 points minimum	120 points minimum
- **at least** 80 points must be college credit	- all inservice points
- remaining points **may be** inservice points	- all college credit
- any combination of the two	-any combination of the two

1 college semester credit = 20 points

DOCUMENTATION

KNOWLEDGE Level:

∑ In-district / ICE / SCKESC inservice:

Use Pratt USD 382 Knowledge/Skills Level 1 Form

∑ Out-of-district conferences, workshop:

Use Pratt USD 382 Knowledge/Skills Level 1 Form and agenda, certificates of attendance

∑ Other:

Use Pratt USD 382 Knowledge/Skills Level 1 Form and/or journal, PLC Collaboration Learning Log

Classroom **APPLICATION** Level:

∑ Possible examples of documentation: lesson plans, student work, journal, observation
(video, peer or administrative), student pre- & post- tests, student data
Use Pratt USD 382 Application/Skills Level 2 Form

Evidence of **IMPACT** Level: (recommended two semesters or one academic year of data collection to show impact)

∑ Possible examples of documentation: student work, pre- post-
test data, student data Use Pratt USD 382 Impact/Skills Level
3 Form

Process for Relicensure

The participant will follow this procedure up to 6 months prior to license expiration date:

1. Go to the Kansas State Department of Education webpage
https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application and follow the instructions for the form that applies to your specific relicensure situation, you will need to register for a login and username in order to complete your application. Once your application is submitted it will be routed to the Central Office for Experience or PDC transcript validation.

2. Contact the university for an official transcript *if college hours will be used for relicensure*. The transcripts must go to the participant. Once university transcripts have been received, keep in the sealed envelope. Fill out the *College Course Documentation* form, attach to the sealed transcript, and submit to the assistant superintendent. The Professional Development Council will approve the college hours and submit for documentation on the Inservice Education Point Transcript.

3. Inservice Education Point Transcript will be validated and uploaded upon notification.

4. Applications may be submitted six months prior to the certification expiration date.

5. Submit a copy of your updated license to the Assistant Superintendent and update your IDP to assure proper expiration dates is annotated in your file.
● NOTE: Do not mail university transcripts to the State Department of Education. The relicensure team will only accept a sealed Inservice Education Point Transcript with college coursework and Inservice points.

Important:
Failure to recertify before expiration date will result in participant having to fill out an emergency substitute teaching application and receiving substitute pay until a new the teaching certificate is verified.

III. The professional development points earned by an individual will be recorded on PDC records periodically as approved by the Council. The Board of Education and all certified personnel will be informed of all pertinent decisions made by the Professional Development Council.

IV. The Professional Development Plan in Pratt USD #382 is available to all certified personnel in the district as an option toward recertification in Kansas, providing they complete and file an approved Individual Professional Development Plan and that completion of their Plan is validated for credit by the Professional Development Council.

1. All plans will be submitted in writing before the September Professional Development Council meeting. Participants will complete, sign, and submit plans to their PDC representative. **EXCEPTIONS:**
   - You may apply directly to Licensure and Teacher Education 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 that were part of the approval program.
   - You may apply directly to Licensure and Teacher Education at KSDE if you held a certificate and earned a graduate degree ~~prior to July 1, 2003~~ **AND** have at least three years of accredited experience during the term of the professional license being renewed.
   - You may apply directly to Licensure and Teacher Education 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)**

2. The PDC representative will present the plan to the Professional Development Council.

3. The Chairperson of the Council will assign each plan as necessary to council members for review and approval. Should any of the committee members have reason to question any part of the plan, it will be reviewed by the entire Professional Development Council. The Council may request that the participant and/or immediate supervisor meet with the Council to discuss the plan.

4. The Council will notify each participant if an IPDP or activity is not approved.

5. An approved plan may be amended at any time and will be approved in the same manner as the initial plan. An activity may be added or deleted from an individual's plan without requiring immediate committee approval.

6. In the event an IPDP is not approved, the participant may appeal the decision in writing.

V. Criteria for Approval of Individual Professional Development Plans

1. The plan is written for a period of one (1) year, September 1 through August 31.

2. Provision is made for updates during the year.

3. Each activity in the plan needs to be aligned with either district goals, building goals and/or the professional goals of the individual.

4. The activities are designed to include instructional experiences to increase the knowledge and/or skills of the participant in the areas of professional growth and current licensure.

How to Document Activity Completion

1. Activities will be listed on the original Individual Professional Development Plan or as an addition on Knowledge/Skills Level 1 form within <u>ten (10) working days</u> from the completion of the activity.

2. Use the Knowledge/Skills Level 1 form to document your points throughout the school year.

3. Inservice activities attended during the months of June, July and August may be documented prior to the September Professional Development Council of the same calendar year for credit.

4. A brochure, an agenda or certification of completion must be attached and participants may be asked to validate attendance out of district at professional development activities.

How to Document Application

1. Submit an approved copy of Level I Knowledge/Skills Form.

2. It is recommended you notify a PDC member when pursuing Application points for clarification purposes.

3. Upon completion of the Application/Skills Activity, appropriate documentation must be submitted with the Application/Skills Level 2 form.

How to Document Impact

1. Submit an approved copy of Level I Knowledge/Skills Form.

2. It is recommended you notify a PDC member when pursuing Impact points for clarification purposes.

3. Upon completion of the Impact/Skills Activity, appropriate documentation must be submitted with the Impact/Skills Level 3 form.

Service to the Professions – Professional Presentations

Staff members who present spend a great deal of time preparing for their presentation, additionally, their presentation is generally followed up with one on one sessions with their peers. Allowing teachers to obtain points for prep time will encourage greater participation in our Professional Learning Days and allows us to use our internal resources much more effectively while at the same time reducing the overall expenses for providing professional learning for all teachers.

Documentation may include any of the following:

2. Agenda-outlining the topic of the presentation

3. Roster of attendees
4. Description of the Presentation (1-2 paragraphs)
5. Copy of Presentation Material

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 <u>during the term of the license</u> <u>that is being renewed.</u> 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 <u>half</u> 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 <u>must</u> 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 <u>content</u> appropriate only for teachers with <u>physical education endorsements</u>. 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 <u>non-PE-endorsed</u> teachers if <u>ALL</u> of the following are met:
- the points are <u>not</u> 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 <u>must be a general clinic</u>, 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

PROFESSIONAL EDUCATION STANDARDS

Learner Development

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard 4:Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Instructional Practice

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

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

USD 448 Inman

Professional Development Plan

July 2024- June 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 448 Professional Development Council approved the following plan, at its meeting held on _May 12, 2025_ , according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _Tamara C Cearley_
<u>Signature</u>

_5/12/25_
<u>Date</u>

The USD 448 Board of Education received the following plan, at its meeting held on _May 12, 2025_, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
<u>Signature</u>

MAY, 12, 2025
<u>Date</u>

Plan Updates

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

Table of Contents

Section One: Professional Development Council (PDC)

Introduction

Philosophy and Purpose of the Professional Development Council

The purpose of staff development in USD No. 448 is to promote the professional and personal growth of all certified staff through a variety of professional experiences. This will be an ongoing process based upon identified needs and interests of the staff and district. The staff development program encourages professional growth at the individual, building, and district level.

The purpose of the USD 448 Professional Development Council is to facilitate the professional learning of licensed and non-licensed staff members so that they possess the knowledge and skills necessary to meet the learning needs of our students. To do this we will:
- involve all the staff;
- align professional learning with the district's mission and academic goals established by USD 448, including graduation requirements and school improvement plans;
- identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research; and
- provide support and professional development to school and district administrators related to leadership roles.

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 448 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 School Administration 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 membership of the Professional Development Council (PDC) shall consist of two elementary (K-6) teachers, two Jr/Sr High School teachers, one district wide teacher representative, and one building level administrator. The Superintendent will serve as an advisor to the Council.

Representatives will be selected by their respective peers. Teachers will select their building representatives annually by nomination and elections in April, and building level administration will select their representative in the same manner. The number of teachers on the PDC council will be five with one administrator on the team.

The terms of office for PDC representatives shall be three-years in length. The rotation will begin at the end of the 2023-2024 school year. The table below indicates the rotation.

Years	Elementary Position 1	Elementary Position 2	Jr/Sr High Position 1	Jr/Sr High Position 2	District wide PK-12 Teacher	1 Administrator (There are only two in the district besides the superintendent)
24-25			X	X		
25-26	X					X
26-27		X			X	
27-28			X	X		
28-29	X					X

As representatives complete their term, they will remain on the council through the last meeting of the fiscal year (June). Newly elected members in April will attend the May and June meetings to become familiar with the work of the council.

Should a vacancy occur prior to the end of a term, the group represented will select a person to complete the unexpired term using the nomination and voting process above.

Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary Schools (K-6)	2
Jr./Sr. High Schools	2
District-wide	1
Total	5

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Superintendent
How long is the term for a teacher/specialist PDC member? 2 years

If any, what are the term limits? None

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?
April
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Inform the superintendent
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Google Forms
Who tallies/documents the selections?
PDC Chair/ Vice-chair
Who reports the results to the PDC Chair or designee? N/A

List any groups represented with only one member of staff and, therefore, the default PDC member: N/A

Groups Represented	Number
Administrator	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Superintendent
How long is the term for a leader/administrator PDC member? 2 years

If any, what are the term limits? N/A

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?
April

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Discussion during the April leadership meeting.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Discussion during the April leadership meeting.

Who tallies/documents the selections? N/A

Who reports the results to the PDC Chair or designee? Superintendent

List any groups represented with only one member of staff and, therefore, the default PDC member: N/A
Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the PDC Chair/Vice-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.

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 448 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 about 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.

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.

OFFICERS
The officers of the Professional Development Council shall consist of a chairperson, vice-chairperson, and a secretary. The chairperson shall be a teacher representative, and the secretary shall be the building administrator from the chairperson's building. The vice-chairperson will be from the alternate building and will automatically advance to the position of chairperson. The vice-chairperson will be elected in May.

DUTIES OF OFFICERS
1. Chairperson: The chairperson will:
   a. Preside at all regular meetings.
   b. Prepare, in cooperation with the superintendent and vice-chairperson, an agenda for all meetings.
   c. Call and preside over all special meetings.
   d. Answer questions regarding the PDC process.
   e. Receive resignations and election data from the Professional Development Council members.
   f. Lead the Professional Development Council in preparing tasks and timelines.

2. Vice-Chairperson: The vice-chairperson will:
   a. Fulfill all the duties of the chairperson in the chairperson's absence.
   b. Carry out all other duties assigned by the chairperson.
   c. Help prepare the agenda.

3. Secretary: The secretary will:
   a. Keep minutes of all meetings.
   b. Prepare minutes of all meetings and distribute them to the PDC members, the Board of Education, and the IEA president.
   c. Post the official minutes in each school building.
   d. Handle all Professional Development Council correspondence.
   e. Maintain a file on Professional Development Council minutes, correspondence, and all other pertinent documents.

1. **Meetings of the Professional Development Council**
   a. The Professional Development Council shall meet a minimum of four (4) times each academic year.
   b. Meeting dates and times will be determined at an organized meeting in September of each school year.
   c. The chairperson or a majority of the PDC, with one (1) week's prior notice may call special meetings.
   d. All meetings will be "public" and "open" to whomever wishes to observe. The PDC may adjourn to executive session if the need arises.

2. *Communication-Procedure to Inform Educators and BOE of Decisions and Activities*
   a. 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.
   b. Professional Development information shall be available to employees subject to the following stipulations:
      1) All PDC minutes shall be available by request through the secretary.
      2) Individual professional educators will have access to their file upon request.
      3) Records must be maintained for five (5) years. Records will be destroyed or returned to the educator at their request.
3. *Procedure for Documentation and Maintaining Permanent Records*
   a. 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.
   b. The secretary of the PDC shall retain minutes of all meetings.
   c. 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. Emails from the PDC Chair/Superintendent throughout the year remind staff of deadlines and provide information on who to contact with questions about Frontline.
   d. Frontline forms used for PDC business:
      1) Professional Development Request
      2) College Credit Approval
      3) Individual Professional Development Plan (IPDP)

4) PD Log Form

4. *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 7 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.

5. *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 448 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-	Designated Supervisor
2nd-	Superintendent

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. 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 under the "Appealing the non-approval of an IPDP by the PDC" section. 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 Principle
2nd-	Superintendent

Recommended Approval- The PDC reviews all points and creates a list of staff names with that information for a consent agenda 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. The PDC may request input from a principle about concerns. After informal discussions, if the PDC disapproves the amount or type of some or all of them of the PD points, licensed staff may pursue an appeal as described in the "Appeals Procedure for Awarding Points" section in Section 4.

Section Two: The District/System Professional Development Plan

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.

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.

The PDC Plan is monitored and reviewed annually. Any changes recommended by the council must be approved by the Board of Education. The plan must be renewed every five years.

Assessment of In-Service Needs based on results and prioritization of school improvement needs assessments

Inservice needs are aligned with school improvement goals to improve student academic outcomes, strengthen curriculum alignment with state standards, and to make sure all special populations of students are having needs met. Certified staff will be surveyed annually to identify areas in need of professional development.

a. **District:** District staff development goals shall be adopted annually following a formal and/or informal needs assessment of certified staff, input from community and/or input from the Board of Education.
   i. **Focus** - District priorities flow directly from the mission and academic goals established by the Board of Education. The professional learning needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the school's needs. Because each school is targeting reading and mathematics for improvement, these will be a district focus.
   ii. **Results-Based Goals** - District goals are based upon identified standards of performance for students at each academic level.
b. **Building:** The Professional Development Council will compile the individual's needs assessments. These needs assessments will then be used to determine and implement professional development programs for building level staff development activities. Big picture, commonly addressed staff development needs will be utilized to determine district staff development activities. Building level priorities flow directly from building improvement targets that are identified by examining students' academic achievement data related to academic standards.
   i. **Focus -** Based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps.
   ii. **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 3 levels: knowledge, application, impact.

c. **Individual:** Based on results of the needs assessment process, individual professional development plans may reflect any or all the following: specific curricular area needs; professional meetings, or an activity that is mutually agreed upon by the principal and teacher. Individual priorities flow from the professional teaching standards, and identified skills needed to improve student learning.

    i. **Focus -** Based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held.

    ii. **Results-Based Goals -** Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

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.

Fundamentals

(The foundation for school improvement in Kansas Schools)

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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.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

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.

Identification of Goals and Objectives to Achieve the In-service Needs

District staff will improve the quality of teaching by increasing knowledge and improving skills related to:
- District and state curriculum standards
- The use of evidence-based strategies and developmentally appropriate instruction in reading and mathematics:
  - aligned with the reading and mathematics goals or targets identified in building improvement plans.
- Job-embedded professional development and classroom action research.
- Understanding assessments as:
  - data sources for professional learning and action research.
  - diagnostic tools for identifying student learning needs.
  - identifiers of curriculum alignment or misalignment. District staff will understand:
- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
  - Individual Professional Development Plans,
  - Applying for professional development points, and
  - Individual Professional Development Transcripts.

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)

Structures	Lead Indicators
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.

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- Understanding assessments as:
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    - diagnostic tools for identifying student learning needs.
    - identifiers of curriculum alignment or misalignment. District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
  - Individual Professional Development Plans,
  - Applying for professional development points, and
  - Individual Professional Development Transcripts.

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

Evaluative Criteria to determine levels of success in meeting the in-service needs

Professional development outcomes will be measured by data analysis measuring gains toward school improvement measures, completion knowledge or above points and feedback gained through the PDC application process, walk through observation data,etc.

The chairperson will make an annual progress report to the board of education.

Reporting results of evaluation of in-service needs

Informing staff members and the board of education on decisions and activities of the Professional Development Council will be done through the official summary of each meeting which will be posted in each building.

Amending the Professional Development Plan

Every five (5) years the Professional Development Council will conduct an evaluation of the district professional development plan based on the criteria established by the state board of education. In conducting this evaluation, the council will consider the following questions:
1. Is professional development ongoing and job-embedded? (Context)
2. Does decision-making, communication, and team-building function effectively? (Process)
3. Are the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity being addressed? (Content)

This plan will be evaluated and updated by the PDC annually. Items that will be taken into consideration in evaluating this plan are:
- State mandated requirements;
- Professional development needs as identified by the results-based staff development plans;
- Individual professional development needs as identified by staff members; and
- Interests and concerns of the district staff, patrons, and board of education.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. 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.

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.

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. **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.

2. **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.

3. **Determine your individual professional development goals**

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

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.

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. **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.

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 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 Inman USD 448 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 USD 448 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:

    o Content

    o Professional Education

    o 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 448 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:

  o 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 620-585-6441.

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. 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.
- Please follow the state guidelines for the minimum hours and/or college credits required to renew a license.
- 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.
- The PDC awards points as a council. No individual member may approve points unless the PDC delegates that authority to him/her.

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 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

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

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

- o 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.
- o Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:
- o Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- o 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:
  - o Descriptions of the critical attributes of the staff development.

- o 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)

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 <u>half</u> 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 <u>must</u> 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

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 <u>content</u> appropriate only for teachers with <u>physical education endorsements</u>. 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 <u>non-PE-endorsed</u> teachers if <u>ALL</u> of the following are met:
- the points are <u>not</u> 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 <u>must be a general clinic</u>, 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.

El Dorado Public Schools USD 490
Professional Development Plan Guidelines
Cycle 2023-2028

Revised 4/27/2023
Board Approved 6/12/2023
State Board of Education Approved TBD
Plan Expiration Date 7/31/2028

5-year Professional Development Plan Approval

The USD 490 Professional Development Council approved the following plan, at its meeting held on March 5, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _Dean K. Korbhi_   6-9-25

           Signature   Date

The USD 490 Board of Education approved the following plan held on _June 9, 2025_, according to KAR91-1-216(c)) for submission for approval of the Kansas State Board of Education.

Board of Education President: _William L. Kinderknecht_   6-9-2025

           Signature   Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE
KSDE Recommended changes per Ed Kalas, KSDE consultant	2/28/25

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- B. Council Responsibilities
  1. Develop a local in-service plan for staff development that is approved by the local school board of education and that meets the criteria established by the Kansas State Board. These criteria are:
     - A. Establishment of a professional development council.
     - B. An assessment of in-service needs through input from the District DLT (District Leadership Team).
     - C. Identification of goals and objectives based on these needs.
     - D. Identification of activities based on these needs.
     - E. Evaluation criteria for these activities.
     - F. Implementation for a procedure for awarding professional development points.

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 490 PDC Council 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.e

The PDC chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fil vacancies as soon as possible using the process described below.

Professional Development Council Membership for 2024-25
Updated 4/28/24

Person	Representation	End of Term
Midge Simmons	Administrative - Elementary	May 2026
Erin Nichols	Administrative - Secondary	May 2025
Sharon Julius	El Dorado High School	May 2027
Shawn McGuire	El Dorado High School	May 2025
Lindsay Cooper-Vice President	El Dorado Middle School	May 2026
Deanna Korkki, President	El Dorado Middle School	May 2027
Leeann Morris	Grandview Elementary	May 2027
Jennifer Gingerich	Grandview Elementary	May 2026
Ira Bane	Blackmore Elementary	May 2027
Jessica Denner	Blackmore Elementary	May 2025
Taylor Bradley	Skelly Elementary	May 2027
Taran Day	Skelly Elementary	May 2025

The following positions offer guidance and support for the PDC.

Name	Position
Carter Kruger	Ex. Director
Kirstie Towner	Superintendent
Melissa Smith	Secretary

PDC Meeting Dates for 2025-26
(All meetings are on Wednesdays at 3:45 PM in the basement of the Central Office)

Sept. 3	Nov. 5	Jan. 7	March 4	May 6

Terms of Membership
1. Attendance at all meetings is required. Building administration will be contacted concerning absenteeism issues.
2. Council members will serve a term of three years beginning with the final meeting of the year.
3. New members will be invited as non-voting members to the final meeting of that school year.
4. All members will receive annual training at the beginning of each school year from a trained PDC member or a verified agency (ex. Greenbush).
5. Should a vacancy occur prior to the end of a term, the group represented will designate a person to complete the unexpired term using the process described below.

<u>1.21 Licensed Teacher Groups Represented</u>

Groups Represented	Number
Blackmore Elementary	2
Grandview Elementary	2
Skelly Elementary	2
Middle School	2
High School	2
Total	10

1.22 Licensed Teacher Group Selection Process:

Before the end of the schoolyear, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer, campaign, or nominate (with the permission of the 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, principals will let the PDC Chair know the name of that person and will provide the documentation used during the selection process to the Assistant Superintendent for storage. Membership will start the following schoolyear.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Prek-5	1
6-12	1
	2

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the Spring at administrator meetings for PreK-5 and 6-12. The lead administrator for those meetings will inform the PDC Chair of the names of the new PDC members from their grade bands.

