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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

KANSAS STATE BOARD OF EDUCATION

November 12 & 13, 2025 BOARD MEETING MATERIALS

In this packet please find the following:

- Minutes from October 2025
- November Agenda for Tuesday and Wednesday
- Consent Agenda

WEDNESDAY ITEMS (DAY ONE)

- Commissioner's Report
- Citizen's Open Forum
- Act on Process of Reviewing, Amending and Deleting Regulations
- Empowering Kansas Educators: Math Resources and Support from KSDE
- Student Highlight: Sumner Academy Orchestra
- Teacher Highlight: Kansas Music Educators Association
- Reading Corner: Casey Peine, Clearwater
- Teacher Highlight: Megan Berry, Abilene High School Civics
- Presentation: Special Education Services for Private Schools, Out of District and Out of State Students
- Presentation: AI in Education Series
- Receive Legislative Priorities for the Kansas State Board 2026
- Act on Evaluation Review Committee Higher Education recommendations
- Receive contract request for Health Menus

THURSDAY ITEMS (DAY TWO)

- Act on Professional Practices Commission Recommendations Item A, Item B and Item C
- Update on Federal Waiver
- Receive regulations to amend/delete
- Student Highlight: JAG Jobs for America's Graduates
- Committee Reports, Chair Report, Board Travel, Future Agenda
- Issues related to hiring a new commissioner

PLEASE USE THE BOOKMARKS FOR THE PACKET. THEY MAKE IT MUCH EASIER TO PAGE THROUGH THE ITEMS. IF YOU HAVE TROUBLE USING THIS PACKET OR HAVE QUESTIONS PLEASE CALL: Board Secretary Deborah Bremer 785-296-3203 and hopefully I can help.



The time stamps refer to the KSDE Livestream Channel YouTube video for this meeting

Kansas State Board of Education Tuesday, October 14th, 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, October 14, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the pledge of allegiance.

03:16
starts

Roll Call

The following Board members were present:

Mrs. Betty Arnold (on Zoom)

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 the MINUTES for September 9 & 10, 2025

Mrs. Dombrosky moved to approve the minutes for the September 9 & 10, 2025, Kansas State Board of Education meeting. Mr. Porter seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

Minutes
motions
7:00

MINUTES for Special Meeting of September 25, 2025

Mrs. Haas moved to approve the minutes of the September 25, 2025, Special Meeting of the Kansas State Board of Education. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

AGENDA

Mrs. Haas moved to approve the agenda for September 9 & 10, 2025. Mr. Porter

seconded the motion. Motion carried 10-0.

CONSENT AGENDA

- a. Receive monthly personnel report and appointments to unclassified positions.
- b. Act on licensure waivers.
- c. Approve date for Board meeting in November of 2026.

Mrs. Dombrosky moved to approve the Consent Agenda. Mrs. Haas seconded the motion. Motion carried 10-0.

Citizen's Open Forum

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

1. Dr. Shane Kirchner, President, Kansas Association of Private Colleges of Teacher Education, invited the Board to the upcoming conference of KAPCTE which is the 7th of November.
2. Board member Debby Potter, with Board member Dennis Hershberger, spoke about the life and tragic death of Charlie Kirk and she urged all students to continue to share their thoughts and opinions with each other, without the need for violence. Mrs. Potter offered a prayer of thanks for Mr. Kirk's life.

Overview of Tax Credit for Low Income Student Scholarship Program

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

1. Tax Credits

- Donors receive a 75% non-refundable tax credit on contributions up to \$500,000 annually.
- Example: A \$100,000 donation yields a \$75,000 tax credit.
- In 2024, \$7.8 million in contributions resulted in \$5.5 million in tax credits.

2. Scholarship Granting Organizations (SGOs)

- SGOs manage donations and distribute scholarships to eligible students.
- Must allocate 90% of donations within 36 months.
- Required to submit annual CPA audits and reports.

3. Participating Schools

- Must be "Qualified Schools", either:
 - Accredited by the Kansas State Board of Education, or
 - Accredited by a recognized national/regional agency.

4. Student Eligibility

To receive up to \$8,000, a student must:

- Live in Kansas.
- Have a household income below 250% of the federal poverty level.

Agenda
and
consent
motion
7:45

8:30

TCLISSP
18:17

- And meet one of the following:
 - Attended a public K–8 school the previous year,
 - Be 7 years old or younger, or
 - Be a continuing TCLISSP recipient under age 21 and not graduated.

5. KSDE & SBOE Responsibilities

- Verify student eligibility.
- Coordinate between SGOs to avoid duplicate scholarships.
- Issue compliance certificates to the Department of Revenue.
- Provide annual reports to the Legislature.

*Dr. New had to leave for a funeral. She returned after the lunch break.

Commissioner's Annual Report

Dr. Watson

Dr. Watson
54:20

The Kansas State Board of Education Annual Report – October 2025, presented by Commissioner Dr. Randy Watson, outlines the strategic goals, progress indicators, and recognitions across Kansas schools.

Vision and Strategic Goals

The Kansas State Board of Education continues to pursue its vision: *"Kansas leads the world in the success of each student."* The Board's goals for August 2025 through December 2026 focus on:

- Quality School Improvement through the KESA process.
- Leadership Development to foster high expectations and instructional quality.
- Policy Alignment to streamline regulations and support student success.

Implementation is tracked via lead indicators, progress measures, and consistent reporting from KSDE staff and educators.

Instructional Focus Areas

The report emphasizes:

- Structured Literacy aligned with the science of reading.
- Standards Alignment across cognitive, interpersonal, and intrapersonal domains.
- Balanced Assessment to inform instruction and raise achievement.
- Quality Instruction with access to grade-level content and materials.

LETRS training is offered to a wide range of educators to support literacy development.

Leadership Development

Kansas Education Leadership Development System (KEDS) aligns content with professional growth stages from aspiring to executive-level superintendents. Leadership domains include visionary, change, inclusive, instructional, managerial, and interpersonal

leadership.

Student Demographics and Outcomes

The report tracks demographic shifts from 2012 to 2025, showing increasing diversity. It also highlights:

- Graduation Rates trending upward toward the 95% goal.
- Postsecondary Enrollment and Completion improving alongside graduation rates.
- Chronic Absenteeism peaking in 2022 but declining in 2024–2025.

Postsecondary Readiness

Admission requirements vary across Kansas institutions, with most universities requiring a GPA of 2.25–3.25 or ACT scores of 21+. Community colleges and private institutions offer more flexible admissions.

Advanced Placement and Dual Credit

There is a steady increase in AP exam participation and high school students earning postsecondary credits, reflecting expanded academic opportunities.

Kansans Can Star Recognition

Districts are recognized across multiple categories:

1. Graduation: Gold, Silver, Bronze, and Copper levels awarded to districts based on performance.
2. Academic Preparation: Recognitions from Copper to Gold.
3. Postsecondary Effectiveness: Based on student outcomes two years after graduation.
4. Commissioner's Award: Based on standard deviation performance metrics.
5. Individual Plans of Study, Social-Emotional Growth, Kindergarten Readiness, and Civic Engagement: Recognized at multiple levels.

Some districts earned recognition in up to seven areas, showcasing comprehensive excellence.

Student Highlight: Student Photography of Kansas Agriculture and State FFA Officers share their impact stories from agriculture education and Kansas FFA experiences

Natalie Clark, Asst. Director, Career and Technical Education

Anthony Meals, FFA, State Advisor

Mrs. Clark and Mr. Meals introduced a beautiful slide show created from some of the exhibits at the recent State FFA (Future Farmers of America) presentation at the Kansas State Fair in Hutchinson.

State FFA Officers presented an overview of School-based Agricultural Education and

FFA
3:03:15

Kansas FFA; throughout the presentation the State Officers shared personal impact stories from their time in Agricultural Education and how it has influenced them today. Below are the names of the six State FFA Officers and where they are from:

- Lillian Hulse - President (Minneapolis)
- Dustin Denton - Vice President (Valley Heights)
- Marisa Wasinger - Secretary (Hays)
- Maggie Chandler - Treasurer (Neodesha)
- Bricen Benyshek - Reporter (Concordia)
- Allyson Rietcheck - Sentinel (Eudora)

The students shared an overview of the FFA. Teachers are the heart of agriculture education in schools. There are 308 agriculture educators in Kansas. FFA was established in 1928. There are over a million members nationwide and 14,000 Kansas members. FFA is growing in Kansas. There have been 46 new chapters since 2020.

- More than 140 award areas and competitions for students at the state level
- Each competitive area is reviewed by National FFA every three years with industry experts
- Students invest nearly 270,000 hours in 6,952 projects annually
- Members generate an economic impact of more than \$11.4 million and directly spend more than \$13 million annually
- Students report nearly 2,000 job placements annually with \$1.8 million paid income
- Students complete nearly 14,000 hours of community service, investing \$5.6 million in those efforts

Each of the officers shared their personal story. Many have grown up on family farms and plan to continue their work into adulthood.

Reading Corner: Matthes Early Learning Center, Harvest of the Month curriculum

Dr. Laurie Curtis, Early Childhood Reading and Dyslexia Specialist

Eryn Davis, Child Nutrition and Wellness

Reading
Corner
3:38:15

Mrs. Davis shared the Harvest of the Month curriculum which celebrates and encourages the use of Kansas grown food. For instance, October is Apple month. This curriculum for Pre-K addresses three and four year old standards in all eight of the Kansas Early Learning Standards Content Areas.

Much to the delight of the Board members and all the adults in the Boardroom, a wonderful group of children from the Matthes Early Learning Center in Topeka, entered with parents, principal Sarah Kruse, and several proud parents in tow. The children sat

on the floor in front of the Board table where their teacher read them a book about apples (from the curriculum). They were amazing learners, attentive, creative and full of curiosity. We all learned that apples have 10 seeds.

Presentation: Kansans CAN 2024-2025 Best Practice Awards to Child Nutrition Program Recipients

Kelly Chanay, Director, Child Nutrition and Wellness

CNW
awards
4:02:40

The KSDE Child Nutrition & Wellness Kansans CAN 2024-2025 Best Practice Awards reward outstanding practices in Child Nutrition & Wellness Programs that support the Kansans CAN vision. The following Child Nutrition & Wellness Program Sponsors were honored for outstanding and/or innovative practices:

- USD 258 Humboldt- Kansans Can *Provide Outstanding Customer Service*
- USD 386 Madison-Virgil- Kansans Can *Impact Wellness*
- USD 445 Coffeyville- Kansans Can *Serve Local Foods*
- JC Family Home Association-- Kansans Can *Serve Local Foods*
- Lakemary Center- Kansans Can *Serve Local Foods*

Each school staff was honored and given a plaque, pictures were taken, and the Board greeted the winners warmly.

Farm to School Report with "Crunch Off"

Eryn Davis, Child Nutrition and Wellness with school staff

Farm to
School
4:15:54

October is National Farm to School Month. This presentation focused on school nutrition programs that are working towards incorporating local foods into their menus. There are nutritional benefits, educational opportunities, community connection, economic impact and environmental benefits to using local foods. Mrs. Davis reported growth in schools participating in Farm to School over the past 10 years. In 2023 the number was 71.5% participation.

Using federal grants, over \$1.7 million was spent on locally raised meat.

Several programs were highlighted:

Lawrence Public Schools Community Connection Bakery

JC Family Home Association in Junction City

Lakemary Center in Paola

Coffeyville schools

The presenters shared both the challenges and advantages of these innovative programs.

Presentation: Innovation in Washington County Local School Lunch Program

Denise O'Dea, Superintendent, USD 108, Washington County

Denise
O'Dea
5:09:26

Superintendent O'Dea described her district, pointing out that it covers 398 square miles, with 370 students and 86 staff. They are proud of being small, rural and farm oriented. She stated the best use of funds are always people. The nutrition program was over budget a decade ago, and gradually, with the help of the community, it is now self-sustaining. This has been accomplished by generous donations of meat from the local farm families to the school. In addition, the science and FACS classes hydroponically grow lettuce and tomatoes which are used in the salad bars. The superintendent shared Fastbridge test scores from the past 5 years which show an increase in testing scores that she attributes in part to better nutrition for the students. Also there has been an increase in positive behavior.

Act on Request For Proposal for Reading/Math

Julie Ewing & Beth Fultz, Career, Standards and Assessment Services

Action
Reading
Math
5:37:00

The Kansas State Department of Education (KSDE) is issuing this Request for Proposal to obtain competitive responses from vendors. The contract will be issued for a licensing agreement from July 1, 2026, through June 30, 2031.

The vendor will provide a scientific approach to measuring reading ability and reading materials and mathematical achievement and concept/application solvability. The measure should be linked to English Language Arts and mathematics scale score on the Kansas state summative assessments.

For instructional purposes, measures should be reported at the student and classroom levels. The measures should appear on reports that are sent home to parents and reports that are provided to the current grade-level teacher and/or the next grade-level teacher. The measure will be added to individual student score reports and used in peer review for summative assessment approval.

During the term of this agreement the vendor will provide access to online resources for students, parents, and teachers that are aligned to the scientific measure of a student's reading or mathematics ability.

Background/History: Previously the Kansas State Department of Education has had

multi-year contracts with MetaMetrics for these products, services, and resources. The Department of Administration requires a bid for these services seeking the provider to provide approval for bid.

Mrs. Haas moved the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a product linked to English Language Arts and Mathematics scale score on the Kansas state summative assessments and resources for students, parents, and teacher aligned to the scientific measure of a student's reading or mathematics ability with a contract amount not to exceed \$1.5 million through June 30, 2031. Mr. Porter seconded the motion. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Motion
5:51:00

Act on Continuation of Work on Kansas Assessment Project

Julie Ewing & Beth Fultz, Career, Standards and Assessment Services

The Kansas State Department of Education (KSDE) is committed to maintaining a balanced assessment system, emphasizing the provision of equitable resources to support diverse assessment opportunities. We believe that such a system offers a thorough and effective framework for evaluating student learning.

Currently, Assessment and Technology Solutions (ATS) at the University of Kansas contracts for all state assessment products and services. Both Kansas state statute and federal regulations require students attending public schools to be assessed annually on content knowledge and skills.

The Kansas State Board of Education and the Kansas State Department of Education believe the balanced assessment systems approach to testing provides the best evaluation of student performance. The balanced assessment system approach includes mini-tests, interims, and summative assessments aligned to Kansas content standards. All Kansas assessments are delivered to students on a single platform (Kite) and all reports related to the assessments are also available for parents, teachers and administrators on the Kite platform. It is a one-stop shop for all testing and reporting for Kansas schools.

Work would include development of test items, test administration, scoring, psychometrics, and score reporting. By continuing to use the same testing platform and vendor to develop additional test items, some items could be released annually.

Mr. Porter moved that the Kansas State Board of Education authorize the Commissioner

Motion

<u>of Education to contract with the University of Kansas for the purpose of providing state assessments to students in accredited schools. The contract will provide development of new items, test administration, score reporting, psychometrics, and some released items annually. This contract is for two years and 15 months, from July 1, 2026, to September 30, 2029, and would not exceed \$6,000,000 annually. Mrs. Haas seconded the motion.</u>	6:05:00
<u>Mrs. Potter made a motion to amend the original dates to 15 months, from July 1, 2026, to September 30, 2027. Motion failed 4-6 with Mrs. Haas, Dr. New, Mrs. Hopkins, Mr. Zeck, Mr. Porter and Mrs. Arnold voting no.</u>	Amend 6:14:40
<u>(back on the original motion) Motion carried 6-4 with Mr. Zeck, Mrs. Potter, Mrs. O'Brien and Mrs. Dombrosky voting no.</u>	Final 6:15:30
(Mr. Zeck had to leave) Presentation: Annual Report from the Kansas State High School Athletic Association (KSHSAA) Bill Faflick, Executive Director Mr. Faflick presented a comprehensive update to the Kansas State Board of Education, expressing gratitude for their leadership and support of student activities across the state. He emphasized the importance of school activities in fostering student growth, highlighting their educational, inclusive, and transformational nature. The report detailed the composition of the 2025–26 KSHSAA Board of Directors, noting a significant number of new members and broad representation from leagues, local boards, and advisory groups. Faflick introduced key staff members and their responsibilities, ranging from sport-specific oversight to communications, operations, and student engagement. A major focus was on risk mitigation and safety protocols, including emergency action plans, heat acclimatization policies, and the use of Wet Bulb Globe Thermometers to monitor environmental conditions. The presentation stressed the need for proper equipment and training to prevent exertional heat stroke, especially in football, and outlined scheduled rehearsals for emergency procedures across various sports. Faflick celebrated student achievements, including national and state-level awards in performing arts and sportsmanship. He recognized the winners of the <i>True Blue Scholarships</i>, honoring students across 36 activities for excellence in academics, athletics, and leadership. The report also addressed eligibility rules and transfer policies, including recent amendments to Rule 18 that provide exemptions for students transferring from	KSHSAA 6:16:00

non-member schools. Data on approvals and denials for non-public and virtual school students was shared, along with insights into open enrollment and its impact on eligibility.

Sportsmanship remained a key theme, with statistics on ejections and disciplinary actions across sports. Faflick highlighted resources and initiatives aimed at promoting positive behavior, including summits and educational materials. Updates on new policies, such as drone usage and ejection appeals, were provided, along with legislative developments affecting KSHSAA operations. The presentation concluded with a preview of the 2025 fall championship schedule and a reaffirmation of KSHSAA's mission to build champions for life through interscholastic activities.

Presentation: Survey on School Issued Device Use

Dr. Jake Steel and Payton Lynn, KSDE

Survey
7:06:13

The Kansas State Board of Education is pursuing a three-part approach to better understand the relationship between technology and education: student screen time, artificial intelligence (AI), and school-issued devices.

Student Screen Time: In July 2024, the Board established the Blue Ribbon Task Force on Student Screen Time. The Task Force's research and recommendations were presented to the Board in November 2024 and formally accepted by a 10-0 vote in December 2024. In June 2025, a statewide survey was distributed to superintendents to gather information on district policies regarding personal electronic devices. The results, presented in July 2025, provided a clearer picture of how districts are approaching device use.

Artificial Intelligence (AI): To stay informed about emerging tools and their impact on schools, the Board receives monthly presentations on AI. This ongoing learning series ensures members have up-to-date knowledge as the technology continues to evolve.

School-Issued Devices: The third focus area examines how district-owned devices are being used in Kansas schools. On September 25, 2025, a survey was distributed to all superintendents to collect information on school-issued device use inside and outside classrooms. The data will show how devices are used across grade levels, subject areas, and districts. The attached PDF outlines the survey's purpose, key terms, and questions. Aggregate results and next steps will be presented to the Board at the October 2025 meeting.

[Survey on School-Issued Devices – Summary of Findings](#)

Dr. Steel and Miss Lynn presented results from a statewide survey of districts, from school superintendents. The survey received 274 responses, representing approximately 95% of districts.

Device Distribution:

Nearly all students in grades 3–12 are issued devices.

Take-home privileges increase with grade level, reaching 95% for high school students.

Instructional Use:

PreK–5 students typically use devices for 30–120 minutes daily.

Students in grades 6–12 use devices in 4–6 class periods per day.

Common Instructional Applications:

Devices are used for personalized learning, assessments, productivity tasks, collaboration, and creativity.

Usage is highest in core subjects: English Language Arts, Math, Science, and Social Studies.

Non-Instructional Use:

Devices are frequently used during independent work and study hall/advisory periods.

Impact Perceptions:

Majority of districts report positive impacts on student engagement and learning.

Mixed feedback was noted regarding attention span and classroom behavior, with some concerns in middle and high school grades.

School climate impact was generally viewed as neutral to positive.

Further analysis and follow-up discussions are anticipated to guide future policy and support decisions.

AI in Education – Presentation Summary

Jake Steel, Director of Strategy and Operational Alignment at KSDE, presented an overview of artificial intelligence (AI) in education as part of the State Board's learning series. He focused on Gen Z, the generation born roughly between 1997 and 2012. They have spent all their lives in a world dominated by technology.

Dr. Steel shared findings from the Gallup & Walton Family Foundation (2025) *Voices of Gen Z: How American Youth View and Use Artificial Intelligence*. The survey found: 79% of Gen Z students use AI; 47% use it weekly.

Students report benefits such as easier access to information (71%), faster task completion (66%), and improved learning speed (53%).

AI
7:26:40

Students are divided on AI's effect on cognitive skills:
43% say it helps find accurate information; 38% say it hurts.
42% say it helps generate ideas; 36% say it hinders.
48% believe it negatively affects critical thinking.
52% of students believe schools should teach AI use.
48% support using AI tools for classwork and homework.
50% of schools have clear AI policies; 49% do not or are unsure.
51% of students support teachers using AI for lesson planning.
Opinions are split on AI use for grading.
Students in schools that allow AI use feel more prepared for future academic and workforce demands.
47% believe AI skills will be needed in college; 45% in the workforce.

The November session will focus on AI Literacy, including definitions, frameworks, and strategies to equip students and educators with the skills to use AI responsibly and critically.

Chair Hopkins recessed the Board until the following morning at 9 a.m.



Wednesday, October 15, 2025

Chair Hopkins called the meeting to order at 9:00. Mr. Zeck was not able to attend due to a medical procedure, Mrs. Arnold was on Zoom, the other members of the Board were present. Dr. Watson and Mr. Ferguson were at the Board table.

Recording started late

Presentation: Joint Literacy Work with Higher Education and the Kansas State Board of Education

Commissioner Watson, KSDE

Dr. Cindy Lane, Blueprint for Literacy, KBOR

Purpose

To outline a collaborative literacy initiative between the Kansas State Board of Education (SBOE) and the Kansas Board of Regents (KBOR), aimed at improving literacy outcomes across Kansas from early childhood through higher education. A three year pilot summer reading program for children in early grades.

Key Themes & Components

1. Current Literacy Landscape

Student Literacy Data: High percentages of students in grades PreK–2 are at “High Risk” or “Some Risk” for literacy challenges. Adult Literacy: 17% of Kansas adults are functionally illiterate; 352,614 adults affected. Economic Impact: Literacy challenges cost Kansas \$19.3 million and the U.S. \$2.2 billion annually.

2. Kansas School Improvement Model

Emphasizes Structured Literacy, Standards Alignment, Balanced Assessment, and Quality Instruction. Supported by systems like MTSS, Professional Learning, Resource Allocation, and Family/Community Partnerships.

3. State Board Goals (2025–2026)

Focus on Quality School Improvement, Leadership Development, and Policy Alignment. Implementation tracked through Board meetings, commissioner reports, and educator/community engagement.

4. Shared Literacy Initiative

A three-year pilot for targeted summer literacy programs in early grades. Voluntary participation from districts, students, and families.

Collaboration with school districts, higher education, and the Kansas Legislature.

5. Higher Education Actions

Strengthen educator preparation through Structured Literacy (SL) training. Provide stackable credentials, literacy practicums, and professional learning for administrators.

A unified vision to teach every child to read. Includes field experiences, student teaching, ongoing coaching, and evidence-based resources. Aims for 100% of elementary educators trained by 2030.

6. Research & Evaluation

Focused on understanding the impact of intensive interventions on:

- Pre-service teacher (PST) skill development.
- Student literacy achievement.
- Classroom conditions and instructional practices.

There was discussion with the Board and a general consensus that the planning for a pilot program as described should go forward. Dr. Watson and Dr. Lane plan to come back to the Board in December to share details.

Review Evaluation Review Committee Recommendations

Dr. Catherine Chmidling, Teacher Licensure

ERC
1:05:21

Dr. Chmidling presented the Evaluation Review Committee (ERC) recommendations regarding educator preparation provider accreditation and program approvals.

Higher Education Accreditation Process

1. Educator Preparation Providers submit self-study reports and evidence.
2. A visit team reviews, provides feedback, and conducts interviews.
3. ERC reviews all materials and makes recommendations to KSBE.

The State Board decides on accreditation status:

Full Accreditation (7 years)

Accreditation with Stipulation (2 years)

Probationary Accreditation (2 years)

Not Accredited

Accreditation Standards

Five key standards are evaluated:

1. Content & Pedagogical Knowledge

2. Clinical Partnerships & Practice
3. Candidate Quality, Recruitment, Selectivity
4. Program Impact
5. Provider Quality, Continuous Improvement, and Capacity

Pittsburg State University (PSU)

Recommendation: Full Accreditation through Dec 31, 2032

All standards met for both Initial and Advanced levels.

No stipulations

Three Areas for Improvement (AFIs):

R2.2: Limited evidence on evaluating clinical educators' impact.

R4.1: Insufficient data on completers' impact on P-12 learning.

AR5.2: Lack of reliability data for advanced program assessments.

Program Approvals:

Emporia State University

Programs (e.g., Art, Elementary, Library Media) recommended for Approved status through Dec 31, 2032

No AFIs

Fort Hays State University

New Program: Innovative Elementary PreK-6

Status: Approved with Stipulation through Dec 31, 2027

University of Kansas

Program: Innovative Low Incidence LRL PreK-12

Status: Approved through Dec 31, 2026

Stipulation removed

Washburn University

Program: Early Childhood Unified B-3

Status: Approved through Dec 31, 2030

Wichita State University

Program: Elementary Education Unified K-6

Status: Approved through Dec 31, 2029

Stipulation removed

Review Process Overview:

Program and accreditation reviews occur on a 7-year cycle.

Reviews are guided by KSDE regulations and the Kansas Constitution.

24 EPPs + 1 consortium currently operate in Kansas with 425 approved programs.

These recommendations will be presented as an action item in December.

Presentation: Kansas School for the Deaf Report

Superintendent Luann Barron

KSD
Report
1:33:19

The Kansas School for the Deaf (KSD), a state-operated special school, presented its budget overview and strategic priorities. Unlike local school districts, KSD receives funding through a direct line-item appropriation in the State General Fund (SGF), ensuring consistent support for its specialized mission. For FY 2026, the SGF allocation is approximately \$12.58 million, with over 83% dedicated to instruction. Additional funding comes from grants and fee funds totaling \$1.39 million.

The budget process has evolved, now involving separate reviews by the Governor's Office and the Legislative Budget Committee, allowing the Legislature to independently develop its budget. KSD's facilities, some dating back to the early 20th century, are supported through the State Institutional Building Fund (SIBF), which recently shifted its funding source from property tax to SGF transfers. For FY 2026, \$3.99 million is allocated for safety upgrades, HVAC maintenance, and general repairs.

KSD serves a diverse student population, including 174 infants and toddlers through its SoundSTART early intervention program. The school employs 123.65 full-time equivalent (FTE) staff across instruction, outreach, support services, and student life, though 12 positions remain vacant. Student Enrollment has grown. In 2021 it was 150, 2022 down to 148, 2023 back to 150, then in 2024 up to 157 and this coming year there are 162 students projected to attend.

Key budget requests for FY 2027 include aligning teacher pay with Olathe Public Schools, restoring a 1.5% cut to the Language Assessment Program, adding three classroom resource teachers, and funding ASL proficiency incentives. Capital improvement requests include a new roof for Emery, demolition of the Powerhouse, and inflation-adjusted rehabilitation funds, totaling \$5.66 million.

Strategic initiatives for 2025–2028 focus on implementing a comprehensive strategic plan, enhancing communication, negotiating professional contracts, and addressing staffing shortages through emergency substitute licenses. KSD is also preparing for a CEASD accreditation visit in November, which will assess alignment with standards and

strategic goals.

The presentation concluded with highlights of recent community engagement, including recognition of Paul Hubbard, the inventor of the football huddle, and events like the Deaf Cultural Festival and ASL for All 5K.

Act on the Kansas Schools for the Blind and Deaf Out-of-State Tuition Requests

Mrs. Potter moved that the Kansas State Board of Education approve the proposed tuition rate increases for out-of-state students at the Kansas School for the Deaf and the Kansas State School for the Blind. The proposed new rates for the 2026-2027 school year would be as follows:

Day Services: An increase from \$40,000.00 to \$50,000.00 per student.

Dormitory Services: An increase from \$20,000.00 to \$25,000.00 per student.

Mr. Porter seconded the motion. **Motion carried 8-0. Mrs. Arnold and Mr. Zeck were not present.**

Motion
2:32:10

KSD/KNEA Negotiation Report

Board Attorney Mark Ferguson, Board Member and Liaison to KSD Michelle Dombrosky

KSD
KNEA
2:34:37

Mr. Ferguson noted that although they were hoping the Board could ratify the negotiations between Kansas School for the Deaf and Kansas National Education Association, the final contract is not agreed upon. The vote will likely occur in December. Johnathan Wright, from the negotiation team from KNEA was present in the Boardroom. Mr. Ferguson gave an overview of the staff/teacher payment increases. KSD will now follow the Olathe School District staff/teacher schedule of payment/benefits.