<u>Responsibilities</u>

> ### 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 <u>may</u> be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Council Responsibilities

1. Develop a local in-service plan for staff development that is approved by the local school board of education and that meets the criteria established by the Kansas State Board. These criteria are:
   A. Establishment of a professional development council.
   B. An assessment of in-service needs through input from the District DLT (District Leadership Team).
      C. Identification of goals and objectives based on these needs.
      D. Identification of activities based on these needs.
   E. Evaluation criteria for these activities.
   F. Implementation for a procedure for awarding professional development points.

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 490 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 Secretary 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 meeting 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

Council Management

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.

> A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year.

- The chair may cancel scheduled meetings and/or call special meetings with 48 hours advanced notice required.
- All meetings of the Council will be posted on the district in-service calendar and are public and open to whoever wishes to observe.
- Except on request of the chair, non-members may address the Council only if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting and only within such time limits as may be set by the chair and/or the Council.

1.50 Officers

At its final meeting of any school year, the Council will elect from the membership a president and a vice-president. These officers will perform the duties ordinarily expected of such office and to serve in the elected capacity until the final Council meeting of the succeeding school year.

Officers
- President: Lead structure of meetings, motions, and voting procedures
- Vice President: complete President duties when necessary
-

Although not a PDC officer position, the Central Office secretary, who is the administer
of the PDC database will provide administrative support and will be referred to as the PDC secretary.

1.51 Meetings

Meetings
- A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year.
- The chair may cancel scheduled meetings and/or call special meetings with 48 hours advanced notice required.
- All meetings of the Council will be posted on the district in-service calendar and are public and open to whoever wishes to observe.
- Except on request of the chair, non-members may address the Council only if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting and only within such time limits as may be set by the chair and/or the Council.

Agenda

- Members and others wishing to set matters before the Council are urged to make such desires known to the chair in a reasonable timeframe prior to the meeting in which they wish these matters discussed.
- The first action of the Council at any meeting will be to review any tentative agenda and to approve any agenda for that meeting.

1.52 Decision-Making

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

- All decisions of the Council will be indicated by an affirmative vote of 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 7 members, with 3 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. The PDC Chair should not be used as a tie breaker except for an urgent reason.

1.53 Documentation

Record of Meeting
The secretary will make record of all Council meetings, such record to include:
- date, time and place of meeting
- list of members present
- statement of all formal actions to include the means by which taken (consensus or vote) and the count on any vote taken.

The secretary will send minutes to each member of the Council within a reasonable time following any meeting and not later than the issuance of a call of the Council to a further meeting.

E4E evaluation forms and IPDP's are kept in the staff's personnel files. PD points are maintained in Frontline. Staff are trained in Frontline platform at time of hire and again at the start of each school year.

The following are the Frontline forms used for PDC business:
- BOEPDC Approval of College Hours
- El Dorado USD 490 -- District Office - Q-109601 - 4_4_2025
- Individual Professional Development Plan

- Notice of Intent to Qualify for Salary Advancement
- Staff Development Activity

1.54 Communications

Staff are provided an update of PDC meetings and communications through one or more of the following mediums: email updates, committee group updates, faculty meeting reports, professional development day messages.

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* approved by the State Board of Education.

The USD 490 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

The PDC delegates its authority to allow designated supervisors who collaborate with staff on writing and improving IPDP's to approve those IPDP's. If the designated supervisor 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

After the Board Clerk screens PD point requests in Frontline, 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

El Dorado, USD 490, Professional Development Guidelines
District In-service Plan Development

- The purpose of the District In-service Education Plan is:
    - To advance and enhance the school's programs of instruction, and
    - To refine and extend the professional skills of the members of the teaching staff.

    - Development of the Professional Development Plan
    - The Professional Development Council for Unified School District 490 exists to write, coordinate, and administer the Professional Development Council in-service plan.

2.1 Assessment and Prioritization of school improvement needs.

The PDC Council will use the following resources/processes when assessing and prioritizing school improvement needs:

- District Wide Data Protocol: This process will be used to triangulate data uploaded in Ion (FastBridge, KAP, Attendance, Behavior, SEL, progress monitoring) to identify student achievement, growth, and existing gaps. *This data is housed in Ion and this process is recorded in our PDC minutes.*
- KESA Goal: All PDC prioritization should support the existing district KESA goal(s). *This data is housed in the KSDE KESA platform and this process is recorded in our PDC minutes.*
- Building Level Goals: All PDC prioritization should support the existing building level goals (IndiStar, BLT). *This data is housed in IndiStar or BLT meeting notes and this process is recorded in our PDC minutes.*
- District PD Needs Survey: This survey is given once a year to both classified and certified staff. *This data is housed in a shared Google drive folder and this process is recorded in our PDC minutes.*
- District PD Reflections: These reflection activities are given after each PD opportunity. *This data is housed in a shared Google drive folder and this process is recorded in our PDC minutes.*
- Walkthrough Data: Comprehensive district-wide walkthrough data will be reviewed to identify strengths and areas of improvement to instructional strategies. *This data is available in our e4e Walkthrough platform and this process is recorded in our PDC*

minutes.

After reviewing these resources and completing these processes, the PDC Council has identified the following priorities and activities for this plan cycle:

- <u>LETRS Training:</u> This was a high priority for all elementary teachers, aligns with future KESA goal areas, and is an upcoming state requirement for licensure.
- <u>Disciplinary Literacy:</u> This is the secondary counterpart to LETRS elementary training.
- <u>Kagan Training:</u> Using walkthrough data, collaborative learning strategies were identified as a area of growth for our district.
- <u>Classified Staff De-escalation Training:</u> PD Reflection surveys and PD Needs surveys identified a need and desire for classified staff to grow their learning in this area.
- <u>Standards Alignment KESA Goal:</u> Curriculum development and alignment supports coincide with our 24-25 KESA Goal.

2.2 Identification of goals and objectives to achieve professional development needs

In-service Goals and Objectives

The essential goal of the district's in-service education program is that all staff engage in ongoing professional development based on outcomes identified in the school improvement plan, the results-based staff development goals, and district improvement goals, thus ensuring continuing improvement and enhancement of the programs of instruction that the schools of the district provide for its students.

The instrumental goal is to provide the opportunity and the material resources which enable participants to constructively engage in activities, which lead to both advancement of the instructional programs of the district and advancement of professional skills and knowledge of its professional educators.

Based on Kansas Educational Systems Accreditation expectations and results of the findings of annual surveys, evaluations, and staff input, the following district goals and revised objectives will be in effect.

Goals	***Objectives***
USD 490 staff will engage in ongoing professional development in the following areas:	USD 490 will demonstrate growth in targeted areas identified in school improvement plans. These targeted areas may include but are not limited to:
1. Effective Schools Initiatives	A. School Improvement Processes (KESA) B. School Improvement Committees C. School-Community Communications D. Positive Behavioral Interventions and Supports (PBIS) E. Multi-Tier Systems of Support (MTSS) F. Social-Emotional Learning (SEL) G. Bully and Drug Free Schools H. Crisis Management/Safety
2. Outcomes Education	A. Kansas Educational Systems Accreditation (KESA) B. Poverty Training C. Professional Learning Communities (PLC) D. Formative and State Assessments E. Performance Assessment
3. Curriculum	A. Curriculum Development B. Assessment Development

	C. STE(A)M integration
	D. Career and Technical Education
4. Teaching/Learning Strategies	A. Clinical Teaching Models
	B. Peer Coaching
	C. Learning Styles
	D. Project-Based Learning
	E. Differentiated Instruction
	F. Technology Integration

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

Level 1: Knowledge

For Teachers, Administrators or other licensed personnel not in the classroom

1. Various forms of supportive documentation such as attendance certificates, agendas, on-line completion reports, on-line course passing grade, etc. or, Personal reflections on the staff development activities or course work,
   AND…
2. Time logs for activities (*such as book studies, on-line learning etc*.) that includes the Title of the Activity, the date, the time, the total time, and a reflection statement on "How this activity has affected my knowledge level as a Kansas Professional" *. *See Appendix D for the Kansas Professional Education Standards.*

Level 2: Application

1. Practice with feedback from a trained peer coach or supervisor that takes place at several intervals throughout at least one semester.
2. Written summaries of observations and/or multi-media presentations (video/audio/web, etc.) made at several intervals along with written personal reflections.
3. Other forms of supportive documentation.
4. For teachers: Sample lesson plans and examples of student work selected throughout at least one semester.
5. For administrators or other licensed personnel not in the classroom: Sample of participant's journals, portfolios or other artifacts.

Level 3: Impact

For Teachers, Administrators or other licensed personnel not in the classroom

1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, 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; or decreased dropout rate.

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

6. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.
7. Other forms of supportive documentation.

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

Impact is measured through:
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 each academic year.

2.5 Reporting results of evaluation of in-service needs

1. Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
2. PDC results will be shared with administration through web-based reports.
3. PDC chairperson reports results to BOE annually.

2.6 Amending the Professional Development Plan

Every five (5) years the Professional Development Council will conduct an evaluation of the district professional development plan based on the criteria established by the state board of education. In conducting this evaluation, the council will consider the following questions:

1. Is professional development ongoing and job-embedded? (Context)

2. Does decision-making, communication, and team-building function effectively? (Process)

3. Are the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity being addressed? (Content) This plan will be evaluated and updated by the PDC annually. Items that will be taken into consideration in evaluating this plan are:

● State mandated requirements;

 ● Professional development needs as identified by the results-based staff development plans;

 ● Individual professional development needs as identified by staff members; and

● Interests and concerns of the district staff, patrons, and board of education. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the District PDC Liaison 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 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 IPDP, 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 490 uses the following steps for completing an Individual Professional Development Plan (IPDP):

3.1 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 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 supervisor/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 determine gaps in skills and skills needed to meet district, building and individual professional development needs.

3.3 Determine your 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 person who is not employed by or who works or resides within USD490 is eligible to create and file a
professional development plan with that district's local PDC for the purpose of renewing a license.

The Board Clerk is the liaison between non-employee licensed teachers and leaders and the PDC. To begin the process, non-employees may contact the Board Clerk at 316-322-4800.

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.

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

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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.

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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.
- "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 or professional educators, accreditation processes, or professional organizations.

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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.

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	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

changed about the program?			

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:
  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.
  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:
  o Study habits.
  o Improved school attendance.
  o Improved homework completion rates.
  o Independent observation of positive students' classroom behaviors.
  o Increased enrollment in advanced classes.
  o Increased participation in school-related activities.
  o Decreased dropout rates.

Guidelines for Licensure Renewal

A.   Licensure renewal requirement
1.   A professional development council will process all professional development points – including college credit. Everyone must work through a PDC to earn professional development points through their individual development plan (IPDP).
2.   Renewal activities must be completed during the term of the license.
3.   Renewal can be submitted not more than six months prior to expiration.
4.   The total number of credits or credits/professional development points required are based on level of degree held. *(One semester of college credit shall count as 20 professional development points)*

Bachelor's degree	160 professional development points, half (80) of which must be college credit hours
Master's degree	120 professional development points – no specific college credit requirement. Points may be earned through any combination of college credit and other activities.

5.   Points for renewal must be earned in one or more of the three areas:
   A.   **Content** endorsement standards *(which mean 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)*

B. **Professional** education standards (which *means those standards adopted by the state board that specify the knowledge, competencies and skills necessary to perform in a particular role or position*).

C. **Service** to the profession (*which 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*).

6. A renewal for a professional license may be done by completing the entire National Board Certification assessment process. If achieved, this will allow for application for a ten-year accomplished license.

7. The professional must turn in to the Kansas State Department of Education an application for renewal, the licensure fee, and verification (certified transcript of activities) that the person meets the minimum professional development points required by the state and/or completion of the national board certification.

8. Final approval for any college credits towards re-licensure will be at the discretion of KSDE.

PDC Points

A. PDC Points can be earned during in-service education. "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 the purposes on improving the performance of these personnel in already held or assigned positions (KAR 91-1-205(d)).

B. Points earned after July 1, 2003 (see chart below)

   a. Points will be awarded as
      i. Level 1 – Knowledge – One hour of "clock time" equals one in-service point
      ii. Level 2 – Application – 2 times Knowledge points
      iii. Level 3 – Impact – 3 times Knowledge Points

   b. One semester hour of college credit shall count as 20 professional development points

   c. Points shall be counted as (1 clock hour = 1 PD point).

   d. Knowledge level points do have to be earned during the life of the license; application and impact points may be based on knowledge earned in a previous license period.

   e. Professional development points used for renewal of a license must be earned in at least one or more of the three areas:

      i. **Content** endorsement standards (*which mean 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*)

      ii. **Professional** education standards (which *means those standards adopted by the state board that specify the knowledge, competencies and skills necessary to perform in a particular role or position*).

      iii. **Service** to the profession (*which 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*). Examples of "Service to the Profession" may include: KESA committees, holding office within a national organization, leading PD, etc)

  f. Knowledge level points must be used as a baseline points for Application and Impact level points.

  g. Points for "Service to the Profession" may only be counted at the Knowledge level.

  h. Proper documentation as listed must be presented to receive points.

  i. There are no limits to the number of points that may be awarded at <u>any level.</u>

  j. These same knowledge level points (only) may be submitted for Salary Movement, but

    i. It should meet the criteria listed in the Negotiated Agreement

" *1. The teacher has an approved Individual Development Plan on file with the Professional Development Council, and*

    1. 20 in-service points will be equal to one college hour, and

    2. Only one-fourth of the college hours needed to move to the next salary schedule column can be from professional development points. "

    ii. The procedure to follow for submitting for Salary movement is listed under **Salary Movement**.

1st Step: Choose area▼	Content	Professional Education	Service to the Profession
2nd Step: Determine level			
Knowledge	1 point x clock hr.	1 point x clock hr.	1 point x clock hr.
Application	2 x Knowledge pts.	2 x Knowledge pts.	No pts awarded
Impact ▼	3 x Knowledge pts.	3 x Knowledge pts.	No pts awarded

Areas:

• **Content** –The 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.

• **Professional Education** – Specific knowledge, competencies, and skills necessary to perform in a particular education role or position in the state of Kansas.

• **Service to 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.

Levels:

•**Knowledge** –Any new knowledge gained in content or professional education related to building/individual/district goals.

•**Application** –Verifies that he or she has applied the skills or knowledge gained

•**Impact**–Verifies that application of the knowledge or skills has had an impact on student performance or the educational program of the school or school district.

Example on How to Accumulate Points through Levels

How Ms. Goodteacher Earns Professional Development Points at 3 Levels…..

Ms. Goodteacher attends a staff development activity for six hours and verifies that she has gained knowledge because of her participation. She is awarded 6 professional development points.

After enough time has passed for Ms. Goodteacher to verify that her teaching has consistently changed because of what she has learned, she is awarded 2 times the knowledge points or 12 points. These 12 points are added to the original 6 points for a total of 18 points.

As time passes, if Ms. Goodteacher is able to verify that student learning has improved as a result of the changes in her classroom, she is awarded 3 times the original knowledge level points or 18 points. These points are added to the baseline 6 points earned at Level 1 and the 12 points earned at Level 2 for a total of 36 points.

Documentation Accepted for PDC points

Level 1: Knowledge
For Teachers, Administrators or other licensed personnel not in the classroom
1. Various forms of supportive documentation such as attendance certificates, agendas, on-line completion reports, on-line course passing grade, etc. or ….. Personal reflections on the staff development activities or course work,

AND…
2. Time logs for activities (*such as book studies, on-line learning etc.*) that includes the Title of the Activity, the date, the time, the total time, and a reflection statement on "How this activity has affected my knowledge level as a Kansas Professional" *. *See Appendix D for specifics.*

Level 2: Application
For Teachers, Administrators or other licensed personnel not in the classroom
1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester.
2. Written summaries of observations and/or multi-media presentations (video/audio/web, etc.) made at several intervals along with written personal reflections.
3. Other forms of supportive documentation
4. **For teachers:** Sample lesson plans and examples of student work selected throughout at least one semester.
5. **For administrators or other licensed personnel not in the classroom:** Sample of participants' journals, portfolios or other artifacts.

Level 3: Impact
For Teachers, Administrators or other licensed personnel not in the classroom
1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, 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; or decreased dropout rate.
3. Documentation of related district or school policy change.
4. Revision of district, grade level, or content area curriculum.
5. Evidence of application by others.
6. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.
7. Other forms of supportive documentation.

<p style="color:red; text-align:center; font-weight:bold;">Recommended Point System for Student Teacher/Practicum Supervision</p>

<p style="color:red;">The following specific activities have a recommended point system. If you feel that your situation is above and beyond what is listed, you can request additional points from the PDC committee by submitting your request in the appropriate form on Professional Growth through Frontline and/or by meeting with the committee:</p>

<p style="color:red;">Student Teacher/Practicum Supervision Recommendation
– 45 points for one semester   **Formula**: approx. 18 wks x 5 days* x 1/2 hr a day = 45
– Other timeframes than one semester</p>

<p style="color:red;">Points for other timeframes such as Extended Summer School should be figured using the Formula: **Points** = (# of Weeks) x (# of days* per week) x (1/2 hour a day) * 1 day = 7 hours</p>

Guidelines for Submitting/Requesting
- **Individual Development Plan (IPDP)**
- **Staff Development Activities**
- **College Classes for Relicensure**
- **Assistance with Plans**
- **Certified Transcript of PDC points**
- **Intent for Salary Advancement**

A.   Any educator who is employed by or who works or resides in USD 490 is eligible to file a professional development plan with that district's PDC for the purpose of renewing a license.

1. As the result of cooperative planning with a designated supervisor, the educators will submit the IPDP - Individual Professional Development Plan form to their administrator at the start of the school year.
2. Any individual, with an IPDP (see #1), may request to attend or participate in staff development activities during that school year by submitting a Staff Development Activity form on-line at Professional Growth through Frontline (see roadmap in Appendix A) any time during the school year.
3. The designated supervisor will approve or disapprove your request on-line.
4. After the completion of the activity, then the individual may request PD points by submitting the appropriate forms on-line for the various levels of points along with supporting documentation when applicable. (see roadmap in Appendix A).
   a. Before the PDC reviews the activity for points the individual must:
      1. Send any support documentation to the Central Office Superintendent Secretary, who is the administrator of the PDC database, and the PDC secretary.
5. The PDC will review the plan to specifications & documentation set in this book and in line with the state regulations.
   a. Upon approval the information/points will be entered on-line.
   b. If the plan is disapproved, an appeals process may be set-up with the local PDC council, and if the issue is not resolved the process may move to the state licensure review committee (See Section 3.9).
   c. An individual plan may be amended at any time; the procedure is the same as for the original plan;
6. Individuals will need to enroll in USD 490 professional development activities using Professional Growth through Frontline. Participation on these days will be mandatory to receive the full points for that district staff development activity.

B. Using College Classes for Relicensure through PDC
    1. The PDC must approve college classes completed after Sept. 1ˢᵗ 2003, unless part of an approved licensure program for an additional endorsement area, so that they may be used for relicensure. The needed information must be submitted on-line to the PDC council after the course is completed (see roadmap in Appendix B).
C. Assistance with Plans:
    The Professional Development Council member in your building is your best resource for assistance with forms and evaluations and answering questions about the plan.
D. Request for Certified Transcript of professional development points
    1. Submit a request for an Official PDC transcript to the PDC secretary (Melissa Smith) at the Central Office at least 14 days prior to your filing date. The PDC secretary will upload the transcript to KSDE as part of the online relicensure process.
E. Salary Movement Instructions
    1. **The PDC committee is not involved in the granting of Salary Movement**.
    2. The process for applying in Professional Growth through Frontline is listed on the Appendix C roadmap.

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

- This section is not approved through the PDC committee
- Teachers planning to move on the on the salary schedule must notify the Administrators Office in writing by May 1ˢᵗ.
- The form is available on Professional Growth through Frontline
- All questions should be submitted to Melissa Smith

Salary Movement
(See Appendix B for Submitting College Classes and Appendix C for the Salary Movement)
PDC points (only) may be submitted for Salary Movement, and it should meet the criteria listed from page 5 of the Negotiated Agreement.

    1. *The teacher has an approved Individual Development Plan on file with the Professional Development Council, and*
    2. *20 in-service points will be equal to one college hour,*
    3. *Only one-fourth of the college hours needed to move to the next salary schedule column can be from professional development points.*

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 <u>during the term of the license</u> <u>that is being renewed.</u> 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 <u>half</u> 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 <u>must</u> 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 <u>must be a general clinic</u>, 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: Staff Development Activity Roadmap

STEP-BY-STEP INSTRUCTIONS
Professional Growth through Frontline

A.   To receive **Knowledge Level points** for a workshop, class, conference, etc. that you want to attend you need to fill out a **Staff Development Activity form**. This form will be sent to your principal/supervisor and shows that you plan to attend this activity. To do this:

1. Log on to Professional Growth through Frontline, select the **Staff Development Activity form** and fill in all pertinent information.   Submit the form – it will be sent to your principal/supervisor for approval and then to Melissa (for regular ed). This step is merely giving the OK to attend the desired activity – it does not give you knowledge level points yet.

2. Once it has been approved, the activity will appear under "Approved and In Progress". Once you have completed the activity and you wish to apply for Knowledge Level points, click on the activity and you should see a button **Knowledge Evaluation Form** – click on it. Fill out all information required – whichever category you chose the activity to fall under (Content, Professional Education, Service to the Profession) is which box you will need to fill out. Click the save button – you will then need to go back and click on the activity again (still under Approved and In Progress) and press the **Mark Complete** button. The form has now been submitted for final approval by the PDC Council and/or Melissa and will appear in "Awaiting Final Credit." Once final credit is approved, the activity will appear under "Most Recently Completed" and you have received knowledge level points.

B.   After a semester has passed in which to apply the knowledge in the classroom and you can document that your teaching has consistently changed because of what you have learned, you can apply for **Application Level points – which doubles the knowledge points**.   To apply for Application Level points:

1. Click on the activity under "Most Recently Completed." You should see a button **Application Level** – click on it. Fill in all pertinent information and add   "Application" to the title of the activity to distinguish that this is for application level. Once all information is entered submit the form. It has been sent for pre- approval and will show up under "Awaiting Pre-Approval." This does not give you Application Level points but is merely showing your intent to receive them in the near future.

2. Once it has been pre-approved, the activity will appear under "Approved and In Progress". Once you are ready to request final credit click on the activity, press **Mark Complete**, and submit. It is now awaiting final credit by the PDC Council. The PDC Council will review all Application Level requests and will require proper documentation before approval – refer to the PDC Handbook for more information on documentation accepted. Send documentation to Melissa at the Central Office.

3. Once the PDC Council approves the Application Level request it will appear under "Most Recently Completed". If you go to My Portfolio, you will see where you received points for knowledge level and points for application level.

C.   From here, you can submit for **Impact Level points** once you have applied the knowledge in a classroom for at least one (1) academic year and are able to meet other requirements outlined in the PDC handbook. Impact Level triples the original Knowledge Level points. The procedure for submitting for Impact Level points is identical to the Application Level instructions, except an Impact Level button will appear to begin the process. Remember to add "Impact" to the activity title.

Appendix B: Submitting College Classes Roadmap

STEP-BY-STEP INSTRUCTIONS
Professional Growth through Frontline

College Class for Relicensure	College Class for Salary Adv.	Workshops, conferences, etc.
1) Submit BOE/PDC Approval for College Hours form on Professional Growth through Frontline for approval of the class by PDC, as required by State guidelines. There will not be an option of requesting points on this form – just description of class, credit hours it is worth, etc. for PDC approval.	**1)** Teacher submits an Intent for Salary Advancement form on Professional Growth through Frontline by May 1st.	**1)** Teacher submits a Staff Development Activity Form and continues with process already in place. Teacher does not submit this form for college classes towards salary advancement – they provide transcript to receive credit. Teacher does not submit this form for college classes towards relicensure – they provide transcript to Melissa to be used towards relicensure.
2)) It will be up to the teacher to get an official transcript of the class and provide to Melissa to include on the Official PDC Inservice Transcript and upload to KSDE for the online relicensure process.	**2)** Teacher submits a Bd Approval of College Hours form on MLP.	
	3) Teacher provides an official unopened transcript of classes to Melissa by September 1st.	

Appendix C: Salary Movement Instructions Roadmap

STEP-BY-STEP INSTRUCTIONS
Professional Growth through Frontline

A.   To move over on the Salary Schedule you must:

1. Submit an **Intent for Salary Advancement form** on Professional Growth through Frontline by May 1st.

2. Any college classes you wish to be counted towards salary movement have to be
approved by the BOE. Submit a **BOE/PDC OK for College Hours form** on Professional Growth through
Frontline for each class. Official transcripts for these classes must be sent to Melissa Smith (for regular ed
teachers) in their original sealed envelope by September 1st.

Appendix D: Professional Education Standards
Adopted by the Kansas State Board of Education, April 2012
www.learningforwardkansas.org

Standards for Professional Learning	Core constructs of each standard
RIGOROUS CONTENT FOR EACH LEARNER	
Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	• Educators understand students' historical, cultural, and societal contexts. • Educators embrace student assets through instruction. • Educators foster relationships with students, families, and communities.
Curriculum, Assessment, and Instruction: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	• Educators prioritize high-quality curriculum and instructional materials for students. • Educators assess student learning. • Educators understand curriculum and implement through instruction.
Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	• Educators apply standards and research to their work. • Educators develop the expertise essential to their roles. • Educators prioritize coherence and alignment in their learning.

Standards for Professional Learning	Core constructs of each standard
TRANSFORMATIONAL PROCESSES	
Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	• Educators prioritize equity in professional learning practices. • Educators identify and address their own biases and beliefs. • Educators collaborate with diverse colleagues.
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	• Educators create expectations and build capacity for use of evidence. • Educators leverage evidence, data, and research from multiple sources to plan educator learning. • Educators measure and report the impact of professional learning.
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	• Educators set relevant and contextualized learning goals. • Educators ground their work in research and theories about learning. • Educators implement evidence-based learning designs.
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	• Educators understand and apply research on change management. • Educators engage in feedback processes. • Educators implement and sustain professional learning.

Standards for Professional Learning	Core constructs of each standard
CONDITIONS FOR SUCCESS	
Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	• Educators establish expectations for equity. • Educators create structures to ensure equitable access to learning. • Educators sustain a culture of support for all staff.
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	• Educators engage in continuous improvement. • Educators build collaboration skills and capacity. • Educators share responsibility for improving learning for all students.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	• Educators establish a compelling and inclusive vision for professional learning. • Educators sustain coherent support to build educator capacity. • Educators advocate for professional learning by sharing the importance and evidence of impact of professional learning.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	• Educators allocate resources for professional learning. • Educators prioritize equity in their resource decisions. • Educators monitor the use and impact of resource investments.

Appendix E
El Dorado, USD 490, Executive Summary
District Professional Development Council In-service Plan

Inservice Program Requirements	Individual Focus	Building Focus	District Focus
How is the inservice program aligned with the mission, academic focus, and school improvement plan?	Individual priorities come from the professional teaching standards, and identified skills needed to improve student learning.	Building-level priorities flow directly from building improvement targets that are identified by examining students' academic achievement data related to academic standards & KESA.	District priorities flow directly from the mission and academic goals established by the Board of Education (BOE). These include graduation requirements, exit outcomes, and KESA goals
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).
How is the focus of staff development determined at each level?	Based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.	By comparing desired student academic targets or goals to actual student performance. This is called identifying the achievement gap and includes analysis of the achievement of particular student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the schools' needs.
How are the goals written to meet a results-based focus?	Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.	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 3 levels: knowledge, application, and impact.	District goals are based upon identified standards of performance for students at each academic level.

What activities/actions are present at each level to accomplish staff development priorities?	**Level 1: Knowledge**
	
	For Teachers, Administrators or other licensed personnel not in the classroom
	   1. Various forms of supportive documentation such as attendance certificates, agendas, on-line completion reports, on-line course passing grade, etc. or ….. Personal reflections on the staff development activities or course work, ***AND…***
	   2. Time logs for activities (*such as book studies, on-line learning etc.*) that includes the Title of the Activity, the date, the time, the total time, and a reflection statement on "How this activity has affected my knowledge level as a Kansas Professional" **. See Appendix D for the Kansas Professional Education Standards.*
	
	Level 2: Application
	
	   1. Practice with feedback from a trained peer coach or supervisor that takes place at several intervals throughout at least one semester.
	   2. Written summaries of observations and/or multi-media presentations (video/audio/web, etc.) made at several intervals along with written personal reflections.
	   3. Other forms of supportive documentation.
	   4. For teachers: Sample lesson plans and examples of student work selected throughout at least one semester.
	   5. For administrators or other licensed personnel not in the classroom: Sample of participant's journals, portfolios or other artifacts.
	
	Level 3: Impact
	
	For Teachers, Administrators or other licensed personnel not in the classroom
	1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year).
	2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, 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; or decreased dropout rate.
	3. Documentation of related district or school policy change.
	4. Revision of district, grade level, or content area curriculum.
	5. Evidence of application by others.
	6. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.
	7. Other forms of supportive documentation.

How are measures of the impact of staff development priorities at each level determined?	Impact is measured through: 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 each academic year.

How are in-service points assigned?	There are no limits to the number of points that may be awarded at any level.
	     Level 1: One hour of in-service equals one in-service point. Level 2:
	     2 x knowledge points
	     Level 3: 3 x knowledge points

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 IPDP points receive initial validation. 2. PDC results will be shared with administration through web-based reports. 3. PDC chairperson reports results to BOE annually.
How has PDC representation been chosen?	To build continuity across the district, our PDC is made up of all members of our elementary, middle, and high schools. Their respective peer groups select these members. These bodies come together regularly to chart district direction and to do the work of the PDC. This group is comprised of 3 administrators, nine teachers and two ex-officio members. This body has developed guidelines and procedures for the operation of the professional development system, including the approve/disapprove points for licensure renewal and salary movement.
When was the plan adopted by the local BOE?	June 12, 2023

Appendix F
Professional Development Regulations

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.)

Item Title:

Act on recommendations for Visiting Scholar Licenses

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Dr. 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.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Janet Graham

Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2025-26 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past 12 school years.

Ms. Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2025-26 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens

Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2025-2026 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last eleven school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2025-2026 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

			Agenda Number:	3 d.
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/8/2025**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

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William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2025-2026 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Item Title:

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 #3531

Applicant requests initial Kansas licensure for a district leadership license.

Review for the license is required to request unaccredited experience to count to meet the five years of accredited experience to qualify for a district leadership license.

Applicant completed a Bachelor of Science degree (Communications) at Brigham Young University – Idaho (2012), a Master of Science degree (Educational Studies) at Johns Hopkins University (2016), and a Doctor of Philosophy degree at Harvard University (2023). The applicant completed an alternative license program in Oklahoma through Teach for America, completed a teacher preparation program through John Hopkins University and a district leadership program at Harvard University,

Applicant held a preliminary Oklahoma teaching license from 7/1/2014- 6/30/2016. Applicant upgraded to a standard professional Oklahoma teaching license on 7/1/2016. The professional Oklahoma license was valid from 7/1/2016-6/30/2021.

Applicant held a preliminary Massachusetts Superintendent license from 6/21/2022 – 6/1/2023. A standard Massachusetts Superintendent license was issued on 6/1/2023.

Applicant completed three years of accredited experience in Oklahoma City Public Schools from 7/1/2014 – 6/30/2017.

Applicant served as an Education Policy Advisor at the White House from August 2017 through

August 2018. Applicant worked as an Assistant Superintendent at Salem Public Schools from August 2021 – 6/30/2022 as part of the supervised yearlong practicum required by Harvard University's district leadership program. Applicant served at the Kansas State Department of Education in a director position or equivalent since 7/1/2022.

The Licensure Review Committee recommends approval of the license based on completion of an out of state program and completion of equivalent experience. Moved by Kellen, seconded by Jessica 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 # 9051

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 # 9052

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 # 9053

Applicant requests initial Kansas licensure in History, Government, and Social Studies (6-12). 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 Jessica and approved unanimously.

Case # 9054

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 Allen and approved by majority with Kellen abstaining.

Case # 9055

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 Michele and approved unanimously.

Case # 9056

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.

Case # 9057

Applicant requests initial Kansas licensure in English Language Arts (6-12) 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 Jessica and approved unanimously.

Case # 9058

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 Jessica and approved unanimously.

			Agenda Number:	**6**
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/8/2025**
Sherry Root	Frank Harwood	Randy Watson		

Item Title:

Act on Kansas State Department of Education budget recommendations for FY2027 (July 1, 2026 - June 30, 2027).

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Kansas State Department of Education budget recommendations for FY2027.   (There will be multiple motions for different parts of the budget.)

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on definition of "Persistently Dangerous Schools"

From: Bert Moore and Gabrielle Hull

Bert Moore, Director, Special Education and Gabrielle Hull, KSDE Legislative Coordinator, will provide a presentation on the federal and state definitions of "Persistently Dangerous Schools." They will also review how laws related to school district open enrollment impact student opportunities to attend school districts of their choice, and the recent *Dear Colleague* letter on this topic.

Kansas leads the world in the success of each student.

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Reading Corner (Dr. Laurie Curtis)

From: Dr. Curtis

The Kansas State Board of Education prioritizes improvement in reading. The Reading Corner, a monthly 15 minute item, is offered by Dr. Laurie Curtis, KSDE Early Literacy/Dyslexia Program Manager, and will share monthly updates on literacy in Kansas Schools.

Dr.Julie Cannizzo, Assistant Superintendent of Academic Affairs

Stephanie Basham, Grade 5-8 CHAMPS Program Lead

Kansas leads the world in the success of each student.

Goddard Public Schools, USD 265

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/8/2025
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

State Assessment Cut Scores – Part 1

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed scale and Kansas State Assessment Cut Scores for 2025 revised state assessments in English Language Arts, Mathematics and Science.

Explanation of Situation Requiring Action:

Beth Fultz, Director, Career, Standards and Assessment Services (CSAS), Susan Martin, Director and Matt Copeland, Associate Director at Assessment Technology Solutions (ATS) at the Assessment and Achievement Institute (AAI) at the University of Kansas, Dr. Art Thacker, Principal Scientist at HumRRO representing the Kansas Technical Advisory Committee (TAC) and Dr. Dan Gruman, Director of Assessment and Research in USD 512 Shawnee Mission representing the Kansas Assessment Advisory Council (KAAC) will share Information on the 2025 Kansas State Assessment Standard Setting (cut scores) Workshop held June 9 – 13 in Topeka at the Topeka Center for Advanced Learning Career (TCALC). Beth Fultz, Susan Martin, and Matt Copeland's presentations will include a summary of attendees participating in the standard setting panels, a review of the bookmark standard setting procedure and protocol, and evaluation survey results. Dr. Thacker will provide his observations and expectations from a technical advisory perspective on the fidelity of the process and Dr. Gruman will review the KAAC recommendations shared at the April Kansas State Board of Education meeting and his observations of the standard setting workshop including the importance of the final vertical articulation recommendation.

Agenda Number: **11**

Staff Initiating:	Director:	Commissioner:	Meeting Date:	**7/8/2025**
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

State Assessment Cut Scores – Part 2

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed scale and Kansas State Assessment Cut Scores for 2025 revised state assessments in English Language Arts, Mathematics and Science. This is the action to be taken in August.

Explanation of Situation Requiring Action:

Beth Fultz, CSAS Director, will share impact results from the standard setting workshop. Susan Martin, Matt Copeland, Dr. Art Thacker, and Dr. Dan Gruman will be available to respond to questions from the Part 1 presentation on setting cut scores for the 2025 state assessments in English language arts, math and science.

Agenda Number: **12**

Staff Initiating:	Director:	Commissioner:	Meeting Date:	**7/8/2025**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve updates to the Kansas Registered Teacher Apprenticeship and approve MeadowLARK Grant Funds

Recommended Motion:

It is moved that the Kansas State Board of Education approves the additions of a graduate degree route and a Youth Apprenticeship route within the Kansas Teacher Apprenticeship Program and approves grant awards for the Kansas Registered Teacher Apprenticeship Program Districts for the 2025-2026 School Year.

Explanation of Situation Requiring Action:

Apprenticeship Program Background: The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. The Kansas Apprenticeship Council approved an update to the application to include a graduate degree apprenticeship route and approved a youth apprenticeship route to the program in April 2025. Currently, there are 318 apprentices in the Registered Teacher Apprenticeship program. Of the 318 apprentices, 167 apprentices will begin the program in the Fall 2025 Cohort. The funding for the Fall 2025 Cohort apprentices is different than the funding apprentices who joined the program in previous cohorts. The attached excel list details grant funding payments and includes funding changes for the Fall 2025 Cohort.

Apprenticeship Program Requirements:

1. Program Approval by Kansas Apprenticeship Council (Department of Commerce).

2. Employment as an apprentice.

3. Assigned a mentor.

4. On the Job Learning provided by the employer.

5. Related Technical Instruction.

6. Progressive Wage Scale.

7. Leads to a Nationally Recognized Credential.

Summary of Changes to Registered Teacher Apprenticeship Program to address graduate

degree route and Youth Apprenticeship Route:

1. Graduate degree route.

a. Updated Work Process Schedule included with materials.

b. Program Competencies: no change.

c. Wage Scale: no change

d. Related Technical Instruction: Degree plan examples added to the program application that include a sample plan for

       i. Restricted License program.

       ii. Limited Residency License Program.

       iii. Limited Residency Elementary Program.

e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for tuition, fees, and cost of books and materials.

f. Pilot: No pilot needed to add a graduate degree route.

2. Youth Apprenticeship Program.

a. Youth Apprenticeship Work Process Schedule included with materials.

b. Program Competencies: New competencies developed by KSDE's Career and Technical Education team, KSDE's licensure team and Topeka Public Schools, Center for Advanced Learning and Careers (TCALC). Youth program will allow movement into the adult Registered Teacher Apprenticeship program.

c. Wage Scale: Minimum of $7.50.

d. Related Technical Instruction:

       i. Must be enrolled in KSDE's CTE Teaching and Learning Pathway program.

       ii. College Credit courses are available through the school district's approved higher education partners.

e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher

Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for tuition, fees, and cost of books and materials to pay for dual credit

f.   Pilot: A small pilot will be initiated before the Youth Apprenticeship program is offered statewide. Teacher Licensure would like to add five districts to the pilot program. Currently, the following school districts are projected to participate in pilot pending State Board approval.

> i.   USD 501 Topeka Public Schools.
>
> ii.   USD 480 Liberal.

MeadowLARK Grant Funding Background: To sustain the Registered Teacher Apprenticeship program, funding sources are required. The teacher licensure team collaborated with the Department of Commerce's Office of Registered Apprenticeships and other state agencies to participate in the MeadowLARK – (Leading Apprenticeship Results in Kansas) initiative to expand the state's Registered Apprenticeship opportunities. The Kansas Office of Registered Apprenticeships was awarded a grant from the Department of Labor for a total of $6,331,847. The Kansas Office of Registered Apprenticeships awarded the Registered Teacher Apprenticeship program a total of $3 million to use through June 2026.

MeadowLARK Grant Funding Request: The Teacher Licensure Team requests grants be approved for School Year 2025-2026. The grant awards cover tuition costs and mentor teacher stipends for the Spring 2025 cohort. Districts will receive up to a total of $5,000 per apprentices to cover two semesters of tuition, and up to $1500 per apprentices to cover School Year 2025-2026 mentor stipend payments. An excel spreadsheet that details grant awards by district breakdown will be provided after June 1, 2025, when the Fall 2025 cohort application window closes.

Appendix A
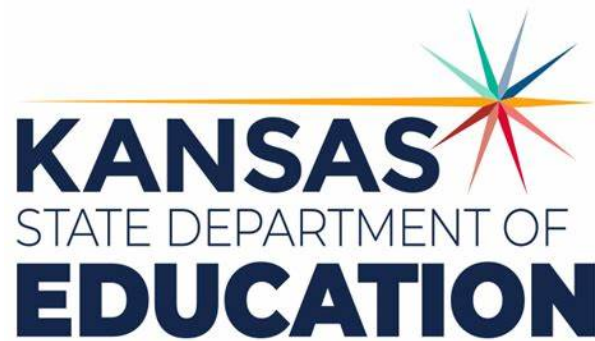
(Sponsor(s) with multiple occupations must complete an Appendix A for each occupation)

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A

WORK PROCESS SCHEDULE
Teacher

O*NET-SOC CODE : 25-3099   **RAPIDS CODE: 3024**

This schedule is attached to and a part of these Standards for the above identified occupation.

1.	**APPRENTICESHIP APPROACH**

☐   Time-based   ☒   Competency-based   ☐   Hybrid

2.	**TERM OF APPRENTICESHIP**

The term of the apprenticeship is 4 years with an OJL attainment of # hours, supplemented by the minimum required 1800 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3.	**RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker ratio is: 3 Apprentice(s) to 1 Journeyworker(s).

4.	**APPRENTICE WAGE SCHEDULE**

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $20/hr.

Term: hrs.	Start	1yr 6m	2yr	2yr 6m	3yr	3yr 6m	4yr	4yr 6m
Wage: $/ %	14.00	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise

5.	**PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of *12 months*

6. SELECTION PROCEDURES

Kansas Department of Education (KSDE) will work with each school district to ensure public notification of the apprenticeship, the application period, and that a review of the applications is conducted to determine qualified candidates. It will be up to the district to interview and hire the apprentice based on the qualifications of the individual and the needs of the school district. Ideally, the apprentice is currently employed as a para-professional in a school district or is interested in being employed as a licensed teacher in a school district but does not have a bachelor's degree to become a licensed teacher. Individual must be at least 18 years old and must be fingerprinted and pass a KBI background check. KSDE nor the sponsor school district will discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex, (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. The sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

WORK PROCESS SCHEDULE

O*NET-SOC CODE: _____   **RAPIDS CODE:** _____

Time-Based Occupation: Please provide the Work Process Schedule below to include the Job Tasks (left column) required to complete the apprenticeship program with the approximate amount of time (right column) the apprentice will spend in each task.