This is a summary of the tentative agreement between KSD and KNEA as of September 3, 2025. Mr. Ferguson provided this document to the Board.

1. Compensation & Salary Schedule

- FY 2026 (School Year 2025–26):
 - \$6,000 increase per cell in the salary schedule.
 - Minimum starting salary raised to \$50,000.
 - KSD will submit a Supplemental Budget Request of \$170,598.32 to cover the increase.
 - If approved, the agreement becomes a 2-year contract.
- FY 2027 (School Year 2026–27):
 - Proposed 2.5% salary schedule increase.
 - This exceeds the percentage increase agreed to by Olathe KNEA.

2. Contract Days

- Increase from 181 to 187 days.
 - 3 additional instructional/student contact days.
 - 3 additional professional development days (PDD).
 - For 2025–26, these days will be added to the end of the calendar.
 - For 2026–27, they will be built into the calendar.
-

3. Professional Development

- One of the new PDDs will be a flex day (pilot program).
 - Guidelines to be set by the Professional Development Council (PDC).
-

4. Supplemental Salary Schedule

- No changes for FY 2026.
 - FY 2027: KSD will request \$45,000 for increases in supplemental pay.
-

5. ASL Stipends & Development Program

- FY 2027: Request for \$40,000 to fund ASL proficiency stipends.
 - Intended for new hires and existing staff not yet proficient.
 - Stipend amount proposed: \$2,500 per qualifying employee.
 - A comprehensive ASL Development Program outlines:
 - Expected proficiency levels by role.
 - Assessment protocols and training.
 - Grievance procedures and support structures.
-

6. Inclement Weather Policy

- KSD will align closures with Olathe Public Schools.
- No instructional time during closures.
- Dorm staff working during closures will receive \$150 per shift.
- Certified staff no longer need to use PTO for weather-related closures.

7. Supplemental Contracts

- FY 2026: No increases due to budget limits.
- FY 2027: Request for \$300,000 to fund:
 - ASL stipends.
 - Longevity pay.
 - Increased rates for summer curricular work and ESY (from \$150 to \$250/day).
 - Updates to coaching and sponsor positions.

Presentation: Recommendations on Regulation Review

Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services

Regulation
2:46:04

The Kansas State Board of Education is initiating a comprehensive review of its regulations, guided by its constitutional and statutory authority. Under **K.S.A. 72-256**, the Board is empowered to adopt rules and regulations concerning areas such as courses of study, school accreditation, and educator certification, provided these do not conflict with existing laws. The Kansas Constitution (Article 6, Section 2) further grants the Board general supervision over public schools and educational interests, excluding those under the Board of Regents.

A key legal precedent—the 1973 Peabody Case—reinforces the Board’s self-executing authority, meaning it can act independently of legislative approval as long as its actions remain lawful. This authority ensures that the Board’s regulatory decisions are not subject to legislative review or restriction.

The regulatory framework is organized into 16 active articles, each containing between 1 and 53 regulations. The review process will begin with a proposal presented to the Board in October, followed by a vote in November.

The Deputy Commissioner of Learning Services will lead the identification of regulations for review, focusing on those that:

- Impose significant administrative burdens,
- Lack connection to student learning, or
- Strain district resources.

Regulation changes will be presented article by article. The Board will first vote on the general direction of proposed changes, after which program staff will refine the specific language. The Board will then review and vote on the final edits.

Once approved, the changes will proceed to the Department of Administration and the Attorney General's Office for review. The final step includes public comment and a formal hearing before adoption.

Quarterly Report: Special Education Advisory Committee (SEAC)

Dr. Lena Kisner, Chair, SEAC

SEAC
3:09:36

Dr. Kisner presented SEAC's latest updates to the Kansas State Board of Education, highlighting several key areas of focus. The council reviewed developments in special education funding models through the Education Funding Task Force and examined updated state assessment cut scores, particularly in relation to student performance among those with disabilities.

SEAC also explored resources and challenges within Career and Technical Education (CTE) programs that affect students with disabilities. There were updates on Technical Assistance System Network (TASN) funded projects and the Differentiated Monitoring System (DMS). The latter involved a review by the Office of Special Education Programs (OSEP) in September 2024, with KSDE now working to meet the requirements outlined in the DMS report.

Looking ahead to the 2025–2026 school year, SEAC is actively recruiting for four open positions: a general education teacher, representatives from a virtual school and a charter school, and a district representative for the McKinney-Vento program. The council plans to address the transition from Part C to Part B services and will continue focusing on special education in virtual school settings. SEAC also invited the Kansas State Board to suggest additional areas of concern or interest.

Committee Reports

Mr. Porter was traveling all month and did not attend any meetings, but he shared that there was potentially another meeting of the Kansas State Legislative Task Force on School Funding that would be held prior to the start of the Legislature in January 2026. Also, next month there will be an Executive Board for the Kansas State High School Activities Association.

Reports
3:33:50

Mrs. Potter attended a presentation by the Kansas Council of Economic Education at the Marcus Welcome Center at Wichita University.

Mrs. Dombrosky was very active in the KNEA/KSD negotiations, and the KSD Task Force. She will attend the KSHSAA Regional Board of Directors later in October.

Mrs. Haas participated in several KSD Task Force meetings. Board Policy will meet in

November. She attended the SEAC day-long meeting in person, and the KS Volunteer Commission. Also a number of NASBE online meetings.

Mrs. Arnold will be attending the Mental Health Advisory Committee at the end of the week.

Dr. New was active in attending the KSD Task Force in Olathe and also participated in the online NASBE meeting.

Mr. Zeck was not present but left meeting minutes from the Kansas Advisory Council on Career and Technical Education (KACCTE).

Mrs. Hopkins attended the Professional Standards Board and the Accreditation Advisory Council.

Mr. Hershberger shared a video of the Kansas Ag Teacher of the Year, Mrs. Sproul from Chataqua County District.

Several Board members attended lunch at schools in their district that were recommended for innovative lunch programs. Mr. Hershberger went to Maize and witnessed an amazing presentation on the initiatives at that school district. Mrs. Hopkins went to Palco, Mrs. Haas went to Trailridge Middle School, Dr. New went to Washburn-Rural, and Mrs. O'Brien visited the amazing bakery program in Lawrence.

Chair Report

Mrs. Hopkins reported on the amazing participation of Kansas students in the Constitution Day event. She reminded the Board that evaluations of the Commissioner, Board Attorney and Board Secretary would be sent out this month. They are online surveys which need to be filled out and returned to the KSDE HR department. She clarified that there was no law broken, as has been spread on social media, with the Children Can Read program. Schools submit statistics on June 30 and that will be gathered into a report and given, as laid out in statute, to the Legislature in January 2026.

The Chair spoke about the task that is before the Board to hire a new Commissioner of Education. At the Special September meeting the Request for Proposal was approved and it was posted by the Department of Administration on October 6th. The Board was able to request vendors to add onto the invited list, but any vendor can access the process until it closes on November 11th. The Board members all signed non-disclosure forms, so that they can be part of the process of looking at the information that is not public during the process of RFP.

Board Travel

Mrs. Dombrosky moved that the Kansas State Board of Education approve the travel requests as presented. Mrs. Haas seconded the motion. **Motion carried 8-0. Mr. Zeck and Mr. Porter were not present.**

Board Future Requests

Due to the focus on hiring a Commissioner, the Chair asked that no future requests be made.

Chair Hopkins adjourned the meeting.

Notes on Thursday's attendance: Mr. Zeck was undergoing a medical procedure and could not attend. Mrs. Arnold was on Zoom but had to leave during the meeting for an appointment. She left prior to voting on item 4, *Act on Out of State Tuition*. Mr. Porter left slightly early, due to an appointment.

Chair Cathy Hopkins

Board Secretary Deborah Bremer



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

Policy Committee Meeting at 12:15 Wednesday, November 12th in room 117 on the first floor of the Landon Building (this is a public meeting but will not be recorded or live streamed)

Agenda Wednesday, November 12, 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 October 2025 minutes	5 min	
(AI)	2. Approval of Agenda	5 min	
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on recommendations of the Licensure Review Committee		Shane Carter, Director, Teacher Licensure
	c. Act on Local Professional Development Plan		Shane Carter
	d. Act on recommendations for Licensure Waivers		Shane Carter
	e. Notification to the Kansas State Board of Education of the intention of one private school, Good Shepherd Lutheran School Associated, Marysville, to participate in the Tax Credit for Low Income Students Scholarship Program		Dale Brungardt, Director, School Finance
	f. Act to approve contract request for Encore Global to provide Audio Visual services for the KSDE Annual Conference in an amount not to exceed \$47,000.		Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services
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 Process of Reviewing, Amending and Deleting Regulations (Board Goal 3)	15 min	Dr. Renee Nugent

Kansas Leads the world in the success of each student.

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

BOARD AGENDA for November 2025

TIME	ITEM	DURATION	PRESENTER
11:00 a.m.	Break	10 min	
11:10 a.m. (IO)	7. Empowering Kansas Educators: Math Resources and Support from KSDE (Board Goal 1 – Standards Alignment)	50 min	Jennifer Hamlet, Asst. Director, Career Standards and Assessment Services
12:00 p.m.	LUNCH BREAK (Back at 1:30 p.m.)	1.5 hours	
1:30 p.m. (IO)	8. Student Highlight: Sumner Academy Orchestra	25 min	Michelle Sweeten, Orchestra Conductor
1:55 p.m. (IO)	9. Teacher Highlight: Kansas Music Educators Association (Board Goal 1 – High Quality Instruction)	15 min	Damien Johnson, Teacher and President of KMEA
2:10 p.m. (IO)	10. <i>Reading Corner</i> Teacher Casey Peine, Clearwater (Board Goal 1 – Structured Literacy)	15 min	Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
2:25 p.m.	Break	10 min	
2:35 p.m. (IO)	11. Teacher Highlight: Megan Berry, Abilene High School, Civics (Board Goal 1 – High Quality Instruction)	20 min	Nathan McAlister, Humanities Program Manager
2:55 p.m. (IO)	12. Presentation: Special Education Services for Private Schools, Out of District and Out of State Students *	20 min	Brian Dempsey, Assistant Director, Special Ed & Title Services
3:15 p.m. (AI)	13. Act on Evaluation Review Committee Higher Education recommendations (Board Goal 1 – High Quality Instruction)	10 min	Dr. Catherine Chmidling, Teacher Licensure
3:25 p.m. (RI)	14. Receive Healthier Kansas Menus contract to four school districts	10 min	Kelly Chanay, Director, Child Nutrition and Wellness
3:35 p.m.	Break	10 min	
3:45 p.m. (RI)	15. Receive Legislative Priorities for the Kansas State Board 2026	60 min	Gabrielle Hull, Legislative Coordinator
4:45 p.m.	Recess until Thursday, November 13 th		

Agenda Thursday, November 13, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (AI)	1. Act on Professional Practices Commission Recommendations	15 min	R. Scott Gordon, General Counsel
9:15 a.m. (IO)	2. Update on Federal Waiver	15 min	Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services
9:30 a.m. (RI)	3. Receive regulations to amend/delete (Board Goal 3 – Policy, Regulation & Alignment)	20 min	Dr. Renee Nugent,
9:50 a.m.	Break	10 min	
10:00 a.m. (IO)	4. Student Highlight: Jobs for America's Graduates (with photos and greeting) (Board Goal 1 – High Quality Instruction)	30 min	Bev Mortimer and JAG-K Students
10:30 a.m.	Break	10 min	
10:40 a.m.	5. Committee Reports, Chair Report, Board Travel requests (AI), Future Agenda Requests	20 min	
11:00 a.m.	6. Executive Session: Issues related to hiring a new commissioner	As needed	
	7. Act on Executive Session issues if needed		
	Adjourn until TUESDAY, DECEMBER 9 TH at 10 a.m.		



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Item Title: Personnel Report
From: Mady Carpenter, Wendy Fritz

Personnel Report:

Total employees 285 as of pay period ending 10/11/2025. 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	4	4	3	2								
Unclassified	4	4	3	2								
Unclassified Regular (leadership)	0	0	0	0								
Total Separations	5	1	4	2								
Classified		0	0	0								
Unclassified	4	1	3	2								
Unclassified Regular (leadership)	1	0	1	0								
Recruiting (data on 1st day of month)	2	3	5	3								
Unclassified	2	3	5	3								
Unclassified Regular (leadership)	0	0	0	0								

Mitch Mellick to the position of Transportation Specialist on the School Finance Team, effective November 3, 2025, at an annual salary of \$60,819.20. This position is funded by the School Bus Safety fund.

Denise Lauber to the position of Public Service Administrator on the Career, Standards, and Assessment Services Team, effective October 29, 2025, at an annual salary of \$48,152. This position is funded by the State General Fund, Perkins Admin, and the Perkins State Leadership fund.

Sara Thomas to the position of Auditor on the Fiscal Auditing Team, effective October 1, 2025, at an annual salary of \$55,910.40. This position is funded by the State General Fund and the CACFP Audit Funds.

Susie Schlegal to the position of Auditor on the Fiscal Auditing Team, effective October 13, 2025, at an annual salary of \$55,910.40. This position is funded by the State General Fund and the CACFP Audit Funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

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.

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 # 9069

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9070

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9071

Applicant requests initial Kansas licensure in Early Childhood Unified Birth to Grade Three. Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9072

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9074

Applicant requests initial Kansas licensure in Elementary Education Unified (K-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9075

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

Case # 9076

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Michele and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

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 230 Spring Hill

USD 270 Plainville

USD 281 Graham County

USD 345 Seaman

USD 487 Herrington

Z0009 Independence Bible School

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



**SPRING HILL
SCHOOLS**
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Professional Development Plan

2025-2030

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/2028

5-YEAR PROFESSIONAL DEVELOPMENT PLAN APPROVAL

The USD 230 Professional Development Council approved the following plan, at its meeting held on September 24, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Kristen Luck

Signature: Kristen Luck

Date: 9/24/25

Professional Development Council Members

Member: Alicia Iden Signature: Alicia Iden

Member: Jennifer Schmidtberger Signature: Jennifer Schmidtberger

Member: Karla DeCoster Signature: Karla DeCoster

Member: Katie Smith Signature: Katie Smith

Member: Erin Kuchar Signature: Erin Kuchar

Member: Stefanie Parrish Signature: Stefanie Parrish

Member: Katie Sibbitt Signature: Katie Sibbitt

PLAN UPDATES

[illegible]

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USD 230 PROFESSIONAL DEVELOPMENT PLAN

I. PROFESSIONAL DEVELOPMENT COUNCIL

1.1 Philosophy and Purpose

It is the philosophy of USD 230 Spring Hill Public Schools that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the USD 230 Professional Development Council (PDC) is to facilitate the professional learning of licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. This is achieved by aligning professional learning with the district's mission and academic goals established by the USD 230 Board of Education, including graduation requirements, exit outcomes and school improvement academic targets. The PDC will identify, organize and promote professional learning founded in sound staff development practices. The PDC will also provide support and staff development to school and district administrators related to their leadership role. KAR 91-1-217

The PDC writes, coordinates, and administers the 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.

This group represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers can outnumber leadership, but leadership cannot outnumber teachers.

In addition to policies and procedures, the PDC develops and maintains a District Professional Development Plan approved by the local school board of education that meets the criteria established by the Kansas State Board. 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.

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

1.2 Council Membership

Professional Development Council 2024 - 2025

Erin Smith, Chair	
Kyle Kost Spring Hill High School	Karla DeCoster Spring Hill High School
Darcy Sly Forest Spring Middle School	Jessica Dome Forest Spring Middle School
Mark Meek Spring Hill Middle School	Katie Sibbitt Spring Hill Middle School
Paul Carter Woodland Spring Middle School	Jessica Dome Woodland Spring Middle School
Tammy Endecott Spring Hill Elementary	Erin Kuchar Spring Hill Elementary
Shannon Fanning Early Learning Academy	Jennifer Schmidtberger Early Learning Academy
Beth Cooper Wolf Creek Elementary	Stefanie Parrish Wolf Creek Elementary
Jennie Skibbe Prairie Creek Elementary	Elizabeth Moore Prairie Creek Elementary
Dr. Theresa Miller Dayton Creek Elementary	Katie Smith Dayton Creek Elementary
Jody Moeschler Timber Sage Elementary	Alicia Iden Timber Sage Elementary
Cassie Barton Insight and Kansas Virtual Academy	Phillip Thies Insight and Kansas Virtual Academy
PDC Member Support	
Carrie Mullies mulliescar@usd230.org	April Neal neala@usd230.org

Members of the USD 230 PDC are staff who are licensed teachers and/or leaders. Each is elected 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 Professional Development Council is comprised of certified personnel from the elementary, middle and high schools, as follows:

- 1) One teacher and one leader representative of certified personnel from each of the attendance centers.
- 2) Composed of at least as many certified personnel as administrators.
- 3) The teachers and non-administrative certified personnel will select members from within their group to represent them on the Council, and the administrators will select members from within their group to represent them on the Council. (K.A.R.91-1-217)

Terms- The term of office for PDC members will be as appointed. One year

Term limits: None

*The current Council members and officers are also listed in Appendix A.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Dayton Creek Elementary	1
Forest Spring Middle School	1
Insight School of Kansas	1
Kansas Virtual Academy	1
Prairie Creek Elementary	1
Spring Hill Early Learning Academy	1
Spring Hill Elementary	1
Spring Hill High School	1
Spring Hill Middle School	1
Timber Sage Elementary	1
Wolf Creek Elementary	1
Woodland Spring Middle School	1
Total	12

1.22 Licensed Teacher Group Selection Process:

Membership on the PDC is open to all licensed staff at the appropriate level (elementary or secondary) within the district. The following guidelines outline the process for volunteer sign-ups and elections:

Election Process:

Annual elections occur during the designated pre-service days in August according to the current school year academic calendar. Current and past representatives may run for additional terms as there are no term limits. Licensed teachers interested in joining the PDC may register with the building administrator when there is an opening for a position. The deadline for nominations is the second Thursday in August.

Voting Procedure:

The building administrator will manage the election process. The building-level administrator will create, distribute, and announce the results of the vote. The election will occur during the calendar days designated as pre-service days in August. Votes are cast via Google form. The candidate receiving the most votes will serve as the building representative for the next 1-year cycle and will attend quarterly PDC meetings.

Term Resignation:

If a building representative resigns during a term, a new representative will be elected as outlined above for the remainder of the term.

1.23 Licensed Leader Groups Represented

Groups Represented	Number
Dayton Creek Elementary	1
Forest Spring Middle School	1
Insight School of Kansas	1
Kansas Virtual Academy	1
Prairie Creek Elementary	1
Spring Hill Early Learning Academy	1
Spring Hill Elementary	1
Spring Hill High School	1
Spring Hill Middle School	1
Timber Sage Elementary	1
Wolf Creek Elementary	1

Woodland Spring Middle School	1
Total	12

1.24 Licensed Leader Group Selection Process:

The administrative representative and PDC chair will oversee the process of filling vacancies in the groups represented. The term for a leader/administrator PDC member is 5 years. When a group represented has an opening, the position will be selected by May 31st.

Staff can nominate and/or volunteer (with the permission of the nominee) for a membership slot after the winter PDC meeting. Any current representative who is retiring or concluding their 5-year term will initiate the election process by sending an email to all eligible leaders to solicit interest. Google forms will be used to collect/discuss the selections. Administrative representative and PDC chair will tally/document and share the selection and final nominee. Building groups will be represented with only one member of staff and therefore, the default PDC member. USD #230 does not have any building with one member of staff currently.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the administrative representative 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 and Functions

The Professional Development Council shall have the following responsibilities:

- A. The PDC will be responsible for the following tasks (K.A.R. 91-1-216):
 1. Assess district and/or building in-service needs
 2. Identify goals and objectives
 3. Identify acceptable activities for staff
 4. Establish evaluative criteria for accepting activity
 5. Evaluate how effectively the Council functioned the preceding year.
 6. Implement changes necessary to accomplish the goals of the plan and to enhance the effectiveness of the plan operations.
- B. Develop operational procedures.
- C. Review and recommend to the Chairperson approval or disapproval of individual

Professional Development Plans (PDP) for renewal of certification.

- D. Hear appeals for unapproved Professional Development Plans.
- E. Determine approval of points given for in-service activities.
- F. Participate in annual training as required by the state. (K.A.R. 91-1-215 through 91-1-219)

The PDC Secretary shall attend annual training and then provide that training to the members of the PDC. Training will occur near the beginning of each school year and before any meeting of the PDC. Signatures of PDC members and verification of attendance will suffice as proof of annual training and record of such will be stored with all PDC materials in the designated location.

1.4 Annual PDC Training

USD 230 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. Documentation is stored in the electronic management system, Frontline. New Staff are trained by their building PDC representative to use the system.

The following forms are available in the Frontline System.

- PD Plan
- PD Points
- IPDP

The following items are stored in the Shared Google Drive: Professional Development Council and shared with the PDC representatives by the PDC Chair:

- Meetings
- Communications
- Decision-Making
- Member selection
- Officer Selection

New Staff members are added to the system by the district support representative in August. PDC representatives 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

- A. The PDC selects its Chairperson annually at the first PDC meeting of the academic year.
- B. The duties of the Chairperson include, but are not limited to:
 - a. Presiding at all regular meetings.
 - b. Calling and presiding at all special meetings.
 - c. Preparing an agenda.
 - d. Providing notification of all meetings.
 - e. Serving, at own discretion, as an ex-officio non-voting member of any subcommittee.
 - f. Appointing PDC members to subcommittees subject to the approval of the PDC.
 - g. Representing the PDC at all appropriate functions or appointing a PDC member to represent the PDC.
 - h. Receiving all resignations from PDC members.
 - i. Preparing an annual report on the activities of the PDC to be submitted to the superintendent and Board of Education.
 - j. Establishing yearly PDC tasks and timelines.
 - k. Ensuring that PDC records are accurately completed and safely kept in a designated location.
 - l. Designating a PDC secretary whose duties include, but are not limited to:
 - i. Taking and maintaining the minutes of all the PDC meetings.
 - ii. Publishing and distributing the notifications and minutes of all meetings.
 - iii. Carrying out all other duties assigned by the Chairperson.

1.51 Meetings

- The PDC will meet a minimum of four (4) times each year each academic year. Extra meetings will be held as necessary.
- Notification of the regular meetings will be given.
- Notification of PDC meetings must be distributed to PDC members, building administrators, and the superintendent.
- Any certified staff person in the district may submit agenda items.
- Agenda items must be submitted in writing to the PDC Chair at least five

working days prior to the meeting.

- Meeting agendas must be distributed at least three days prior to the meeting to PDC members, building administrators, and the superintendent.
- At the beginning of the meeting, agenda items may be added by the PDC Chairperson or the superintendent subject to the approval of the PDC.

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 13 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

- A. 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:

The electronic management system used for documentation is Frontline.

- B. How and when are staff trained to use the system?

Staff are trained by the Department of Teaching and Learning as part of the New Team Member Academy onboarding process. Additional support and training is also provided by the PDC members.

- C. List the names of the forms used in the system for PDC activities and business:

- Book Study
- College Courses
- Committee Work
- Conference
- Curriculum Team Meeting
- Instructional Coaching

- Mentoring
- Peer Observation
- PLCs
- Webinars
- Workshops

- D. If all forms are paper or self-created forms, they should be included in the appendix.
- E. Meeting records and materials will be submitted to the PDC Chair.
- F. Meeting records and materials will be kept on file in Frontline and the Google Shared Drive.
- G. Minutes of PDC meetings will be recorded.
- H. Minutes of meetings will be available electronically at any time, as requested by the PDC Chairperson, superintendent, PDC members or building administrators.
- I. A copy of the PDP for each participating staff member will be kept on file electronically within Frontline.

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				
IPDP's	X	Frontline	PDC Chair	Y
Meeting Minutes	X	Google Shared Drive	PDC Support Staff	Y
Member Selection				
Officer Selection				
PD Plan Process				
PD Points	X	Frontline	PDC Chair	
Staff PD Needs Assessments				

Information about PDPs and records of in-service points earned shall be available to employees as follows:

- Records will be available at reasonable times in the Frontline management system.
- A log must be kept of all occasions of access to materials giving time, date, and the name of the person accessing the records.

- c. Access to records will be allowed according to K.S.A. 45-221. Only individual, district administrators and members of the district governing body acting in an official capacity will be granted access to the records. Access to records by members of the district governing body will be limited to access by the board of education acting officially as a group. All other persons will require written permission for access to records.

Maintenance of Records of In-Service Education Points for Individuals

1. USD 230 Board of Education personnel shall maintain a record of points earned by an individual for eight (8) years. There will be an electronic and a printed copy of each professional development transcript.
2. The printed record of in-service points that are more than eight years old will be deleted from the files.

Prior to deleting the record of points earned by an individual, a copy of the individual's transcript, including the record of in-service points to be deleted, will be sent to the central office of the individual's last known employing school district and/or the individual's last known personal address.

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 the PDC Chair and to all licensed personnel.

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 230 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.

Amending the Professional Development Plan

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the 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.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal/Designated Supervisor
2nd-	Building PDC Chair

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 appeal to the Licensure Review Board for a review of the proposed individual development plan(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-	Building Principal
2nd-	Building PDC Rep
3rd-	PDC Chair (college credit)

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 points that cause concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

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

Each licensed person who is employed by or who works or resides within the Spring Hill District shall be eligible to file a professional development plan with the Professional Development

Council for license renewal purposes. The district is not required to provide non-employee access to district in-service activities. KAR 91-1-206

The Director of Teaching and Learning is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees (may/may not/are/are not) be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at 913-592-7200.

The steps the non-staff 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.

II. THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The

intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

[Kansas Education Systems Accreditation \(KESA\) Resources](#)

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

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

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

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

A professional development plan (PDP) is a written plan describing the professional development activities and studies to be completed during a specified period of time to improve instruction and professional performance. The PDC will develop a five-year plan and review it annually to ensure that it continues to meet the district needs. Any changes to the plan will be added to the Plan Updates form at the beginning of the plan, describing the changes and date of approval by the PDC. KAR 91-1-216

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels. Much of the work in this section happens after the School Improvement Day. Based on the initial

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

Needs Assessment

To ensure that the needs of all district students are being addressed, a School Improvement Plan is developed each year. The School Improvement Plan will provide information about gaps between students' actual performance and the desired goals or outcomes. Building principals, each Building Leadership Team and staff, along with the director of Teaching & Learning, collaborate on the professional development needs to determine any improvements needed to meet gaps between student performance and district goals, and to ensure instruction aligns with state and district curriculum content and standards.

The PDC shall review the School Improvement Plan each year and address any goals or improvements needed to align the actual student performance with the desired outcomes. The director of Teaching & Learning, with its staff, plans and schedules the professional development that needs to occur.

The School Improvement Plan is maintained at each building and at the district administrative center.

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

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

The MOP's for Professional Learning include the following:

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation

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

Educator Evaluation

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

Professional Learning

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

Professional Collaboration

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

Tiered System of Supports

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

Family, Community and Business Partnerships

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

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

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

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● 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

Evaluation of the In-service Program

The in-service education program will be evaluated relative to the development areas and goals set forth in the School Improvement Plan and the Annual Update. The evaluation is the responsibility of the PDC.

Process

The evaluation of the program will involve the following:

1. Review and coordination of staff development needs of the certified staff as reported at the individual, building and district levels.
2. Results will be reported to the PDC and the director of Teaching & Learning.

Evaluation of the Professional Development Plan

The in-service education program will be evaluated relative to the development areas and goals set forth in the In-service Education Plan and the Annual Update. The evaluation is the responsibility of the PDC.

Process

The evaluation of the program will involve the following:

1. Review and coordination of staff development needs of the certified staff.
2. Review and coordination of USD #230 building level school improvement plans.

III. INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

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 230 Spring Hill Public Schools 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.

Certified staff members are to complete the PDP form through Frontline with their immediate supervisors. The following information must be included on the PDP:

- Name
- School
- Professional assignment
- Highest degree earned
- Certification expiration date
- Educator ID

- Date filed
 - In-service goals(s) from the In-service Education Plan (District PDP and School Improvement Goals). Staff members are allowed to have some individual goals that may be unique to their needs and not necessarily aligned with district and building goals.
 - Goals can fit into the areas of content endorsement standards, professional education standards, and service to profession. (Appendix B)
 - Staff are required to select at least one goal area.
 - Types of activities and resources appropriate to meet each goal.
3. The PDP is submitted to the building administrator in Frontline who approves the form electronically indicating review and acceptance of the plan.
 4. PDPs must be complete in Frontline for the PDC chairperson to access no later than October 1.
 5. PDPs must be reviewed twice a year, with the building administrator and staff member.
 6. PDPs may be amended at any time; the same procedures will be used for approving amendments as those used for approving new PDPs.
 7. A copy of the PDP for each participating staff person will be kept on file electronically within Frontline, and with the In-Service Plan Administrator.