Hybrid Occupation: Please include the minimum/maximum number of hours (right column) with the breakdown of the Job Tasks and the successful demonstration of competencies described in the WPS (left column), required to complete the apprenticeship program and identify an appropriate means of testing and evaluation for such competencies.

Competency-based Occupation: Please describe competencies required for the apprenticeship (left column and identify an appropriate means of testing and/or evaluating for such competencies (right column).

Work Process Schedule: **Approximate Hours:**

TOTAL MINIMUM HOURS _____

Work Process Schedule
Teacher
O-Net/SOC Code: 25-3099

Required On-the-Job Learning Competencies

On-the-job–learning (OJL) work process competencies are a list of areas in which an apprentice must demonstrate proficiency to successfully complete their apprenticeship and become a licensed teacher. The individual will perform training and tasks under the supervision of a mentor to eventually meet the level "proficient in task" in each category, before completing the apprenticeship. In all cases, the apprentice is required to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction.

Below is an overview and detailed breakdown for each area an apprentice must demonstrate proficiency. In the detailed breakdown of each competency, a "possible evidence" section provides a variety of options for the district to introduce and track/monitor competencies. The districts are not required to use "possible evidence" tasks, however, they will need to list out all the tasks they used to introduce, monitor, and demonstrate proficiencies for each apprentice in boxes provided below each section.

Areas of Competencies:

Construct 1: Learner and Learning
To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development
- The teacher planned instruction based on the learning and developmental levels of all students.
- *Key indicators: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.*

1.2 Learner Differences
- The teacher recognized and fostered individual differences to establish a positive classroom culture.
- *Key indicators: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.*
-

1.3 Learning Environment
- The teacher established a classroom environment conducive to learning.
- *Key indicators: collaborating with students, establishing a safe, respectful and academically challenging environment.*

Construct 2: Content Knowledge
Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge
- The teacher demonstrated a thorough knowledge of content.
- *Key indicators: encouraging use of multiple representations, explanations and a wide variety of*

experiences building student understanding.

2.2 Innovative Applications of Content Knowledge
- The teacher provided a variety of innovative applications of knowledge.
- *Key indicators: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.*

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction
- The teacher used methods and techniques that are effective in meeting student needs.
- *Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.*

3.2 Assessment
- The teacher used varied assessments to measure learner progress.
- *Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.*

3.3 Instructional Strategies
- The teacher delivered comprehensive instruction for students.
- *Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.*

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth
- The teacher engaged in reflection and continuous growth.
- *Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.*

4.2 Collaboration and Leadership
- *The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.*

1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	• Teacher lesson plans	• Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	• Teacher lesson and/or unit plans • Student work samples • Learning style inventories • Observations (by peers or evaluators)	• Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	• Teacher reflection • Samples of student work • Conference notes with colleagues	• The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	• Student surveys • Student writing • Parent surveys • Student attendance data	• The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	• Student reflections/contributions of personal experience • Classroom rules • Behavior and/or office referrals	• Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	• Classroom rules developed collaboratively • Student surveys • Student developed rubrics	• The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	• Lesson plans • Classroom expectations • Observations (by peers or evaluators) • Student work samples • Feedback to students	• Student work provided consistent evidence that students are being academically challenged at their appropriate level.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.
Sources of Evidence for Showing Knowledge of Content

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	• Lesson plans aligned to content standards • Curriculum committee work documentation • Observations of strategies used to deliver content (by peers or evaluators)	• Evidence observed shows the teacher consistently provided a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	• Student work samples • Student feedback and reflection pieces • Teacher developed assessments and rubrics • Student involvement in content contests	• Student work, judged according to a rubric, consistently showed understanding of key content area topics.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	• Problem-solving based assignments with student responses • Student created videos	• Evidence consistently showed effective use of critical thinking skills in developing content- based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	• Portfolio of materials associated with real world application of topics of study • Feedback from community member regarding a project tied to a real-world activity	• A collection of student work over a period of time consistently showed practical application of content
Collaborated to provide cross curricular learning opportunities	• Co-Curricular performances tied to the subject area • Unit plans from collaborative planning	• Evidence from lesson plans showed students making use of a variety of content areas within one activity.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.
Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	• Formative and summative assessments • Observations (by peers and evaluators) • Student work samples showing the rigor of the assignments • Teacher and student reflections	• Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	• Lesson plans noting relevant standards • Assessment data	• Assessment data consistently showed students meeting district, state, and national standards.
Met needs of all students	• Student need inventory • Individual assessment data including portfolios	• Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.2 Assessment: The teacher used varied assessments to measure learner progress.

Sources of Evidence for using varied assessments to measure learner progress

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	• Scored rubrics from performance assessments • Assessment samples (formative and summative) • Portfolios • Student presentations	• Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	• Teacher reflection • Lesson plans linking activities to assessment results	• Teacher consistently provided rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	• Written feedback on student work • Observations (by peers or evaluators) • Teacher/student conferences	• Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Sources of Evidence for Delivering Comprehensive Instruction for Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	• Professional growth log • Lesson plans • Observations	• Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	• Teacher reflection • Lesson plans showing how strategies were used for scaffolding/differentiation	• Teacher consistently developed assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	• Student work samples that reflect use of higher level thinking skills	• Teacher consistently provided students with problem solving activities related to the classroom content.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.1 Sources of Evidence for Engaging in Reflection and Continuous Growth

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	• Professional development log noting connections to classroom application of learning • Written evaluation of a professional learning experience • Professional portfolio	• Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	• Lesson plans with reflections on effectiveness of lesson and ideas for future improvements • Video recording of a lesson with feedback from a peer or evaluator	• Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	• Formative and summative assessments • Data collection device for use over an extended period of time to see student growth	• Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Sources of Evidence for Participation in Collaboration and Leadership Opportunities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	• Minutes of meetings: IEP, PLC, Student Improvement Team meetings • Notes from meetings with mentor • Contact logs	• Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	• Copies of communication: emails, letters, newsletters • Log of phone calls	• The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	• Agendas generated by the teacher in a team leadership role • Portfolio of leadership activities	• Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

RELATED INSTRUCTION OUTLINE

O*NET-SOC CODE: _____ **RAPIDS CODE:** _____

Please provide the Related Instruction Outline to include a list of the anticipated courses, the learning objectives, and the estimated number of hours that each course will last.

Related Instruction Descriptions: **Approximate Hours:**

TOTAL MINIMUM HOURS _____

Work Process Schedule

K-12 Teacher
O-Net/SOC Code: 25-3099

The goal of the Teacher Apprenticeship RTI is for an individual to be able to attain an initial teaching license based on Kansas Regulator Requirements. An individual who does not have a bachelor's degree will be pursuing that bachelor's degree as part of a teacher preparation program at either a community college (if they do not have an associates) or a four-year university.

If an individual has a bachelor's degree but not in education, multiple non-traditional pathways exist for that individual to receive their initial teaching license, however, in all the pathways they must attend a four-year university for additional course work. Nearly all of the non-traditional pathways lead to a master's degree in education, however, despite leading to a master degree, once they complete their degree and testing requirements, they will be granted an initial teaching license by KSDE, which is the end goal of the apprenticeship.

Tradition Pathway to an Initial Teaching License

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in a teacher education program.** Before moving into to a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

Total hours 1,800 (120 credit hours)

	Credits	Hours
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.
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Below is a sample 120 Credit Hour (1800 Clock Hour) Bachelors in Education for anyone pursing an initial teaching license without a Bachelors Degree.

First Year

Fall Semester		Hours
ENGL 101	College English I	3
MATH 111	College Algebra (C or better required)	3
GEN ED - FYS	First Year Seminar - See list	3
PSY 111	General Psychology	3
SOC 111 (or) ANTH 102	Intro to Sociology (or) Cultural Anthropology	3
	Credit Hours	**15**
Spring Semester		**Hours**
ENGL 102	College English II	3
COMM 111	Public Speaking	3
GEN ED - Fine Arts	Fine Arts Gen. Ed - See list	3
STAT 370	Elementary Statistics (Fulfills a three-hundred level general education course)	3
CI 270	Intro to Education Profession (B- or better required)	3
	Credit Hours	**15**

Second Year

Fall Semester		Hours
HIST 131 (or) HIST 132	U.S. Colonial to 1865 (or) U.S. since 1865	3
MATH 501	Elementary Mathematics (C or better required)	5
CI 345	Integrated Learning through the Arts (B- or better required)	2
CESP 334	Intro to Diversity: Human Growth and Development (B- or better required. Also fulfills a three-hundred level general education course)	3
BIOL 106	Human Organism	3
	Credit Hours	**16**

Spring Semester		Hours
CI 519	Mathematical Investigations (C or better required)	3
CI 416	Classroom Management (B- or better required)	2
CI 401	Family Collaboration in Schools and Community (B- or better required)	3
GEOL 300 (or) BIOL 370	Energy, Resources and Environment (or) Intro to Environmental Science (Fulfills a three-hundred level general education course)	3
GEOG 125 (or) GEOG 210	Principles of Human Geography (or) Intro to World Geography	3
CI 203	Self-Care for Today's Educator (B- or better)	1
	Credit Hours	**15**

Year Three

Fall Semester		Hours
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2
CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		Hours
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		Hours
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		Hours
CI 446	Elementary Teaching Internship and Classroom Management Seminar

(B- or better required) | 2 |

CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

Non-Traditional Pathways to an Initial Teaching License

Restricted Teaching License

The Restricted Teaching License nontraditional pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. It is designed to recruit mid-career professionals who have a bachelor's, master's degree, or equivalent coursework in a content area they want to teach and are seeking a career change.

Heritage language speakers with a bachelor's degree or higher can also utilize the restricted licensure to teach their native languages.

This pathway provides an opportunity for these individuals to have immediate access to start teaching under restricted license while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. The degree or equivalent coursework must be in a regular education content area (endorsement area) you want to teach, OR be a heritage language speaker,
C. GPA of 2.75, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
D. Passing score for the Praxis II content assessment in the content area, AND
E. Supervised practical training experience must be completed under the collaboration of the supporting institution and hiring school district before restricted teaching license can be issued.
F. Accepted into an approved restricted program
G. Employed with a KSDE accredited school district

Sample Degree Plan Restricted License:

YEAR 1

- ALTC 800   Induction   2 cr. hrs.
- ALTC 801   Introduction to Teaching   3 cr. hrs.
- ALTC 804   Understanding the Learner   3 cr. hrs.
- ALTC 809   Supervised Practicum I   1 cr. hrs.

- ALTC 802   Planning for Instruction Or BUED 802 (Business Ed Students Only)   3 cr. hrs.
  ALTC 810   Supervised Practicum II   1 cr. hrs.

YEAR 2

- ALTC 803   Understanding Foundations of Education   2 cr. hrs.
- ALTC 806   Improving Instruction through Reading/Writing   2 cr. hrs.
- ALTC 805   Working with Diverse and Exceptional Learners, 3 cr. hrs.
- ALTC 811   Supervised Practicum III   1 cr. hrs.
- ALTC 807   Becoming a Reflective Teacher   2 cr. hrs.
- ALTC 812   Supervised Practicum IV   1 cr. hrs.

T2T Licensure Classes Total Credits: 24 cr. hrs.

Education (Secondary and PK-12 Transition to Teaching) Masters – MSE

Master's Classes:

- AEP 803   Educational Research   3 cr. hrs.
- AEP 859   Curriculum Planning and Evaluation   3 cr. hrs.
- AEP 800   Innovative Technology Integration   3 cr. hrs.
- AEP 855   Educational Leadership   3 cr. hrs.

MSE Courses: 12 cr. hrs.
MSE Degree Total: 36 cr. hrs.

Limited Residency License (LRL)

The Limited Residency License (LRL) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teachers in the Special Education content area. It is designed to recruit individuals that have working experience, usually as a para educator, in the Special Education field or equivalent experience in a noneducation setting.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Residency License while completing professional education pedagogy and Special education course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,

C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LRL program

Sample Degree Plan

Course	Title	Credits	Grade	Estimated Date of Completion	Date of Completion
SPED 801	Legal/Professional Issues in Special Education	3		Semester 1	
SPED 806	Methods/Materials for Exceptional Students	3		Semester 1	
	Apply for KSDE Limited Residency License				
SPED 802	Theories of Exceptionalities	3			
SPED 804	Behavior Management in Schools/Practicum & KEEP	3			
SPED 832 or READ 851	Teaching Reading in Special Education & KEEP OR Science of Language and Literacy I (if you have completed LETRS training)	3			
SPED 805	Assessment/Lab in Special Education	3			
SPED 867	Consult. / Collab. In High Incidence SPED	3			
SPED 803	Special Education Research	3			
	SPED Elective	3			
SPED 860	Transition: Early Childhood to Adulthood & KEEP	3			
	SPED Elective	3			
SPED 839	Practicum in Special Education II	3			

Six hours of Electives are required

Electives	Length
SPED 810: Technology in Special Education	8 weeks
SPED 823: Foundation in Autism Spectrum Disorder and Leadership	8 weeks
SPED 824: Strategies for Leaders and for Working with Individuals with Autism Spectrum Disorder	8 weeks
SPED 825: Assessment in Autism	8 weeks
AEP 800: Innovative Technology Integration	8 weeks
AEP 855: Educational Leadership	8 weeks
AEP 859: Curriculum and Evaluation of PK-12 Schools	8 weeks
AEP 866: Fostering Engagement in Today's Learners	8 weeks
AEP 867: Instructional Design and Assessment	8 weeks
AEP 880: Cultural Diversity	8 or 16 weeks
READ 852: Science of Language and Literacy II (if you have completed LETRS Volume 2)	

Limited Elementary Residency Program (LERP)

The limited Elementary Residency Program (LERP) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teacher for elementary positions. It is designed to recruit mid-career professionals who have a bachelor's or master's degree and are seeking a career change.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Elementary Residency License while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LERP program

<u>Sample Degree Plan</u>

MASTERS OF SCIENCE IN EDUCATION (MSE)
Elementary Education (PreK-6) Transition to Teaching (T2T) - <u>Track 1</u> Limited Elementary Registered Program (LERP)

ELED (PreK-6) Certification Courses (27 hours)

Semester Offered	Preliminary Semester (8 credit hours)	Cr. Hrs.
(1st 8 weeks) F, S	TEEL 836 Introduction to Teaching in the Elementary Grades	2
(2nd 8 weeks) F, S	TEEL 842 Advanced Mathematics for Elementary Grades	2
F, S, U	TEEL 860 Advanced Classroom Management	3
F, S	TEEL 870 Mentoring Seminar I	1
Semester Offered	**1st Semester Teaching** (9 credit hours)	**Cr. Hrs.**
(1st 8 weeks) F, S	READ 853 Advanced Science of Reading 1 (SoR 1)	3
(2nd 8 weeks) F, S	TEEL 857 Advanced Science of Reading 2 (SoR 2)	3
(2nd 8 weeks) F, S	TEEL 843 Advanced Science for Elementary Grades	2
F, S	TEEL 878 Supervised Practicum / Mentoring Seminar II (Starting Fall 2025)	1

Semester Offered	2nd Semester Teaching (7 credit hours)	Cr. Hrs.
F, S, U	TEEL 859 Advanced Diverse & Exceptional Learners	3
F, S, U	TEEL 837 Curriculum Integration in the Elementary Grades for Holistic Learning	3
F, S	TEEL 872 Mentoring Seminar III	1
	.	
	Before enrolling in Semester 3, students should complete the Elem Educ Praxis Exams	
Semester Offered	3rd Semester Teaching (3 credit hours)	Cr. Hrs.
F, S	TEEL 876 Apprenticeship in Education / PPAT	2
F, S	TEEL 873 Mentoring Seminar IV	1
	Students seeking additional hours for financial aid should contact the Teacher Education Chair for more information.	

**MSE Degree Completion Courses (9 hours)

Semester Offered	Courses	Cr. Hrs.
F, S, U	TEEL 820 Research Methods in Educ.	3
F, S, U	AEP 858 Data Analysis and Assessment	3
F, S, U	AEP 867 Instructional Design and Assessment	3

**Students will be eligible for the MSE degree after successful completion of the 9 hours above and passing a comprehensive examination.

Appendix A

WORK PROCESS SCHEDULE

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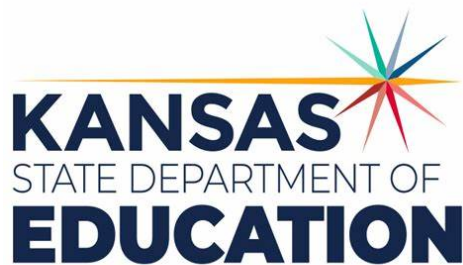
RELATED INSTRUCTION OUTLINE

Youth Teacher/Instructor

Appendix A

WORK PROCESS SCHEDULE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021   **RAPIDS CODE: 3077**

This schedule is attached to and a part of these Standards for the above identified occupation.

1.   APPRENTICESHIP APPROACH

☐   Time-based   ☒   Competency-based   ☐   Hybrid

2.   TERM OF APPRENTICESHIP

The term of the apprenticeship is 4 years with an OJL attainment of *8000*   hours, supplemented by the minimum required 1800 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3.   RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

4.   APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $ *16.25* .

Term: hrs.	Year 1	Year 2	Year 3	Year 4				
Wage: $/ %	$7.50/hr	8.50/hr	14.00/hr	14.25/hr				

5.   PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of *30 days*

6.   SELECTION PROCEDURES

Youth Teacher/Instructor Apprentice must be enrolled in a public school district pursuing a high school diploma. They must also meet the following qualifications:

Qualifications
- **Education:**
  - Actively enrolled in an accredited teacher preparation at a community college or four-year university program.
- **Progress Requirements:**
  - Demonstrate consistent progress in the teacher preparation program by providing evidence of passing scores each semester.
- **Skills and Competencies:**
  - Strong communication and interpersonal skills.
  - Ability to collaborate effectively with students, teachers, and administrators.
  - Willingness to learn and implement new teaching methods.
  - Organized, dependable, and committed to professional growth.

Preferred Qualifications
- Previous experience working with children or in an educational setting is a plus.
- Familiarity with classroom technologies and educational tools.

WORK PROCESS SCHEDULE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021   **RAPIDS CODE: 3077**

Description:

See below attachment

Work Process Schedule: **Approximate Hours:**

TOTAL MINIMUM HOURS _____

Teaching Apprenticeship Evaluation Rubric

Criteria	Exemplary Achievement (4)	Proficient Achievement (3)	Limited Achievement (2)	Inadequate Achievement (1)
Punctuality	Always arrives on time, showing respect for schedules.	Usually arrives on time, with occasional delays.	Frequently late, showing a lack of regard for time.	Often late or absent without valid reason.
Dress and Appearance	Consistently dressed in professional attire suitable for the classroom.	Usually dressed appropriately, with minor lapses.	Occasionally dressed inappropriately for the setting.	Rarely dresses appropriately for the internship.
Receptiveness to Feedback	Actively seeks and implements feedback with enthusiasm.	Accepts feedback and makes efforts to improve.	Shows limited willingness to accept feedback.	Dismisses feedback and shows no desire to improve.
Maturity and Professionalism	Demonstrates high levels of maturity and professionalism in all interactions.	Generally displays maturity, with minor lapses.	Occasionally shows unprofessional behavior.	Frequently acts immaturely or unprofessionally.
Teacher Persona	Fully embodies the role of a teacher, engaging with students effectively.	Generally presents as a teacher, with some engagement.	Struggles to engage with students or assume a teacher role.	Rarely presents as a teacher and lacks engagement.
Ambition and Desire to Learn	Shows exceptional ambition and a strong desire to learn and grow.	Displays a good level of ambition and willingness to learn.	Limited ambition and desire to improve skills.	Shows no ambition or desire to develop professionally.
Instructional Planning	Creates comprehensive lesson plans that align with educational outcomes.	Develops lesson plans that meet basic requirements.	Lesson plans are incomplete or lack alignment with outcomes.	Fails to create lesson plans or align with educational outcomes.
Classroom Management	Effectively manages classroom dynamics, promoting a positive learning environment.	Generally maintains classroom order with minor disruptions.	Struggles to manage classroom behavior, leading to frequent disruptions.	Unable to manage classroom dynamics, resulting in a chaotic environment.