IV. AWARDING PROFESSIONAL DEVELOPMENT POINTS FOR RE-LICENSURE

4.0 Introduction

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

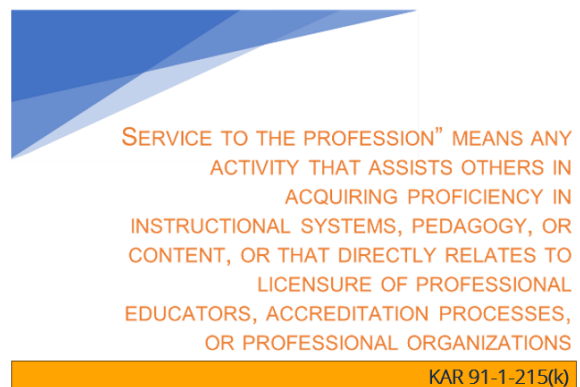
One PD point is earned for every one clock-hour of in-service activity and there are no limits on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving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



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2x Original Knowledge Level points	2x Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3x Original Knowledge Level points	3x 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 them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

A. Awarding of Professional Development Points (KAR 91-1-218)

1. In awarding professional development points, each educational agency shall designate that one professional development point is equal to one (1) clock-hour of in-service education. 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.

B. In-Service Activities

The Professional Development Council of USD 230 will validate points for activities that meet all of the following criteria:

1. Activities should be consistent with the development areas and goals of the Professional Development Plan, including IPDPs, and/or building School Improvement Plans.
2. Activities contain clearly stated outcomes.
3. Activities are provided by resource personnel possessing the skill and knowledge required for successful attainment of the objectives.
4. Activities specific with a number of in-service hours/points.
5. Activities include the number of in-service hours/points earned.

C. In-Service Education Credit

Renewal of Certification

When used for renewal of certification, in-service education credit requirements are as follows:

- a) For each day of a workshop, seminar, or conference, one clock hour of approved in-service education activity is equal to one in-service education.
- b) One semester of college/university credit is equal to 20 in-service education points.
- c) In-service education points used for renewal of certification must have been earned during the five-year period preceding the application for renewal.
- d) For applicants whose highest degree is the baccalaureate degree, 160 in-service points are required for renewal of certification; and 80 of these points must be college/university credit.
- e) For applicants whose highest degree is a master's degree or other advanced degree, 120 in-service points are required for renewal of certification.
- f) Kansas retired teachers can renew their 5-year certificate with (1) a letter from KPERS stating that the retired teacher is drawing KPERS benefits; and (2) if they have completed a master's degree, 60 professional development points are required for retired teachers drawing KPERS; and (3) if they hold a bachelor's degree, then 80

points must be earned, 40 of which must be college credit (2 semester hours).

- g) For applicants renewing a substitute teaching certificate, SO in-service points are required.

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 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 point per clock-hour

Verification required may include one of the following:

- 4.4.1 Descriptions of the critical attributes of the staff development.
- 4.4.2 Oral or written personal reflections.
- 4.4.3 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.

Evidence of Knowledge:

Certified teachers will complete and submit the "In District PD Request Form" (see Appendix C) documenting participation in the qualifying group activity which shall be approved by the PDC. This form is digital and is located in Frontline.

If a certified teacher has completed an individual knowledge activity and anticipates application of that knowledge, then the "Application Level Form" (Appendix D) shall be used. This form is digital and is located in Frontline.

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 = 2x Level I points

Verification required may include one of the following:

Independent observation such as:

4.4.3.1 Direct observation using trained observers or video/audio tapes.

4.4.3.2 Structured interviews with participants and their supervisors.

Examination of participants' journals, portfolios or other artifacts. Evidence such as:

4.4.3.3 Lesson plans.

4.4.3.4 Pre and post samples of students' work.

Evidence of Application:

In order to earn in-service points for application, a certified teacher must provide evidence that the knowledge gained led to a policy or procedure expected to improve student outcome or behavior. Such evidence can be:

- a) Independent observation by an administrator.
- b) Written documentation submitted to the building administrators and then to the PDC council.
- c) Both "a" and "b" signed off by an administrator.
- d) Prior approval by the PDC of the knowledge points. (PDC member may process by email.)

Evidence will be submitted as an attachment to the completed "Application Level Form" (Appendix D). This form is digital and located in Frontline.

Level III Impact Indicators:

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

Organizational Change = 3x Level I points

Verification required may include one of the following:

4.4.3.5 Evidence of related district or school policy change.

4.4.3.6 Evidence of Level II application activities by others.

4.4.3.7 Revision of district, grade level, or content area curriculum.

Student Learning = 3x Level I points

Verification required may include one of the following:

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

Evidence of Impact:

In order to earn in-service points for impact, a certified teacher must provide evidence that the application of knowledge learned resulted in improved student performance or school improvement. Evidence of impact shall be presented to the professional development council and may include any of the following:

- a) independent observation;
- b) written documentation;
- c) evidence of improved student performance, behavior, and/or attendance;
- d) evidence of another nature that is acceptable to the PDC.

Evidence will be submitted as an attachment to the completed "Impact Level Validation Form" (Appendix E). This form is digital and located in Frontline.

Validation of In-Service Points

- A. The certified staff member must request all requests for In-Service points through Frontline.
- B. All requests and submissions will be reviewed at the quarterly meeting of the PDC. The PDC determines if the criteria have been met for awarding in-service points and validates the number of points earned. A PDC member shall not vote on any action regarding his/her own professional development points.
- C. If the PDC does not validate the in-service points, the individual must appeal in writing.

Maintaining Records of PDPs and In-Service Points Earned

- A. A copy of the PDP for each participating staff member will be kept on file at the USD 230 Board of Education office.
- B. The USD 230 Board of Education office will keep on file a transcript for each participating staff member listing the activities and the in-service credits earned.
- C. The Board of Education personnel will furnish official transcripts to any participating staff member at no charge.
- D. The signature of the PDC Chair will verify that the in-service credit is valid for renewal of certification.

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.

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

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

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

Exceptions:

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

- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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](#)

APPENDICES

Appendix A

**Professional Development Council
2024 - 2025**

ADMINISTRATION	COUNCIL MEMBERS	MEETING DATES
Dr. Erin Smith, Chair		September 25, 2024 3:45 pm December 11, 2024 3:45 pm March 5, 2025 3:45 pm May 14, 2025 3:45 pm
Marc Williams Spring Hill High School	Karla DeCoster Spring Hill High School	
Darcy Sly Forest Spring Middle School	Jessica Dome Woodland Spring Middle School	
Mark Meek Spring Hill Middle School	Katie Sibbitt Spring Hill Middle School	
Paul Carter Woodland Spring Middle School	Jessica Dome Woodland Spring Middle School	
Tammy Endecott Spring Hill Elementary	Erin Kuchar Spring Hill Elementary	
Beth Cooper Wolf Creek Elementary	Stefanie Parrish Wolf Creek Elementary	
Jennie Skibbe Prairie Creek Elementary	Elizabeth Moore Prairie Creek Elementary	
Dr. Theresa Miller Dayton Creek Elementary	Katie Smith Dayton Creek Elementary	
Jody Moeschler Timber Sage Elementary	Alicia Iden Timber Sage Elementary	
Shannon Fanning Spring Hill Early Learning Academy	Jennifer Schmidtberger Spring Hill Early Learning Academy	
Cassie Barton Insight and Kansas Virtual Academy	Phillip Thies Insight and Kansas Virtual Academy	
PDC Staff Support		
Carrie Mullies mulliescar@usd230.org	April Neal neala@usd230.org	

Appendix B

Standard Areas

A step in the formal certified evaluation process includes the completion of a Professional Development Plan (PDP). The competencies and indicators selected for the PDP should be those mutually agreed upon by the certified staff member(s) and building principal. The number of goal areas should be determined by the scope of the activities, but should not exceed three. Each certified staff member in the district shall file a goal plan each year. Please use the key below to determine the goal area(s) that you wish to concentrate on as well as the activities. A completed Professional Development Plan replaces all prior Individual Development Plans and the Professional Goal Plan documents prior to 2000-2001.

1. Content Standards -- these standards that define the skills and knowledge required for specific content endorsements.
2. Professional Education Standards - those standards adopted that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
3. Service to the Profession - Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, content, or that directly relates to licensure of professional educators accreditation processes or professional organization.

Suggested Activities

- Attend in-service on curriculum related subjects (1)
- Participate in curriculum writing projects (1)
- Develop knowledge and implement skills applicable for all students (2)
- Implement building, district, and/or out-of-district activities related to school improvement (1 or 2)
- Attend conferences/workshops (1 or 2)
- Implement curriculum approved by the district (1)
- Participate in staff training for use of technology (2)
- Participate in staff awareness and training in use of software and hardware selected for use in instructional areas (2)
- Serve on the Professional Development Council, Site Councils, District Curriculum Council, and School Improvement Plan Teams (Superintendent Advisory Council is not included.) (3)

(Although each individual must turn in a plan, grade levels, teams, and/or departments may complete the common activity.)

Appendix C

In-District PD Request Form (complete in Frontline)

In-District PD Request Form NO SUBS

Use this form to enroll in an in-district activity where there is no expectation of subs.

Catalog Activity Information

Activity Title:

Activity Format:

--- Click To Select ---

Activity Description:

KS Category

--- Click To Select ---

Instructor Name

--- Not Assigned ---

Admin, MLP

Hackney, Michelle

Martell, Amanda

McDonald, Gissel

Mullies, Carrie

Rutledge, Jolene

Sibblitt, Katie

Smith, Erin

Tyler, Eric

Zuck, Kristen

Instructor-not on list

URL:

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Dates/Time/Location

of Meetings

1

MeetingDate 1

Meeting 1 Date

31

Start & End Time

:00

To

:00

Location

Provider

Provider:

--- Click To Select ---

If not on list, enter here

Hours

Enter the number of Hours you are seeking for this activity

Hours:

Goal(s) and Objective(s)

Select At Least One District Objective:

Goal : District Goal

☐ Engaged Community

☐ Student Success

☐ Supportive Environment

☐ World Class Staff

Purpose(s)

Select a Purpose(s):

☐ Graduate Credits

☐ Recertification

☐ Salary Movement

Finish

SubmitSave as Draft

Appendix D

Application Level Request Form (complete in Frontline)

Application Level Request Form	
Submit this form to validate application/implementation of your knowledge level activity.	
Knowledge Level Activity Being Applied	
Title of Activity	
Describe components of your new learning being applied.	
Characters left 2048	
Hours for Application	
The box below has credited you with applying ALL knowledge hours earned from this activity [Knowledge Base (hours) x 2]. If you are only using a portion of the Knowledge Base, adjust the hours below to reflect the portion of the knowledge you applied.	
Hours	
Timeline of Application Project: When was this new knowledge applied?	
Start date must be after the first date of the knowledge base activity. Minimum of one quarter (9 weeks) of implementation & reflection for up to 10 application pts or one semester (18 weeks) for 10+ application pts.	
StartDate (mm/dd/yy)	
End Date (mm/dd/yy)	
Change in Educator Practice	
As a result of your new knowledge, describe below what practice(s) you have changed.	
Type of Change	
If Other, Describe Change	
What can you do now that you couldn't/didn't do before?	
Characters left 2048	
Documentation of Application: Be prepared to submit documentation if requested by approver.	
Check all forms of data collection that were used to document application of your new learning.	
Application Measurement Options	☐ PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS ☐ INTERVIEWS ☐ OBSERVATIONS OR VIDEOTAPED LESSONS ☐ WALK-THROUGHS BY SCHOOL TEAMS ☐ PRODUCTS (UNIT PLANS; CURRICULUM MAPS; ETC.)
Purpose(s)	
Select Purpose(s)	☐ Graduate Credits ☐ Recertification ☐ Salary Movement

Summary Reflection: Evaluate the effectiveness of the changes you implemented commensurate with points being requested. What worked well? What would you do differently next time? Provide details.

Reflection



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Comments

Comments



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Finish

Submit

Save as Draft

Appendix E

Impact Level Validation Form (complete in Frontline)

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	Impact -
Describe components of your new learning being applied	
Characters left 2048	
Hours for Impact	
Impact equals application x 1.5. If you are not showing impact for all your application hours, adjust accordingly.	
Hours	
Timeline of Impact Project: When was this knowledge applied and impact data collected?	
Dates must align with application activities. Minimum of 1 quarter (9 weeks) of data collection and reflection on results for up to 10 impact pts or 1 semester (18 weeks) for 10+ impact pts.	
StartDate (mm/dd/yy)	
End Date (mm/dd/yy)	
Impact Activity Description	
As a result of your new knowledge, describe below what practices have changed.	
Type of Change	--- Click To Select ---
If Other, Describe Change	
Describe the changes in your professional practice that have made an impact on students, other adults, or program/policy development based on your new knowledge.	
Most Effective Changes	
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How was evidence of impact on students , colleagues or programs collected?

Application Options

Application Options

- ☐ PERSONAL LEARNING LOGS OR REFLECTIVE JOURNALS
- ☐ INTERVIEWS
- ☐ OBSERVATIONS OR VIDEOTAPED LESSONS
- ☐ WALK-THROUGHS BY SCHOOL TEAMS
- ☐ PRODUCTS (UNIT PLANS; CURRICULUM MAPS; ETC.)

Impact Data Options

Impact Options

- ☐ ASSESSMENTS
- ☐ INDIVIDUAL/GROUP TASKS OR PRODUCTS (RUBRIC SCORED)
- ☐ CLASSROOM SIMULATIONS OR DEMONSTRATIONS
- ☐ STANDARDIZED ASSESSMENTS
- ☐ OTHER

If Other, Describe



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Purpose(s)

Purpose(s)

- ☐ Graduate Credits
- ☐ Recertification
- ☐ Salary Movement

Summary/Reflection

Data Results

Summarize results of assessments, rubrics, student work, etc. that measure the impact of your new knowledge/application. Be prepared to submit documentation if requested by approver.



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Reflection

Reflect on and evaluate the impact of the changes you made, commensurate with points being requested.



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Comments

Comments



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Finish

Submit

Save as Draft

Professional Development Plan



USD #270 - Plainville Public Schools
203 SE Cardinal Ave.
Plainville, Kansas 67663

5-year Professional Development Plan Approval

The Plainville USD 270 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: Melody Mescher
Signature

5/12/2025
Date

The USD 270 Board of Education 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.

Board of Education President: [Signature]
Signature

5/12/2025
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Mission Statement of USD #270:

The mission of USD #270, through the cooperation of students, staff, parents, patrons, and the board of education, is to provide educational opportunities in a safe environment and to promote life-long learning skills.

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 #270 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 Administration and 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:

The Professional Development Council (PDC) of USD #270 is the district level team for staff development composed of at least two (3) administrators, an elementary teacher, a junior high teacher, and a high school teacher. A recording secretary will be present but will have no voting rights.

Groups Represented	Number
Elementary School-Primary	1
Elementary School-Upper	1
Middle School	1
High School	1
Total	4

1.22 Licensed Teacher Group Selection Process:

Rotation of Membership:

Teachers will serve three year staggered rotating terms. Replacements, for teachers choosing to discontinue their term of service, will be selected by their faculty peers within a 30-day period. Administration shall serve continuously. Multiple terms can be served by all members.

Grade school representative positions will come up for renewal beginning in July 2027.
High school representative position will come up for renewal beginning in July 2025.
Junior high representative position will come up for renewal beginning in July 2026.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School	1
Middle/High School	1
District-wide	1
Total	3

1.24 Licensed Leader Group Selection Process:

Administrative Membership

All building administrators district-wide will serve on the PDC as the only individuals to represent the groups of licensed leader groups. There are no term limits or rotation of membership.

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

Duties and function of the PDC:

1. Implement the professional education program in the school system within the guidelines and criteria established by the Kansas Department of Education In-service Regulations.
2. Review and approve or suggest modifications of the professional development plans submitted by each participating staff member.
3. Review the action accomplishments of each participating teacher and determine the number of credits earned. Participating teachers may request a written summary of credit awarded.
4. Review and certify the successful completion of the professional improvement program for each participating staff member by preparing an annual report for the local BOE.
5. Review the requests for extensions of individual development plans resulting from unusual circumstances.
6. Review the duties and functions of the PDC annually.
7. Attend annual PDC training as related to roles and duties of the council.
8. Work collaboratively with administration on the planning and focus of staff development activities/opportunities at the individual, building and district level.

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 270 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.

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 with and by the PDC chair in a file cabinet. 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

Duties of the PDC Chair:

1. Preside at all regular meetings
2. Prepare and distribute an agenda for all meetings at least three days in advance of meetings.
3. Call and preside at all special meetings.
4. Prepare a report on all actions of the PDC for inclusion in the USD #270 annual school reports.
5. Receive all resignations from the PDC members.
6. Ensure that Individual Professional Development Plans and point validations are forwarded and kept by the committee.
7. Carry out any other duties described in this document.

Duties of the PDC Recording Secretary:

1. Keep minutes of all meetings, including date, time and place of meeting, the members present, members absent, statement of all formal actions and the count on any vote taken.
2. Prepares minutes of all meetings and distributes them to committee members and one in each building work room/teacher lounge within a reasonable time following any meeting and not later than the issuance of a call of the committee to a further meeting.
3. Handles all PDC correspondence.
4. Maintains a file of PDC minutes, correspondence, and all pertinent documents.
5. Transfers copies of the above files to the official designee of the district at the official file of record.

1.51 Meetings

Regular on-going meetings will be held during the school year on the last Wednesday of each month. The first meeting of the year will be in August and are open to any faculty. Meetings may be called by the chairperson or a majority of the PDC members. Meetings may occur online or electronically. An agenda will be published at least three working days prior to each meeting and will be distributed to each council member.

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

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	Google Drive, email, Google Docs	PDC Chair	Y
IPDP's	X	Google Form, McRel	PDC Chair, Admin	Y
Meeting Minutes	X	Google Drive, Google Docs	PDC Chair	Y
Member Selection	NA			
Officer Selection	NA			
PD Plan Process	X	Google Drive, District Office	PDC Chair, members	Y
PD Points	X	Google Drive, District Office	PDC Chair, members, District Office	Y
Staff PD Needs Assessments	X	Google Form	PDC Chair, member, Admin	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 sharing the PDC meeting minutes with all certified staff members.

Meeting minutes and PD point approvals will be shared through Google Docs and/or email with certified staff members following the monthly 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. 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 beginning of each school year of the plan, or as necessary throughout the school 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 PDC Recording 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

1. Forms for the IPDP may be obtained on Google Drive.
2. The certified employee, in cooperation with a designated supervisor (usually building principal), will devise an individual development plan proposal that is aligned to district, building level, or personal goals.
3. The form will be signed by certified staff and the supervisor.
4. Each teacher submits the signed plan to the chairperson.

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisors
2nd-	PDC Chair

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. 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

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 of some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 270 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 are eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or Superintendent at USD 270 (785) 434-4678.

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.

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
- Post-secondary effectiveness

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

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)
[ELA Standards Alignment Toolkit](#)
[HGSS Standards Alignment Toolkit](#)
[KESA Student Outcome Data](#)
[KESA Compliance '24-'25](#)
[Mathematics Standards Alignment Toolkit](#)
[Resources for Quality Instruction](#)
[Science Standards Alignment Toolkit](#)

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development. The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

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

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

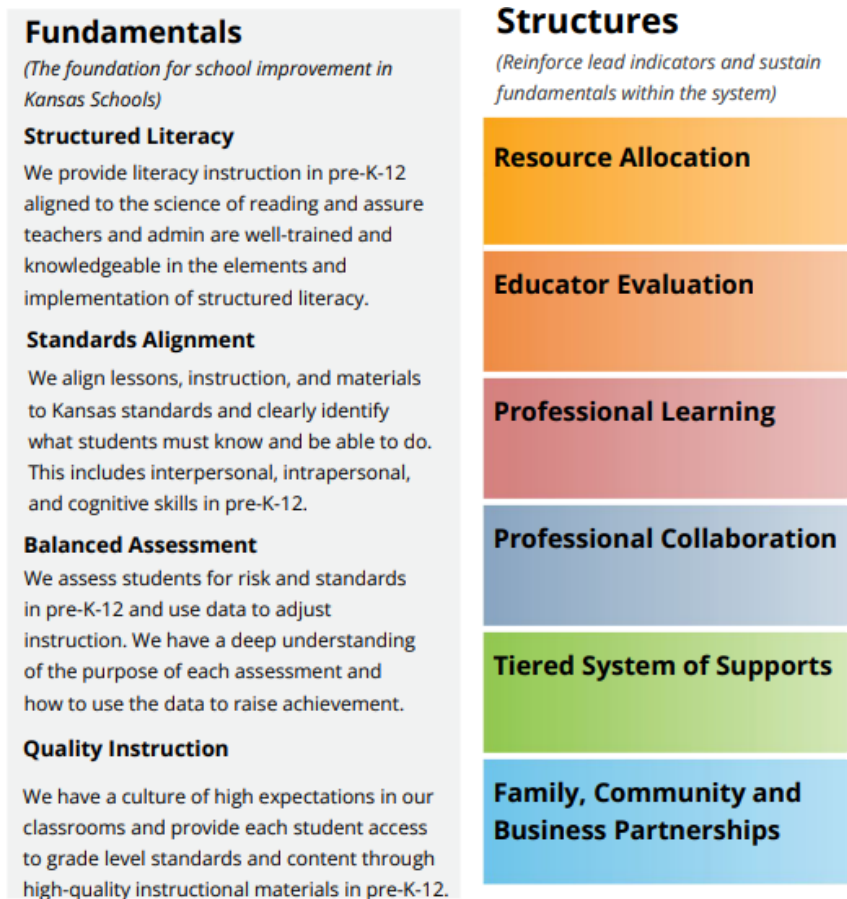
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development

Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

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

2.3 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.

Evaluation:

Measures of Impact:

The council will look at the effectiveness of staff development at the district, building and individual level through multiple measures. A staff questionnaire will be completed by all staff on an annual basis. The questionnaire will allow the opportunity for staff to provide feedback on the effectiveness and the support needed to continue professional growth. In addition, the council will remain open to verbal feedback from colleagues.

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

2.4 Reporting results of evaluation of in-service needs

System for Reporting Results:

The PDC will compile a written summary of the quarterly questionnaires, and the council's feedback. The summary will be made available to all staff and administration. Each June a presentation to the local school board will be presented to share the results of the evaluation and inform the board of the activities and actions.

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.

Professional Development Priorities:

In-service education program goals/priorities are measurable which should be achieved over specific periods of time ranging from one to five years. USD 270 will support all priorities at the district, building and individual level. The following goals were developed with the intention to support school improvement, accreditation and the district's Results Based Staff Development Plan in efforts to keep our goals focused on student and teacher learning.

The Professional Development Council respects the different learning levels, knowledge and skills of each individual; therefore we anticipate staff to move from knowledge to impact at different rates. However, our intentions are to strongly encourage the movement from knowledge to implementation

and impact.

District Priorities: The following are USD 270 District Priorities as determined by the needs identification of the MTSS Process, a teacher survey and student data.

- Support activities to implement federal and state mandates (e.g. Wellness Plan and Bullying Prevention Plan).
- Support the integration of technology to enhance teaching and learning.
- Support activities that promote character development and positive school climate.

Building Priorities- The following are USD 270 Building Priorities as determined by the needs identification of the MTSS Process, a teacher survey and student data.

High School

- Activities aligned to district goals.
- Students will show improvement in reading comprehension.
- Students will increase performance in mathematical concepts and skills.
- The students will increase writing/effective communication skills.
- Students will increase knowledge and skills in science and social science.
- Students will increase social emotional learning skills.

Elementary School

- Activities aligned to district goals.
- Students will show improvement in reading comprehension through research based strategies.
- Students will increase performance in mathematical concepts and skills.
- Individual Student Plans will be developed and carried over from year to year.
- Students will increase knowledge and skills in science and social science.
- Students will increase social emotional learning skills.

Individual Priorities-

- Support activities that further develop the content area knowledge, professional education (pedagogy) and service to the profession.

Acceptable Activities and actions:

We respect and support the varied learning styles and levels of all staff and will support the gaining of knowledge, application and the impact on teaching and learning through the following means: Workshops, Seminars, Conferences, State Professional meetings, Curriculum, Observations and visitations, Serving on professional committees, Present locally or at the state or national level, Publication in professional journal, Study Groups (includes book groups), Professional Learning Communities, On-line learning opportunities, Supervision of student teachers, Grading of local or state assessments (if applicable)

Development of Individual Professional Development Plans:

All staff are required to submit an IPDP for PDC approval, including college course work. The only exceptions to this requirement are as follows:

- 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 approved 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 3 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 Teaching Standards during the term of the professional license being renewed.

Forms for the IPDP may be obtained on Google Drive. The certified employee, in cooperation with a designated supervisor (usually building principal), will devise an individual development plan proposal that is aligned to district, building level, or personal goals. The form will be signed by certified staff and the supervisor. Each teacher submits the signed plan to the PDC chairperson. The option to appeal an IPDP is available through written request or personal appearance before the committee. Further appeal options are available through KSDE.



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. The PDC committee reserves the right to require additional documentation for college credits.

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, including for both a bachelor's degree and advanced degree, must be earned in at least one of three areas:

Content Endorsement Standards:

Example: Science training if you are a science teacher

Professional Education Standards:

Example: Leadership courses or classroom management training
or

Service to the Profession: You lead the training (no additional application or impact points available for this)

4.3 Awarding Points in Three Levels

Levels for Awarding Points:

Professional development points 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 mean that there are no caps in reference to points earned for licensure renewal. The three levels are as described below.

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 them 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:

- Written personal reflection stating main concepts of teaching and learning gained. A hard copy will be provided to the council members. An email will be made available to all staff upon request.
- Verbally share with council or other staff knowledge gained.
- Construct a resource folder or notebook.

Service to the Profession = 1 PD point per clock-hour

Verification required may include one of the following:

- Agenda
- Minutes
- Attendance sheet

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:

- Lesson plans with student sample work or supporting materials
- Recorded lesson taught
- Direct observation from supervisor or peer
- Conduct short presentation to in-service staff
- Additional evidence may be acceptable with prior approval from the council

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:

- Increased student achievement data
- Implementation of knowledge by co-workers through observation, lesson plans, reflection papers
- Decrease in discipline referrals
- Change in district policy or curriculum
- Additional evidence may be acceptable with prior approval from the council

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.

College Credit(s)/PDC Points for Movement across the Salary Schedule:

Credit(s) must be reported prior to September 1 of any year to be eligible for application on the current contract salary.

At the bachelor's level, teacher movement across the salary schedule will be for an additional 15 graduate college hours or a combination of an additional 10 graduate college hours and 100 points.

At the master's level, teacher movement across the salary schedule will be for an additional 15 graduate college hours or a combination of an additional 8 graduate college hours and 140 points.

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

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

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

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

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

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

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

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours **and the college/university where the credit hours were**

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

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

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

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

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

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

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

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

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

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

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics

or courses for non-PE-endorsed teachers if ALL of the following are met:

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

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

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](#)

Appendix

[Individual Professional Development Plan \(IPDP\)](#)

[PDC Point Request Form](#)

[Professional Development Needs Survey](#)

[Post-Inservice Survey](#)

[McRel](#)

Professional Development Plan



Graham County Schools USD 281

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Graham County Schools USD 281 Professional Development Council approved the following plan, at its meeting held on 8/13/25 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: RRichman
Signature

9/8/25
Date

The Graham County Schools USD 281 Board of Education approved the following plan, at its meeting held on 9/8/25 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Bob K
Signature

9-19-25
Date

Plan Updates

[illegible]

Table of Contents

[illegible]

Section One

Professional Development Council (PDC)

1.1 Introduction

PHILOSOPHY

In order to realize the intended improvement of the Kansas Vision for Education, USD #281 is committed to staff development with emphasis on Kansas Education Systems Accreditation and Outcomes-Based Education. It is the philosophy of the USD #281 Professional Development Council that staff development is a combination of educational and personal experiences which lead to professional growth of certified staff. The ultimate goal is better learning outcomes for students and continuous growth for certified personnel.