Teaching Apprenticeship Evaluation Rubric

Criteria	Exemplary Achievement (4)	Proficient Achievement (3)	Limited Achievement (2)	Inadequate Achievement (1)
Engagement with Learners	Consistently engages students with interactive and meaningful activities.	Engages students in learning with some interactive elements.	Limited engagement with students, relying heavily on lectures.	Rarely engages students, leading to disinterest in learning.
Professional Development	Actively seeks out and participates in professional development opportunities.	Participates in some professional development activities.	Shows little interest in professional development.	Does not engage in any professional development activities.

Date Reviewed:

Cooperating Teacher:

Supervising Teacher:

Student:

_____   _____

　　_____

　　　　　　Student   Supervising Teacher   Cooperating Teacher

RELATED INSTRUCTION OUTLINE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021   **RAPIDS CODE: 3077**

Related Instruction Descriptions: Bachelors Degree in Education
Approximate Hours: 120 credit hours (1800 clock hours)

The following related training outline identifies subject matter which must be mastered by the apprentice in order to successfully complete the program: 144 hours of Related Technical Instruction is required for every 2,000 hours of the program.

Community Colleges:
- Allen Community College
- Barton Community College
- Butler Community College
- Colby Community College
- Cowley Community College
- Dodge City Community College
- Garden City Community College
- Hutchinson Community College
- Independence Community College
- Johnson County Community College
- Neosho County Community College
- Washburn Institute of Technology

Four Year Universities
- Emporia State University
- Fort Hays State University
- Kansas State University
- MidAmerica Nazarene University
- Newman University
- Ottawa University
- Southwestern College
- Sterling College
- University of St. Mary

- Washburn University
- Western Governors University

See program outline attached below. All courses are outline for high school and college credit.

TOTAL MINIMUM HOURS   1800

Related Technical Instruction

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in a teacher education program.** Before moving into to a full- time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

Total hours 1,800 (120 credit hours)

	Credits	Hours
Year 1: General Education	30	450
Year 2: Completion of General Education and Beginning Core Requirements	31	465
Year 3: Completion of Core Requirements and Beginning Major Coursework	30	450
Year 4: Completion of Major Coursework	29	435
Total Credits	120	1800

For the first two years of the program, the youth apprentice will be pursuing using dual credit courses as part of the districts CTE pathway. The RTI provider will be both their high school and the community college/tech school/university who provides dual credit courses. As noted in the below course outline, all high school courses and college level courses are aligned to provide the best possible opportunity for dual credit courses to count towards college credit, while at the same time fulfilling all high school graduation requirements and CTE requirements.

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

Sample pathway for youth apprentices to complete graduate high school/complete Teacher/Trainer CTE pathway in High School/Dual Credit Courses/Bachelors Degree in Education

It is essential to note that this is just a sample outline of a pathway that includes dual credit courses and the Teacher/Training CTE pathway. All districts are free to create their own version. All districts are also required to follow the Kansas Career Guidance Handbook, the Post Secondary Readiness Digital Resource Guide (for work-based learning requirements), and the Enrollment Handbook based on the current fiscal year to ensure they meet all the requirements for weighted CTE funding, are prepared for fiscal auditing, and all requirements for high school graduation are met.

Semester 1

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 101	First Year Composition	3	English 11A	.5	
CN 150	Public Speaking	3	Speech	.5	
PO 106	Government of the United States	3	US Government	.5	
ED 165	ED 1 Examining Teaching as a Profession	3	Intro to Teaching	.5	19199
ED 275	ED 2 Exploring Teaching as a Profession	3	Teaching as a Career	1	19151
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 2

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
HI 111	U.S. History through the Civil War	3	U.S. History	.5	
GG 101, AN 112, SO 100, PY 100, or PY 209	Introduction to Geography, Cultural Anthropology, or Introduction to Sociology, Basic Concepts in Psychology, or Psychological Development through the Life-Span	3	SS Elective	1	
MU 100	Enjoyment of Music	3	Fine Arts	.5	
ED 155	Teaching, Learning, and Leadership	3	Coaching & Leadership	.5	19154
ED 285	Educational Psychology	3	Lifespan Development	.5	45014
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 3

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 200	Intermediate Composition	3	English 11B	.5	
MA 112	Contemporary College Mathematics	3	Math	1	
HI 100	Early World History	3	U.S. History B	.5	
ED 290	Whole Child	3	Human Growth & Development	.5	45004
ED 302	Teaching Exceptional Learners	3	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

Semester 4

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
BI 106*	Everyday Biology	5	Science	1	
EC 100	Introduction to Economics	3	SS Elective	.5	
ED 474*	Special Topics	3	Elective	.5	
ED 335*	Creative Experiences	3	Elective	.5	
TBD	Introduction to Teaching Field Experience	1	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

* indicates a course that may need to be substituted if a student is interested in secondary education.

Year Three – Transition to Teacher Preparation program at four year university

Fall Semester		Hours
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2
CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		Hours
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		Hours
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		Hours
CI 446	Elementary Teaching Internship and Classroom Management Seminar (B- or better required)	2
CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

Row Labels	Max of USD	Sum of Number of Apprentices	Sum of Allocation
Andover	385	2	$ 3,000.00
ANW Special Education Interlocal 603	603	4	$ 11,000.00
Attica	511	2	$ 13,000.00
Auburn-Washburn	437	1	$ 6,500.00
Baldwin City	348	1	$ 1,500.00
Bonner Springs	204	4	$ 26,000.00
Brown County KS Education Interlocal #615	615	2	$ 13,000.00
Clearwater	264	1	$ 6,500.00
Colby	315	1	$ 6,500.00
Deerfield	216	1	$ 1,500.00
Desoto	232	10	$ 50,000.00
Dexter	471	2	$ 13,000.00
Dodge City	443	19	$ 98,500.00
Easton	449	1	$ 6,500.00
ECKCE	614	6	$ 9,000.00
Emporia	253	2	$ 13,000.00
Erie-Galesburg	101	1	$ 1,500.00
Eudora	491	5	$ 17,500.00
Eureka	389	3	$ 14,500.00
Ft. Scott	234	1	$ 6,500.00
Garden City	457	4	$ 6,000.00
Geary county	475	4	$ 16,000.00
Goddard	265	1	$ 6,500.00
Goodland	352	4	$ 26,000.00
Graham County	281	1	$ 6,500.00
Great Bend	428	21	$ 36,500.00
Greensburg	422	1	$ 1,500.00
Herrington	487	2	$ 3,000.00
Hoisington	431	2	$ 8,000.00
Jefferson West	340	1	$ 1,500.00
Kansas School of the Blind	604	1	$ 6,500.00
Kaw Valley	321	5	$ 27,500.00
Lansing	469	12	$ 43,000.00
Lawrence	497	9	$ 13,500.00
Leavenworth	453	7	$ 25,500.00
Leoti	467	1	$ 1,500.00
Liberal	480	20	$ 30,000.00
Lyons	405	6	$ 24,000.00
Maize	266	9	$ 43,500.00
Marion County SPED Cooperative	617	3	$ 14,500.00
McLouth	342	1	$ 6,500.00
Minneola	219	1	$ 6,500.00
Mission Valley	330	1	$ 1,500.00

Neodesha	461	2	$ 8,000.00
Nickerson - South Hutchinson	309	3	$ 4,500.00
Oberlin	294	1	$ 1,500.00
Olathe	233	2	$ 8,000.00
Ottawa	290	6	$ 14,000.00
Paola	368	1	$ 6,500.00
Parsons	503	1	$ 1,500.00
Pike Valley	426	1	$ 6,500.00
Quinter	293	1	$ 6,500.00
Reno County Special Education Cooperative	610	5	$ 17,500.00
Riverside	114	3	$ 4,500.00
Russell	407	1	$ 6,500.00
Salina	305	14	$ 66,000.00
Satanta	507	1	$ 6,500.00
South Brown County	430	2	$ 8,000.00
South East Special Education Cooperative	637	1	$ 6,500.00
Southern Coffey County	245	1	$ 1,500.00
Southern Lyons County	252	1	$ 1,500.00
Southwest Kansas Area Cooperative	613	10	$ 50,000.00
Spearville	381	1	$ 6,500.00
Stockton	271	4	$ 16,000.00
Sumner County Educational Services 619	619	7	$ 25,500.00
Syracuse	494	2	$ 13,000.00
Tonganoxie	464	10	$ 35,000.00
Topeka Public Schools	501	23	$ 99,500.00
Turner	202	8	$ 37,000.00
Ulysses	214	11	$ 56,500.00
Valley Falls	338	1	$ 6,500.00
Wellington	353	6	$ 29,000.00
Weskan	242	1	$ 6,500.00
Woodson	366	1	$ 1,500.00
Grand Total		**318**	**$ 1,232,000.00**

			Agenda Number:	**13**
Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/8/2025**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve cut scores for licensure tests

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows: Early Childhood Education Foundational Knowledge and Content (Test #5534) with a recommended cut score of 163; Middle School Social Studies (Test #5589) with a recommended cut score of 149.

Explanation of Situation Requiring Action:

Kansas statute 72-2162 requires the State Board of Education to prescribe and examination designed to ensure that the licensure of a person as a teacher is a reliable indicator the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in the state.

Licensure Regulation 91-1-203 require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required. In addition, any new tests generated by ETS and implemented for Kansas licensure must be adopted with a cut score. The Early Childhood Education Foundational Knowledge and Content is a new test that replaces the Education of Young Children exam and the Interdisciplinary Early Childhood Education exam. The Middle School Social Studies is a regenerated content test.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS' national standard-setting studies comprised of two sets of panelists from multiple states. Kansas was represented by two panelists for the Middle School Social Studies test national standard-setting studies. Kansas was not represented on the national standard-setting study for the Early Childhood Education Foundational Knowledge and Content test. The Professional Standards Board recommended approval of the cut scores unanimously.

Upon approval, the regenerated tests and cut scores will go into effect as September 1, 2025.

Agenda Number: **14**

Staff Initiating: **Director:**   **Commissioner:**   **Meeting Date:**   **7/8/2025**

Natalie Clark   Beth Fultz   Randy Watson

Item Title:

Act on Career Technical Education (CTE) Cluster Review Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

Explanation of Situation Requiring Action:

The Kansas Advisory Committee for Career and Technical Education (KACCTE) voted on the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations during their June 4, 2025 Quarterly Advisory Committee Meeting. The KACCTE received their information during their April 10, 2025 Quarterly Meeting and a May 15, 2025 Meeting. Cluster Review Committees began work in the fall of 2024 and were made up of Secondary Educators representing different sizes of school districts and different geographic locations across the State of Kansas, Post-Secondary Educators representing two and four-year colleges and business/industry representatives reflective of the Cluster/Pathways under review. The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed Cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant. Once final approval is received, changes will begin with the 2026-2027 school year.

Career and Technical Education 2024-2025 Cluster Reviews:

Human Services
Marketing
Transportation

Cluster Review Timeline

March 1, 2025 - April 4, 2025
Pathways Posted for Public Comment for Thirty (30) days and sent out on the CTE ListServs
[Kansas State Department of Education > Agency > Division of Learning Services > CTE_RecommendationsForPublicComment](#)

April 10, 2025
Kansas Advisory Committee for Career and Technical Education
Receive Item

May 15, 2025

Kansas Advisory Committee for Career and Technical Education

June 4, 2025
Kansas Advisory Committee for Career and Technical Education
Action Item

June 11,2025
Kansas State Board of Education
Receive Item

July 8, 2025
Kansas State Board of Education
Action Item

The following information was reviewed by the Cluster Review Committees:
Kansas Labor Market Information, Kansas Labor Information Center (KLIC) - LMI Home Page
Business/Industry Feedback Regarding Trends and Skills
Kansas Chamber Competitiveness Analysis
Kansas Commerce Report
Sector Development | Kansas Office of Innovation
Framework for Growth Report by Kansas Department of Commerce - Issuu

Kansas Career and Technical Education Comparison Report
Kansas Board of Regents Program Alignment, Program Alignment
Common Career Technical Core
Pathway Course Competencies and Indicators, Kansas Career Guidance Handbook 2025-2026 and Common Career Technical Core and CTE Course Competencies
Reviewed Industry Standards and Certifications
Reviewed the Industry Recognized Certifications (IRC) and Assessments, Kansas Pathway Assessments, Credentials, and Certifications (K-PAC) List - 2023-2024
Pathway Inclusion of Work-Based Learning (WBL) Elements, Postsecondary Readiness Digital Resource Guide WBL Pages 174-235.
Modernized National Career Clusters Framework, Guidebook: National Career Clusters Framework - Google Docs

Recommendations Following Cluster Reviews as presented and received June 11, 2025.

Human Services Cluster Review

Health and Human Services - Healthcare & Human Services Career Cluster
Family, Community and Consumer Services Pathway

Public Services - Education Career Cluster
Early Childhood Development and Services Pathway

Marketing Career Cluster Review

Business - Marketing & Sales
Marketing Pathway

Transportation Career Cluster Review

Design, Production & Repair - Supply Chain & Transportation Career Cluster
Aviation Maintenance Pathway
Vehicle Maintenance and Repair Pathway

Item Title:

Act on ERC recommendations for higher education accreditation and program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation provider accreditation for Tabor College and program approvals for Emporia State University, Fort Hays State University, Haskell Indian Nations University, and Kansas State University.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider accreditation for Tabor College and program approvals for Emporia State University, Fort Hays State University, Haskell Indian Nations University, and Kansas State University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 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, and have been revised and updated regularly as-needed.

The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation 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; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

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 and assessment instruments.

Following the institutional application and receipt of accreditation materials or program reports, review teams of trained evaluators were appointed to review the educator preparation provider or 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 unit accreditation, 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 provider or 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 were presented in June as a Receive item.

KANSAS
STATE DEPARTMENT OF
EDUCATION

May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Tabor College

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Tabor College Education Department.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, EPP Visit evidence, institution's Rejoinder to the Visitation report, and Team Lead's response to the Rejoinder.

ACCREDITATION RECOMMENDATION

Recommend "Full Accreditation" status **through June 30, 2032:**

Areas for Improvement
Standards R1-R3, R5
None

AFI R4.1: The EPP provides insufficient systematic and representative evidence demonstrating program completers' impact on K-12 student learning growth.
Rationale R4.1: While the EPP collects data through employer satisfaction surveys, focus groups, and other qualitative measures, the evidence remains limited in scope, consistency, and comparability. The provided data primarily reflects perceptions of completer's contribution to their P-12 students' growth rather than objective, measurable student learning outcomes. Additionally, the EPP has presented only one cycle of data, making it unclear how program completers' impact is assessed over time. A structured plan with rationale for data collection and analysis going forward is needed.

AFI R4.3: The EPP provided minimal evidence across three data cycles of completer satisfaction.
Rationale R4.3: While the EPP collects data on completer satisfaction through program completer surveys, issues with data duplication raise concerns about the accuracy of reported data cycles and the reliability of conclusions drawn from the results. Despite the submission of a corrected data file, unexplained duplications persist, making it unclear how many actual data cycles are available for analysis. Without a systematic approach to ensure data integrity and representation, it is difficult to determine whether the survey results accurately reflect the satisfaction of all program completers.

Stipulations
Standard R1-R5

None

Standards	Initial
R1: Content and Pedagogical Knowledge	Met
R2: Clinical Partnerships and Practice	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met
R4: Program Impact	Met
R5: Provider Quality Assurance and Continuous Improvement	Met

Next Visit: Spring 2032

Previous Areas for Improvement (AFI)
December 08, 2020 KSBE Decision

Areas for Improvement (AFIs)
Standard 1-5

None

Stipulations
Standards 1-5

None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation. [3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

KANSAS
STATE DEPARTMENT OF
EDUCATION

May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program review submissions, rejoinders, and final team reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Emporia State University programs through December 31, 2032:

Biology 6-12, I, continuing
        Areas for Improvement
        Standards 1-10
        None
Early Childhood Unified B-Gr3, A, continuing
        Areas for Improvement
        Standards 1-8, Science of Reading
        None
Earth and Space Science 6-12, I, continuing
        Areas for Improvement
        Standards 1-9
        None
English Language Arts 5-8, I, continuing
        Areas for Improvement
        Standards 1-7
        None
High Incidence, K-6, 6-12, A, continuing
        Areas for Improvement
        Standards 1-8, Science of Reading
        None
History, Government, Social Studies 6-12, I, continuing
        Areas for Improvement

Standards 1-10

None

Mathematics 5-8, I, continuing

Areas for Improvement

Standards 1-7

None

Mathematics 6-12, I, continuing

Areas for Improvement

Standards 1-7

None

Physics 6-12, I, continuing

Areas for Improvement

Standards 1-10

None

Reading Specialist PreK-12, A, continuing

Areas for Improvement

Standards 1-7, Science of Reading

None

Restricted PreK-12, I, continuing

Areas for Improvement

Standards 1-10, Science of Reading (ELA)

None

School Counselor, A, PreK-12 continuing

Areas for Improvement

Standards 1-8

None

School Psychologist Birth-Grade 3, PreK-12, A, continuing

Areas for Improvement

Standards 1-11

None

Science 5-8, I, continuing

Areas for Improvement

Standards 1-10

None

May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Fort Hays State University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, KSDE Team Report, and program progress reports.

<u>PROGRAM APPROVAL RECOMMENDATIONS</u>

<u>Recommend "New Program Approved with Stipulation" status</u> for the following Fort Hays State University program through <u>December 31, 2027:</u>

Innovative High and Low Incidence, I, K-6, 5-8, 6-12, PreK-12, new program
        <u>Areas for Improvement:</u>
        High Incidence Standards 1-8, Science of Reading
        None
        Low Incidence Standards 1-7
        None

<u>Recommend removing the new-program stipulation and extending "Approved" status</u> for the following Fort Hays State University programs through <u>December 31, 2029</u>:

Innovative Elementary I, PreK-6 LERP
        <u>Areas for Improvement:</u>
        Standards 1-7, Science of Reading
        None
Low Incidence A, PreK-12
        <u>Areas for Improvement:</u>
        Standards 1-7
        None
Innovative Low Incidence I, PreK-12 Residency LRL
        <u>Areas for Improvement:</u>
        Standards 1-7

May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Haskell Indian Nations University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed an application for program approval for Haskell Indian Nations University.

Documents that were received and considered include the program review submission, rejoinder, and final team report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Haskell Indian Nations University program through December 31, 2032:

Elementary PreK-6, I, continuing
        Areas for Improvement
        Standards 1-8 [Science of Reading embedded in 2024 Elementary standards]
        None

KANSAS
STATE DEPARTMENT OF
EDUCATION

May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas State University

Introductory Statement:

On May 19, 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:

Restricted, I, 6-12, PreK-12
    Areas for Improvement:
    Standards 1-10, Science of Reading
    None

Next continuing programs' review: Fall 2028

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.)

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Item Title: Recieve KESA Graduation Standards

From: Jay Scott

During this "receive" item, the KESA Graduation Standards will be shared with the Kansas State Board of Education. High school graduation rates are one of the student outcomes that will be evaluated to determine a system's accreditation status each year, beginning at the end of the 2026-2027 school year. In the standards, the Kansas State Board of Education can view a thoroughly vetted set of KESA Graduation Standards that include the KESA Graduation Rate, benchmarks for KESA Graduation Rate, and performance categories. The Accreditation & Design team will share this item on behalf of the KESA Outcomes workgroup and many educators across the state. This item would be slated for action during the August 2025 Kansas State Board of Education meeting.

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Item Title: Federal Funding and Attorney General Actions

Possible Executive Session

From: Frank Harwood

Report current status with federal funding and the situation with the Kansas Attorney General.

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Item Title: Board Goals Discussion

From: Randy Watson

Dr. Watson will continue to lead the Board in a discussion on their goals.

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Kansas State Board of Education Goals

State Board of Education Goals
July 2025 – December 2026

Quality School Improvement
We will support and emphasize the four fundamentals of school improvement in the KESA process.

Quality Leadership Development
We have a culture of high expectations in our classrooms, buildings, and districts so that each student has access to quality instruction, grade level standards and expectations for success.

Quality Science, Technology, Engineering, Mathematics (STEM) and Nutrition
We will assure teachers, administrators and staff are well-trained and knowledgeable in the elements and implementation of quality STEM instruction and nutrition services.

Quality Individual Plans of Study (IPS)
We will assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of a quality IPS for students.

Policy, Regulation & Alignment
We will eliminate, align, and design policies and regulations in pre-K-12 to enhance the school improvement process, allowing school systems to focus on student success.