DEFINITION/PURPOSE

The USD #281 Professional Development Council (PDC) is a representative group of certified personnel which advises the USD #281 Board of Education in matters concerning the planning, development, implementation, and operation of the Professional Development Plan.

1.2 Membership

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

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

Members of the Graham County USD 281 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
Hill City Grade School	3
Hill City Junior/Senior High School	3
Total	6

1.22 Licensed Teacher Group Selection Process:

COMPOSITION

The members of the Professional Development Council shall be representative of the certified personnel employed by USD #281. The membership shall include at least as many teachers as administrators and be selected by the group they represent.

MEMBERSHIP

PDC membership starts the first fall meeting of each year. PDC membership shall be reviewed each May to determine the status of the council membership. PDC members will be selected for three-year terms and may serve succeeding terms. Per group represented, only one member of a group will rotate off in any given year.

METHOD OF SELECTION

The representative to the Professional Development Council shall be selected by the group they represent.

VACANCIES

If a member of the committee should leave the employment of the district or resign from the Professional Development Council, the vacancy shall be filled according to the selection procedure of the committee. The licensed leader will oversee the process for filling vacancies for the group represented.

If a group represented has an opening during the school year, the position is selected by the next meeting date.

Licensed leaders or teachers may nominate staff or staff can volunteer for an open membership slot. If more than one nomination is received, discussions may take place at PDC meetings or a Google form ballot may be used to tally the selection. The PDC chair will create and share the Google form ballot and results will be available to the PDC chair following the vote.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Hill City Grade School	1
Hill City Junior/Senior High School	1
District-Wide	1
Total	3

1.24 Licensed Leader Group Selection Process:

The PDC chair will oversee the process for filling vacancies for the group represented.

The term for a leader/administrator PDC member is concurrent with their position as administrator in USD 281 as we have only one administrator per group represented.

If the terms are staggered, how is that done?

NA-The licensed leader is a PDC member for the length of their employment as an administrator in USD 281.

Should the group represented have an opening, it would be filled in August of the new school year when a new administrator assumes the role of licensed leader.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
NA

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
NA

Who tallies the selections?
NA

Who reports the results to the PDC Chair?
NA

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.

Graham County USD 281 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 the Frontline Professional Growth management system. 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

The officers of the Professional Development Council shall consist of a Chairperson, a Vice-Chairperson, and Secretary/Recorder. All officers will serve, by consensus of the members, and shall begin their term at the first meeting in the fall. Vacancies in officer positions will be filled by a majority vote of the Professional Development Council. Officers will serve one-year terms to be reviewed in April of each year.

If the terms are staggered, how is that done?

NA

Officers are selected in April for the next school year. Should a vacancy occur during the school year, the PDC will fill the vacant position at the next scheduled meeting.

Officer Title: Chairperson

Duties

1. call and conduct all meetings;
2. call special meetings as needed;
3. carry out any other duties as described in this document or as assigned by the Professional Development Council, USD 281 Superintendent, or Board of Education;
4. participate in annual training related to professional development regulations and his/her role and responsibilities and provide the information to the rest of the Professional Development Council.

Officer Title: Vice-Chairperson

Duties

1. act in the absence of the chairperson;

2. carry out any other duties as requested by the chairperson or Professional Development Council.

Officer Title: Secretary/Recorder

Duties

1. keep the records/minutes of meetings;
2. maintain a file of all Professional Development Council minutes, Individual Professional Development Action Plans, correspondence, and all other pertinent documents.

1.51 Meetings

MEETINGS

The Professional Development Council shall meet a minimum of four times a year. Meetings will be held in August, October, February, and April to ensure the timely approval of PD Points, Individual Professional Development Plans (IPDP's), and the 5-year renewal plan.

Meetings typically take place on the last Wednesday of the meeting month. The PDC Chair will schedule meetings with members and make adjustments should conflicts arise or if extra meetings are needed. Meetings will take place in person at the USD 281 District Office unless other locations or arrangements (online or electronically) have been shared in advance.

All Professional Development Council members are expected to attend scheduled 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 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

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 Professional Growth is used to document individual professional development points and individual professional development action plans.

2. When are staff trained to use the system?
New staff are trained to use the system at new teacher orientation held every August. Existing staff receive refresher training in August of each school year.
3. List the names of the forms used in the system for PDC activities and business:
Professional Development Request
Professional Development Action Plan (IPDP)
Administrator Professional Development Action Plan (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.
NA

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	USD 281 Email Frontline Professional Growth	-PDC Chair -Building Representative -Administration	Yes
IPDP's	X	Frontline Professional Growth	-All certified teachers complete	Yes

			their individual PD plan -Administrators approve the plan and share with PDC	
Meeting Minutes	X	Shared PDC Google Folder	PDC Secretary/Recorder	Yes
Member Selection	X	-USD 281 Professional Development Plan is available in shared PDC Google Folder and in the documents section of usd281.com	Professional Development Council	Yes
Officer Selection	X	-USD 281 Professional Development Plan is available in shared PDC Google Folder and in the documents section of usd281.com	Professional Development Council	Yes
PD Plan Process	X	-USD 281 Professional Development Plan is available in shared PDC Google Folder and in the documents section of usd281.com	Professional Development Council	Yes
PD Points	X	-USD 281 Professional Development Plan is available in shared PDC Google Folder and in the documents section of usd281.com	Professional Development Council	Yes
Staff PD Needs Assessments	X	Frontline Professional Growth	Professional Development Council	Yes

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 the PDC Chair and to all certified USD 281 staff. Types of communication may include survey results, professional learning agendas, and reminders to staff to enter individual professional learning activities in the Frontline Professional Growth system. Communication is shared via e-mail and building/district faculty meetings.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan 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 May of each school 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/Recorder 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-	Licensed Leader/Building Administrator/Designated Supervisor

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. 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-	Licensed Teacher/Building Representative
2nd-	Licensed Leader/Building Administrator
3rd-	Licensed Leader/District Administrator

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 Graham County USD 281 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 or PDC Chair at USD 281.

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.

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

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

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

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

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

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

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● 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

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

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
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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.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework.

Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

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](#)

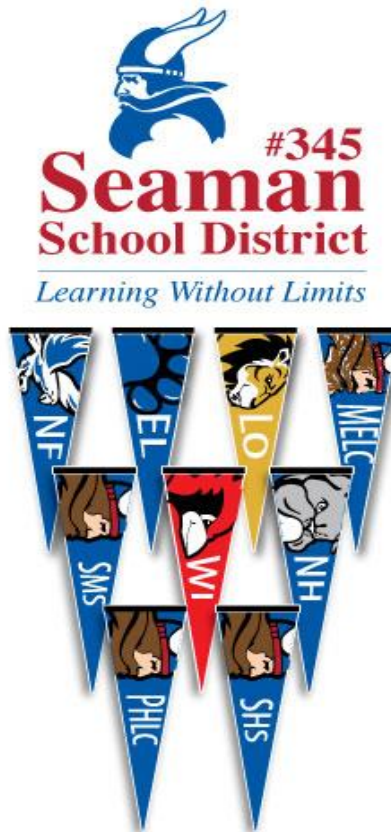
Seaman USD 345

Professional Development Plan

2024 – 2029

Adopted by the
Seaman Board of Education

May 13, 2024



Date Plan Approved by State Board of Education:

Date of Plan Expiration: 7/31/29

5-year Professional Development Plan Approval

The USD 345 Professional Development Council approved the following plan, at its meeting held on 9/24/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Megan Mussbaum
Signature

10/13/25
Date

PDC Member Signatures
Golen Yapp
Teresa Summers
Dustin Dwyer
Kim Catlin
Andy Berkeley
Isa Stulick
Camille Paradise
Deay Wall
Carrie Zygote
Cheryl
Erin Lewis
Karen DiLeonardo
Stephanie Davis
Rebecca Duvall
Ann Moore
Tina Hutson
Dawnna Street
S. Spahr
Hill
Emily Rudy
Tom R. Ward
Andrea Miller
Kendrick Cochran
Mark V.
Jackie Jones

Plan Updates & Amendments

[illegible]

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Section One

Professional Development Council (PDC)

1.1 Introduction

Mission & Purpose

Seaman USD 345 Mission Statement: Prepare each student for lifelong success through strong and healthy relationships, rigorous and relevant learning, and a responsive and caring culture that maximizes student talents, aspirations, and community contributions.

Professional Development

This handbook outlines the details of professional development for USD #345 educators.

- Teachers in Kansas renew teaching licenses by demonstrating continued professional growth.
Participation is NOT an option; it is required.
- Professional development points and college credits are recorded and tracked through Professional Learning. Licensed teachers are responsible for enrolling and completing the necessary documentation to receive points for professional development sessions and college credits.
- Teachers are responsible for keeping track of their own professional development points and seeking approval of an administrator for any activities not provided by the district. This includes getting pre-approval for college courses that will be used for professional development and relicensure.
- One hour of attendance at a professional development activity equals one point.
- One hour of college credit equals 20 points.
- All university transcripts MUST be kept on file in the district office. (An additional copy is needed for license renewal.)

District Professional Development Council

The Seaman District Professional Development Council (PDC) advises the administration and Board of Education in matters concerning staff development.

Mission & Purpose:

1. Assess the staff development needs of the district.
2. Develop and coordinate district staff development activities.
3. Provide the structure for tracking professional development activities.
4. Provide the structure for renewal of professional licensure.

Functions:

1. Communicates the importance and procedures of staff development to all district employees and patrons of the district.
2. Writes, coordinates, and administers this five-year 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.
3. Represents both certified teachers and administrators. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.
4. In addition to policies and procedures, the PDC develops and maintains a District Professional Development Plan that is approved by the local school board of education that meets the criteria established by the Kansas State Board. These criteria are:
 - a. Establishment of a professional development council
 - b. An assessment of staff development needs
 - c. Identification of goals and objectives
 - d. Identification of activities
 - e. Evaluative criteria
 - f. Procedures for awarding professional development points
5. Members of the PDC also participate in annual training related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

1.2 Membership

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

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

The Professional Development Council (PDC) is a representative group of licensed personnel which advises and informs the USD 345 Board of Education in matters concerning the planning, development, implementation, and operation of staff development opportunities each year. Throughout each year our PDC strives to provide professional development opportunities across all content areas to include effective teaching strategies, data dives, standards work, and social emotional well-being for staff and students. **KAR 91-1-217**

Members of the USD 345 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, or their replacement if they are resigning, 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.

- Vacancies will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair, or their replacement if they are resigning, is responsible for carrying out filling the vacant positions.
- Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit resignation in writing to all members at least one month before the effective date of resignation.
- Vacancies will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair, or their replacement if they are resigning, is responsible for carrying out filling the vacant positions.
- Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation.

1.21 Licensed Teacher Groups Represented:

Council Membership includes:

- 2 or more elementary teachers from each building
- 2 or more secondary teachers from each building
- View the [Current PDC Membership List](#)

Groups Represented	Number
<u>ELMONT ELEMENTARY (K-6)</u>	2+
<u>LOGAN ELEMENTARY (K-6)</u>	2+
<u>NORTH FAIRVIEW ELEMENTARY (K-6)</u>	2+
<u>NORTHERN HILLS ELEMENTARY (K-6)</u>	2+
<u>WEST INDIANOLA ELEMENTARY (K-6)</u>	2+

<u>MATHES EARLY LEARNING CENTER</u> (Preschool)	2+
<u>SEAMAN HIGH SCHOOL</u> (9-12)	2+
<u>SEAMAN MIDDLE SCHOOL</u> (7-8)	2+
<u>PLEASANT HILL LEARNING CAMPUS</u> (7-12)	2+
Total	18+

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

PDC Chair

How long is the term for a teacher/specialist PDC member?

All members will serve a 2-year term. The terms will run from August through May each year with June and July off.

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?

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

Building-based staff meeting

Who tallies/documents the selections? Principals

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

1.23 Licensed Leader Groups Represented:

Council Membership includes:

- 1 or more administrator from each building
- 1 or more central office administrators

Groups Represented	Number
<u>ELMONT ELEMENTARY</u> (K-6)	1+
<u>LOGAN ELEMENTARY</u> (K-6)	1+
<u>NORTH FAIRVIEW ELEMENTARY</u> (K-6)	1+
<u>NORTHERN HILLS ELEMENTARY</u> (K-6)	1+
<u>WEST INDIANOLA ELEMENTARY</u> (K-6)	1+
<u>MATHES EARLY LEARNING CENTER</u> (Preschool)	1+
<u>SEAMAN HIGH SCHOOL</u> (9-12)	1+

SEAMAN MIDDLE SCHOOL (7-8)	1+
PLEASANT HILL LEARNING CAMPUS (7-12)	1+
SEAMAN EDUCATION CENTER	1+
Total	10+

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? PDC Chair

How long is the term for a leader/administrator PDC member?

All members will serve a 2-year term. The terms will run from August through May each year with June and July off.

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?

The first full week of April of the end of the 2-year term.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

The chairperson will email the licensed staff to find new members willing to serve on the PDC.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

Building principals are the contact for providing this information.

Who tallies/documents the selections?

Principals/ Dir. Curr. And Instruction for SEC

Who reports the results to the PDC Chair or designee?

Principals/ Dir. Curr. And Instruction for SEC

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

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 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 345 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. Each member will annually attend an online or in person approved KSDE state-mandated professional development council training.

Upon completion of training, documentation of the training will be provided to the PDC Chair, who is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be kept on file with the Chair. 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.

The Professional Development Council will:

- Develop, revise, and implement the District Professional Development plan within the guidelines and criteria established by the KSDE every 5 years.

- Provide a yearly professional development needs assessment survey each year to develop professional development opportunities to support the plan.

1.50 Officers

How long is the term for PDC officers? The officers will serve a one-year term and can be re-elected.

If any, what are the term limits? N/A

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

In what month or timeframe are officers selected? The officers shall be elected at the first PDC meeting of the school year.

Officers of the Seaman District PDC

The officers shall be a chairperson and a co-chairperson ~~from both elementary and secondary~~. The officers shall be elected at the first meeting of the school year and will serve a one-year term and can be re-elected.

Professional Development Officer Duties

- A. Chairperson
 - a. Outline yearly Seaman District PDC tasks and timelines.
 - b. Arrange for the preparation and distribution of the agenda.
 - c. Preside at all regular meetings.
 - d. Record meeting minutes.
 - e. Call and preside at all special meetings.
 - f. Arrange for the evaluation of the Seaman District Professional Development Plan.
 - g. Sign all Professional Development Transcripts (or signed by co-chair.)
 - h. Attend KSDE yearly required PDC Training either in-person or online and provides training to those members that are not able to attend the meetings.
- B. Co-chairpersons (Up to 2)
 - a. Serve as chairperson(people) when the chairperson is absent.
 - b. Collaborate with the Chairperson on the development of meeting agendas.

Although not officers, Building PDC Representatives have the following duties:

- a. Approve all professional development credit, including college hours.
- b. Approve points for professional development.
- c. Submit completed Salary Movement Worksheets to the District PDC officers by a designated date in May each year. All Seaman District licensed staff are responsible for their own salary movement documentation. **The staff development year is June 1 – May 31.**
- d. Submit any building PDC appeals to the District PDC.

- e. Oversee communication and support of building staff in the completion of end of the year salary movement processes. Building PDC representatives will earn 3 service to the profession points for assisting staff with completing end-of-year salary movement procedures. The 3 points can be adjusted based on extenuating circumstances deemed necessary by the PDC chairperson.

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?

Meetings will be held as needed, but not less than quarterly. Agenda items for consideration by the PDC can be proposed by members of the PDC or licensed personnel of USD 345.

If there is no set schedule, how will a meeting be scheduled? What is the process for scheduling extra meetings, if needed? The chairperson or a majority of the District PDC may call special meetings with one week's notice.

Can meetings be online or electronically? Meetings will be held virtually unless otherwise noted.

Besides the PDC, who is expected or allowed to attend? Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.

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 51 % of the members listed on the current membership list, 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

- Meeting minutes will be available to licensed personnel and USD 345 Board Members.
 - Records of the PDC will be maintained on school property with the Chairperson.
 - Procedure for Maintaining Permanent Records:
 - Individual Professional Development Plan information and transcripts will be maintained in Professional Learning.
 - Professional Development transcripts are available through Professional Learning. They can also be requested through the Human Resources department. Each licensed staff member is expected to regularly examine their transcript and notify a PDC member of any corrections.
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: Professional Learning through Power School
 2. When are staff trained to use the system? August
 3. List the names of the forms used in the system for PDC activities and business:
External Credit Request- Teacher,
External Credit Request- Administrator,
External Credit Request- Paraprofessional,
Level 2- Application Request,
Level 3- Impact Request
Professional Learning (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	PDC Shared Google Drive	PDC Chair	Y
IPDP's	X	PowerSchool Professional Learning	PDC Members	Y
Meeting Minutes	X	PDC Shared Google Drive	PDC Chair	Y
Member Selection	X	PDC Shared Google Drive	PDC Chair	Y
Officer Selection	X	PDC Shared Google Drive	PDC Chair	Y
PD Plan Process	X	PDC Shared Google Drive	PDC Chair	Y
PD Points	X	PowerSchool Professional Learning	PDC Members	Y
Staff PD Needs Assessments	X	PDC Shared Google Drive	PDC Chair	Y

1.54 Communications

When appropriate, the following methods of communication will be followed:

- Informing staff members and the Board of Education on the feedback from professional development will be done by the Chair through email or another form of communication.
- The results of the feedback will be documented and kept on file with the PDC Chair to be used to determine future professional development needs.

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 at the first PDC meeting 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.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	Dir. Curr. And Instruction/Dir. Of Special Service

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. 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-	Dir. Curr. And Instruction/Dir. Of Special Service
3rd-	Building PDC Representatives

Direct Approval-For internal approvals, the PDC reviews and approves all PD activity points during PDC meetings.

Delegated Approval-For external providers, the PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver/s will keep the PDC informed of the progress and status of the types and amounts of PD points.

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.

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

The Human Resources Administrative Assistant 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 785-575-8602

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.



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

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

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

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

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● 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

As our PDC meets throughout the school year, we will continue to look at our goals and assess where we are at in meeting those goals through possible evaluative criteria such as, but not limited to:

- Verbal Feedback
- Written Reflections
- Staff Surveys

2.5 Reporting results of evaluation of in-service needs

When appropriate, the following methods of reporting will be followed:

- Informing staff members and the Board of Education on the feedback from professional development will be done by the Chair through email or another form of communication.
- The results of the feedback will be documented and kept on file with the PDC Chair to be used to determine future professional development needs

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 IPDP, once the staff signs it, from getting to the PDC for an approval decision.

All licensed staff will participate in the district professional development plan. All licensed staff in the state of Kansas will re-license using professional development points. All professional development points will be earned in the areas of Service to the Profession, Content Knowledge, or Professional Education.

The District Professional Development Plan (PDP) applies to licensed district personnel, substitute teachers, and other licensed educators residing in the District. (Appendix A contains helpful steps for educators developing their individual plans.)

Definition

A Professional Development Plan describes the professional development activities and studies to be completed during a specified period of time. The plan should focus on pedagogy, and content standards. Individual teachers and other licensed personnel complete professional development in collaboration with a designated supervisor. Individuals align their professional development with the school's results-based staff development plan in order to take advantage of the staff development provided by the school and/or district.

Identification of Goals and Objectives to Achieve Professional Needs

Individual, building and district needs may be identified, but not limited to, the following:

- Data collected from the annual needs assessment to address professional development for individual staff, building and district.
- Accreditation information provided by KSDE to determine professional development opportunities for the district.
- Strategic planning goals established by the building or district.
- KSDE required annual trainings.
- New curriculum adoptions as determined by the curriculum cycle.



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.

By the end of the day on September 30th, each individual will create or update their individual goals in the TalentEd Perform Platform to create their individual professional development plan (IDPD) (See Appendix A).

Individuals must have a District/Building Goal in their PDP. In addition to this goal, individuals must set one individual goal and are limited to no more than two. Goals must be entered and approved in the TalentEd Perform system by September 30 of each school year.

1. To determine your professional development goals, assess your needs. This process may be integrated into goal-setting and evaluation procedures with your supervisor.
2. Goals must be SMART goals:
 - Specific
 - Measureable
 - Attainable
 - Results-oriented
 - Time-bound

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.
- The individual's designated supervisor will work collaboratively with the individual to:
 - Review goals and update goals if needed.
 - Discuss professional development needs to meet the goals.
 - Submit and sign the IPDP electronically.
 - IPDPs are considered approved upon the addition of the supervisor's signature.

Collaboration with a supervisor also provides an opportunity to assess individual needs. Through the goal setting process identified above, individual professional development needs should be identified and a clear plan for accomplishing those needs be established within the IPDP.

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:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable
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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.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

Content Knowledge and Professional Education activities may be taken to Application and Impact. Service to the Profession activities may not.

LEVEL 1- KNOWLEDGE

Points awarded at **one** PD point per clock-hour of in-service education or service to the profession.

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

An individual does not need to earn Knowledge level during the same licensure period that Application or Impact level points are earned.

ASK	What do you know now that you did not know before?
VERIFICATION	● Description of the key elements of the staff development ● Written personal reflections ● Pre- and post-assessments of the individual's learning ● Written outline of most important aspects of staff development sessions

LEVEL 2- APPLICATION

Points awarded based on the demonstrated Application of the information gained at the Knowledge level and for which **two** times the Knowledge level points are awarded.

ASK	What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?
VERIFICATION	● Lesson plans from at least one semester ● Pre- and post-samples of student work over at least one semester ● Journals, portfolios, or other artifacts over at least one semester ● Practice with feedback from a trained peer coach or supervisor that takes place over at least one semester ● Video or audio recordings made at several intervals over at least one semester

LEVEL 3- IMPACT

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which **three** times the knowledge level points are awarded.

ASK	How has student performance improved? What has positively changed about the program?
VERIFICATION	● Evidence of improved student academic achievement over a period of at least one semester ● Documentation of positive changes in related students' behaviors of a period of at least one semester (examples: improved attendance, higher homework completion rates, decreased dropout rate) ● Documentation of related district or school policy changes ● Revision of district, grade level, or content area curriculum ● Evidence of Application (Level 2) activities by other teachers

Licenses in the State of Kansas

- A. The State Department of Education requires teachers to document continued professional growth to renew their license. Teachers use college credit hours and/or professional development points to renew their license. Every teacher must have a Professional Development Plan on file with their district to receive points for college credit and/or professional development activities.
- B. You may renew your license up to six months prior to the expiration date. You can check the expiration date of your license by looking at a printed copy of your current license or online at www.ksde.org; go to “Teaching & Learning” and then choose “Educator License.”
- C. The professional development points being used for renewal must have been 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.
- D. Requirements for renewing a teacher license can vary widely. You must view your own license to determine what your situation is.
- E. One item you will need is a professional development transcript. Starting at 6 months before your license expires, you should begin the license renewal process with KSDE.

Earning Professional Development Points for Licensure Renewal

- 1. Expand your knowledge and skills by participating in workshops, study groups, college courses, completing action research, etc.
- 2. All certified teachers can receive points for attending any KNEA conferences and workshops. A points request form in Professional Learning can be submitted.
- 3. Microcredentials, webinars and other types of online learning modules must be pre-approved in Professional Learning.
- 4. Submit your documentation (out of district activities only) for Knowledge Level points to your Building PDC, and verify in Professional Learning that you have gained Content Knowledge, Professional Education, or Service to the Profession.
 - Although certificates issued by agencies and organizations providing workshops and other professional development activities may contain a specific number of points earned, those numbers may not reflect our district rule of thumb and may need to be adjusted.
1 contact hour = 1 point
 - Content Knowledge = activities that deal with a specific curriculum content area
 - Professional Education Standards = activities that deal with generic instructional or pedagogical strategies that could apply to any grade level or content area.
 - Service to the Profession = activities that cannot be carried on to application and impact, yet improve our professional growth. Examples would include accreditation committees, curriculum development work, grade level meetings, textbook adoption committees. Service to the Profession does not include extracurricular activities. For example, attending a coaching clinic as a social studies teacher does not qualify as Service to the Profession.

5. If you so choose, you may expand on Knowledge Points earned by applying what was learned to earn Application Points. Service to the Profession activities cannot be taken to Application. Your building level PDC members (teachers and principal) have the necessary form and will assist you in completing the form. Your building principal must approve your activity and its documentation.
6. After earning Application Points, a teacher may decide to document the impact on student learning of what was learned and used in the classroom. The Impact Points form is available from your Building PDC. Your building principal must approve your activity and its documentation. After your Building PDC has reviewed and approved your materials, then forward all materials to the District PDC for approval. You may be asked to meet with the District PDC to discuss your Application and Impact Levels.
7. Only activities pre-approved by the Building PDC will be accepted for points. Activities entered by a district or building administrator are considered to be pre-approved. Documentation must be provided for out-of-district activities.
8. For accounting purposes, 16-45 minutes past the hour will round to the ½ hour, and 46-59 minutes past the hour will round to the next hour.
9. Licensed staff may receive one (1) point per hour for supervising a full-time student teacher or intern. And documenting a weekly meeting spent giving feedback and reflecting upon the experience These weekly meetings must be documented on this Student Teacher Documentation Form and submitted within an external credit request on Professional Learning
10. Licensed staff who supervise a part-time intern, practicum student, or Exploring Teaching II student may receive a one PD point for every hour that the intern or practicum student is with the staff member, if a meeting for feedback and reflection is documented.
11. All certified teachers will earn points for any online mentoring programs. A points request form in Professional Learning can be submitted.
12. Licensed staff who facilitate or present at an in-service activity, workshop or staff meeting shall receive one PD point for each hour, in addition to the points earned for each hour of attendance. When signing the attendance document notate if you were a facilitator or presenter and the amount of time engaged. (Appendix C contains examples.)
13. The plan year for earning points is June 1 through May 31 of each academic year.
14. All certified teachers will receive points for presenting to educators outside of our district. A points request form in Professional Learning can be submitted.
15. All certified teachers will receive points for presenting on the same topic more than once at an out of district in-service or in district in-service. A points request form in Professional Learning can be submitted.
16. All certified teachers will earn points for serving on another district's accreditation team. A points request form in Professional Learning can be submitted.
17. All certified teachers will not get points for summer teaching internships.
18. All certified teachers will not earn points to supervise during club and activity times.
19. Newly employed teachers will earn points for attending our district's activities.
20. All certified teachers will **not** earn points for the time spent reading at home when they are assigned the reading as part of an administrator led book study.
21. All summer activities, classes, in-services, and conferences are to be submitted into Professional Learning by September 30 in order to receive points.

Additional Guidelines for College Credit Hours/Graduate Coursework

- A. It is the responsibility of the individual to obtain pre-approval from the building principal for all college courses, including those that are online. Pre-approval can be obtained by submitting an External Credit Request in Professional Learning. All college courses must be in the individual's teaching field or part of the district or building goals. Each course must be listed as part of your individual professional development plan.
- B. All credit hours must be earned through a regionally accredited college or university. As the building principal goes through the process of reviewing and approving college courses for his/her staff, the accreditation status of the institution where proposed credit is to be completed must be a checkpoint.
- C. Individual courses do not have to be pre-approved each semester if the teacher is completing courses which are a part of an approved program. An approved program means the set of coursework that an individual is completing in order to achieve a new teaching, school specialist, or leadership endorsement.
- D. All university transcripts must be kept on file at Seaman Education Center with the Human Resources department. Have official transcripts sent to the SEC at least once each year that any college credits are earned.
- E. The cut-off date for points earned and the cut-off date for college credits earned for salary movement are **not** the same date. College credits earned during the summer will be counted towards salary movement that year. The deadline to have summer college courses entered in Professional Learning and course transcripts sent to the Human Resource department is August 30th of each year. Non-college credit professional development points earned in the summer will not count until the school year after that.

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.

USD 345 uses professional development points for the purposes of renewing a license as well as for movement on the salary schedule. For more information, please refer to the Negotiated Agreement.

Earning Professional Development Points for Salary Movement

1. Licensed staff may receive one (1) point per week for supervising a full-time student teacher or intern. Documenting a weekly meeting spent giving feedback and reflecting upon the experience allows the staff member to receive an additional point per week for a total of two (2) points per week for a full-time student teacher or intern. These weekly meetings must be documented on this Student Teacher Documentation Form and submitted within an external credit request on Professional Learning. This is the ONLY Service to the Profession activity where points for salary movement can be accrued beyond 20 points during one academic year.
2. The plan year for earning points is June 1 through May 31 of each academic year. **The cut off for salary movement points is May 31 of each year.**
3. The district will not place a cap on the total number of points a person can earn from professional education and content knowledge towards salary movement in any one academic year from June 1 to May 31. There is a 60 point cap on service to the profession with only 20 points allowed from each category within service to the profession.
4. All certified teachers will not get points for summer teaching internships.
5. All certified teachers will not get points for activities they are paid to do.
6. Newly employed teachers will not receive points towards salary movement for activities they attend the summer before they officially (they are contracted but official start is not until August 1) are employed when attending another district's activities. They will earn points for attending our district's activities.
7. All certified teachers who complete a master's degree can use professional development points accumulated before the completion of that degree to move across the salary schedule in the following years.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often

advertise as ‘fast, cheap, and easy’ and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

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

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

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

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

Glossary

Content Endorsement – Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License.

Education Agency – A public school district, accredited nonpublic school, area professional development center or institution of postsecondary education authorized to award academic degrees, the Kansas State Department of education and any other organization that serves school districts.

Individual Professional Development Plan – A Plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan. (IPDP)

Individual Professional Development Transcript – A record of an individual's professional development that is signed by the individual and the PDC Chairperson prior to being submitted to the Kansas State Department of Education for purposed of licensure renewal.

Kansas Department of Education – The staff that administers education policies set by the State Board of Education and the Kansas Legislature. The commissioner of Education serves as the executive officer of the department.

Licensure – The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed professional.

Microcredentials - Mini-degrees or certifications in a specific topic area.

Non-contractual time - Periods of time during which an employee is not under a contractual obligation to perform services.

Professional development – Continuous learning that is based on individual needs and meets both of the following criteria (1) It 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) It positively impacts the individual or the individual's students, school, or school district.

Professional development plan – A detailed program for provision of a school district's or education agency's staff development.

Professional development point – One clock hour of professional development education. One semester hour of college credit counts as 20 professional development points.

Professional education standards – Those standards adopted by the Kansas state board that specify the

knowledge, competencies and skills necessary to perform in a particular education role or position.

SMART Goals – SMART is an acronym that describes goals that are Specific, Measurable, Attainable (or achievable), Results Oriented, and Time-Bound.

Staff development – 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.

Appendix A- Action Steps in Developing an Individual Professional Development Plan

You wouldn't dream of walking into a classroom without any idea what you want to accomplish. Why treat your own learning any differently? A plan with explicit goals provides structure for your learning. Use the following steps to develop your personal Professional Development Plan.

Step 1 : Review the components of good professional development.				
It addresses individual needs to improve practice, but it balances those needs with the needs of the students, school, and district.	It focuses on improving student learning as the overall goal of professional development, and it connects the educator's individual goals to demonstrated student needs.	It reflects school district, and/or state education initiatives.	It includes reflection as a part of the individual's learning and growth.	It includes documentation of the outcomes of the professional development activities.
Step 2: Ask yourself these questions to clarify your goals and begin planning.				
What do I want all my students to know or do as a result of my teaching? How will I judge the quality of my students' work? How does my practice impact student achievement? Based on data, what do I know about my students' needs? How do my schools' goals and improvement plan impact my goals? How can I work with others to address my goals? How can I improve or strengthen my practice? How will I know I have accomplished my goals? What will I do when my students don't demonstrate mastery? How can I embed the professional development strategies I choose into my classroom day?				
Step 3: Use Professional Learning to develop your plan.				
Step 4: Decide on the activities or strategies you will include in your plan to accomplish your goal(s).				
As you select activities, bear in mind that your plan should not be built around attending one-hour in-services with little or no follow-up. According to research, your professional development should be: focused on student learning, job-embedded, continuous and on-going, and include evaluation. In addition, research indicates that working with others will enhance our learning and promote lasting improvement and change in your school. A few of the many activities or strategies that you might consider: *Get involved in lesson study, *Conduct action research, *Find a coach or be a coach, *Do professional reading, *Keep a log or journal, *Get involved with a professional organization, *Learn to use new technology				
Step 5: Evaluate your plan				
Ask yourself the following questions: *Do the goals and the plan reflect your needs as well as your students', the building's, and the district's?, *Does your plan reflect new learning and growth, not just time and effort?, *Are your goals SMART?, *Have you used data to determine your goals? *Does your plan reflect how students achievement will be enhanced?, *Do you include collaborative activities in your plan?, *Does your plan include reflection on the outcomes and appropriate adjustment?, *Have you included methods of assessment?, *Have you identified evidence that you will gather?				
Step 6: Reflect early and often.				
Don't wait until you're finished with the activities included in your plan to reflect on how you are doing. Consider keeping a log or journal, finding another teacher to act as a reflective partner, or participating in an online discussion group.				
Step 7: Consider creating a portfolio of your accomplishments.				
You will personally benefit from collecting evidence of the activities that you've undertaken. Your portfolio should be organized, clearly connected to your plan, include your best materials and include a reflective piece that articulates your learning.				

Adapted from the planning tool By Your Own Design, a website developed by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC).

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

2025 - 2030



Herington Schools
USD 487

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The USD 487 Professional Development Council approved the following plan, at its meeting held on 10/15/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  10/15/2025
Signature Date

The USD 487 Board of Education approved the following plan, at its meeting held on October 20, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: 
Signature

10/20/25
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The Professional Development Council, referred to as PDC from here on, is a representative group of certified staff at USD 487 that collaborates with administration and local Board of Education in matters concerning the planning, development, and operations of the Professional Development Plan. The council members are responsible for approval/disapproval of professional development points for licensure renewal and salary movement.

The PDC develops and maintains a District Professional Development Plan that is approved by the USD 487 School Board of Education, and that 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 developmental needs;
- 3) Identification of goals and objectives;
- 4) Identification of activities;
- 5) Evaluative criteria;
- 6) Procedures 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 487 PDC are staff who are licensed teachers and/or leaders. The PDC consists of one teacher representative from each building across the district and one administrative representative. Teacher members are chosen on a volunteer basis for the group they represent; administrators are represented by the Superintendent. The PDC will have as many or more teachers on it as administrators 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:

USD 487 Groups Represented	Number
Elementary School (Pre-K - 5)	1
Middle School (6 - 8)	1
High School (9-12)	1
Total	3

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

The PDC chair oversees this process.

How long is the term for a teacher/specialist PDC member? During the current PD Plan cycle- 8/1/2025-7/31/25.

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?

This is done in the Spring.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

Nominations (and volunteers) can be submitted to the PDC chair.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

A Google form is used.

Who tallies the selections? The PDC Chair tallies the selection.

Who reports the results to the PDC Chair?

N/A. The PDC Chair will inform the Superintendent.

1.23 Licensed Leader Groups Represented:

USD 487 Groups Represented	Number
District Wide	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

The Superintendent oversees this.

How long is the term for a leader/administrator PDC member? During the current PD Plan cycle- 8/1/2025-7/31/25.

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?
This is done in the Spring.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Nominations (and volunteers) can be submitted to the Superintendent.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
A Google form is used.

Who tallies the selections? The Superintendent tallies the selection.

Who reports the results to the PDC Chair? The Superintendent reports the results.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

{b} Each council shall have the following responsibilities:

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

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

USD 487 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 superintendent 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 with the training organization. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to the District Leadership Team (DLT), 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? During the current PD Plan cycle-8/1/2025-7/31/25.

If any, what are the term limits? N/A

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

In what month or timeframe are officers selected? Selection is in the spring.

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? Positions are filled before the end of the school year.

Officer Title: Chairperson

Duties:

1. Provide refresher training to all staff at the beginning of each school year.
2. Prepare and share meeting agenda prior to each meeting.
3. Preside at quarterly meetings.
4. Call and preside at special meetings.
5. Receive all resignations from the PDC.
6. Communicate deadlines to all certified staff.
7. Be available to all buildings for questions and concerns.

Officer Title: Secretary

Duties:

1. Record minutes of all meetings.
2. Share minutes through district Google Drive.

Although not an officer position, District Administrator Representative will provide the following PDC functions:

~~Duties:~~

1. Distribute PDC surveys to all staff each Spring.
2. Collect and report survey results to PDC and all certified staff.
3. Create a PD calendar with the superintendent for each school year.

1.51 Meetings

In what months does the PDC operate? The PDC meets quarterly beginning in August.

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? Meetings are quarterly, but additional meetings may be called.

If there is no set schedule, how will a meeting be scheduled? The PDC Chairperson will email the PDC members and schedule a meeting when everyone can attend.

What is the process for scheduling extra meetings if needed? The PDC Chairperson will email the PDC members and schedule a meeting when everyone can attend.

Can meetings be online or electronically? Meetings have not been online, but could be.

Besides the PDC, who is expected or allowed to attend? USD 487 administrators and teachers are allowed to attend.

1.52 Decision Making

To call for, conduct, and document PDC voting for PD Points, IPDP'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 3 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.

1.53 Documentation

1. Name of electronic documentation management system used to create and maintain PDC documentation. Frontline Education
2. When are staff trained to use the system? Staff are trained during an in-service at the beginning of each school year.
3. List the names of the forms used in the system for PDC activities and business: Staff Development Plan, Conference/Workshop, Log Form, College Credit, and Application Level
4. If all forms are paper or self-created forms, they should be included in the appendix. N/A

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	Email & Google Docs	Chair & Secretary	Y
IPDP's	X	Frontline Education	Building Admin and PD Representative	Y
Meeting Minutes	X	Google Docs	Secretary	Y
Member Selection	X		PDC Chair & Superintendent	Y
Officer Selection				
PD Plan Process	X	Frontline Education	Building administrator	Y
PD Points		Frontline	Building	Y

	X	Education	Representative	
Staff PD Needs Assessments	X	Google Forms	Administrator Liaison	N

1.54 Communications

As often as possible, the PDC Chair represents the Professional 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 the PDC Chair and to the DLT.

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 USD 487 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 May 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 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.

Individual Professional Development Plans

Sequence of Approval before final PDC Approval	Position/Title of Approver
1st-	Building Administrators/Designated Supervisors
2nd-	Building PDC Representative – Building Staff PDC Chair -Administrators

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. 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-	Screening- Building Principals for building staff Superintendent for building administrators PDC Chair for Superintendent
2nd-	Building PDC Representative—building staff PDC Chair-Administrators

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver/s will keep the PDC informed of the progress and status of the types and amounts of PD points.

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.

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

The Superintendent 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 superintendent at 19 N. Broadway, Herington, KS 67449, (785) 258-2263.

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.

Section Two

The District/System Professional Development Plan

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

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

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

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

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

[Kansas Education Systems Accreditation \(KESA\) Resources](#)

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

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

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

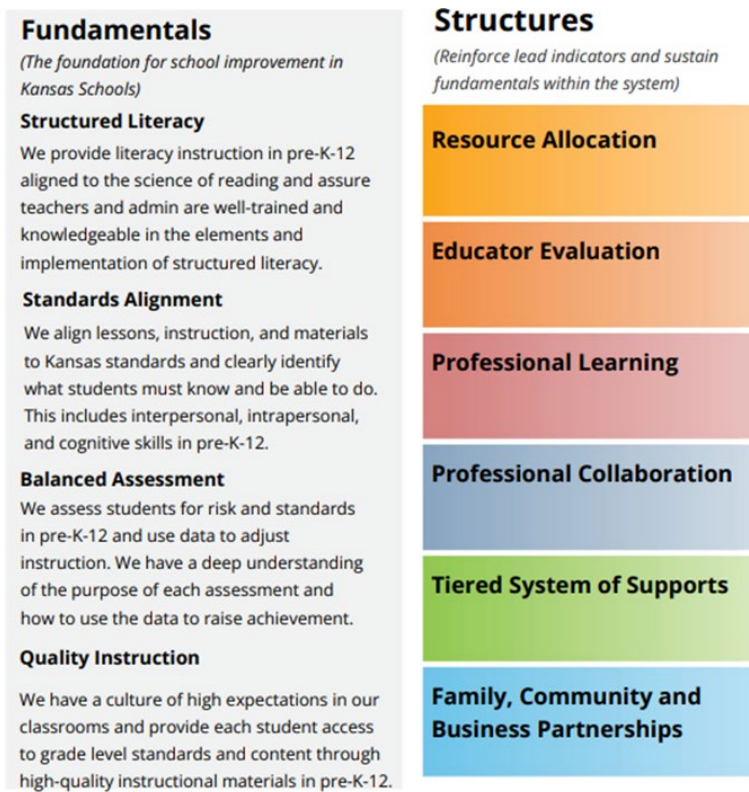
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP’s for Professional Learning include the following:

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

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

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

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

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

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● 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

In-service needs are reported to the Board of Education and become part of the Needs Assessment that drives the development of the budget.

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 the 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.



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable
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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 them 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.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. **Regulation 91-1-205(b)(3)(F)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Independence Bible School
Z0009

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The Independence Bible School Professional Development Council approved the following plan, at its meeting held on 9/22/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Muanda Allen
Signature

9/22/25
Date

The Independence Bible School Board of Education approved the following plan, at its meeting held on 9/22/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: [Signature]
Signature

09-22-2025
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Vision Statement: Independence Bible School is where Christian youth are taught to promote the highest principles of Christian leadership, self discipline, individual responsibility, personal integrity, and good citizenship.

Mission Statement: Independence Bible School prepares all students to achieve college, career, and life readiness through an innovative and rigorous Christian world-view educational experience.

Shared Beliefs: Our shared beliefs include student success, safety and belonging, family and community collaboration, visionary leadership, civic engagement, equity and diversity.

Long-Term Goals

- Increase the high school graduation rate
- Increase the school attendance rate???
- Increase school-wide reading and math proficiency
- Increase the percentage of post-secondary student success rate
- Ensure that schools are trusted as safe places by students, parents, staff and community

INTRODUCTION

The Professional Development Council (PDC) is a representative group of Independence Bible School 2009 certified personnel which collaborates with administration and the Board of Education in matters concerning the planning, development, and operations of the Professional Development Plan.

The Mission

The mission of the Independence Bible School Staff Development Program is to improve student learning by promoting continuous personal and professional growth of all staff.

Beliefs

Independence Bible School District believes:

1. Effective staff development has a positive impact on the development of the student.
2. Continuous professional improvement through staff development is a responsibility of all staff.
3. Staff development is one means by which the district accomplishes its mission and goals.
4. Successful staff development fosters constructive change.
5. An effective staff development program allows our buildings' mission/goals to be accomplished in harmony.
6. Effective staff development occurs when appropriate resources are made available.
7. Effective staff development requires planning, implementation, and continuous evaluation at the individual and district levels.

Staff Development Education Goals/Priorities

The essential goal of the District's Staff Development Education Program is that of ensuring continuing improvement and enhancement of the programs of instruction. The main goal is that of providing the opportunity and material resources that make it possible for certified staff to constructively engage in activities that lead to both advancement of the instructional programs and advancement of the professional skill and knowledge of its classroom teachers.

This vision shall be governed by the Professional Development Council (PDC). The PDC represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers outnumber leadership, but leadership cannot outnumber teachers. The PDC consists of 4 members and follows the Operational Procedures outlined

later in the document.

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

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that is approved by the USD 20009 School Board of Education, and that 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 developmental needs;
- 3) Identification of goals and objectives;
- 4) Identification of activities;
- 5) Evaluative criteria;
- 6) Procedures 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 Independence Bible School 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

1. Membership of the Council will consist of 4 members including:
 - a. One certified teacher from Elementary School.
 - b. One certified teacher from Middle/Junior High School.
 - c. One certified teacher from High School.
 - d. One administrator.

2. Selection of Membership

Council members will be selected by their respective groups by Spring Break for the succeeding term beginning May 1. The administrator of each building shall send out an inquiry for volunteers to fill each position needed. A staff meeting will be held by the respective group to vote for its representative. The administrator will serve on the committee. Newly elected members will attend meetings as non-voting members until their term begins. Should a vacancy occur prior to the end of a term, the respective group will use the above process to select a replacement to complete the unexpired term within 30 calendar days after the vacancy occurs.

3. Rotation of Membership

All council members will serve a three-year staggered rotation term with the exception of the administrator who will continue to serve. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in paragraph 1 of step 2 (Selection of Membership).

4. Resignations and Replacement Members

A member of the Council may resign membership at any time. A letter of resignation will be submitted to the Council chairperson at least one regular meeting prior to the effective date of the resignation. The resigning member's constituency shall then be notified immediately by the Council. Any vacancies will be filled according to the selection procedure stated above.

Operational Procedures

1. Resignation from the PDC

- a. Any member may resign from office at any time, provided a letter of resignation is submitted to the PDC.

2. PDC Vacancies

- a. Upon the resignation or removal of any Professional Development Council Member, a special election shall immediately be held according to the procedures outlined above.

The Current Members of the USD Professional Development Council are:

Name	Position	Representing	Term
Miranda Allen	7-12 Math Teacher <i>Chairperson</i>	High School	2024 - 2025
Matthew Brewer	Administrator	District	2024 - death
Becca Clifton	Middle school/ 9 & 10 Science	Middle School	2024 - 2026
Tricia Morford	1st & 2nd	Elementary	2024 - 2027

1.21 Licensed Teacher Groups Represented:

Groups Represented	Year Term Begins	Number
Elementary	2026	1
Middle School	2025	1
High School	2024	1
System Office	2023	1
Total		4

1.22 Licensed Teacher Group Selection Process:

Teachers select their PDC representatives in the spring before the next school year. Each group representative will serve a two-year term, and each term is staggered. When it is time for a group to select its representative, it will split itself from the other groups at one of the staff meetings and discuss and choose who its PDC representative will be.

1.23 Licensed Leader Groups Represented: N/A

1.24 Licensed Leader Group Selection Process: N/A

1.25 (Optional) 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 may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1. Complete annual PDC training
2. Determine professional development needs and plans for certified staff
3. Develop and maintain a district professional development 5 year plan (submit to state board by August 1 of the year it goes into effect)
4. Commitment and contributions to the mission and goals of the school District
5. Demonstration of leadership in the classroom, school and profession
6. Participation in professional learning
7. Deepening content knowledge KAR 91-1-217.
8. Effective and purposeful collaboration
9. Communication with all stakeholders
10. Professional self-reflection and evaluation

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 Independence Bible School 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 PDP Toolbox or PDC Google Drive. PDC members are eligible to earn one PD point for each clock hour they

serve on the council during their license period.

1.5 Operational Procedures

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

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

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

1.50 Officers

The PDC will select its officers at its Spring meeting every year.

Chair Duties:

- Schedule meetings
- Facilitate meetings
- Sets the Agenda

Secretary Duties:

- PD Transcripts
- Document collection and storage
- Meeting minutes

1.51 Meetings

The PDC will meet four times during the academic year. Members and licensed staff may attend. Additional meetings may be set by the Chair as needed and may be held electronically.

PDC Meetings: The PDC will meet once each quarter during district late start dates

September:

Review/approve IPDPs for all staff members
Discuss upcoming district PD dates/plans

November:

Review PD Needs Assessment Results
Review district mission statement & strategic goals

Review 1st Quarter PD Activity Evaluations

Discuss upcoming district PD dates/plans

February:

Review/revise PD Needs Assessment and email to certified staff

Results stored in PDC Shared Drive

Review 2nd Quarter PD Activity Evaluations

Review/revise district 5 Year PD Plan

Discuss upcoming district PD dates/plans

April:

Notify certified staff of any vacancies on the PDC and email PDC Volunteer Form to eligible staff members

Elect PDC Chairperson for following school year

Review 3rd & 4th Quarter PD Activity Evaluations

Revise PD Goals for following school year

Discuss upcoming district PD dates/plans

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

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: N/A

2. When are staff trained to use the system? N/A

3. List the names of the forms used in the system for PDC activities and business: N/A

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	Google Drive	secretary	Y
IPDP's	X	Google Drive <u>IPDP Form</u>	Individual Teachers	Y
Meeting Minutes	N/A			
Member Selection	X	PD Plan <u>PDC Membership Volunteer Form</u>	secretary	Y
Officer Selection	X	PD Plan	secretary	Y
PD Plan Process	X	PD Plan	secretary	Y
PD Points	X	Google Drive	PDC	Y
Staff PD Needs Assessments	X	Google Drive <u>PD Needs Assessment</u>	Individual Teachers	Y

1.54 Communications

Staff communicates with a group text and through weekly meetings. PDC Chair will relay any information about PDC business to the Board of Education, when needed.

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 Independence Bible School 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 below.

The 5 Year PD Plan (including PD Goals) will be reviewed and revised during the 3rd and 4th quarter PDC meetings. These changes should be driven by the evaluation of PD goals, activities, and evaluations. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the 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.

Individual Professional Development Plans

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may 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

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. All decisions about the type and amount of PD points that the PDC awards are final.

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, the Independence Bible School does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal and will refer all non-employees to the local public school district.

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

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

Professional development should center around the following KESA Outcomes:

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

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action

plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

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

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development. The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

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

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize

the most critical high-leverage actions through

collaborative conversations around the responses to guided reflective questions.

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

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

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

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

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

2.5 Reporting results of evaluation of in-service needs

Reporting results of evaluation of in-service needs. Results of the evaluation will be reviewed by the PDC and shared with the DLT. The PDC Chairperson will share these results during the April DLT meeting each year.

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 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. The Independence Bible School 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.

Each certified employee should develop an Individual Professional Development Plan to be placed in the PDC Google Drive

- **Procedures:** The Director of Learning Services will review the procedures listed below with all certified staff during August In-Service each year.
 - My Professional Goal Profile
 - Updated each August
 - Personal Goals
 - Updated each August
 - Should include at least 3 active goals
 - Long Range Individual Professional Development Plan Form
 - Updated each August
- **Goals Selection**
 - Consider your needs in relation to the Profession and Position
 - Consider your needs in relation to licensure renewal
 - Consider your needs in relation to district and building goals
 - Consider your needs in relation to your own professional growth as an educator
 - Collaborate with your direct supervisor to determine professional development learning goals by September 15th of each year
 - Include goals/activities related to one or more of the following:
 - Content endorsement standards as adopted by the state board
 - Professional education standards as adopted by the state board
 - Service to the profession
- **Plan Implementation**
 - Begin to implement your learning plan by participating in relevant learning opportunities designed to help you meet your goals. Touch base with your PDC representative and/or building principal, as needed, for help in selecting appropriate learning activities.
- **Reflect**
 - Reflect upon your progress in meeting your goals while completing self-evaluations in Google Drive. Your principal will contact you about your progress routinely.

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Learning = 3 Xs Level I points

Verification required may include one of the following:

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

Levels/Categories	Evidence	Sample Activities	Points
Knowledge <i>What do you know now that you did not know before?</i>	Participation in activities that gives participants new knowledge/skill about content and/or professional practices.	*Attendance at a workshop or conference *Observation in a classroom *Student Group/Book Study *Reading professional journal *Committee work (service to profession only)	*1 clock-hour of Inservice education or service to the profession=1 PD point *1 college semester hour credit = 20 PD points
Application <i>What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?</i>	Evidence that results from application of the skill/content acquired at the knowledge level	*Sharing your new knowledge with colleagues (names needed) *Teaching the new knowledge to at least one other colleague (names needed) *Using the new knowledge in a lesson with your students (supervisor observation needed) *Having a colleague observe and give feedback on your use of the knowledge in a lesson with your students	*2X Knowledge Level Points
Impact <i>How has student performance improved? What has positively changed about the program?</i>	Evidence and/or artifacts that demonstrate a positive impact on students learning or educational program or policy.	*Samples of student work, rubrics, assessments *Observation by peer/administrators of lesson *Student pre/post data, plans, project *Reflection writings *Student products via technology *Evaluation data collected	*3X Knowledge Level Points

- Professional Development points will be awarded at the rate of 1 point per 1 clock-hours of in-service education
 - Points can be earned for the following:
 - Trainings, workshops, and other professional development activities, etc.
 - PDC Chairperson will add these activities to Google Drive under District Catalog
 - Certified staff members are responsible for logging in to Google Drive and completing a reflection on the activity
 - Certified staff members are responsible for completing the evaluation sheet after the PD activity

- PDC Chairperson will confirm attendance and award the PD points to each attendee.
- Individual Professional Development Activities
 - Certified staff can request to attend professional development activities
 - Individual Professional Development Activity requests should be submitted to the PDC
 - Individual Professional Development Activities should align with the individual's Long Range IPDP
 - Requests will be reviewed by the PDC for approval
- Professional Development points will be awarded at the rate of 2 points per 1 clock-hours of in-service education if knowledge gained through the activity is applied. (see chart on page 15)
 - Application of content should be verified through observation by the individual's direct supervisor. Verification of application should be submitted in writing to the PDC Chairperson
- Professional Development points will be awarded at the rate of 3 points per 1 clock-hours of in-services education if knowledge gained through the activity is applied and positively impacts student's performance. (see chart on page 15)
 - Application of content and positive impact on student performance should be observed by the individual's direct supervisor. Verification should be submitted in writing to the PDC Chairperson.

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

development council.