Methods *(Reinforce lead indicators and sustain SBOE goals within the system)*	Lead Indicators *(Actions that support implementation of the SBOE goals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Board Meeting Planning	State Board meeting planning and agenda-setting include intentionality around the State Board's goals.	• Agendas Alignment • 6 Month Target • 1 Year Target
Commissioner's Report	The commissioner consistently reports to the State Board on progress towards implementation of the State Board's goals.	• Reporting Materials • 6 Month Target • 1 Year Target
KSDE Staff & Educator Reports	KSDE staff and Kansas educators consistently report on progress towards implementation of the State Board's goals.	• Reporting Materials • 6 Month Target • 1 Year Target
Friday Notes	Each Friday there are resources shared that highlight research or other learning opportunities related to the State Board's goals.	• Related Documents • 6 Month Target • 1 Year Target
Educator Engagements	State Board members seek opportunities to engage Educators across Kansas to better understand how the State Board's goals are being implemented and are targeted to school improvement.	• Number of Engagements • 6 Month Target • 1 Year Target
Community Engagements	State Board members seek opportunities to engage Community members across Kansas to better understand how the State Board's goals are being implemented.	• Number of Engagements • 6 Month Target • 1 Year Target

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Item Title: Information on the Kansas Math Project

From: Pat Bone

Todd Wiedemann, Kansas MTSS, will present on the work of the Kansas Math Project.

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MODULES A, B, C, D, & E
HANDOUTS

MODULE A

All Students Can Learn Mathematics

Activity 1

SOLO Taxonomy

Watch this student show two ways of solving a subtraction problem.

At what level of the SOLO taxonomy does this student complete subtraction?

PRESTRUCTURAL	UNISTRUCTURAL	MULTISTRUCTURAL	RELATIONAL
I cannot solve this problem	I understand and can use one approach to solve this problem	I understand and can use multiple ways to solve this problem but cannot connect the different approaches	I understand and can use multiple ways to solve this problem and I understand the similarity between the different approaches

👥 **Activity 2**

SOLO Taxonomy in Action

- Consider a mathematics construct that may be solved multiple ways (e.g., whole-number facts, fraction computation)

- Compare two of them.

- How are they alike? How are they different?

- How might you differentiate student work and expectations according to SOLO?

SOLO	PRESTRUCTURAL	UNISTRUCTURAL	MULTISTRUCTURAL	RELATIONAL
Way 1				
Way 2				

MODULE B
Progressions that Lead to Long-Term Proficiency

Activity 3

Place Value Progressions

How does place value build students' knowledge from early counting to calculations?

What is the role of **language** in building student thinking about place value?

Activity 4

Arithmetic to Algebra Gap

Name and explain at least two reasons the Arithmetic to Algebra Gap exists.

Activity 5

Visuals in Mathematics

What are the benefits of using visuals when teaching mathematics?

Which visuals may help students bridge the Arithmetic to Algebra Gap?

Activity 6

Progressions Across Grade Levels

- Map essential horizontal (i.e., grade level) content.
- Then, map essential vertical content one to two grade levels below and one to two grade levels above.
    - https://community.ksde.org/Default.aspx?tabid=6174
    - https://achievethecore.org/category/774/mathematics-focus-by-grade-level
- Evaluate the alignment of your curriculum.
    - Content
    - Strategies

Progressions	Previous Grade Levels	At Grade Level Standard	After Grade Levels
Content			
Strategies			

- How do you support students who do not have knowledge of these progressions?

MODULE C
Systematic and Explicit Instruction

Activity 7

Construct a Plan

Work on a scope and sequence for the mathematics that will occur across the year, semester, month, week and day.

Rely on state mathematics standards and district documents to inform the scope and sequence.

- https://achievethecore.org/page/1118/coherence-map
- https://community.ksde.org/Default.aspx?tabid=5646

Activity 8

Lead by Modeling

Take one of the learning outcomes you will focus on soon and write a problem you would model. Develop a model (i.e., step-by-step explanation) for teaching students to solve a problem focused on that learning outcome.

Problem:	1.
	2.
	3.

Activity 9

Supports

Use the same problem from the *Lead by Modeling* Activity. First, generate two to three high-level questions and two to three low-level questions. Then, brainstorm ways students would respond. Finally, provide one to two examples of affirmative feedback and one to two examples of corrective feedback.

Problem:	High-level questions: Low-level questions:

Ways for students to respond:

Affirmative feedback:

Corrective feedback:

Activity 10

Engage in Practice

Discuss ways you can engage your students in guided practice with the modeling you provided in the *Lead by Modeling* Activity.

Activity 11

Apply Independently

Discuss ways you can support your students when they are doing independent practice.

Activity 12
Refine with Data

What are formal data sources you use?

What are informal data sources you use?

MODULE D

Using Data to Drive Instruction and Intervention

Activity 13

Assessment

A. How close were your guesses?

B. If they were off, why? What influenced or distracted you?

C. How does this relate to how we assess student learning?

Activity 14
Informed Decisions

What assessments do you use to drive instruction and intervention decisions?

Activity 15

Refine with Data

What error patterns have you analyzed in your students' work?

Activity 16

Planning

Consider an upcoming lesson.

A. List the most efficient and accurate steps.

B. What steps come from previously learned material?

C. What steps could be grouped (chunked)?

Activity 17

Formative Checklist

Discuss ways you can support your students.

Set up an assessment chart.

Math Standard:	Steps / Math Components							
Students								

22

Activity 18
Targeted Differentiation

Discuss ways you can support your students.

Align student needs with what you are teaching.

Objective: Students will...		
Skills necessary to solve the problem	Deficit skills	Instructional supports

MODULE E
Building Students' Language,
Understanding, Fluency,
and Problem Solving

Activity 19

Instead of That, Say This

Work with a partner to describe ten examples of "instead of that, say this ..."

INSTEAD OF ...	SAY ...

Activity 20

Sets of Terms That Require Precision

In each cell, write terms that require precision.

Activity 21

Language

Review language within each of the CLEAR components. Brainstorm what will be important to consider in each cell of the table.

COMPONENTS	LANGUAGE
Construct a plan.	
Lead by modeling.	
Engage in practice.	
Apply independently.	
Refine with data.	

Activity 22

Understanding

Review understanding concepts and procedures within each of the CLEAR components. Brainstorm what will be important to consider in each cell of the table.

COMPONENTS	CONCEPTS and PROCEDURES
Construct a plan.	
Lead by modeling.	
Engage in practice.	
Apply independently.	
Refine with data.	

Activity 23

Fluency

Describe the fluency that is important for:

Before your grade level	At your grade level	Beyond your grade level

Activity 24

Problem Solving Attack Strategy

Describe the attack strategy you plan to use.

APPENDIX

CLEAR DO Template & Examples
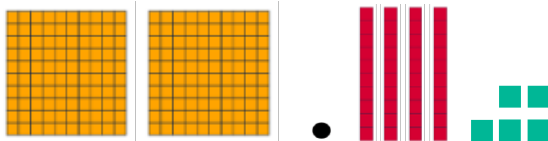
CLEAR Instruction Blank Template

COMPONENTS	EXAMPLE
Construct a plan.	Standard: Essential vocabulary: Representation(s): Strategy: *Materials:*
Lead by modeling.	
Engage in practice.	
Apply independently.	
Refine with data.	

CLEAR Instruction

COMPONENTS	EXAMPLE
🖼️ **C**onstruct a plan.	**4.NBT3:** Read, writing, and compare decimals to thousandths.
👉 **L**ead by modeling.	**Proportional Models with Base-10 Blocks** *Materials:* • A hands-on tool or manipulative like Base-10 blocks

Teacher	Let's show different decimals. What's a decimal?
Students	*A number with tenths, hundredths, thousandths, etc.*
Teacher	A decimal is a number — just like 5 is a number or $\frac{3}{8}$ is a number. Except with a decimal, we have digits after the decimal point in the tenths, hundredths, thousandths, and so on. What does a decimal have?
Students	*A decimal point and tenths, hundredths, thousandths, etc.*
Teacher	So, let's show different decimals. We'll use these Base-10 blocks. (Show manipulatives.)
Teacher	When we show decimals with the Base-10 blocks, we can use them in a different way than we used them with the thousands, hundreds, tens, and ones. Today, with Base-10 blocks, one cube represents tens. What does a cube represent?
Students	*Tens.*
Teacher	The flat represents ones. What does the flat represent?
Students	*Ones.*
Teacher	The rod represents tenths. What does the rod represent?
Students	*Tenths.*
Teacher	And the unit represents hundredths. What does the unit represent?
Students	*Hundredths.*
Teacher	Let's show this decimal. (Show decimal.)
Teacher	What number?
Students	*__.*

	Teacher	When we read decimals, make sure to only say "and" at the decimal point. So, __ (read number and emphasize "and"). Let's say that together.
	Students	__.
	Teacher	Let's show the decimal from the greatest place value to the least place value. For this number, what's the greatest place value?
	Students	__.
	Teacher	So, what digit is in the __ (place value)?
	Students	__.
	Teacher	That means we need to show __ (digit) __ (place value). How many __ (place value)?
	Students	__.
	Teacher	How could we use the Base-10 blocks to show __ (digit) __ (place value)?
	Students	*Show __.* (Show using Base-10 blocks.)
	Teacher	Did we show the entire number?
	Students	*No.*
	Teacher	That means we need to look at the next greatest place value. For this number, what's the next greatest place value?
	Students	__.
	Teacher	So, what digit is in the __ (place value)?
	Students	__.
	Teacher	That means we need to show __ (digit) __ (place value). How many __ (place value)?
	Students	__.
	Teacher	How could we use the Base-10 blocks to show __ (digit) __ (place value)?
	Students	*Show __.* (Show using Base-10 blocks.)
	Teacher	Did we show the entire number?
	Students	*No.*
	Teacher	That means we need to look at the next greatest place value. For this number, what's the next greatest place value?
	Students	__.
	Teacher	So, what digit is in the __ (place value)?
	Students	__.
	Teacher	That means we need to show __ (digit) __ (place value). How many __ (place value)?

	Students __.
	Teacher How could we use the Base-10 blocks to show __ (digit) __ (place value)?
	Students *Show __.* (Show using Base-10 blocks.)
	Teacher Did we show the entire number?
	Students *Yes!*
	Teacher What decimal did we show?
	Students __.
	Teacher Let's count the Base-10 blocks to make sure we showed __ (decimal). Ready?
	Students *__, __, __, …*
	Teacher Great work! Using these Base-10 blocks helps you understand the value of different decimals. How can you use the Base-10 blocks to show a decimal?
	Students *You look at each digit starting with the greatest place value, and you show that number of cubes, flats, rods, and units.*
Engage in practice.	**Proportional Models with Base-10 Blocks**
	Teacher Let's show different decimals. What's a decimal?
	Students *A number with tenths, hundredths, thousandths, etc.*
	Teacher A decimal is a number — just like 18 is a number or $\frac{1}{4}$ is a number. Except with a decimal, we have digits after the decimal point in the tenths, hundredths, thousandths, and so on. What does a decimal have?
	Students *A decimal point and tenths, hundredths, thousandths, etc.*
	Teacher So, let's show different decimals. We'll use these Base-10 blocks. (Show manipulatives.)
	Teacher When we show decimals with Base-10 blocks, we can use them in a different way than we used them with thousands, hundreds, tens, and ones. Today, with Base-10 blocks, one cube represents tens. What does a cube represent?
	Students *Tens.*
	Teacher The flat represents ones. What does the flat represent?
	Students *Ones.*

	Teacher	The rod represents tenths. What does the rod represent?
	Students	*Tenths.*
	Teacher	And the unit represents hundredths. What does the unit represent?
	Students	*Hundredths.*
	Teacher	Let's show this decimal. (Show decimal.)
	Teacher	What number?
	Students	*2.45.*
	Teacher	When we read decimals, make sure to only say "and" at the decimal point. So, two and forty-five hundredths. Let's say that together.
	Students	*Two and forty-five hundredths.*
	Teacher	Let's show the decimal from the greatest place value to the least place value. For this number, what's the greatest place value?
	Students	*The ones place.*
	Teacher	Nice! What digit is in the ones place?
	Students	*2.*
	Teacher	That means we need to show 2 ones. How many ones?
	Students	*2.*
	Teacher	How could we use Base-10 blocks to show 2 ones?
	Students	*Show 2 flats.* (Show using Base-10 blocks.)
	Teacher	Did we show the entire number?
	Students	*No.*
	Teacher	That means we need to look at the next greatest place value. For this number, what's the next greatest place value?
	Students	*Tenths place.*
	Teacher	Exactly. What digit is in the tenths place?
	Students	*4.*
	Teacher	That means we need to show 4 tenths. How many tenths?
	Students	*4.*
	Teacher	How could we use the Base-10 blocks to show 4 tenths?
	Students	*Show 4 rods.* (Show using Base-10 blocks.)
	Teacher	Did we show the entire number?
	Students	*No.*
	Teacher	That means we need to look at the next greatest place value. For this number, what's the next greatest place value?

	Students	*The hundredths place.*
	Teacher	Good! So, what digit is in the hundredths place?
	Students	*5.*
	Teacher	That means we need to show 5 hundredths. How many hundredths?
	Students	*5.*
	Teacher	How could we use the Base-10 blocks to show 5 hundredths?
	Students	*Show 5 units.* (Show using Base-10 blocks.)
	Teacher	Did we show the entire number?
	Students	*Yes!*
	Teacher	What decimal did we show?
	Students	*2.45.*
	Teacher	Let's count the Base-10 blocks to make sure we showed 2.45. Ready?
	Students	*One, Two: 1 tenth, 2 tenths, 3 tenths, 4 tenths, 41 hundredths, 42 hundredths, 43 hundredths, 44 hundredths, 45 hundredths. Two and forty-five hundredths.*
	Teacher	Excellent work! Using these Base-10 blocks helps you understand the value of different decimals. How can use you the Base-10 blocks to show a decimal?
	Students	*You look at each digit starting with the greatest place value, and you show the number of cubes, flats, rods, and units.*
🗒️ **A**pply independently.	Students would practice showing different decimals in the classroom and for homework.	
📈 **R**efine with data.	Observe students as they work. Engage students in dialogue. Collect student work samples from guided practice and independent practice. Conduct an error analysis, when appropriate.	

Kansas Math Project Implementation Guide

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Purpose

We believe that every math teacher in Kansas should have a strong understanding of evidence-based teaching strategies, and that all teachers of math should have an equally strong understanding of math content. The Kansas Math Project, put forth in collaboration with the Kansas State Department of Education, has been developed to precisely attend to each of these beliefs through a systematic framework of modules geared for teachers and administrators. Modules will be delivered both in-person and asynchronously to develop the math practitioner's aptitude to use the language of mathematics, integrate modeling and practice, and incorporate mathematics concepts and procedures that build students' fluency within the four operations and their ability to set up and solve text-based problems. In addition, the project will expand each teacher's scope of content knowledge along the progression of standards from PreK to Algebra 2.

Research

When designing the materials for the Kansas Math Project (KMP), the development team relied on research-validated practices identified over the last few decades as essential for mathematics learning. When possible, the team relied on research results from randomized-controlled trials, identified by the What Works Clearinghouse as a gold standard for educational research. The team also relied on syntheses and meta-analyses of many studies instead of individual research reports. Furthermore, the team focused on research conducted with students who experience challenges in mathematics to make sure educators meet the needs of all students in the classroom. Keeping up with changes in research is important, and we will do so periodically to best inform this project.

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Foundational Modules A, B, C, D, E

Foundational Modules A, B, C, D, and E are introductory modules to the Kansas Math Project. It is intended that every educator complete these five modules in sequence so they have a strong foundation in mathematics instruction and assessment. These five modules also lay the groundwork for the structure within each of the grade-band modules. Each Foundational Module is guided by a slide deck (in-person) or videos (asynchronous). There are activities and discussions embedded within each module.

Foundational Modules	In-Person Activity #	Async Activity #	Activities	Content
Module A: All Students Can Learn Mathematics	1 2	1 2	SOLO taxonomy SOLO taxonomy in action	Explains rigor and leveled expectations
Module B: Progressions that Lead to Long-Term Proficiency	3 4 5 6	1 2 3 4	Place value progressions Arithmetic to algebra gap Visuals in mathematics Progressions across grade levels	Shares the scope and sequence of standards that may be implemented across grades
Module C: Systematic and Explicit Instruction	7 8 9 10 11 12	1 2 3 4 5 6	Construct a plan Lead by modeling Supports Engage in practice Apply independently Refine with data	Explains the continuum of learning from new to proficient through the CLEAR-DO model
Module D: Using Data to Drive Instruction and Intervention	13 14 15 16 17 18	1 2 3 4 5 6	Assessment Informed decisions Refine with data Planning Formative checklist Targeted differentiation	Shares different types of assessments that may be used by educators to make informed decisions on student learning
Module E: Building Students' Language, Understanding, Fluency, and Problem Solving	19 20 21 22 23 24	1 2 3 4 5 6	Instead of that, say this Terms that require precision Language Understanding Fluency Problem-solving attack strategy	Highlights the importance of mathematics vocabulary development, conceptual and procedural knowledge, fluency building, and word problem solving

Grade-Band Modules: Grades PreK–2

There are nine modules across Grades PreK-2. In each grade-band module, content is organized by **Section** (e.g., addition). Within each section, there are four **Parts**: Language, Understanding, Fluency, and Problem Solving.

The nine modules are listed alphabetically. Educators should work through the modules in an order that makes sense for them.

Kansas Math Standards
Kansas Early Learning Standards
PreK-8 Instructional Foci: Progression to Algebra Standards

Module	Standard(s) Addressed				Section
	PreK	K	1	2	
Grades PreK-2: Addition and Subtraction Computation			1.NBT.4 1.NBT.5 2.NBT.5	2.NBT.6 2.NBT.7 2.NBT.9	Section 1: Computation with addition
			1.NBT.4 1.NBT.5 1.NBT.6	2.NBT.5 2.NBT.7 2.NBT.9	Section 2: Computation with subtraction
				2.OA.1	Section 3: Problem solving with addition and subtraction
Grades PreK-2: Addition and Subtraction Facts	M.OA.p4.1	K.OA.1	1.OA.3 1.OA.5 1.OA.7 1.OA.8	2.MD.6	Section 1: Understanding of addition
	M.OA.p4.1	K.OA.1	1.OA.3 1.OA.4 1.OA.5 1.OA.7 1.OA.8	2.MD.6	Section 2: Understanding of subtraction

Module		Standard(s) Addressed			Section
		K.OA.5	1.OA.6	2.OA.2 2.NBT.8	Section 3: Fluency in addition and subtraction
		K.OA.2	1.OA.1 1.OA.2	2.MD.5	Section 4: Problem solving with addition and subtraction
Grades PreK-2: Composing and Decomposing	M.OA.p4.2	K.OA.1			Section 1: Composing numbers
	M.OA.p4.2	K.OA.3 K.OA.4			Section 2: Decomposing numbers
Grades PreK-2: Counting and Cardinality	M.CC.p4.1 M.CC.p4.2 M.CC.p4.3 M.CC.p4.4 M.CC.p4.5	K.CC.1 K.CC.2 K.CC.4	1.NBT.1		Section 1: Understanding of counting and cardinality
	M.CC.p4.6 M.CC.p4.8	K.CC.6 K.CC.7		2.NBT.4	Section 2: Understanding of comparison
		K.CC.3		2.NBT.3	Section 3: Understanding of number
				2.NBT.2	Section 4: Skip counting
Grades PreK-2: Measurement	M.MD.p4.1 M.MD.p4.2	K.MD.1		2.MD.1 2.MD.3	Section 1: Describing attributes
		K.MD.2	1.MD.1 1.MD.3	2.MD.2 2.MD.4	Section 2: Comparing and ordering
	M.MD.p4.3	K.MD.3			Section 3: Classifying
	M.MD.p4.4		1.MD.4	2.MD.9 2.MD.10	Section 4: Data interpretation

Module	Standard(s) Addressed				Section
Grades PreK-2: Multiplication and Division				2.OA.3 2.OA.4	Section 1: Understanding multiplication
			1.G.3	2.OA.4 2.G.2 2.G.3	Section 2: Understanding division
Grades PreK-2: Place Value		K.NBT.1	1.NBT.2		Section 1: Understanding tens and ones
				2.NBT.1 2.NBT.3	Section 2: Understanding hundreds, tens, and ones
Grades PreK-2: Shapes and Figures	M.G.p4.1 M.G.p4.2 M.G.p4.3	K.G.1 K.G.2	1.G.1	2.G.1	Section 1: Identifying Shapes
	M.G.p4.4 M.G.p4.5	K.G.4 K.G.5 K.G.6	1.G.2 1.G.3	2.G.2 2.G.3	Section 2: Creating, composing, and decomposing shapes
Grades PreK-2: Time and Money			1.MD.3 2.MD.7		Section 1: Understanding time
				2.MD.8	Section 2: Understanding money

Grade-Band Modules: Grades 3–5

There are 12 modules across Grades 3-5. In each grade-band module, content is organized by **Section** (e.g., multiplication). Within each section, there are four **Parts**: Language, Understanding, Fluency, and Problem Solving.

The 12 modules are listed alphabetically. Educators should work through the modules in an order that makes sense for them.