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be

appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

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

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](#)

Appendix A

Click on the link below to see Google Form

[Professional Development Activity Evaluation](#)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 d.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the waiver list.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0115	Nemaha Central	Kinsey	Scott	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0202	Turner-Kansas City	Adamaris	Toledo Rodriguez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	Lewis	Renegar	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	Trienke	Nez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0204	Bonner Springs	Jesse	Smallwood	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0204	Bonner Springs	Amanda	Ahlers	Gifted	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0204	Bonner Springs	Kayla	Bruce	High Incidence Special Education	Approved**	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (K-6)
D0234	Fort Scott	Andrew	Doherty	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Kendall	Bowles	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION UNIFIED (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0240	Twin Valley	Clayton	Reed	Agriculture - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0258	Humboldt	Shayla	Robinson	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Brooke	Belt	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Teayanise	Guiden	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6); LOW-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Kristie	Eberl	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)

D0259	Wichita	Ollie	McCoy	High Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Chrystal	Reeves	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Rena	Sosa	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Beverly	Yowell	English as a Second Language	Approved	ART (PRK-12); ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Kaylie	Frazee	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Lea	Clubb	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Bradford	Means	English as a Second Language	Approved	MATHEMATICS (6-12)
D0259	Wichita	Lisa	DeVore	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12); FRENCH (7-12)
D0259	Wichita	Caleb	Linkous	English as a Second Language	Approved	VOCAL MUSIC (PRK-12)
D0259	Wichita	Sylvia	Salgado	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Elizabeth	Towne	English as a Second Language	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Madeline	Crawford	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Molly	Pourhussin	English as a Second Language	Approved	ADAPTIVE SPECIAL EDUCATION (PRK-12); DEAF OR HARD OF HEARING (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); SPED ENGLISH LANGUAGE ARTS (PRK-12)
D0259	Wichita	Jennifer	Morgan	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Alexis	Rule	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Jillian	Smith	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); MATHEMATICS (5-8)
D0259	Wichita	Chantel	Boulds	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6); LOW-INCIDENCE SPECIAL EDUCATION (6-12); LOW-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Angela	McCullough	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)

D0259	Wichita	Mackenzie	Walsh	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Jessica	Holdt	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Carrie	Harding	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Katie	Brooks	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Yadira	Viscarra	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Kay	Meyer	English as a Second Language	Approved	EARLY CHILDHOOD EDUCATION (EC-EC); EARLY CHILDHOOD HANDICAPPED (EC-EC); ELEMENTARY (K-9)
D0259	Wichita	Marcie	Sawyer	English as a Second Language	Approved*	ELEMENTARY (K-9); ENGLISH LANGUAGE ARTS (5-8); LIBRARY MEDIA (PRK-12)
D0259	Wichita	Cammi	Schuyler	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Lorie	Francisco	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Jonathan	Albers	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); PSYCHOLOGY (6-12)
D0259	Wichita	Jacquelyn	Helmerts	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Raymond	Luman	English as a Second Language	Approved	MATHEMATICS (6-12)
D0259	Wichita	Tiffany	Rimer	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Josephine	Schmitz	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Sarah	Elsukar	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12); GIFTED (PRK-12)
D0259	Wichita	Chloe	McKenzie-Hays	English as a Second Language	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Kaitlyn	Johnson	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Erika	Hoag	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Jessica	Arbuckle	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)

D0259	Wichita	Anna	Gentry	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Jennifer	Sissell	English as a Second Language	Approved	SPANISH (7-12)
D0259	Wichita	Stacey	Mizer Dalrymple	Library Media Specialist	Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	RayLynn	Moravec	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); LIBRARY MEDIA (PRK-12)
D0259	Wichita	Danielle	Owen	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Sophia	Aikens	Elementary Extension of Days Only	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Patricia	Conard	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Suzanne	Albers	English as a Second Language	Approved	ADAPTIVE SPECIAL EDUCATION (K-6); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Julie	Brown	English as a Second Language	Approved	ELEMENTARY (K-9); ENGLISH LANGUAGE ARTS (5-8)
D0259	Wichita	Stacy	Satterfield	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Jessica	Taylor	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Clarissa	Stuchlik	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Joshua	Drouhard	English as a Second Language	Approved*	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Brandi	Dalrymple	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Aayah	Elsukar	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Karina	Beacham	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Megan	Jenkins	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); MIDDLE LEVEL GENERALIST (5-8)
D0259	Wichita	Natasha	Hallam	English as a Second Language	Approved	INSTRUMENTAL MUSIC (PRK-12); MUSIC (PRK-12)
D0259	Wichita	Destinee	Manns	English as a Second Language	Approved*	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Nicholle	Jacobs	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)

D0259	Wichita	Perla	Coyle	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Michelle	Anderson	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Monica	Gross	English as a Second Language	Approved	BIOLOGY (6-12); SCIENCE (5-8)
D0259	Wichita	Ashley	Osborne	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Amy	Phelps	English as a Second Language	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); LOW-INCIDENCE SPECIAL EDUCATION (6-12)
D0259	Wichita	Ashley	Sims	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Ashlynd	Horton	English as a Second Language	Approved*	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Noely	Sandoval-Flores	English as a Second Language	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Thomas	Grow	English as a Second Language	Approved	PHYSICAL EDUCATION (K-12)
D0259	Wichita	Julie	Lampkin	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Amy	McClure	English as a Second Language	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Kara	Knudson	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Chelsea	Dome	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Robjoywin	Murrell	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Tammy	Kenyon	English as a Second Language	Approved*	ELEMENTARY EDUCATION (K-6)
D0261	Haysville	Natasha	Phillips	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0263	Mulvane	Jamie	Monroe	High Incidence Special Education	Approved**	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0263	Mulvane	Kyle	Dillon	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0263	Mulvane	Catabrean	Russell	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0266	Maize	Staci	Fischer	Library Media Specialist	Approved	ELEMENTARY (K-9)
D0266	Maize	Audrey	Kirkman	Library Media Specialist	Approved*	ELEMENTARY (K-9)

D0266	Maize	Tasha	Woods	Deaf or Hard of Hearing - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Rhiley	Wall	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0266	Maize	Makalyn	Winegarner	Low Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0266	Maize	Brock	Cardwell-Tieben	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Ashley	Wiltse	Reading Specialist	Approved	ELEMENTARY (K-9); MUSIC (5-9)
D0266	Maize	Ann	Burgett	High Incidence Special Education	Approved**	ENGLISH (7-12)
D0266	Maize	Lindsey	Philbrick	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0266	Maize	Theron	Truitt	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0305	Salina	Jessica	Toman	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Elyse	Ramsey	Early Childhood Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0305	Salina	Tyler	Smith	High Incidence Special Education	Approved	DRIVER'S EDUCATION (6-12); PHYSICAL EDUCATION (PRK-12)
D0305	Salina	Micala	Anderson	Gifted	Approved*	ART (PRK-12)
D0305	Salina	Sabrina	Bourbon	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); READING SPECIALIST (PRK-12)
D0305	Salina	Daniel	Finnegan	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)
D0316	Golden Plains	Serena	McCurdy	Elementary Extension of Days Only - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0316	Golden Plains	Stephanie	Spresser	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0316	Golden Plains	Desiree	Wark	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0316	Golden Plains	Amie	Cheney	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0321	Kaw Valley	Rebecca	Anderson	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0336	Holton	Brylee	Smith	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0336	Holton	Joni	Ramage	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0336	Holton	Shannacy	Schimmel	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0336	Holton	Pamela	Mann	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (K-12)
D0336	Holton	Amy	Shumaker	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0336	Holton	David	Ashcraft	Life Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0336	Holton	Trixie	Amon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0345	Seaman	Katelyn	Moison	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0345	Seaman	Adrea	Banta	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)

D0345	Seaman	Halla	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0345	Seaman	Ashleigh	Meredith	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12); MIDDLE LEVEL GENERALIST (5-8)
D0345	Seaman	Melissa	Boutz	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0345	Seaman	Breanna	Connor	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	Amanda	Conrardy	Math - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0375	Circle	Tessa	Cosby	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0383	Manhattan-Ogden	Aram	Kokuzian	Gifted	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0383	Manhattan-Ogden	Kenedie	Phelps	Gifted	Approved	ART (PRK-12)
D0383	Manhattan-Ogden	Emma	Drewry	Gifted	Approved	PHYSICS (6-12)
D0405	Lyons	Barbara	Ross	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0405	Lyons	Talarah	Burson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0405	Lyons	Carlee	Davidson	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0405	Lyons	Brent	Belden	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0405	Lyons	Stephanie	Gomez	Early Childhood Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0409	Atchison Public Schools	Julie	Birnbaum	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (PRK-6)
D0409	Atchison Public Schools	Lesley	Harness	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0409	Atchison Public Schools	Tracy	Jones	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12); HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0409	Atchison Public Schools	Diana	Unruh	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	Daniel	Woods	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	Emily	Engle	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Danyelle	Sostre	Low Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Mariah	Garland	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0437	Auburn-Washburn	Kristopher	Murphy	Low Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Ariel	Smith	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0437	Auburn-Washburn	Cameron	Marshall	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0443	Dodge City	Alexis	Penick	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Andrea	Hogue	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Carlos	Teran	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Naomi	Vazquez Gonzalez	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Carmen	Valverde	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Liza	Webster	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Courtney	Huff	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Saharaydee	Meza Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Amanda	Layden	Library Media Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Jaclyn	Vargas	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Irma	Lares Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Mireille	VanTonder Loosli	French - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Amy	Tetreault	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Margarita	Morales	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Michael	Nolan-Santy	Chemistry - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Karina	Stephenson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Earmy	Najera Herman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sarah	Karolus	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Jeremy	Tomlinson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sarah	Sugroue	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Cynthia	Rodela	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Matthew	Peterson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Yesenia	Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Maritza	Hernandez Espinosa	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Ryan	Shenk	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sergio	Torres	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Maribel	Hernandez	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Blanca	Sandoval	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Joanna	Valdez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Shala	Waldman	General Social Studies Topics - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Eliset	Osornio	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Breana	Rolle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Billie	Reed	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Maria	Rios	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Alexi	Treto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Shayla	Tieben	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Crissa	Salmans	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Erin	Robbins	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Deanna	Sherrill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Nikki	Salem	Physical Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Jessica	Maupin	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Cassandra	Osorio	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Aileen	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Sara	Howarth	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Mattisyn	Tieben	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Jennifer	Pena Barrera	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Emily	Horn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Casey	Long	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Kirah	Wojtalewicz	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Tresa	Weller	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)

D0453	Leavenworth	Stephanie	Matteson	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-K)
D0457	Garden City	Tyrone	Gil	Gifted	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); LOW-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0458	Basehor-Linwood	Johnna	Fleming	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0464	Tonganoxie	Kacy	Marxen	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0491	Eudora	Breanna	Wuertz	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0491	Eudora	Diana	Gutierrez	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Kathryn	Meadows	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Lauren	Nelson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Amanda	Carbuhn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	Akram	Laytimi	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Tina	Fairbank	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Kylie	Kookesh	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Yasmeen	Abutineh	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Anna	Niumanumanu	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Rachel	Tigner	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Ibrahim	Shalabi	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Lizbeth	Aguirre Ochoa	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Mikayla	Porter	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0500	Kansas City	Arthur	Jackson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(); (K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Tabatha	Snyder	World History - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	J'Nia	Copeland	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Karon	Peterson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Irena	Thompson	Speech/Speech Communication s - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Almanek	Allums	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Elizabeth	Clark	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Patrick	Donohoe	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Maya	Rogers	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Franklin	Pullen	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0500	Kansas City	Shawntre	Fuller	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Erica	Higgins	High Incidence Special Education	Approved*	MATHEMATICS (5-8)
D0512	Shawnee Mission Pub Sch	Stacy	Brunner	High Incidence Special Education	Approved*	ART (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0512	Shawnee Mission Pub Sch	Crystal	Fritz	High Incidence Special Education	Approved**	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0512	Shawnee Mission Pub Sch	Rebekah	Brenner	High Incidence Special Education	Approved*	EARLY CHILDHOOD EDUCATION 0-8 (EC-3); ELEMENTARY EDUCATION (K-6)
D0512	Shawnee Mission Pub Sch	Samuel	Fritz	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0512	Shawnee Mission Pub Sch	Heather	Berthelsen	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0512	Shawnee Mission Pub Sch	Callie	Chambers	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0602	Northwest KS Educational Serv Cntr	Tamara	Deines	High Incidence Special Education	Approved**	ELEMENTARY (K-9)
D0605	South Central KS Spec Ed Coop	Trinity	McDonald	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Mia	Wade	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Kelly	Johnston-Wilson	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0607	Tri County Special Education Coop	Blake	Hightower	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Meaghan	Littlepage	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Jennifer	Adkins	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0607	Tri County Special Education Coop	Alicia	Melton	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Myrna	Merrick	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Tiffany	McLean	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0607	Tri County Special Education Coop	Heidemarie	Fortner	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Jesse	Addis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Aimee	Wimp	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Carrie	Waters	Low Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Erica	Carinder	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0607	Tri County Special Education Coop	Kelsey	Ryder	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Timothy	Munday	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0607	Tri County Special Education Coop	Shannon	Winebrenner	Early Childhood Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Angela	Deenihan	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Laura	Stone	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Hanna	Lyon	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Caitlyn	Penrod	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Meghan	Brown	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Cynthia	Hudlin	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Dailyn	Ortiz-Zapatero	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Carson	Niemier	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0607	Tri County Special Education Coop	Mykenzie	Jarett	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Caitlin	Barcus	High Incidence Special Education	Approved**	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0607	Tri County Special Education Coop	Amber	Taylor	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0607	Tri County Special Education Coop	Kelly	Noland	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0608	Northeast KS Education Serv Cntr	Callee	Dempewolf	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Constance	Schneider	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0608	Northeast KS Education Serv Cntr	Wendy	Branson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Ashley	Gupta	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Rhonda	Troxel	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Mandi	VanGordon	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Courtney	Caplinger	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Neely	Gower	Low Incidence Special Education	Approved*	BUILDING ADMINISTRATOR (K-9); ELEMENTARY (K-9); ENGLISH (5-9); MATHEMATICS (5-9)

D0608	Northeast KS Education Serv Cntr	Emily	McKean	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Brianna	Cobb	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Tabitha	Fialkowski	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	Kelsie	Beaudoin	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B- GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0610	Reno County Education Cooperative	Sharla	Warren	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0610	Reno County Education Cooperative	Susan	Hill	High Incidence Special Education	Approved*	ELEMENTARY (K-9)
D0610	Reno County Education Cooperative	Jenifer	Ravelo	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK- 6)
D0611	High Plains Educational Cooperative	Enddy	Bojorquez	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Guadalupe	Robledo	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Lorah	Higgs	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Jacob	Bynum	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0611	High Plains Educational Cooperative	Amea	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved**	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Daniel	Reyes	High Incidence Special Education	Approved**	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0611	High Plains Educational Cooperative	Katherine	McCue	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0611	High Plains Educational Cooperative	Amy	White	Gifted	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0611	High Plains Educational Cooperative	Portia	Schiltz	Early Childhood Special Education	Approved	MUSIC (PRK-12)
D0611	High Plains Educational Cooperative	Vanessa	Flood	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Michelle	Carter	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Cassandra	Owens	Gifted	Approved	ENGLISH LANGUAGE ARTS (6-12); FAMILY AND CONSUMER SCIENCE (6-12)
D0611	High Plains Educational Cooperative	Kylee	Ludowese	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Leah	Wright	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0611	High Plains Educational Cooperative	Janessa	Lentz	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0611	High Plains Educational Cooperative	Mindie	Cooper	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Season	McBride	High Incidence Special Education	Approved**	ENGLISH LANGUAGE ARTS (5-8)
D0611	High Plains Educational Cooperative	Mattison	Adams	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Lauryn	Payne	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Dalia	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Alicia	Chavez	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Emily	Ansel	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0613	Southwest Kansas Area Cooperative	Mackenzie	Haynes	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Bridget	James	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Karina	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Andrea	Ornelas-Carrera	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Sabrina	Hughbanks	Gifted	Approved*	EARLY CHILDHOOD EDUCATION (PRK-3)
D0613	Southwest Kansas Area Cooperative	Lena	Cole	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Rhonda	Rolo	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Edward	Chamberlin	High Incidence Special Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Abel	Olivares	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Marlene	Chance	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Alanna	Aguero	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Tessa	West	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Sarah	Beatty	Visual Impaired	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)

D0613	Southwest Kansas Area Cooperative	Candace	Whitman	Low Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Oscar	Carmona Ortiz	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Nicole	Nuss	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jaiden	Borger	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Megan	Ross	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Sheena	Holden	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Breanna	Harms	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Kalli	Favela	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Ashley	Asebedo	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Michelle	Davis	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jessica	Singhisen	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Hannah	Pittman	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Tamra	Rich	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Claudia	Torres	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Zachary	Marengo	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Nayeli	Zapata	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Crystal	Lopez	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jeanette	Quezada	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0613	Southwest Kansas Area Cooperative	Evelyn	Mejia	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Jennifer	Estevane	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Luz	Carlson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0613	Southwest Kansas Area Cooperative	Daisy	Struzik	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0614	East Central KS Coop in Educ	Jordan	Lorenzo	High Incidence Special Education	Approved*	SUBSTITUTE TEACHER PRK-12
D0615	Brown Co KS Special Ed Coop	Alysha	May	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0619	Sumner Co Educational Services	John	French	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Rachel	Priest	High Incidence Special Education	Approved	EARTH AND SPACE SCIENCE (6-12); ELEMENTARY EDUCATION (K-6); SCIENCE (5-8)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Megan	Schleicher	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-K); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Maeson	Dewey	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Alissa	Otter	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Adriana	Ankenman	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Carlie	Rains	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Meredith	Peterson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Kristi	Essman	High Incidence Special Education	Approved	GENERAL SCIENCE (5-9); HIGH- INCIDENCE SPECIAL EDUCATION (6-12); MATHEMATICS (5-12); SOCIAL STUDIES,COMP (5-9)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Avery	Hawkins	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Jennifer	Kibbee	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Korte	Warren	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Kimberly	Pulec	High Incidence Special Education - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER PRK-12
D0637	Southeast Kansas Special Education Interlocal	Leigh	Phillips	High Incidence Special Education	Approved	BIOLOGY (6-12)
D0638	Butler Co Special Education Interlocal	Miranda	Palmer	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Taylor	Thompson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Deborah	McNemee	Gifted	Approved*	ENGLISH (7-12)

D0638	Butler Co Special Education Interlocal	Kylie	Butcher	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0638	Butler Co Special Education Interlocal	Margaret	Higgins	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0638	Butler Co Special Education Interlocal	Mayra	Steffen	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Stephanie	Wuthrich	Gifted	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0638	Butler Co Special Education Interlocal	Tiffany	Pentz	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0638	Butler Co Special Education Interlocal	T'Allyn Smith	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Katelynn	Minnick	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0638	Butler Co Special Education Interlocal	Faith	Rasico	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Cheryl	Yoder	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (EC-EC); ELEMENTARY (K-9)
D0638	Butler Co Special Education Interlocal	Kristi	Lawson	High Incidence Special Education	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0638	Butler Co Special Education Interlocal	Robert	Yaus	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0638	Butler Co Special Education Interlocal	Amy	Kennedy	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)

D0638	Butler Co Special Education Interlocal	Scott	Wagner	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0700	Beloit Special Education Cooperative	Dusti	Herz	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0700	Beloit Special Education Cooperative	Annette	Kjellberg	High Incidence Special Education	Approved**	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0700	Beloit Special Education Cooperative	Camryn	Winkel	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0700	Beloit Special Education Cooperative	Eileen	Rolph	High Incidence Special Education	Approved*	BOOKKEEPING (7-12); BUSINESS ECONOMICS (7-12); BUSINESS LAW (7-12); COMPUTER STUDIES (5-12); DATA PROCESSING (7-12); ENGLISH LANGUAGE ARTS (6-12); OFFICE PRACTICE (7-12); TYPING (7-12)
D0700	Beloit Special Education Cooperative	Jeremy	Roderick	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); MIDDLE LEVEL GENERALIST (5-8)
D0701	Coffey County Special Education Cooperative	Danyell	Ziegler	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0701	Coffey County Special Education Cooperative	Samantha	Hoven	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); MATHEMATICS (5-8)
D0708	Hays West Central KS Special Ed. Coop.	Joseph	Barr	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0708	Hays West Central KS Special Ed. Coop.	Allison	Rase	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0708	Hays West Central KS Special Ed. Coop.	Brandon	Hardwick	High Incidence Special Education	Approved	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0708	Hays West Central KS Special Ed. Coop.	Samantha	Schwien	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0708	Hays West Central KS Special Ed. Coop.	Nicholas	Naasz	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0708	Hays West Central KS Special Ed. Coop.	Sarah	Nuss	High Incidence Special Education	Approved*	BUSINESS (6-12); SCHOOL PSYCHOLOGIST (PRK-12)

D0710	Chautauqua & Elk Co Sp. Ed. Services	Stephanie	Goff	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Katy	Windsor	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Satanna	Potter	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Haley	Roberts	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0714	Rice County Sp. Services Coop.	Tiffany	Zink	High Incidence Special Education	Approved*	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0715	McPherson County Sp. Ed. Coop.	Kari	Spencer	High Incidence Special Education	Approved*	ELEMENTARY (K-9)
D0720	East Central KS Sp. Ed. Coop.	Hannah	Nguyen	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0726	Tonganoxie Basehor-Linwood Special Ed Coop	Sidney	Heiman	Early Childhood Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6)
D0726	Tonganoxie Basehor-Linwood Special Ed Coop	Ashley	Diehl	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0726	Tonganoxie Basehor-Linwood Special Ed Coop	Tristin	Martin	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0726	Tonganoxie Basehor-Linwood Special Ed Coop	Micah	Neff	Gifted	Approved*	AMERICAN HISTORY (7-12); GEOGRAPHY (7-12); POLITICAL SCIENCE/GOVERNMENT (7-12); SOCIAL STUDIES,COMP (5-9); SOCIOLOGY (7-12); WORLD HISTORY (7-12)
D0727	Ark Valley Special Education Cooperative	Heather	Ferralez	High Incidence Special Education	Approved*	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ENGLISH LANGUAGE ARTS (5-8); FAMILY AND CONSUMER SCIENCE (6-12); PHYSICAL EDUCATION (PRK-12)
D0727	Ark Valley Special Education Cooperative	Danielle	Matias	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0727	Ark Valley Special Education Cooperative	Cristie	Francis	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0727	Ark Valley Special Education Cooperative	Sarah	Schaar	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)

D0727	Ark Valley Special Education Cooperative	Ashlyn	Gentry	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0728	Goddard Special Education Cooperative	Jill	Griffith	Gifted	Approved	BOOKKEEPING (7-12); BUSINESS ECONOMICS (7-12); COMPUTER STUDIES (7-12); DATA PROCESSING (7-12); FAMILY AND CONSUMER SCIENCE (6-12); OFFICE PRACTICE (7-12); TYPING (7-12)
D0728	Goddard Special Education Cooperative	Stephanie	Witte	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); MATHEMATICS (5-8)
D0728	Goddard Special Education Cooperative	Kourtenay	Sherwood	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0728	Goddard Special Education Cooperative	Derek	Stearns	Gifted	Approved*	BIOLOGY (6-12)
D0728	Goddard Special Education Cooperative	Aubri	Alexander	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0728	Goddard Special Education Cooperative	Shanda	Miller	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0728	Goddard Special Education Cooperative	Terrica	Montgomery	Low Incidence Special Education	Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (6-12)
D0728	Goddard Special Education Cooperative	Alexus	Covel	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0728	Goddard Special Education Cooperative	Brady	Helton	Low Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0728	Goddard Special Education Cooperative	Jarod	Ledington	Gifted	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0728	Goddard Special Education Cooperative	Jennifer	Pounds	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0728	Goddard Special Education Cooperative	Caitlin	Murray	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0728	Goddard Special Education Cooperative	Brandy	Khokhar	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0728	Goddard Special Education Cooperative	Stephanie	Tovell	Gifted	Approved**	ELEMENTARY EDUCATION (PRK-6); GIFTED (PRK-12)
X0758	Heartspring	Clint	Simmons	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)

Agenda Number: 3 e.

Meeting Date: 11/12/2025



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www.ksde.org

Item Title: Notification to the Kansas State Board of Education of the intention of one private school, Good Shepherd Lutheran School Assoc, Marysville, to participate in the Tax Credit for Low Income Student (TCLISSP)

From: Sherry Root for Dale Brungardt

Notification to State Board of the intention of one private school, Good Shepherd Lutheran School Association, Marysville, to participate in the TCLISSP.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 f.

Staff Initiating:

Pat Bone

Director:

Renee Nugent

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

Item Title:

(Consent Agenda) Act to approve contract request for Encore Global

Recommended Motion:

It is moved that the Kansas State Board of Education Act to approve contract request for Encore Global to provide Audio Visual services for the 2026 and 2027 KSDE Annual Conferences in an amount not to exceed \$47,000 per year.

Explanation of Situation Requiring Action:

Encore Global is the entity who provides all Audio Visuals services for the KSDE Great Ideas in Education Conference. Previously we have subcontracted for these services through the Hyatt contract. It is necessary at this time to separate these contracts.

Encore Global supplies all equipment and technical supports throughout the conference.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Payton Lynn

Director:

Dr. Renee Nugent

Commissioner:

Dr. Randy Watson

Meeting Date: 11/12/2025

Item Title:

Act on Process of Reviewing, Amending and Deleting Regulations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed process for conducting the regulation review as presented.

Explanation of Situation Requiring Action:

The following outlines the proposed process for conducting the upcoming regulation review. This process is designed to ensure a systematic and efficient approach to reviewing and updating regulations to better align with student learning priorities and reduce unnecessary administrative burden.

During the October Board Meeting, the State Board received the proposed process for conducting the regulation review.

Proposed Process

Identification of Areas for Revision

Following approval, the Deputy Commissioner of Learning Services will identify regulations for review based on feedback and analysis within the following primary areas:

Regulations that present a significant administrative burden,

Regulations that are disconnected from student learning, and

Regulations that place undue strain on district resources.

Review and Revision Process

Regulation changes will be presented to the State Board by article.

The Board will first receive an overview of the proposed revisions and vote on the general direction.

Program area staff will then review and refine the specific regulatory language.

The State Board will review and vote on the finalized language for each regulation.

Upon approval by the State Board, proposed regulation changes will be submitted sequentially to:

The Department of Administration for review,

The Attorney General's office for legal review, and

A public comment period and hearing prior to final adoption.

Agenda Number: 7

Meeting Date: 11/12/2025



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Item Title: Empowering Kansas Educators: Math Resources and Support from KSDE

From: Jennifer Hamlet, Asst. Director, Career, Standards and Assessment Services

The Kansas State Department of Education Math Team will provide an overview of resources and supports designed to help educators strengthen instruction, align to the Kansas Mathematics Standards, and engage in meaningful professional learning that transforms classroom practice.

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VISION FOR QUALITY INSTRUCTION



Mathematics

Introduction

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve consistent access to Quality Instruction in Mathematics that engages them in meaningful learning experiences, both individually and collaboratively, to foster mathematical reasoning and understanding. **To that end, Kansas' learners should have consistent access to strong mathematics instruction and high-quality instructional materials aligned to the Kansas Mathematics Standards.**

The vision articulated below is based on eight **Effective Mathematics Teaching Practices** (National Council of Teachers of Mathematics) as well as eight **Standards for Mathematical Practice**. Together, these practices (also enumerated in the Kansas standards) guide the way mathematics is taught and learned.

Mathematics Teaching Practices	Standards for Mathematical Practice
1. Establish mathematics goals to focus learning. 2. Implement tasks that promote reasoning and problem solving. 3. Use and connect mathematical representations. 4. Facilitate meaningful mathematical discourse. 5. Pose purposeful questions. 6. Build procedural fluency from conceptual understanding. 7. Support productive struggle in learning mathematics. 8. Elicit and use evidence of student thinking.	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

All Kansas learners deserve mathematics instruction characterized by:

- **Focus and Coherence:** *Students* experience focused and intentional math instruction rather than covering extensive content at a surface level. *Teachers* articulate clear goals for learning that are situated within learning progressions and build coherently on the foundations from prior grades. They target the major work of the grade as described in the standards, drawing on supporting standards to deepen students' engagement with the lesson's focus.
- **Mathematical Rigor:** There are three components of rigor in mathematics that are *equally important* for student mastery:
 1. **Conceptual Understanding:** *Students* make connections among mathematical representations to deepen their understanding of key concepts. They access and use concepts and procedures as tools

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for problem-solving, including tackling novel problems with multiple solutions. *Teachers* engage students in making these broader connections through strategically planned questions and tasks. They approach math instruction through a conceptual lens rather than merely a set of discrete procedures and formulas, balancing explicit and inquiry-based instruction so that students are not using procedures they do not understand.

2. **Procedural Fluency:** *Students* are able to apply procedures increasingly efficiently, flexibly, and accurately over time. With support, they are able to connect concepts to procedures, understanding *why* a procedure makes sense (or doesn't) and as a result are able to transfer procedures to different contexts. *Teachers* provide opportunities for students to practice core functions so that they are prepared to readily and flexibly access them to explore more complex concepts and novel problems.
 3. **Application:** *Students* discuss and solve tasks that have multiple entry points and solutions and promote reasoning and problem-solving. They make sense of increasingly complex problems and explain or justify their solutions using precise language. *Teachers* consistently implement tasks that feature word problems relevant to students' lives beyond the classroom and/or illustrate real-world scenarios. Where appropriate, they encourage students to identify a solution strategy from among many rather than only applying a singular strategy.
- **Productive Struggle:** *Students* use mathematical practices to persevere through difficulty. They use available tools strategically to help them solve problems, engage in meaningful mathematical discourse and critique the reasoning of others to deepen understanding of mathematical ideas. *Teachers* pose purposeful questions to help students discern patterns and evaluate their reasoning rather than doing that thinking for them. They create safe and supportive spaces where students feel comfortable taking intellectual risks. They use evidence of student thinking to gauge proficiency and continually adjust instruction to support and extend learning.

Sources:

- National Council of Teachers of Mathematics. Principles into Actions. https://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf
- National Council of Teachers of Mathematics. Procedural Fluency: Reasoning and Decision-Making, Not Rote Application of Procedures Position. <https://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/>
- Student Achievement Partners. Shifts at a Glance: College- and Career-Ready Shifts in Mathematics. https://achievethecore.org/content/upload/Mathematics%20SAP_ShiftsAtAGlance_02.pdf

For more information, contact:

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Kansas State Department of Education
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INSTRUCTIONAL RESOURCES EVALUATION RUBRIC

Kansas Mathematics Standards



Kansas leads the world in the success of each student.

Introduction

The Instructional Resources Evaluation Rubric serves as a guide for districts and schools to assess their current instructional materials or evaluate new purchases for alignment with the Kansas Mathematics Standards. Before beginning the evaluation process, it is crucial for the evaluator or team to gather all necessary resources relevant to the programs being reviewed, as some criteria require access to specific courses to ensure accurate ratings. Each evaluator should also have a reference copy of the Kansas Mathematics Standards.

To ensure a smooth review process, developing a clear protocol is essential. This should include a thorough study of the Instructional Resources Evaluation Rubric by the evaluators, as well as an overview of the entire program prior to starting the evaluation, which can provide valuable context for the review.

Criteria for Evaluation

These are the criteria on which the instructional resource will be evaluated:

Standards (S)

ABBREVIATION	DESCRIPTION
S 1	Focus on Grade-Level Content
S 2	Standards for Mathematical Practice
S 3	Target of the Standard and Cognitive Complexity

Assessment (A)

ABBREVIATION	DESCRIPTION
A 1	Balanced Assessment (formative & summative)
A 2	Assessment Features

Teacher Support (TS)

ABBREVIATION	DESCRIPTION
TS 1	Implementation Support

Instructional Design (ID)

ABBREVIATION	DESCRIPTION
ID 1	Effective Mathematics Teaching Practices
ID 2	Access to Standards for All Learners

Technology (T)

ABBREVIATION	DESCRIPTION
T 1	Technology Integration
T 2	Technology Specification

District and State Initiatives (DS)

ABBREVIATION	DESCRIPTION
DS 1	District and State Initiatives
DS 2	Social, Emotional, and Character Development (SECD)

Standards (S)

S 1: Focus on Grade-Level Content

Instructional resources must focus coherently on the content standards in a way that is consistent with the Kansas Mathematics Standards.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
S 1a: In any single grade/course, instructional time is spent on grade-level standards.				
S 1b: Instructional resources are designed to align with the progression outlined in the Kansas Mathematics Standards. Content from previous or future grades does not unduly interfere with on-grade-level content.				