Kansas Math Standards
PreK-8 Instructional Foci: Progression to Algebra Standards

Module	Standard(s) Addressed			Section
	3	4	5	
Grades 3-5: Addition and Subtraction	3.NBT.2	4.NBT.4 4.MD.2	5.MD.5	Section 1: Addition and subtraction
Grades 3-5: Algebraic Concepts		4.OA.5		Section 1: Patterns
			5.OA.1 5.OA.2	Section 2: Expressions
Grades 3-5: Computation of Fractions		4.NF.3	5.NF.1 5.NF.2	Section 1: Addition and subtraction of fractions
		4.NF.4	5.NF.4 5.NF.5 5.NF.6	Section 2: Multiplication of fractions
			5.NF.3 5.NF.7	Section 3: Division of fractions
Grades 3-5: Data Interpretation	3.MD.3 3.MD.4	4.MD.4	5.MD.2	Section 1: Data interpretation

Module	Standard(s) Addressed			Section
Grades 3-5: Decimals		4.NF.5 4.NF.6		Section 1: Understanding decimals
		4.NF.7	5.NBT.3	Section 2: Comparing decimals
			5.NBT.4	Section 3: Rounding
			5.NBT.1 5.NBT.2 5.NBT.7	Section 4: Computation with decimals
Grades 3-5: Geometry	3.G.1		5.G.3 5.G.4	Section 1: Two-dimensional shapes
		4.G.1 4.G.2 4.G.3		Section 2: Lines and angles
			5.MD.3	Section 3: Three-dimensional figures
			5.G.1 5.G.2	Section 4: Coordinate planes
Grades 3-5: Measurement	3.MD.1			Section 1: Time
	3.MD.2	4.MD.1		Section 2: Units of measurement
			5.MD.1	Section 3: Conversions
			5.MD.4	Section 4: Volume
Grades 3-5: Multiplication and Division Computation	3.NBT.3 3.MD.7	4.OA.3 4.NBT.5	5.NBT.1 5.NBT.2 5.NBT.5	Section 1: Understanding multiplication
		4.OA.3 4.NBT.6	5.NBT.2 5.NBT.6	Section 2: Understanding division
		4.OA.2 4.OA.3 4.MD.2		Section 3: Problem solving

Module	Standard(s) Addressed			Section
Grades 3-5: Multiplication and Division Facts	3.OA.1 3.OA.4 3.OA.5 3.OA.9	4.OA.1 4.OA.2 4.OA.4		Section 1: Understanding multiplication
	3.OA.2 3.OA.4 3.OA.5 3.OA.6 3.OA.9	4.OA.2		Section 2: Understanding division
	3.OA.7			Section 3: Fluency
	3.OA.3 3.OA.8			Section 4: Problem solving
Grades 3-5: Perimeter and Area	3.MD.5 3.MD.6 3.MD.7 3.MD.8	4.MD.3		Section 1: Perimeter and area
Grades 3-5: Place Value		4.NBT.1 4.NBT.2		Section 1: Understanding place value
	3.NBT.1	4.NBT.3		Section 2: Rounding
Grades 3-5: Understanding Fractions	3.NF.1 3.NF.2 3.G.2			Section 1: Understanding fractions as numbers
	3.NF.3	4.NF.1		Section 2: Equivalence of fractions
		4.NF.2		Section 3: Comparing of fractions

Grade-Band Modules: Grades 6–12

There are 18 modules across Grades 6-12. In each module, content is organized into four **Parts**: Language, Understanding, Fluency, and Problem Solving. Because the focus of the secondary modules is on instruction, each module highlights applicable instructional strategies that may be generalized across content.

The 18 modules are listed alphabetically. Educators should choose to work through the modules in an order that makes sense for them.

Kansas Math Standards
PreK-8 Instructional Foci: Progression to Algebra Standards

Module	Standard(s) Addressed	Strategies Included
Arithmetic of Polynomials	A.APR.1 (9/10) A.APR.1 (11) A.APR.3 (11)	● Task analysis ● Math problem solving ● Problem-solving strategies ● Skill-focused content ● Concrete-visual-abstract ● Graphic organizers ● Cognitive and model-based strategies
Evaluating Expressions	6.EE 7.EE.1-4b 8.EE.7	● Task analysis ● Scaffolding ● Concrete-visual-abstract ● Cognitive and model-based strategies

Module	Standard(s) Addressed	Strategies Included
Factoring	8.EE.7b A.REI.5	● Math problem solving ● Problem-solving strategies ● Skill-focused content ● Advance organizers ● Concrete-visual-abstract ● Cognitive and model-based strategies
Geometric Formulas	7.G 8.G	● Math problem solving ● Problem-solving strategies ● Skill-focused content ● Concrete-visual-abstract
Inequalities	6.NS.7a-d 6.EE.5-7 7.EE.4b A.REI.10	● Task analysis ● Math problem solving ● Problem-solving strategies ● Skill-focused content ● Cognitive and model-based strategies ● Graphic organizers
Integers	6.NS 7.NS	● Task analysis ● Math problem solving ● Problem-solving strategies ● Math direct-guided learning ● Cognitive and model-based strategies
Interleaving Practice Format	Not specified	● Curricular retention strategy

Module	Standard(s) Addressed	Strategies Included
Linear Equations	7.EE.1-4b 8.EE.7 8.F.1-5 F.IF.7	● Task analysis ● Math problem solving ● Problem-solving strategies ● Skill-focused content ● Fully worked examples ● Concrete-visual-abstract ● Cognitive and model-based strategies
Long Division with Decimals	6.NS 7.NS	● Math problem solving ● Problem-solving strategies ● Scaffolding ● Skill-focused content ● Concrete-visual-abstract ● Cognitive and model-based strategies
Multiplication and Division of Fractions	6.NS.1-8	● Math problem solving ● Problem-solving strategies ● Explicit instruction ● Concrete-visual-abstract ● Cognitive and model-based strategies
Radicals and Exponents	6.G.2 6.EE.2 8.EE.2-4 A.APR N.CN.8-10	● Math problem solving ● Problem-solving strategies ● Explicit instruction ● Concrete-visual-abstract ● Cognitive and model-based strategies

Module	Standard(s) Addressed	Strategies Included
Ratios and Proportions	6.RP.1 6.RP.2 7.RP	- Math problem-solving - Problem-solving strategies - Math direct-guided learning - Skill-focused content - Fully worked examples - Cognitive and model-based strategies - Concrete-visual-abstract
Solving Equations	7.EE.1-4b 8.F.1-5	- Math problem solving - Problem-solving strategies - Mnemonics - Meta-cognitive strategies - Scaffolding - Skill-focused content - Cognitive and model-based strategies - Concrete-visual-abstract
Spaced Learning Over Time	Not specified	Curricular retention strategy
Systems of Equations	7.EE.1-4b 8.F.1-5 A.REI.6 A.REI.7 A.REI.8	- Task analysis - Math problem solving - Mnemonics - Problem-solving strategies - Meta-cognitive strategies - Explicit instruction - Cognitive and model-based strategies
Theorems and Logic Models	8.G.1 G.CO.7 G.GPE.1 FTF.2	- Math direct-guided learning - Skill-focused content - Fully worked examples - Graphic organizers

Module	Standard(s) Addressed	Strategies Included
Transformations	6.G.3 G.CO.1 G.CO.2	● Task analysis ● Math problem solving ● Problem-solving strategies ● Explicit instruction ● Graphic organizers ● Cognitive and model-based strategies
Worked Samples	Not specified	● Mnemonics ● Fully worked examples

For Educators

Foundational Modules

Before accessing the grade-band modules, all educators must complete the following modules in sequence:

- Module A: All Students Can Learn Mathematics
- Module B: Progressions that Lead to Long-Term Proficiency
- Module C: Systematic and Explicit Instruction
- Module D: Using Data to Drive Instruction and Intervention
- Module E: Building Students' Language, Understanding, Fluency, and Problem Solving

At the end of each module, educators will be prompted to answer several quiz questions about the module to demonstrate their proficiency with each module's content. After successfully completing each of the module quizzes, a cumulative quiz will need to be successfully completed in order to access the grade-level modules. Eighty percent accuracy is required for all quizzes. A certificate of completion will be available to all educators who demonstrate proficiency.

Grade-Band Modules

After completion of Foundational Modules A-E, educators should participate in grade-band modules. The grade-band modules should be accessed in an order that makes sense for the individual educator. Perhaps they choose to work on a grade-band module for content that they are about to teach. Educators could also access module content that follows a typical scope and sequence for the school year.

Grades PreK–2

The Kansas Math Project team suggests accessing modules in this order, and completing all sections within a module before moving to the next one.

Module	Sections and Activities
Grades PreK-2: Counting and Cardinality	Section 1: Understanding of counting and cardinality Activity 1: Counting principles Activity 2: Counting and cardinality in the school and at home Activity 3: CLEAR instruction
	Section 2: Understanding of comparison Activity 4: Comparison Activity 5: CLEAR Instruction

Module	Sections and Activities
	Section 3: Understanding of number Activity 6: Understanding number Activity 7: CLEAR instruction
	Section 4: Skip counting Activity 8: Skip counting Activity 9: CLEAR instruction Activity 10: CLEAR instruction
Grades PreK-2: Composing and Decomposing	**Section 1: Composing numbers** Activity 1: CRA framework: Activities and materials Activity 2: Composing with five and ten frames Activity 3: CLEAR instruction
	Section 2: Decomposing numbers Activity 4: Think-pair-share: Using equations Activity 5: Decomposing with five and ten frames Activity 6: CLEAR instruction Activity 7: CLEAR instruction
Grades PreK-2: Addition and Subtraction Facts	**Section 1: Understanding of addition** Activity 1: Concepts of addition Activity 2: Addition Activity 3: Properties Activity 4: CLEAR instruction
	Section 2: Understanding of subtraction Activity 5: Concepts and subtraction Activity 6: Subtraction Activity 7: CLEAR instruction
	Section 3: Fluency in addition and subtraction Activity 8: Importance of fluency Activity 9: Fact fluency
	Section 4: Problem solving with addition and subtraction Activity 10: CLEAR instruction
Grades PreK-2: Place Value	**Section 1: Understanding tens and ones** Activity 1: Place value Activity 2: Unitary, base ten, and equivalent Activity 3: Supporting students with place value Activity 4: Place value models Activity 5: CLEAR instruction
	Section 2: Understanding hundreds, tens, and ones Activity 6: Showing 100 Activity 7: CLEAR instruction Activity 8: CLEAR instruction

Module	Sections and Activities
Grades PreK-2: Time and Money	**Section 1: Understanding time** Activity 1: Think-pair-share: Analog clocks Activity 2: Telling time Activity 3: CLEAR instruction Activity 4: CLEAR instruction
	Section 2: Understanding money Activity 5: Coin combinations Activity 6: Money word problems Activity 7: CLEAR instruction Activity 8: CLEAR instruction
Grades PreK-2: Addition and Subtraction Computation	**Section 1: Computation with addition** Activity 1: Addition with number lines Activity 2: Addition with a hundred chart Activity 3: Traditional algorithm without regrouping Activity 4: Traditional algorithm with regrouping Activity 5: CLEAR instruction
	Section 2: Computation with subtraction Activity 6: Subtraction with number lines Activity 7: Subtraction with a hundred chart Activity 8: Traditional algorithm without regrouping Activity 9: Traditional algorithm with regrouping Activity 10: CLEAR instruction
	Section 3: Problem solving with addition and subtraction Activity 11: Word-problem solving: Total problems Activity 12: Word-problem solving: Difference problems Activity 13: Word-problem solving: Change problems Activity 14: CLEAR instruction
Grades PreK-2: Measurement	**Section 1: Describing attributes** Activity 1: Relationships between units Activity 2: CLEAR instruction
	Section 2: Comparing and ordering Activity 3: Comparing objects Activity 4: CLEAR instruction
	Section 3: Classifying Activity 5: Classifying and sorting Activity 6: CLEAR instruction
	Section 4: Data interpretation Activity 7: Interpreting data: Stop and jot Activity 8: CLEAR instruction Activity 9: CLEAR instruction
Grades PreK-2: Multiplication and Division	**Section 1: Understanding multiplication** Activity 1: Understanding multiplication (arrays) Activity 2: CLEAR instruction

Module	Sections and Activities
	Section 2: Understanding division Activity 3: Understanding division Activity 4: CLEAR instruction Activity 5: CLEAR instruction
Grades PreK-2: Shapes and Figures	Section 1: Identifying Shapes Activity 1: Diverse learners and standards Activity 2: CLEAR instruction
	Section 2: Creating, composing, and decomposing shapes Activity 3: Composing solid figures Activity 4: Partitioning shapes Activity 5: CLEAR instruction

Grades 3–5

The Kansas Math Project team suggests accessing modules in this order, and completing all sections within a module before moving to the next one.

Module	Sections and Activities
Grades 3-5: Place Value	Section 1: Understanding place value Activity 1: Read and write multi-digit whole numbers Activity 2: Read and write multi-digit whole numbers in expanded form Activity 3: Recognize digit value in whole numbers Activity 4: Compare two multi-digit whole numbers Activity 5: CLEAR instruction
	Section 2: Rounding Activity 6: Round whole numbers to the nearest 10 Activity 7: Round whole numbers to the nearest 100 Activity 8: CLEAR instruction Activity 9: CLEAR instruction
Grades 3-5: Addition and Subtraction	Section 1: Addition and subtraction Activity 1: Traditional algorithm without regrouping Activity 2: Traditional algorithm with regrouping Activity 3: Partial sums algorithm Activity 4: CLEAR instruction Activity 5: Traditional algorithm without regrouping Activity 6: Traditional algorithm with regrouping Activity 7: Partial differences algorithm Activity 8: Adding up algorithm Activity 9: CLEAR instruction Activity 10: Addition and subtraction computation within problem solving Activity 11: CLEAR instruction

Module	Sections and Activities
Grades 3-5: Multiplication and Division Facts	**Section 1: Understanding multiplication** Activity 1: Multiplication as equal groups Activity 2: Multiplication as comparison Activity 3: Multiplication as an area or an array Activity 4: CLEAR instruction
	Section 2: Understanding division Activity 5: Division as equal groups (partitive division) Activity 6: Division as equal groups (quotative division) Activity 7: CLEAR instruction
	Section 3: Fluency Activity 8: Multiplication and division: Properties of operations Activity 9: CLEAR instruction Activity 10: Multiplication fact fluency Activity 11: Division fact fluency
	Section 4: Problem solving Activity 12: Multiplication and division problem solving Activity 13: CLEAR instruction
Grades 3-5: Multiplication and Division Computation	**Section 1: Understanding multiplication** Activity 1: Multiplication with traditional algorithm Activity 2: Multiplication with partial products algorithm Activity 3: Multiplication with array (area) Activity 4: CLEAR instruction
	Section 2: Understanding division Activity 5: Division with traditional algorithm Activity 6: Division with partial quotients algorithm Activity 7: Division with remainders Activity 8: CLEAR instruction
	Section 3: Problem solving Activity 9: Multi-step problem solving Activity 10: CLEAR instruction Activity 11: CLEAR instruction
Grades 3-5: Understanding Fractions	**Section 1: Understanding fractions as numbers** Activity 1: Length model of fractions Activity 2: Area model of fractions Activity 3: Set model of fractions Activity 4: CLEAR instruction
	Section 2: Equivalence of fractions Activity 5: Benchmark fractions Activity 6: Equivalent fractions Activity 7: CLEAR instruction

Module	Sections and Activities
	Section 3: Comparing of fractions
	Activity 8: Comparing fractions
	Activity 9: CLEAR instruction
	Activity 10: CLEAR instruction
Grades 3-5: Computation of Fractions	**Section 1: Addition and subtraction of fractions**
	Activity 1: Decomposing fractions
	Activity 2: Addition of fractions with like denominators
	Activity 3: Subtraction of fractions with like denominators
	Activity 4: Addition of fractions with unlike denominators
	Activity 5: Subtraction of fractions with unlike denominators
	Activity 6: CLEAR instruction
	Section 2: Multiplication of fractions
	Activity 7: Multiplication of fractions
	Activity 8: Multiplication of a fraction and a whole number
	Activity 9: Area of a rectangle
	Activity 10: CLEAR instruction
	Section 3: Division of fractions
	Activity 11: Division of two fractions
	Activity 12: Division of fractions and whole number
	Activity 13: CLEAR instruction
	Activity 14: CLEAR instruction
Grades 3-5: Decimals	**Section 1: Understanding decimals**
	Activity 1: Show decimals
	Activity 2: Decimal notation for fractions
	Activity 3: Locate decimals on a number line
	Activity 4: CLEAR instruction
	Section 2: Comparing decimals
	Activity 5: Compare two decimals to the hundredths place
	Activity 6: Compare two decimals to the thousandths place
	Activity 7: Read and write decimals to the thousandths place
	Activity 8: CLEAR instruction
	Section 3: Rounding
	Activity 9: Round decimals to the tenths place
	Activity 10: Round decimals to the hundredths place
	Activity 11: CLEAR instruction
	Section 4: Computation with decimals
	Activity 12: Add decimals to the hundredths place
	Activity 13: Subtract decimals to the hundredths place
	Activity 14: Multiply decimals to the hundredths place
	Activity 15: Divide decimals to the hundredths place
	Activity 16: CLEAR instruction
	Activity 17: CLEAR instruction

Module	Sections and Activities
Grades 3-5: Geometry	**Section 1: Two-dimensional shapes** **Activity 1: Four-sided two-dimensional shapes** **Activity 2: Understanding angles** **Activity 3: CLEAR instruction**
	Section 2: Lines and angles Activity 4: Lines Activity 5: Angles Activity 6: lines of symmetry Activity 7: CLEAR instruction
	Section 3: Three-dimensional figures Activity 8: Volume of cubes Activity 9: Volume of solid figures Activity 10: CLEAR instruction
	Section 4: Coordinate planes Activity 11: Graphing ordered pairs Activity 12: Representing math problems on a coordinate plane Activity 13: CLEAR instruction Activity 14: CLEAR instruction
Grades 3-5: Perimeter and Area	Section 1: Perimeter and area Activity 1: Perimeter Activity 2: Area Activity 3: Relationship between perimeter and area Activity 4: CLEAR instruction Activity 5: CLEAR instruction
Grades 3-5: Measurement	Section 1: Time Activity 1: Tell time to the nearest minute Activity 2: Word problems with time intervals Activity 3: CLEAR instruction
	Section 2: Units of measurement Activity 4: Measure and estimate liquid volume Activity 5: Measure and estimate masses of objects Activity 6: Sizes of measurement units Activity 7: Word problems with liquid volume and mass Activity 8: CLEAR instruction
	Section 3: Conversions Activity 9: Length conversions Activity 10: Weight conversions Activity 11: Liquid volume conversions Activity 12: Time conversions Activity 13: Conversions in word problems Activity 14: CLEAR instruction

Module	Sections and Activities
	Section 4: Volume Activity 15: Volume with cubic units Activity 16: Volume with four-sided three-dimensional figures Activity 17: CLEAR instruction Activity 18: CLEAR instruction
Grades 3-5: Data Interpretation	**Section 1: Data interpretation** Activity 1: Pictographs Activity 2: Bar graphs Activity 3: Line plots Activity 4: Word problems with graphs Activity 5: CLEAR instruction Activity 6: CLEAR instruction
Grades 3-5: Algebraic Concepts	**Section 1: Patterns** Activity 1: Number patterns Activity 2: Using a rule in function tables Activity 3: Function tables and ordered pairs Activity 4: Graphing ordered pairs Activity 5: CLEAR instruction
	Section 2: Expressions Activity 6: Order of operations Activity 7: Representing expressions Activity 8: CLEAR instruction Activity 9: CLEAR instruction

Grades 6–12

Secondary modules should be accessed in an order that supports the work of individual educators and grade- or course-level teams. Therefore, modules are listed alphabetically.