S 2: Standards for Mathematical Practice

Instructional resources must demonstrate authentic connections between content standards and practice standards.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
S 2a: Instructional resources address the practice standards in such a way as to enrich the content of the grade/course; practice standards strengthen learning around the content standards instead of detracting from it, in both teacher and student resources.				

S 2b: Tasks and assessments of student learning are designed to provide evidence of students' proficiency in the Standards for Mathematical Practice.				
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S 3: Target of the Standard and Cognitive Complexity

Instructional resources must reflect the balance among conceptual understanding, procedural skill/fluency and application as well as mathematical rigor for students to meet the expectations of the Kansas Mathematics Standards.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
S 3a: Instructional resources support the development of students' conceptual understanding, especially where called for in specific content standards or cluster headings.				
S 3b: Instructional resources are designed so that students attain the procedural skills and fluencies required by the Kansas Mathematics Standards.				
S 3c Instructional resources are designed so that students apply mathematics in relevant and meaningful ways as required by the Kansas Mathematics Standards.				
S 3d Instructional resources are designed to engage students in varying levels of depth of knowledge and cognitive rigor, promoting critical thinking and reasoning as required by the Kansas Mathematics Standards.				

Total Score for Standards (18 points possible)

Instructional Design (ID)

ID 1: Effective Mathematics Teaching Practices

Instructional resources guide and strengthen teaching and learning that support and promote deep learning of mathematics.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
ID 1a: Instructional resources use strategies that are research-based and are aligned with best practices. (In the book Principles to Actions: Ensuring Mathematical Success for All , ¹ (2014), NCTM identifies eight research-based essential Mathematics Teaching Practices ²)				
ID 1b: Instructional resources incorporate cross-curricular opportunities.				
ID 1c: Instructional resources allow students to work on authentic mathematical tasks (project-based, inquiry, cooperative learning, etc.).				

¹ <https://www.nctm.org/PtA/>

² <https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/173/nctm%20teaching%20practices%20with%20research.pdf>

ID 2: Access to Standards for All Learners

Instructional resources must provide support to help ensure equitable access across all student populations.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
ID 2a: Instructional resources support for multilingual learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.				
ID 2b: Instructional resources design of lessons attends to the needs of a variety of learners. Instructional resources provide appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners with gradual removal of support, when needed, to allow students to demonstrate their mathematical understanding independently.				
ID 2c: Instructional resources embed literacy connections, supporting all learners in accessing the content.				

Total Score for Standards (18 points possible)

Assessment (A)

A 1: Balanced Assessment

Instructional resources must incorporate a balance of assessment tools that align with standards-based outcomes to accurately measure and support student progress toward the Kansas Mathematics Standards.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
A 1a: Instructional resources include formative assessments designed to provide ongoing evidence of student learning to meet the Kansas Mathematics Standards				
A 1b: Instructional resources include summative assessments designed to evaluate student mastery of the Kansas Mathematics Standards at the conclusion of instruction.				

A 2: Assessment Features

Online and offline assessment capabilities, reporting tools, and rubrics for summative evaluation.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
A 2a: Instructional resources include assessments that measure student proficiency in both the content standards and the Standards for Mathematical Practice to ensure a comprehensive understanding of the Kansas Mathematics Standards.				

A 2b: Assessments of student learning within the instructional resources are designed to provide evidence of a balance among the three components of rigor: conceptual understanding, fluency, and application.				
A 2c: Assessments included in the instructional resources vary in their levels of depth of knowledge and cognitive rigor, evaluating critical thinking and reasoning skills as outlined by the Kansas Mathematics Standards.				

Total Score for Standards (18 points possible)

Technology (T)

T 1: Technology Integration

Instructional resources enhance student learning through interactive tools for instruction and assessments.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
T 1a: Instructional resources meaningfully integrate technology that supports student learning, engagement, and the development of mathematical understanding.				
T 1b: Instructional resources effectively utilize technology as a tool to assess student learning and inform instructional decisions to support mathematical understanding.				

T 2: Technology Specification

Instructional resources encompass technology components that are accessible to all learners and promote equitable opportunities for engagement and success.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
T 2a: Instructional resources incorporate accessibility features, such as customizable settings for diverse learners, and provide alternative access methods, including offline versions or non-digital options, ensuring all students have equitable opportunities to engage with and succeed in the learning experience.				

T 2b: Instructional resources integrate technology that accommodates diverse student needs by offering differentiated content, adaptive learning features, and varying levels of challenge to ensure all learners can engage meaningfully with the material and progress at their own pace.				
T 2c: Instructional resources provide comprehensive support for teachers, including guidance for integrating technology into lessons, strategies for differentiating instruction, troubleshooting tips for technology-related challenges, and suggestions for using digital tools to assess and enhance student learning.				
T 2d Instructional resources' software is compatible with your district's or school's learning management system (LMS) and student information system (SIS).				

Total Score for Standards (18 points possible)

Teacher Support (TS)

TS 1: Implementation Support

Instructional resources include training and ongoing support for educators to effectively implement materials.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
TS 1a: Instructional resources provide teacher guides that are user-friendly in layout.				
TS 1b: Instructional resources offer recommendations for educators to enhance their reflection on classroom activities, enabling them to modify or tailor their teaching approach.				
TS 1c: Instructional resources offer recommendations for ways in which parents can engage and stay updated about learning in this content area.				
TS 1d Instructional resources provide ongoing professional development and consultation throughout the adoption period to ensure effective implementation.				

Total Score for Standards (12 points possible)

District and State Initiative (DS)

DS 1: District and State Initiatives

Instructional resources support broader district and statewide initiatives aligned to mission, vision, strategic plan, accreditation, and ????

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
DS 1a 1a: Instructional resources should support district initiatives, such as mission, vision, and strategic plan.				
DS 1b Instructional resources should support statewide initiatives, such as the definition of a successful high school graduate.				

DS 2: Social, Emotional, and Character Development (SECD)

Instructional resources support development of intrapersonal, interpersonal, and cognitive skills.

STANDARD INFORMATION	STRONG EVIDENCE (3)	MODERATE EVIDENCE (2)	LITTLE EVIDENCE (1)	NO EVIDENCE (0)
DS 2a Instructional resources support student development in intrapersonal skills.				
DS 2b Instructional resources support student development in interpersonal skills.				
DS 2c Instructional resources support student development in cognitive skills.				

Total Score for Standards (15 points possible)

Overall Recommendation

STRENGTHS	WEAKNESSES	COMMENTS

Recommended? Yes or No (Circle One)



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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Kansas leads the world in the success of each student.

Jan. 25, 2025

MISSION

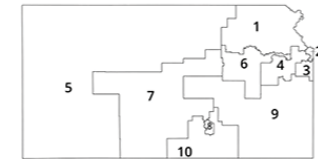
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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Kansas leads the world in the success of each student.

MOTTO

Kansans Can



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MATH

Standards Alignment Toolkit



MATHEMATICS STANDARDS ALIGNMENT TOOLKIT

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MATHEMATICS STANDARDS ALIGNMENT TOOLKIT

Overview

Purpose of the Toolkit

The Standards Alignment Toolkit supports educators with aligning curriculum, instruction, and assessments with the Kansas State Standards, the first step toward ensuring all students receive a high-quality education. This toolkit is designed to reduce the time and effort required to break down or make sense of the standards, enabling teachers to focus more on preparing to deliver meaningful instruction that fosters student engagement.

This Standards Alignment Toolkit offers:

- Guidance to deeply understand and internalize the expectations of the Kansas State Standards
- Insights into the interconnectedness of the standards, including vertically (across grade levels) and horizontally (within grade levels)
- Instructional resources to support the delivery of content that is coherent, relevant, and aligned with the expectations of the standards.

By aligning standards, curriculum, and assessments, the toolkit plays a critical role in ensuring that:

- Instruction is cohesive, building logically on prior knowledge while also preparing students for future learning.
- Instructional materials are relevant and tailored to meet students' unique learning needs.
- Students are set up for success with the knowledge and skills they need to meet the expectations of grade-level learning outcomes.

The Kansas State Department of Education (KSDE) recognizes that a deep understanding of and alignment to Kansas State Standards is essential to ensuring that all students receive an excellent education.

This toolkit simplifies the process of standards alignment, equipping educators with the tools they need to enhance student success while focusing on what matters most—providing effective and meaningful instruction.

How to Use the Toolkit

Teachers might use this toolkit to:

- Engage in a guided process to internalize what their grade-level standards expect students to know and be able to do by the end of the year.
- Leverage a deeper understanding of the standards to assess the alignment of instructional materials: Are the lessons and units I'm currently using fully aligned to the depth of the standards? If not, how can or should I fill those gaps?
- Use provided resources, templates, and processes to plan for upcoming units and/or lessons.

School, district and regional leaders might use this toolkit to:

- Internalize what high-quality, grade-level instruction looks and sounds like for the content area and how standards form the basis of that vision.
- Deepen their understanding of the grade-level standards for the content areas they coach and/or support in other ways (e.g. professional development).
- Aligning on language and resources used within the content area to be better equipped to support educators with content-specific development.

Kansas State Department of Education Mathematics Team

Below is a list of the members of the KSDE Mathematics team that helped create, review, and/or provide Professional Learning of the KSDE Mathematics Toolkit and its resources.

Staff Member	District
Cherryl Delacruz	USD 501 - Topeka
Lara Staker	USD 484 - Fredonia
Todd Flory	USD 385 - Andover
Jolene Goodheart Peterson	Smoky Hill Education Service Center
Amber Boyington	USD 233 - Olathe
Julie Keithline	USD 437 - Auburn-Washburn
Luke Henke	USD 493 - Columbus
Andrea Graham	USD 501 - Topeka
Diane Kimsey	USD 501 - Topeka
Shelly DeWeese	USD 494 - Syracuse
Samantha Wright	USD 219 - Minneola
Jennifer Walker	USD 501 - Topeka
Erin Cole	USD 421 - Lyndon

Four Fundamentals

In Kansas, building capacity to elevate and unlock opportunities for all students and reduce limitations involves the [Four Fundamentals¹](#) at the district, school building, and classroom levels:

Structured Literacy

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

Structured Literacy refers to the explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral and written language comprehension as evidenced in all grades and disciplines.

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.

Standards Alignment refers to clearly defined student learning expectations aligned to Kansas State Standards and supported with evidence-based instruction and materials. Content, lessons, instruction, and materials should support the standards.

Balanced Assessment

We assess students for risk and standards 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.

A **Balanced Assessment** system refers to a collection of varying types of assessments that provide feedback regarding instruction and student learning. It utilizes assessment as a measure for learning and of learning.

Quality Instruction

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

Quality Instruction refers to implementation of evidence-based lesson design that reflects high expectations, meaningful student engagement, and learning activities aligned to the Kansas State Standards. A data-driven system of differentiated support is necessary to help each student meet rigorous state standards.

¹ KSDE. *Fundamentals: The foundation for school improvement in Kansas Schools*. In Kansas School Improvement Model. [PDF] <https://www.ksde.gov/Portals/0/TLA/Accreditation/Rue%20Docs/Updated%20SI%20Model.pdf?ver=2025-01-17-093630-683>

Standards Alignment Process

Curriculum/Standards alignment involves several key steps to ensure that educational content being taught is coherent, relevant, and effectively represents what students at each grade level should know and be able to do. It involves three-way alignment between standards, curriculum, (the intentional plan and resources for guiding students to learn what is necessary to meet the standard) and assessment (an examination of to what extent the student meets the standard).

Carefully aligning curriculum to standards is a process that takes time. It also requires intentionality, communication, and a desire to closely reflect on the effectiveness of our practices and resources. It is a process that is most successful when all teachers are fully engaged. Carefully planned professional learning and support will be needed throughout the alignment of the standards. The following steps will lead educators through the process.

LEARNING OUTCOMES

- Articulate the details of the desired learning outcomes for students.
- Build educator knowledge related to the rigor and depth necessary for students to meet grade-level expectations.

VERTICAL ALIGNMENT

- Clarify content across grade levels/ grade bands (vertical alignment), recognizing the specific expectations for the level of understanding students are expected to have at the current grade level, the grade above, and the grade below.
- Identify how skills and knowledge are sequentially built from one grade to the next.

HORIZONTAL ALIGNMENT

- Identify how/when the content standards are addressed within a grade level (horizontal alignment).
- Establish if there is a district-wide scope and instructional sequence.
- Intentionally collaborate to coordinate instruction of grade-level content across subjects.
- Review standards and the assessment blueprint.

CURRICULUM ANALYSIS

- Review of the current curriculum adopted. In review, consider any required or recommended learning objectives, content, and assessments.
- Focus on the Depth of Knowledge (DOK) and text complexity for each grade level to ensure adequate rigor.
- Identify any gaps, redundancies, or outdated resources.
- Determine Tier 1 (core) curriculum aligned with the Kansas Mathematics Standards, the Effective Math Teaching Practices, and the Standards for Mathematical Practices.

ASSESSMENTS ALIGNMENT AND TIMELINE

- Align all assessments (formative, summative) with learning outcomes.
- Develop a comprehensive timeline for delivering assessments and strategically plan for the thorough analysis of the results.
- Select continuing formative assessments that will inform instruction.

CONTENT AND SKILLS MAPPING

- Align lessons to standards by analyzing existing lessons, units, and activities to ensure they correspond to the specific Kansas Mathematics Standards.
- Identify specific gaps of content or skills that may exist and identify or create supplemental materials to fill the gaps.

MONITORING AND REVISION

- Monitor student performance continuously and adjust as necessary.
- Design deliberate plans to ensure all educators are actively engaged in analyzing and interpreting data to identify and implement necessary changes.
- Regularly review and update the curriculum based on feedback and data.

Remember that curriculum alignment is an ongoing process, and collaboration among teachers, administrators, and stakeholders is crucial for its success!

Kansas Math Standards

Teacher Guidance Document

The Kansas Mathematics Teacher Guidance Document is a comprehensive resource designed to support educators in effectively teaching mathematics by combining several of the current Kansas mathematics resources listed below and cross-referencing with the coherence map from Achieve the Core. The guidance document provides a cohesive framework that guides teachers in identifying gaps, curriculum planning, instruction, and assessment.

[Kansas Mathematics Standards.](#)²

The Kansas Mathematics Standards provide information on what students should know and be able to do at different grade levels in Mathematics. These standards are guidelines school districts can use to develop their mathematics curriculum.

[Focus Documents](#)³

Grade Level Focus (GLF) documents to inform your instructional practice there could be an approximate 70-20-10 breakdown of time across the three levels, Major, Additional, and Supporting. These documents show educators the concepts and topics that should be the focus for their grade level.

[Learning Progressions](#)⁴

Learning progressions in mathematics are sequences that outline how concepts develop and connect over time, providing a clear path for students' growth and understanding.

² <https://community.ksde.gov/math/KansasMathStandardsDocuments.aspx>

³ <https://community.ksde.gov/math/KansasMathStandardsDocuments/GradeLevelFOCUSDocuments.aspx>

⁴ <https://community.ksde.gov/math/KansasMathStandardsDocuments/ProgressionDocumentsforMathStandards.aspx>

Flips Books⁵

These documents serve as a starting point for teachers and administrators to engage in discussions and explore the 2017 Kansas Mathematics Standards. They are not intended to be the sole resource for implementation but rather a complementary tool. These flip books draw on a variety of reliable resources, including contributions from other state departments of education, mathematics learning progressions, and reputable organizations such as the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics.

Student Glossary⁶

These resources outline key mathematical terms for students at various grade levels according to the Kansas Mathematics Standards. **Note:** This document does not meet the totality of mathematical vocabulary that students use. As the KSDE Math Team works to update this list, please share recommendations/changes with Jennifer Hamlet at Jennifer.Hamlet@ksde.gov.

[Kansas Math Teacher Guidance Document Instructional Video⁷](#) – Click to watch an instructional video on how to use the Kansas Math Teacher Guidance Document.

[Kansas Math Teacher Guidance Document⁸](#) – Click to download

KSDE - Kansas Math Standards Guidance Document		
The major work of the grade level should focus on the major clusters. The supporting and additional clusters should support the major clusters and provide foundational ideas for future mathematics.		
Major Supporting Additional All		
Early Learning Standard	K Grade Standard	Vocabulary
M.CC.p3.1: Counts in sequence to 10. M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral. M.CC.p4.1: Counts in sequence to 20. M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	K.CC.1 Count to 100 by ones and by tens and identify as a growth pattern. (K.CC.1)	Sequence
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.2)	
	K.CC.3 Read and write numerals from 0 to 20. (K.CC.3)	Numerals

5 <https://community.ksde.gov/math/KansasMathStandardsDocuments/MathematicsFlipBooks.aspx>

6 <https://community.ksde.gov/math/KansasMathStandardsDocuments/StudentGlossary.aspx>

7 https://drive.google.com/file/d/1P2ugH1QM3_QLGOnZPothsPs_6VZ-79-V/view

8 https://docs.google.com/spreadsheets/d/1TbrV25jszaalt3MSpLj_qgoqR74aOxTUwL5O-d-x60/edit?gid=83082156#gid=83082156

Depth of Knowledge

The Depth of Knowledge (DOK) framework, developed by Norman Webb, categorizes the cognitive complexity required for understanding and applying content. When applied to mathematics, it helps to understand the levels of thinking needed for different tasks, from basic recall to complex problem-solving. The DOK levels for assessment questions on the Kansas State Math Summative Assessment will range from levels 1 to 3.

[DOK Levels in Mathematics Graphic](#)⁹- Infographic for concise examples of Depth of Knowledge through the mathematical lens.

[Hess Cognitive Rigor Matrix](#)¹⁰- Infographic.

[Open Middle Math DOK Matrices](#)¹¹ – Click on the link for the various grade level matrices.

DOK Level 1: Recall and Reproduction

Description: This level involves basic tasks that require recall of facts, definitions, procedures, or simple mathematical calculations.

Examples:

- Solving simple arithmetic problems (e.g., $7 + 5$)
- Identifying geometric shapes
- Defining terms like “perimeter” or “radius”
- Memorizing multiplication tables

DOK Level 2: Skills and Concepts

Description: This level requires the application of skills and concepts. It involves some complexity in understanding, such as making connections between ideas, interpreting information, or performing routine procedures with more than one step.

Examples:

- Solving multi-step word problems
- Identifying patterns or relationships (e.g., even/odd numbers)
- Using formulas to solve area, volume, or perimeter problems
- Graphing linear equations

⁹ https://drive.google.com/file/d/1fjYGlvCWOIXtgEsXTgN79jbJup0yE_Vg/view

¹⁰ https://www.karin-hess.com/_files/ugd/5e86bd_db128ad5d1a44f549bc5cc12c15b9799.pdf

¹¹ <https://robertkaplinsky.com/open-middle-math-depth-of-knowledge-matrices/>

DOK Level 3: Strategic Thinking

Description: This level requires reasoning, planning, and abstract thinking. The problems are more complex, and students are expected to apply their knowledge in new or unfamiliar situations.

Examples:

- Developing and justifying a mathematical argument or proof
- Solving multi-step problems that involve higher-order reasoning (e.g., solving systems of equations with multiple variables)
- Using algebra to solve real-world problems with multiple variables
- Explaining and applying concepts like probability or functions in non-routine ways

DOK Level 4: Extended Thinking

Description: This level involves higher-order thinking with tasks that require extensive planning, reasoning, and research. Problems are often complex and require integrating multiple concepts, strategies, and methods over time.

Examples:

- Designing a mathematical model for a real-world problem
- Investigating complex problems that require interdisciplinary thinking
- Conducting a research project that includes data collection, analysis, and interpretation
- Creating a new mathematical formula or proof through synthesis of existing knowledge

Unpacking 2017 Mathematics Standards Alignment

Unpacking a standard is essential for teaching because it allows educators to fully understand the expectations and objectives outlined in the standard. By breaking it down into specific skills, concepts, and learning outcomes, teachers can plan more targeted and effective instruction. This process ensures alignment between what is taught, how it is taught, and how students are assessed, ultimately supporting student mastery of the standard. See the steps below for guidance about how to unpack standards.

Step 1: Read the standard in its entirety

- What are the [concurrent¹²](#) standards taught?
- Is it major, supporting, or additional standard?

Step 2: Create a chart of what students need to KNOW and DO

- KNOW = content or nouns
- DO = action or verbs
- Determine how the standard is more [conceptual¹²](#), [procedural¹²](#), or [application¹²](#).

Step 3: Evaluate the alignment of the standard

- What is the [horizontal alignment¹²](#)?
- What is the [vertical alignment¹²](#)?
- Which mathematical practice best supports this standard?

Step 4: Identify the key vocabulary

- What is the key vocabulary?
- How should the key vocabulary for this standard be taught?
- What notation is introduced/used in this standard?

Step 5: Explanation of the standards

- Explain the meaning of the standard using one's own words.
- What are some misconceptions students might have?
- What are some example questions or problems that students might encounter

¹² See [Glossary on page 14 and 15](#)

Unpacking Template

[Download the ready to use template to assist educators in the unpacking process¹³](#)

Below is an example of the document.

Kansas Math Standards Unpacking Template		
GRADE	DOMAIN	
CLUSTER:		
GRADE LEVEL STANDARD:		
WHAT DO THE STUDENTS NEED TO KNOW?	WHAT DO THE STUDENTS NEED TO BE ABLE TO DO?	ASPECTS OF RIGOR Conceptual Procedural Application
KEY VOCABULARY		MISCONCEPTIONS

¹³ https://docs.google.com/document/d/1v5UK_UEHb6tKkclgxRIU8nUB9TGYNHEP/edit#heading=h.gjdgxs

Unpacking the Standards for Mathematical Practice

The Standards for Mathematical Practice, SMP, describe aspects of proficiency that mathematics educators at all levels should develop in their students. These practices are grounded in key “processes and proficiencies” in mathematics education. The first set includes the NCTM process standards problem solving, reasoning and proof, communication, representation, and connections. The second set, from the National Research Council’s Adding It Up report, includes adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Together, these frameworks provide a comprehensive foundation for developing well-rounded mathematical proficiency, ensuring students not only master content but also develop the skills and mindset needed to apply mathematics effectively and meaningfully in diverse contexts.

The following document summarizes each SMP based on various grade bands: PK-2nd, 3rd-5th, 6th-8th, and 9th-12th.

[Unpacking the Standards for Mathematical Practice](#) ¹⁴

Access the complete unpacking of the SMPs document by downloading the file. It will look similar to the sample below.

UNPACKING THE STANDARDS FOR MATHEMATICAL PRACTICE

Grades 3 - 5

1. Make sense of problems and persevere in solving them

Mathematically proficient elementary students explain to themselves and others the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. As they work, they continually ask themselves, “Does this make sense?” When they find that their solution pathway does not make sense, they look for another pathway that does. They may also consider simpler forms of the original problem.

Example: When solving a problem involving multi-digit numbers, students might first consider similar problems that involve multiples of ten or one hundred.

2. Reason abstractly and quantitatively

Mathematically proficient elementary students make sense of quantities and their relationships in problem situations. They contextualize quantities and operations by using images or stories. They interpret symbols as having meaning, not just as directions to carry out a procedure. They can then interpret the solutions to operations in terms of the context.

Example: Students might visualize the expression $40 - 26$ by thinking, “If I have 26 marbles and Marie has 40, how many more do I need to have as many as Marie?” Then, in that context, they may think, “4 more will get me to a total of 30, and then 10 more will get me to 40, so the answer is 14.”

¹⁴ <https://drive.google.com/file/d/1P93FErJxjzprqABnnuNKysQTwkaXBUAvz/view>

Glossary of Terms

Alignment: The process of ensuring that educational content, assessments, and teaching practices are in harmony with established standards.

Application: The process of using knowledge, skills, or concepts learned in one context to solve problems or perform tasks in real-world or novel situations.

Assessment: A tool or method used to evaluate student learning and understanding in relation to the standards.

Cohesion: The quality of being logically connected and consistent in teaching practices, curriculum, and assessments within the educational framework.

Conceptual understanding: The comprehension of underlying principles and relationships within a subject, enabling learners to connect ideas and apply them in various contexts

Concurrent Standards: Multiple learning objectives or standards taught and assessed simultaneously, emphasizing the interconnectedness of skills and concepts across disciplines or within a subject.

Curriculum: The structured framework of standards, content, learning objectives, materials, and instructional strategies designed to guide teaching and learning in a specific subject or grade level.

Depth of Knowledge (DOK): A framework that categorizes the complexity of tasks required for understanding and applying knowledge in various contexts.

Evidence-based Instruction: Teaching methods that are supported by research and proven to be effective in improving student learning.

Formative Assessment: Assessments conducted during the learning process to monitor student understanding and inform instruction.

Gaps: Areas where student knowledge or skills are lacking in relation to curriculum expectations.

Horizontal Alignment: The coordination of content standards within the same grade level, ensuring that all subjects are interconnected and address the same learning goals.

Instruction: The methods and practices used by educators to facilitate student learning and understanding of the curriculum.

Misconception: An incorrect understanding or interpretation of a concept that can hinder student learning and progress.

Procedural fluency: The ability to accurately, efficiently, and flexibly perform mathematical or subject-specific procedures while understanding when and how to apply them.

Professional Learning: Ongoing training and development for educators to enhance their teaching skills and improve student outcomes.

Progressions: Documents describing the progression of a topic across a number of grade levels, informed both by educational research and the structure of mathematics.

Structured Literacy: A systematic approach to teaching literacy that integrates word recognition and comprehension skills.

Summative Assessment: Evaluations that occur at the end of an instructional period to measure student learning against standards.

Vertical Alignment: The connection of content and skills taught across different grade levels to ensure a coherent progression of learning.

Resources

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Karin K. Hess (2009, updated 2013). Linking research with practice: A local assessment toolkit to guide school leaders. | www.karin-hess.com

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<https://community.ksde.gov/math/KansasMathStandardsDocuments/MathematicsFlipBooks.aspx>

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Quick Reference Guide: Standards for Mathematical Practice Pre-Kindergarten through Grade 2. (2017).
<https://www.doe.mass.edu/frameworks/math/2017-06qrg-smp-hs.pdf>

Quick Reference Guide: Standards for Mathematical Practice 3rd – 5th. (2017).
<https://www.doe.mass.edu/frameworks/math/2017-06qrg-smp-3-5.pdf>

Quick Reference Guide: Standards for Mathematical Practice 6th-8th. (2017).
<https://www.doe.mass.edu/frameworks/math/2017-06qrg-smp-6-8.pdf>

Quick Reference Guide: Standards for Mathematical Practice High School. (2017).
<https://www.doe.mass.edu/frameworks/math/2017-06qrg-smp-pk-2.pdf>



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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

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Jan. 25, 2025



For more information, contact:

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KANSAS STATE DEPARTMENT OF EDUCATION

MATH OBSERVATION TOOL



About the Tool

The KSDE Math Observation Tool illustrates the most important elements of quality mathematics instruction as articulated in the [Vision for Quality Instruction in Math](#). It provides a common language to articulate what quality math instruction looks like in practice for each focus area:



The tool consists of two components:

- **Focus Area:** Core component, or element, of quality instruction as defined by the instructional vision
- **Indicators:** Brief descriptions of observable teacher **and** student actions that best illustrate the focus area. The indicators are written with both teacher- and student-facing look-fors to emphasize the student-level impact of instructional decisions.

Recommended Use

This tool is intentionally short but comprehensive to focus the observer on essential components. Thus, it is not an exhaustive list and **should not be used for teacher evaluation**. Rather, it can be used for systems-level progress monitoring or to capture a “snapshot” in time for coaching, feedback, and development.

School, district, and regional leaders may use this tool to narrow their focus during classroom observations, prepare for observation debriefs with teachers, conduct walkthroughs focused on particular focus areas and/or indicators, or collect formative data on the quality of instruction across a school, district or system. **Teachers** may choose to use these tools to self-identify strengths and goals for continuous improvement, or to conduct peer observations.