Module	Section and Content
Arithmetic of Polynomials	**Section 1: Meta-Analyses of Strategies and Overview** Activity 1: Preparing Your Instruction
	Section 2: Language Activity 2: Terminology
	Section 3: Adding and Subtracting Polynomials Activity 3: Graphic Organizers
	Section 4: Multiplying and Dividing Polynomials Activity 4: CLEAR-DO
	Section 5: Intervention: CVA Activity 5: Supporting Students' Learning with CVA
	Section 6: Scaffolding from Long Division using CVA Activity 6: CVA Practice
	Section 7: Supporting Students' Learning: CVA Activity 7: Supporting Students' Learning
	Section 8: Problem Solving Activity 8: Problem Solving
	Section 9: Conclusion Activity 9: Conclusion
Evaluating Expressions	**Section 1: Meta-Analyses of Strategies and Overview** Activity 1: Planning for Instruction with Expressions
	Section 2: Language Activity 2: Vocabulary
	Section 3: Scaffolding with Color-Coding and Area Model Activity 3: Area Model
	Section 4: Graphic Organizer Activity 4: Graphic Organizers
	Section 5: Substitution and Refining Based on Feedback Activity 5: Refining Instruction Based on Feedback
	Section 6: Intervention: Common Errors, Non-Examples, and Partially-Worked Problems Activity 6: Intervention Needs
	Section 7: Problem Solving Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion

Module	Section and Content
Factoring	Section 1: Meta-Analyses of Strategies and Overview
	Activity 1: Planning
	Section 2: Language
	Activity 2: Vocabulary
	Section 3: Greatest Common Factor (GCF)
	Activity 3: Initial Factoring
	Section 4: Grouping using a Graphic Organizer
	Activity 4: Graphic Organizers
	Section 5: Reverse Distribution
	Activity 5: Area Model Practice
	Section 6: Area Model
	Activity 6: Area Model
	Section 7: Refining Based on Feedback and Special Cases
	Activity 7: Approaches
	Section 8: Intervention: CVA
	Activity 8: Supporting Students' Learning
	Section 9: Problem Solving
	Activity 9: Problem Solving
	Section 10: Conclusion
	Activity 10: Conclusion
Geometric Formulas	Section 1: Meta-Analyses of Strategies and Background Knowledge of Geometry
	Activity 1: Background Knowledge of Geometry
	Section 2: Overview and Language
	Activity 2: Vocabulary
	Section 3: Relevance and Constructing Meaning with Models and Visuals
	Activity 3: Relevance
	Section 4: Stepwise Approach with Pythagorean Theorem
	Activity 4: Inquiry with Triangles
	Section 5: Practice Activities and Tools
	Activity 5: Tools
	Section 6: Adaptability and Additional Practice Activities
	Activity 6: Adaptability
	Section 7: Application, Potential Difficulties, and Common Errors
	Activity 7: Supporting Students' Learning
	Section 8: Problem Solving and Conclusion
	Activity 8: Conclusion

Module	Section and Content
Inequalities	**Section 1: Meta-Analyses of Strategies, Overview, and Student Background** Activity 1: Student Background
	Section 2: Language and Symbols Activity 2: Vocabulary
	Section 3: Length-Based Models Activity 3: Length-Based Models
	Section 4: Graphic Organizer Model Activity 4: Graphic Organizer Model
	Section 5: CLEAR-DO with Solving Inequalities Activity 5: CLEAR-DO
	Section 6: Fluency and Intervention Activity 6: Supporting Students' Learning
	Section 7: Problem Solving Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion
Integers	**Section 1: Meta-Analyses of Strategies, Overview, and Prior Knowledge** Activity 1: Background
	Section 2: Language, Application of Terms, and Relevance Activity 2: Relevance
	Section 3: Length-Based Models and Number Lines Activity 3: Number Lines
	Section 4: CLEAR-DO with Computation of Integers Activity 4: CLEAR-DO
	Section 5: Fluency, Common Errors, and CVA Activity 5: Supporting Students' Learning
	Section 6: Problem Solving Activity 6: Problem Solving
	Section 7: Problem Solving Activity Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion

Module	Section and Content
Interleaving Practice Format	**Section 1: Why Students Forget** Activity 1: Common Practices
	Section 2: The Forgetting Curve, Boosting Student Retention, Practice Structures Activity 2: Practice Structures
	Section 3: Blocked Practice Activity 3: Review Activities
	Section 4: Interleaving Practice Format (IPF) Activity 4: IPF Activities Examination
	Section 5: Meta-Analyses of Strategies and Planning and Implementing IPF Activity 5: Developing IPF Activities
	Section 6: IPF Implementation Checklist Activity 6: Implementation Checklist
	Section 7: Summary and Continuing Your Learning about IPF
Linear Equations	**Section 1: Meta-Analyses of Strategies, Overview, and Student Background** Activity 1: Students' Background
	Section 2: Language and Linear Versus Nonlinear Activity 2: Linear or Nonlinear
	Section 3: Visuals and Forms of Linear Equations Activity 3: Write Linear Equations
	Section 4: Using a Table, a Stepwise Approach, and Partially Completed Problems Activity 4: Partially-Completed Problems
	Section 5: Graphing and CLEAR-DO Activity 5: CLEAR-DO
	Section 6: Analyzing Forms of Equations, CLEAR-DO, and Applying Technology to Graphing Activity 6: Applying Technology to Graphing
	Section 7: Intervention and Supporting Students' Learning Activity 7: Supporting Students' Learning
	Section 8: Problem Solving Activity 8: Problem Solving
	Section 9: Conclusion Activity 9: Conclusion

Module	Section and Content
Long Division with Decimals	**Section 1: Meta-Analyses of Strategies, Overview, and Student Difficulties** Activity 1: Planning for Instruction with Decimals
	Section 2: Language Activity 2: Vocabulary
	Section 3: Progressions with Division and Area Model Activity 3: Area Model
	Section 4: Making Sense of Division Principles of Decimals and Partial Quotients Model Activity 4: Partial Quotients Model
	Section 5: Practice and Refining Based on Feedback Activity 5: Refining Instruction Based on Feedback
	Section 6: Develop and Own, Expanding on Division of Decimals, and Visuals Activity 6: Visuals for Computing Decimals
	Section 7: Fluency with Decimals Activity 7: Intervention
	Section 8: Problem Solving Activity 8: Problem Solving
	Section 9: Conclusion Activity 9: Conclusion
Multiplication and Division of Fractions	**Section 1: Meta-Analyses of Strategies, Overview, and Student Difficulties** Activity 1: Fractions Review
	Section 2: Language and Visuals Activity 2: Vocabulary
	Section 3: Area Model and CLEAR-DO Activity 3: Area Model
	Section 4: Linear Models and CLEAR-DO, Progressions, and Virtual Manipulatives Activity 4: Linear Model
	Section 5: Systematic Lesson and Explicit Instruction Activity 5: Explicit Instruction Review
	Section 6: Fluency, Common Difficulties, Supporting Students' Learning Activity 6: Supporting Students' Learning
	Section 7: Problem Solving Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion

Module	Section and Content
Radicals and Exponents	**Section 1: Meta-Analyses of Strategies, Overview, and Student Difficulties** Activity 1: Preparing your Instruction
	Section 2: Language and Visuals for Terminology Activity 2: Visuals for Terminology
	Section 3: Visuals and Models for Understanding Activity 3: Visuals for Understanding
	Section 4: Laws of Exponents and Numeric Connections Activity 4: Laws of Exponents
	Section 5: Blocked Practice and Mixed Practice Activity 5: Mixed and Blocked Practice
	Section 6: Radicals, Scientific Notation, and Relevance Activity 6: Relevance
	Section 7: Intervention Activity 7: Intervention
	Section 8: Problem Solving Activity 8: Problem Solving Practice
	Section 9: Conclusion Activity 9: Conclusion
Ratios and Proportions	**Section 1: Meta-Analyses of Strategies and Overview** Activity 1: Students' Background
	Section 2: Language Activity 2: Building Relevance
	Section 3: Length-Based Approaches, CVA, and CLEAR Instruction Activity 3: Analyzing Student Work
	Section 4: Independent Practice, Develop Transfer to Increased Complexity, and Own the Steps Activity 4: Length-Based Models
	Section 5: Manipulations with Equations and Connecting to Cross Multiplication Activity 5: Designing Instruction
	Section 6: Fluency Activity 6: Supporting Students' Learning
	Section 7: Problem Solving Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion

Module	Section and Content
Solving Equations	Section 1: Meta-Analyses of Strategies, Overview, and Prior Learning Activity 1: Students' Background
	Section 2: Language and Visuals Activity 2: Vocabulary
	Section 3: Length-Based Models Activity 3: Length-Based Models
	Section 4: Graphic Organizers and Cognitive Strategies Activity 4: Graphic Organizers
	Section 5: Refining Based on Feedback, Develop Connections, Own, and Apply Activity 5: CLEAR-DO
	Section 6: CVA Interventions Activity 6: CVA Intervention
	Section 7: Problem Solving Activity 7: Problem Solving
	Section 8: Conclusion Activity 8: Conclusion
Spaced Learning Over Time	Section 1: Why Students Forget Activity 1: Common Review Activities
	Section 2: Common Practice Activities, Boosting Student Retention, Spaced Learning Over Time (SLOT) Activity 2: Practice Structures
	Section 3: Timing and Planning SLOT Activity 3: Planning SLOT Activities A
	Section 4: Planning SLOT Activities Activity 4: Planning SLOT Activities B
	Section 5: Planning SLOT Activities Activity 5: Planning SLOT C
	Section 6: Planning and Extending SLOT Activities #1 Activity 6: SLOT #1
	Section 7: Designing SLOT #2 Activities Activity 7: SLOT #2
	Section 8: SLOT Implementation Checklist Activity 8: Planning and Implementing SLOT
	Section 9: Summary and Continuing your Learning about SLOT

Module	Section and Content
Systems of Equations	**Section 1: Meta-Analyses of Strategies, Overview, and Student Difficulties** Activity 1: Students' Background
	Section 2: Language and Visuals Activity 2: Vocabulary
	Section 3: Purpose and Relevance Activity 3: Relevance
	Section 4: Substitution, Chunking, and Refining Based on Assessment Activity 4: CLEAR-DO
	Section 5: Elimination and Constructing a Plan Activity 5: Teaching Elimination
	Section 6: Graphing, Develop Connections, Own by Applying Activity 6: Reflect
	Section 7: Intervention with a Cognitive Strategy and an Individualized Intervention Approach Activity 7: Individualized Approach
	Section 8: Problem Solving Activity 8: Problem Solving
	Section 9: Conclusion Activity 9: Conclusion
Theorems and Logic Models	**Section 1: Meta-Analyses of Strategies and Overview** Activity 1: Students' Background
	Section 2: Language and Terminology Activity 2: Vocabulary
	Section 3: Vertical Angle Theorems and Use of Tools Activity 3: Use of Tools
	Section 4: Adjacent Angle Theorems and Scaffolding Activity 4: Scaffolding
	Section 5: Interior Angels Theorems and Use of Non-Examples Activity 5: Non-Examples
	Section 6: Exterior Angles Theorems and Generalized Practice Activity 6: Practice

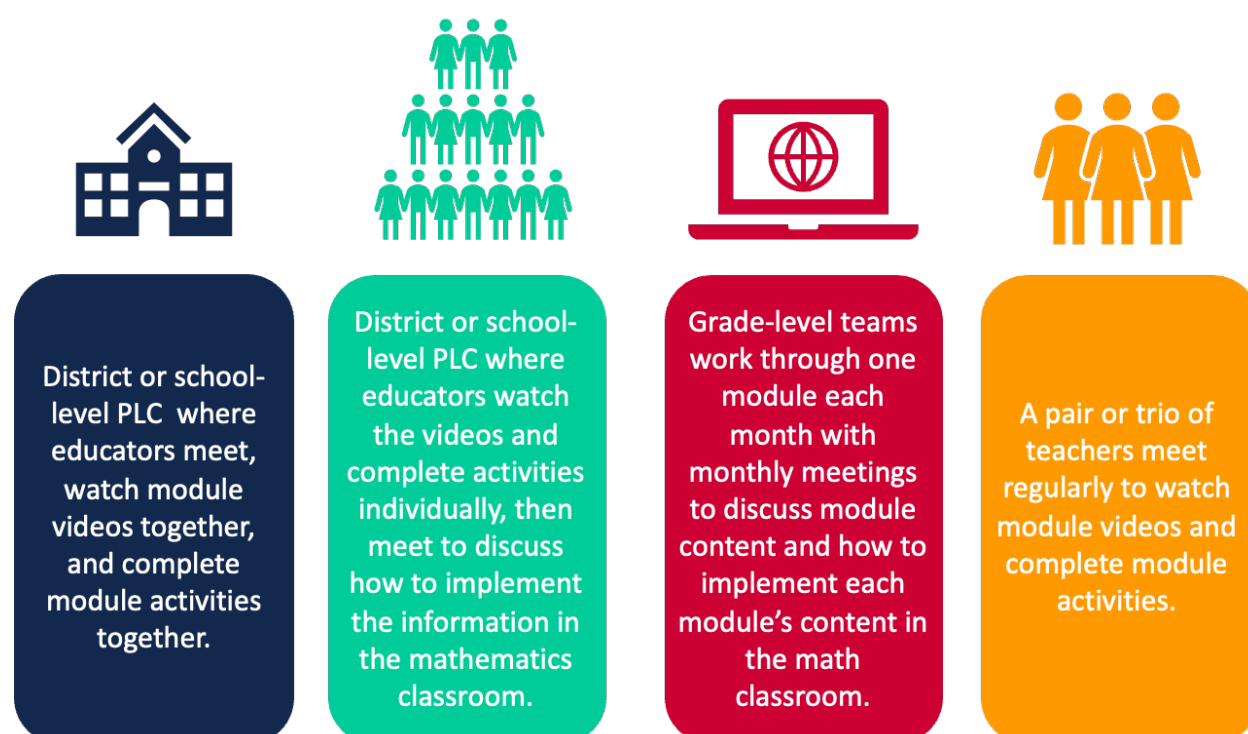| Module	Sections and Activities
	Section 7: Refine Based on Feedback, Develop Interactions to Expand on the Topic, Own by Applying Activity 7: CLEAR-DO
	Section 8: Error Patterns Activity 8: Error Patterns
	Section 9: Intervention and Field Dependent Learning Activity 9: Intervention
	Section 10: Extensions and Conclusion Activity 10: Conclusion
Transformations	Section 1: Meta-Analyses of Strategies and Overview Activity 1: Relevance
	Section 2: Language and Distinguishing Types of Transformations Activity 2: Distinguishing Types of Transformations
	Section 3: Distinguishing Types of Transformations Activity 3: Distinguishing Types of Transformations
	Section 4: Distinguishing Types of Transformations Activity 4: Distinguishing Types of Transformations
	Section 5: Distinguishing Types of Transformations Activity 5: Distinguishing Types of Transformations
	Section 6: Distinguishing Types of Transformations Activity 6: Distinguishing Types of Transformations
	Section 7: Importance of Distinguishing Types of Transformations Activity 7: Transformation Types
	Section 8: Reflections and Graphic Organizers Activity 8: Graphic Organizers
	Section 9: Translations, Rotations, and Practice Activities Activity 9: Practice Activities
	Section 10: Rotations and Steps of Dilations Activity 10: Steps of Dilation
	Section 11: Mixed Practice Activity 11: Practice
	Section 12: Refining Based on Feedback and Mental Images Activity 12: Mental Images
	Section 13: Own the Information by Applying Other Constructs Activity 13: Applied Work

Module	Section and Content
	Section 14: Intervention Activity 14: Intervention
	Section 15: Problem Solving Activity 15: Problem Solving
	Section 16: Conclusion Activity 16: Conclusion
Worked Samples	Section 1: Personal Background Activity 1: Personal Background
	Section 2: Meta-Analyses of Strategies, Overview, and Video Examples Activity 2: Video Examples and Tutorials
	Section 3: Analyzing Solved Problems and Implementation Activity 3: Modeling
	Section 4: Implementation Steps for Interleaving Worked Samples Activity 4: Interleave Worked Samples Attempt
	Section 5: Applying Interleaved Worked Samples (IWS) Activity 5: Applying IWS
	Section 6: Fully- and Partially-Worked Examples Activity 6: Reflection
	Section 7: Extensions using Online Apps and Programs Activity 7: Using Apps and Programs with IWS
	Section 8: Conclusion Activity 8: Conclusion

Module Access

Foundational Modules A-E can be accessed through live, in-person trainings. To register and access additional details, check out the KMP Information Page at: https://ksdetasn.org/mtss/kmp-information

Foundational Modules A-E can also be accessed for asynchronous learning through the Kansas Math Project Moodle website https://kansasmtss.unhosting.site/. At the end of each module, all participants will be prompted to answer several quiz questions about the module to demonstrate their proficiency with each module's content. After successfully completing each of the module quizzes, a cumulative quiz will need to be successfully completed in order to access the grade-level modules. An accuracy rate of 80% is required for all quizzes. A certificate of completion will be available to all participants who demonstrate proficiency.

All modules can be accessed asynchronously. Educators may choose to interact with the modules individually *or* with a team of educators. Some examples of teams are shown below:

District or school-level PLC where educators meet, watch module videos together, and complete module activities together.	District or school-level PLC where educators watch the videos and complete activities individually, then meet to discuss how to implement the information in the mathematics classroom.	Grade-level teams work through one module each month with monthly meetings to discuss module content and how to implement each module's content in the math classroom.	A pair or trio of teachers meet regularly to watch module videos and complete module activities.

For Administrators

Foundational Modules

It is expected that all administrators complete:
- Module A: All Students Can Learn Mathematics
- Module B: Progressions that Lead to Long-Term Proficiency
- Module C: Systematic and Explicit Instruction
- Module D: Using Data to Drive Instruction and Intervention
- Module E: Building Students' Language, Understanding, Fluency, and Problem Solving

Foundation Modules A-E must be completed in order: A, B, C, D, then E.

Grade-Band Modules

After completion of Foundational Modules A-E, administrators might be interested in grade-band modules for content that is being taught by the educators they support.

Module Access

Foundational Modules A-E can be accessed through live, in-person trainings across the state of Kansas. For more information, check the calendar of events at: https://ksdetasn.org/mtss

Foundational Modules A-E can also be accessed for asynchronous learning through the Kansas Math Project Moodle website https://kansasmtss.unhosting.site/. At the end of each module, administrators will be prompted to answer several quiz questions about the module to demonstrate their proficiency with each module's content. A certificate of completion will be available to all administrators who demonstrate proficiency. After successfully completing each of the module quizzes, a cumulative quiz will need to be successfully completed in order to access the grade-level modules. Eighty percent accuracy is required for all quizzes. A certificate of completion will be available to all administrators who demonstrate proficiency.

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Item Title: Update on Blue Ribbon Task Force on Student Screen Time Recommendations

From: Jake Steel

Dr. Jake Steel and Payton Lynn will present this update.

The Blue Ribbon Task Force on Student Screen Time was established by the Kansas State Board of Education during the July 2024 State Board of Education meeting. The Task Force was charged with providing recommendations regarding the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices. Recommendations were developed based on twelve weeks of work by the Task Force. The following are the recommendations adopted by the Blue Ribbon Task Force on Student

Screen Time regarding the use of personal devices in school; the full list of recommendations and research from the Task Force can be found in the Blue Ribbon Task Force on Student Screen Time Report.

The task force recommends districts implement a bell-to-bell personal electronic device policy in K-12 schools.

The task force recommends districts implement a policy for K-12 students to store personal electronic devices in a secure location inaccessible to them during the school day.

The task force recommends districts develop robust safety and emergency procedures that are not dependent on students contacting authorities or family via personal electronic devices or school-issued devices.

The task force recommends districts develop a process for teachers to report gaps in district-provided technology, so teachers do not supplement lack of or insufficient district-issued technology with use of personal devices.

The task force recommends districts create a personal device policy for staff members.

The State Board received the research and recommendations of the Blue Ribbon Task Force on Student Screen Time during the November 2024 State Board of Education meeting, and accepted the report by a vote of 10-0 during the December 2024 meeting.

In June 2025, a survey was distributed to all superintendents to gather information on districts'

personal electronic device policies to understand the statewide landscape of district policies. The survey included the questions below. This data will be summarized and shared with the State Board, as well as superintendents.

Please select your district number.
Please select your district name.
Name of the person completing this survey.
Email address
How many years has your district's personal electronic devices policy been in place?
How is the policy applied across your district?
Select the elements included in your district's current personal electronic device policy and the school level at which they are applied, if any. (Select all that apply for each level)
Does your district specify how students' personal electronic devices must be stored during the school day?
How consistently is your district's personal device policy enforced?
Rate the extent to which your district's current personal electronic device policy has been effective in addressing the following issues. (Select one response per row)
Is your district considering changes to its personal electronic device policy in the next school year (2025-2026)?
How would you characterize each group's attitude toward your district's personal electronic device policy? (Select one response per row)
In what ways, if any, did your district use the Blue Ribbon Task Force on Student Screen Time report on personal electronic devices use?
Does your district have a personal electronic device policy in place for staff?
(Optional) What kind of guidance or support from KSDE/KSBE would help your district around personal electronic device policies?
(Optional) Please share any other thoughts about your district's development, use, and impact of the personal electronic device policy that you would like KSDE/KSBE to know.

			Agenda Number:	**4**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/9/2025**
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

State Assessment Cut Scores – Part 3

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed scale and Kansas State Assessment Cut Scores for 2025 revised state assessments in English Language Arts, Mathematics and Science. This is the action to be taken in August.

Explanation of Situation Requiring Action:

Beth Fultz, CSAS Director, will share the proposed scale and recommended performance level cuts for the 2025 state assessments in English language arts, math and Science. Susan Martin, Matt Copeland, Dr. Art Thacker, and Dr. Dan Gruman will be available to answer questions from the standard-setting presentations on Tuesday.