Observations should be no shorter than 10 minutes, though a minimum of **15-20 minutes** is recommended. Note that observers may not observe evidence for all indicators in a single observation. Use the note-taking templates to make note of the lesson’s topic and objectives, target standard(s), number of students and curricular materials being used (if any). Take [low-inference notes](#) to reduce the influence of assumptions, opinions, and judgment on your ratings.

Additional Learning

For additional learning on content-specific terms and concepts embedded in the observation tool, utilize the [Math Standards Alignment Toolkit](#). The toolkit includes resources and guidance related to:

- Breaking down the math standards
- Understanding appropriate Depth of Knowledge (DOK)
- Unpacking the Standards for Mathematical Practice (SMPs)

For more information, contact Jennifer Hamlet, STEM Program Manager (Math) at jennifer.hamlet@ksde.gov.

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Focus 1: Focus & Coherence

- 1A The teacher articulates **clear goals for learning** that are situated within learning progressions and focus the lesson.
Students can articulate the purpose for learning.
- 1B The teacher facilitates activities that meet the **depth and complexity of the grade-level standards**.
Students engage in grade-appropriate, standards-aligned activities, with teacher support as needed.
- 1C The teacher **connects mathematical concepts** within and/or across grades as appropriate, reflecting the coherence in the standards.
Students use and/or build on prior learning or earlier methods during problem-solving.

Focus 2: Conceptual Understanding

- 2A The teacher engages students in making **connections among mathematical representations** to deepen their understanding of key concepts.
Students access and use concepts and procedures as tools for problem-solving.
- 2B The teacher provides opportunities for students to work through tasks with multiple entry points or **multiple strategies and solutions**.
Students work with real-world problems and tasks that have multiple solutions.

Focus 3: Procedural Fluency

- 3A The teacher makes the mathematics of the lesson **explicit** by using and connecting mathematical representations, explanations, and/or examples beyond just showing students how to get the answer.
Students can transfer procedures to different contexts because they understand the procedure's foundational concept(s).
- 3B The teacher provides multiple opportunities for students to **practice core procedures** across a variety of problems.
Students apply procedures with increasing efficiency, flexibility, and accuracy over time.

Focus 4: Application

- 4A The teacher implements tasks and asks **purposeful questions** that promote reasoning and problem-solving.
Students use reasoning and problem-solving skills to persevere through difficulty. When teachers provide support, students still own the complex thinking.
- 4B The teacher expects students to **explain and justify their thinking** using precise mathematical language beyond just stating answers.
Students explain and justify their thinking using precise mathematical language where appropriate.

Focus 5: Productive Struggle

- 5A The teacher deliberately poses questions that **make visible students' current understanding** (including misconceptions) and adapts the lesson to support and extend learning.
Students demonstrate understanding of mathematical concepts and procedures by explaining their thinking, use of multiple strategies, and meaningful participation
- 5B The teacher provides multiple opportunities for students to engage in **mathematical discourse** and share their representations and/or solution methods.
Students talk about and ask questions about each other's thinking to clarify or improve their understanding.

LESSON CONTEXT			
Teacher:	Date/Time:	Grade/Course:	# of Students:
Learning Target:		Standard(s):	

Focus 1. FOCUS AND COHERENCE			
Teacher Indicator		Student Indicator	
1A The teacher articulates clear goals for learning that are situated within learning progressions and focus the lesson.	☐	1A Students can articulate the purpose for learning.	☐
1B The teacher facilitates activities that meet the depth and complexity of the grade-level standards.	☐	1B Students engage in grade-appropriate, standards-aligned activities, with teacher support as needed.	☐
1C The teacher connects mathematical concepts within and/or across grades as appropriate, reflecting the coherence in the standards.	☐	1C Students use and/or build on prior learning or earlier methods during problem-solving.	☐
Direct Observation Notes			
Teacher Actions		Student Actions	

Focus 2. CONCEPTUAL UNDERSTANDING			
Teacher Indicator		Student Indicator	
2A The teacher engages students in making connections among mathematical representations to deepen their understanding of key concepts.	☐	2A <i>Students access and use concepts and procedures as tools for problem-solving.</i> 2B	☐
2B The teacher provides opportunities for students to work through tasks with multiple entry points or multiple strategies and solutions.	☐	2C <i>Students work with real-world problems and tasks that have multiple solutions.</i>	☐
Direct Observation Notes			
Teacher Actions		Student Actions	

Focus 3. PROCEDURAL FLUENCY			
Teacher Indicator		Student Indicator	
3A The teacher makes the mathematics of the lesson explicit by using and connecting mathematical representations, explanations, and/or examples beyond just showing students how to get the answer.	☐	3A <i>Students can transfer procedures to different contexts because they understand the procedure's foundational concept(s).</i>	☐
3B The teacher provides multiple opportunities for students to practice core procedures across a variety of problems.	☐	3B <i>Students apply procedures with increasing efficiency, flexibility, and accuracy over time.</i>	☐
Direct Observation Notes			
Teacher Actions		Student Actions	

Focus 4. APPLICATION			
Teacher Indicator		Student Indicator	
4A The teacher implements tasks and asks purposeful questions that promote reasoning and problem-solving.	☐	4A <i>Students use reasoning and problem-solving skills to persevere through difficulty. When teachers provide support, students still own the complex thinking.</i>	☐
4B The teacher expects students to explain and justify their thinking using precise mathematical language beyond just stating answers.	☐	4B <i>Students explain and justify their thinking using precise mathematical language where appropriate.</i>	☐
Direct Observation Notes			
Teacher Actions		Student Actions	

Focus 5. PRODUCTIVE STRUGGLE			
Teacher Indicator		Student Indicator	
5A The teacher deliberately poses questions that make visible students' current understanding (including misconceptions) and adapts the lesson to support and extend learning.	☐	5A <i>Students demonstrate understanding of mathematical concepts and procedures by explaining their thinking, use of multiple strategies, and meaningful participation</i>	☐
5B The teacher provides multiple opportunities for students to engage in mathematical discourse and share their representations and/or solution methods.	☐	5B <i>Students talk about and ask questions about each other's thinking to clarify or improve their understanding.</i>	☐
Direct Observation Notes			
Teacher Actions		Student Actions	

Agenda Number: 9

Meeting Date: 11/12/2025



900 S.W. Jackson Street, Suite 102
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Item Title: Presentation: Kansas Music Educators Association (Damien Johnson, President)

From: Deborah Bremer

Dear Members of the Kansas State Board of Education,

On behalf of the Kansas Music Educators Association (KMEA), I wish to express our appreciation for the opportunity to address the Board on November 12, 2025. Our presentation will highlight the exceptional music education taking place throughout the state of Kansas and provide an overview of KMEA's annual In-Service Workshop, held each February in Wichita. We will also share information regarding the outstanding students who perform in our various All-State Ensembles.

In addition, we will outline key components of KMEA's current two-year Strategic Plan and discuss a few new music education initiatives being implemented across Kansas school districts.

We are deeply grateful for your continued commitment to supporting students, educators, and administrators across the state. It is our privilege to partner with you in advancing the mission of quality education for all Kansas students.

Respectfully, Damien Johnson President Kansas Music Educators Association

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Agenda Number: 10

Meeting Date: 11/12/2025



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Item Title: Reading Corner: Leveraging Writing to Improve Reading Outcomes

From: Dr. Laurie Curtis

Presenting:

Casey Peine, Director of Teaching and Learning

Erynn Youngers, Principal of Clearwater Elementary West

Kamdyn Johnson, Kindergarten Teacher at Clearwater Elementary West

Title: Leveraging Writing to Improve Reading Outcomes

In 2023, we reflected on our PreK-3 reading screening data and noticed a trend: student growth had plateaued. It was clear we needed to make a shift. As we reviewed the research, we discovered a consistent finding: writing is a key strategy that drives reading success. In 2024, by pairing explicit writing instruction with performance-based assessments, standards-aligned rubrics, and intentional grade-level common planning, we've empowered teachers to help students read and write more effectively. Early results show this approach is making a positive impact on our students' literacy, particularly in the use of foundational skills and comprehension.

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Item Title: Teacher Highlight: Megan Berry, Abilene High School

From: Randy Watson

(from Nathan McAlister, Humanities Program Manager - History, Government and Social Studies)

The Teacher: Megan Berry teaches at Abilene High School. Megan holds master's degrees in Library Science and Archives from Indiana University, and Adolescent Education for Social Studies from Plattsburgh State University, New York. In 2013 Megan was named a Kansas Horizon award winner.

Megan has piloted a blended learning course for Government and as a school tech coach, has been a leader in the implementation of the iPad initiative at Abilene High School. Being able to teach at a school that produced a President, White House Press Secretary, and Archivist of the United States, is her favorite thing about Abilene. She loves the challenge of making history exciting to students and enjoys seeing seniors find their passion throughout each school year. Megan has been teaching in Abilene for 14 years.

The Organization: The Gilder Lehrman Institute of American History was founded in 1994 by Richard Gilder and Lewis E. Lehrman. The Institute is the leading nonprofit and nonpartisan organization dedicated to K-12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources.

The Institute's diverse education programs, including the acclaimed Hamilton Education Program, provide opportunities to explore five centuries of American history. The Gilder Lehrman Affiliate School network comprises fourteen million students and 97,000 teachers from more than 36,000 schools worldwide.

At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 87,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

The Contest: Through *Building Better Citizens: An Innovative Curriculum Contest*, Teachers had the opportunity to share a single class period lesson plan, creatively using questions from the citizenship test as an activity or assessment. The direction was to focus on specific questions on the exam, or on using the exam more broadly as a tool to understand citizenship and naturalization. The lesson plan could be one that teachers have used year over year in their classroom, or one created specifically

for this contest.

A jury of master teachers recruited by Gilder Lehrman Institute (GLI) reviewed each entry and determined the winners. Entries were evaluated based on the clarity of the objective, rationale, and methodology, alignment to standards, creativity and engagement, and differentiation for diverse learners. Teachers' work was reviewed and judged at their respective grade levels (Grades K-8 and Grades 9-12).

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Agenda Number: 12

Meeting Date: 11/12/2025



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Item Title: Presentation: Special Education Services for Private Schools, Out of District and Out of State Students (Brian Dempsey)

From: Brian Dempsey, Assistant Director and Attorney, Special Education and Title Services, KSDE

Federal Requirements for districts with students enrolled in private schools, with students who attend school from outside the district or out of the state

Mr. Dempsey will explain a district's obligation to provide special education services or pay for services provided to children with an exceptionality in private schools who are voluntarily enrolled in a private school by his or her parents to receive general education include consultation with the private school and parent representatives, calculating proportionate share of funds, services to be provided with a services plan, location of services, and transportation.

In addition, he will address the federal requirements and obligations for those students who are out of district and out of state.

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Agenda Number: 12

Meeting Date: 11/12/2025



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Item Title: Presentation: AI in Education Series

From: Jake Steel

In preparation for this month's AI in education learning series presentation, I am asking you to listen to this 15 min podcast. The podcast discusses two AI literacy frameworks and takes a deep dive into the frameworks. The podcast is accessible via the link provided below.

[Podcast on AI literacy frameworks](#)

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Gabrielle Hull

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

Item Title:

Receive Legislative Priorities for the 2026 Session (Gabrielle Hull, Legislative Coordinator)

Recommended Motion:

It is moved that the Kansas State Board of Education (multiple sections to vote on)

Explanation of Situation Requiring Action:

Each year, the state board approves legislative priorities for the upcoming legislative session. At the November meeting, the presentation will include 2025 priorities, as well possible additional priorities for 2026.

The Board will take action on the 2026 legislative priorities at the December meeting.

Academic Support Efforts: Prioritizes the importance of academic support efforts across the state, including:

Student opportunities to gain workforce experience before graduation, including:

Encouraging incentives to support school district expansion of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities.

Continued coordination and investment in career and technical education programs that are aligned with workforce needs.

Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty.

The goal to move Kansas school employees currently on KPERS 3 to KPERS 2.

Additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices.

Health and Safety: Supports a healthy and safe learning environment for students including:

The legislative recommendations of the school Bus Stop Arm Violation Committee.

The efforts to reduce human trafficking in Kansas.

The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child

abuse and neglect program.

Conduction a study of the funding necessary to fully implement the Safe and Secure Schools grant program, including necessary staff.

Expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities.

Funding: Recognizes the essential function of adequate state funding for schools, including:

Only using public education funds for public schools.

Following state statute and moving towards funding 92% of the excess cost of special education.

Opportunities to expand and fund early childhood and kindergarten readiness.

Funding transportation for all students in unsafe situations, regardless of mileage.

Continued funding for the teacher apprenticeship program.

Increased state support on bond and interest.

Financial support for school districts to enhance and improve their cybersecurity efforts.

Education Policy Governance: The distinct roles of education policy governance in Kansas, including:

The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor.

The governance responsibilities assigned to the Kansas State High School Activities Association.

The authority of local boards of education.

Changing statute to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.

Amending the student data privacy act to allow for data sharing to participate in research and evaluation of student outcomes.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

Item Title:

Act on recommendations of the Evaluation Review Committee 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 Pittsburg State University and program approvals for Emporia State University, Fort Hays State University, University of Kansas, Washburn University and Wichita 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 Pittsburg State University and program approvals for Emporia State University, Fort Hays State University, University of Kansas, Washburn University and Wichita 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

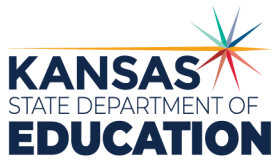
regulations. These are available for review by any member or members of the State Board.

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 October as a Receive item.



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September 23, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Pittsburg State University

Introductory Statement:

On September 15, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Pittsburg State University College of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Visit evidence.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2032:

Standards R1, R3, R5, Initial
Areas for Improvement
None

Standards AR1-AR4, Advanced
Areas for Improvement
None

AFI R2.2: The EPP provided limited evidence that it evaluated high-quality school-based clinical educators who demonstrated a positive impact on candidates' development and diverse P-12 student learning and development. (component R2.2)

Rationale R2.2: Although school-based clinical educators perceived that they were efficacious in their mentorship by being asked repeatedly to serve as a mentor, the EPP did not provide summarized data by clinical educator or groups of clinical educators that provided insight into the clinical educators' positive impact on candidates' development and diverse P-12 student learning and development. It appears that these data are gathered through candidate surveys but the data were not presented during the virtual visit for review by the site team.

AFI R4.1: The EPP provided limited evidence to demonstrate how it ensured completers effectively contributed to P-12 student-learning growth (component R4.1).

Rationale R4.1: Site visit team members were unable to locate sufficient data or summary evidence to demonstrate that program completers effectively contribute to P-12 student-learning growth. Completer and employer self-perception data are inconsistent with direct measures of P-12 student impact.

AFI AR5.2: The EPP's Quality Assurance System provided limited evidence it relied on representative measures to ensure interpretations of data were consistent. (component RA5.2)

Rationale AR5.2: The EPP provided minimal evidence documenting reliability studies for its advanced preparation programs. No reliability data were provided, documenting three cycles of data, for the EPP created assessments for all advanced programs.

Standard R1-R5, AR1-AR5

Stipulations

None

Standards	Initial	Advanced
R/AR 1: Content and Pedagogical Knowledge	Met	Met
R/AR 2: Clinical Partnerships and Practice	Met	Met
R/AR 3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R/AR 4: Program Impact	Met	Met
R/AR 5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Accreditation Review: Fall 2031

Previous Areas for Improvement (AFI)

Initial: October 09, 2018

Advanced: November 22, 2021

Standards 1-5, Initial

Areas for Improvement; Stipulations

None

Standards A1-A5, Advanced

Areas for Improvement; Stipulations

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.

³Accreditation 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.



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September 17, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On September 15, 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:

Art PreK-12, I, continuing

Areas for Improvement

Standards 1-7

None

Elementary (Traditional) PreK-6, I continuing

Areas for Improvement

Standards 1-7, Science of Reading

None

Elementary (MS) PreK-6, I continuing

Areas for Improvement

Standards 1-7, Science of Reading

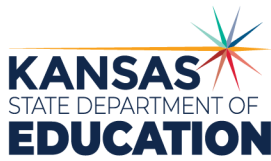
None

Library Media Specialist PreK-12, I continuing

Areas for Improvement

Standards 1-6

None



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September 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for new program approval for Fort Hays State University

Introductory Statement:

On September 15, 2025, the Evaluation Review Committee reviewed an application for new program approval for Fort Hays State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for the following Fort Hays State University program through December 31, 2027:

Innovative Elementary PreK-6 competency, new program proposal

Areas for Improvement:

Standards 1-8 (2024 standards – Science of Reading embedded)

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.



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September 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for the University of Kansas

Introductory Statement:

On September 15, 2025, the Evaluation Review Committee reviewed an application for program approval for the University of Kansas.

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, 2026:

Innovative Low Incidence LRL PreK-12

Areas for Improvement:

Standards 1-7

None

Next continuing programs' review: Fall 2026



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September 17, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Washburn University

Introductory Statement:

On September 15, 2025, the Evaluation Review Committee reviewed an application for program approval for Washburn University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Washburn University program through December 31, 2030.

Early Childhood Unified B-3, I continuing
Areas for Improvement
Standards 1-8, Science of Reading
None



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September 17, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Wichita State University

Introductory Statement:

On September 15, 2025, the Evaluation Review Committee reviewed an application for program approval for Wichita 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, 2029:

Elementary Education Unified (Elem UG), I, K-6

Areas for Improvement:

Standards 1-11, Sci Reading

None

Next continuing programs' review: Fall 2029

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:

- (1) A written statement of the purpose and objectives of the proposed program;
- (2) documentation of the need for the proposed program;
- (3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
- (4) a written description of the curricula to be used in the proposed program;
- (5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
- (6) a timetable that specifies the following information:
 - (A) The sequence of activities that will occur;
 - (B) the anticipated schedule of evaluative checkpoints;
 - (C) identification of competencies to be acquired by the students; and
 - (D) provisions for program design changes, if necessary, at selected intervals in the program.

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Deborah Bremer

Director:

Kelly Chanay

Commissioner:

Randy Watson

Meeting Date: 11/12/2025

Item Title:

Receive Recipe testing contract with four local districts for Healthy Eating

Recommended Motion:

It is moved that the Kansas State Board of Education approve the contracting of recipe testing with four school districts: USD 336 Holton, USD 268 Cheney, USD 292 Wheatland and Manhattan Catholic School. Each school district will test two weeks of menus and be compensated \$15,000 each for their time (staff) purchase of ingredients and gathering student feedback.

Explanation of Situation Requiring Action:

The following four schools will conduct recipe testing on behalf of CNW:

USD 336 Holton; USD 268 Cheney; USD 292 Wheatland; Manhattan Catholic School

Each school district will test two weeks of menus and be compensated \$15,000 each for their time (staff), purchase of ingredients and gathering student feedback.

The State Board will take action on the contract in December.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 1 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/13/2025

Item Title:

Act on the recommendations of the Professional Practices Commission (denial) ITEM A

Recommended Motion for ITEM A :

It is moved that the Kansas State Board of Education deny the application in 25-PPC-24.

Explanation of Situation Requiring Action:

25-PPC-24

On August 26, KSDE filed a Complaint seeking denial of the application for an emergency substitute teaching license. The Complaint alleges that on or about 12/11/2024, Licensee was convicted in the United States District Court for the Western District of Missouri of the felony crime of money laundering. The Complaint further alleges that an applicant for a license to be issued by the State Board shall not be eligible to receive any such license until at least five years have passed from the date of conviction. K.A.R. 91-22-1a(f)(2)(A). The Complaint was mailed to the Applicant's last known address by regular, certified, and electronic mail. The Applicant did not submit an answer, nor did she request a hearing.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 1 b.**Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/13/2025

Item Title:

Act on the recommendations of the Professional Practices Commission (revocation) ITEM B

**Recommended Motion for
ITEM B:**

It is moved that the Kansas State Board of Education revoke the licenses as requested in the following cases: 25-PPC-18, 25-PPC-23, 25-PPC-20, 25-PPC-34, 25-PPC-33, 25-PPC-32, 25-PPC-31, 25-PPC-30, and 25-PPC-25

Explanation of Situation Requiring Action:

25-PPC-18

On August 21, KSDE filed a Complaint seeking revocation of the license 25-PPC-18 based on professional misconduct. The complaint alleges: Licensee was the subject of a Title IX investigation for actions that occurred during the during the 2022-2023 school year after for sending a male student private messages, using social media, during and after school hours that resulted in substantiated findings for sexual harassment. Licensee was also the subject of a Title IX investigation for actions that occurred during the during the 2018-2019 school year after for sending a male student inappropriate messages via Snapchat and Text messages during and after school hours that resulted in substantiated findings for sexual harassment. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a hearing.

25-PPC-23

On August 26, KSDE filed a Complaint seeking revocation of the license in 25-PPC-23. The Complaint alleges that on September 25, 2024, Licensee was convicted of felony Flee or Attempt to Elude in Wyandotte County District Court. The Complaint further alleges that if the Licensee were to apply for a license, he would not be eligible to receive one until September 25, 2029. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a hearing.

25-PPC-20

On August 21, KSDE filed a Complaint seeking revocation of the license in 25-PPC-20. The Complaint alleges that on January 2nd, 2023, the Licensee was convicted in Johnson County District Court of felony driving under the influence of drugs / alcohol. The Complaint further alleges that if the Licensee were to apply for a license, he would not be eligible to receive one until January 2, 2028. K.A.R. 91-22-1a(f)(2)(A). The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a

hearing.

25-PPC-34

On August 21, KSDE filed a Complaint seeking revocation in case 25-PPC-34. The Complaint alleges that on July 24, 2024, Licensee was sentenced following conviction for two felony counts of attempted aggravated battery as defined in K.S.A. 21-5301 and 21-5413. The victims were students who attended the high school where the Licensee was employed. The Complaint further alleged that if Licensee were to apply for a teaching license, he would be ineligible to receive one until July 24, 2029. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a hearing.

25-PPC-33

On August 21, KSDE filed a Complaint seeking licensure revocation in 25-PPC-33. The Complaint alleges that on February 24, 2025, the Licensee entered into a diversion agreement after having been charged with Lewd and Lascivious Behavior as prohibited by K.S.A. 21-5513(a)(2),(b)(1) in Riley County District Court. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a hearing.

25-PPC-32

On August 21, KSDE filed a Complaint seeking licensure revocation in 25-PPC-32. The Complaint alleges that on January 10, 2025, Licensee was convicted of felony criminal threat and felony tampering with electronic monitoring equipment in Johnson County District Court. The Complaint further alleges that if Licensee were to apply for a teaching license, she would be ineligible to receive one until January 10, 2030. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did she request a hearing.

25-PPC-31

On August 21, KSDE filed a Complaint seeking licensure revocation in 25-PPC-31. The Complaint alleges that on March 27, 2025, Licensee was convicted of felony aggravated battery in Riley County District Court. The Complaint further alleges that if Licensee were to apply for a license he would not be eligible until March 27, 2030. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did he request a hearing.

25-PPC-30

On August 21, KSDE filed a Complaint seeking licensure revocation in 25-PPC-30. The Complaint alleges that on June 6, 2025, Licensee was convicted of felony theft of at least \$25,000 but not more than \$100,000 in Wyandotte County District Court. The Complaint further alleges that if Licensee were to apply for a teaching license, she would be ineligible to receive one until June 6, 2030. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did she request a hearing.

25-PPC-25

On August 21, KSDE filed a Complaint seeking licensure revocation in 25-PPC-25. The Complaint alleges that on May 8, 2025, Licensee was convicted in Johnson County District Court for felony driving under the influence. The Complaint further alleges that if Licensee were to apply for a new license she would not be eligible to receive one until May 8, 2030. The Complaint was mailed to the Licensee's last known address by regular, certified, and electronic mail. The Licensee did not submit an Answer, nor did she request a hearing.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 1 c.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 11/13/2025

Item Title:

Act on the recommendations of the Professional Practices Commission (revocation based on voluntary surrender)

Recommended Motion ITEM C:

It is moved that the Kansas State Board of Education accept the voluntary surrender issued in 25-PPC-17 and revoke the Licensee's teaching license.

Explanation of Situation Requiring Action:

25 PPC 17

On August 26, 2025, KSDE filed a complaint seeking revocation of the license in 25-PPC-17. The complaint alleges that during the 2023-2024 school year, Licensee engaged in behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conduct toward, or focus on Student. Licensee's behavior included but was not limited to exchanging thousands of emails with Student not related to educational purposes; emailing a picture of himself in bed to Student and indicating he wished the Student was there instead of his pillow; and failing to enforce and abide by boundaries as directed by his supervisor. Upon receipt of the Complaint, The Licensee voluntarily surrendered his license (attached). KSDE requests the State Board accept the voluntary surrender and revoke the license as requested. The signed surrender form is attached.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of

redacted

25-PPG-17

VOLUNTARY SURRENDER OF TEACHING LICENSE

I, **redacted** hereby knowingly and voluntarily surrender my license to the Kansas State Board of Education ("State Board"). I am surrendering this license after having received the Complaint filed by the Kansas State Department of Education alleging professional misconduct. I understand that I have a right to file an Answer and request a hearing before the Professional Practices Commission whereby I could contest the allegations and/or request for the revocation of my license. I hereby waive those rights and choose to not contest the allegations.

I further acknowledge and understand that my surrender is subject to approval by the State Board. I understand surrendering my license; I will not have any type of hearing to contest the Complaint. I further acknowledge and understand that as a result of this surrender, my license will be revoked by the Kansas State Board of Education. Notice of the revocation of my license will be provided to all local education agencies in the State of Kansas and to the agency responsible for issuing educator licenses/certificates in each of the other states.

redacted

Signature

redacted

(Printed or typed name)

VERIFICATION

STATE OF Kansas

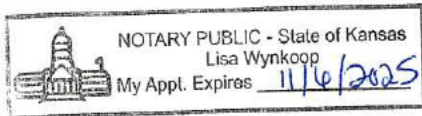
COUNTY OF Shawnee ss:

BE IT REMEMBERED that on this 9th day of September, 2025

before me, the undersigned, a notary public in and for the county and state aforesaid, came

redacted who is personally known to me to be the same person who executed the within instrument and such person duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal the day and year last above written.



Lisa Wynkoop
Notary Public

My appointment expires:

November 6, 2025



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

Item Title: Presentation: Kansas 2025 ESEA Waiver Request

From: Dr. Renee Nugent

Dr. Renee Nugent will update the Kansas State Board of Education about the Waiver that the Kansas State Department of Education submitted to the U.S. Department of Education under the Elementary and Secondary Education Act (ESEA) on Monday, October 27.

The purpose of this waiver is to align federal Title I school improvement requirements with the Kansas Education Systems Accreditation (KESA) framework, creating a single, coherent system of school improvement and accountability. The alignment is designed to reduce duplication, improve clarity for districts, and ensure that state and federal systems work cohesively to support improved student outcomes.

If approved, the waiver will allow KSDE to temporarily delay new Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) identifications until the 2028–2029 school year and delay the exit of currently identified schools until no later than 2027–2028. This would also extend access to Title I, Section 1003(a) school improvement funds for currently identified schools throughout the waiver period.

This approach follows guidance from US Department of Education encouraging states to pursue “creative and effective waivers” that remove barriers to student achievement and better align federal programs with state priorities. The requested waiver will provide time for Kansas to integrate all accountability and improvement processes into a unified model focused on the Kansas *Four Fundamentals*.

KSDE has engaged with all currently identified schools to communicate the purpose and implications of the waiver. During the waiver period, identified schools will remain eligible for federal improvement funds and continue to receive professional learning, technical assistance, and Kansas Learning Network (KLN) support. Schools meeting exit criteria may do so during the waiver period, while those that would have otherwise been newly identified will be invited to participate in a pilot project aligning federal and state improvement efforts.

No action will be necessary because the Kansas State Board of Education has previously taken action on its support of KESA as the single system for school improvement and accountability.



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Item Title: Receive Recommendations on Mentor Teacher Program Regulations (Dr. Renee Nugent)

From: Payton Lynn

As part of a monthly series, Dr. Nugent will review and recommend changes to regulations that need to be updated to lessen undue work on the local schools and districts. This month she is presenting the Mentor Teacher Program Regulations. The program is no longer funded by the Kansas Legislature and although local districts are encouraged to continue providing mentor teacher programs, they do not need to report in the same way.

Dr. Nugent will recommend that the Board take this action next month to lessen unnecessary reporting:

Because no state funds are currently allocated for the mentor teacher program, KSDE will update internal policy and procedure to relieve administrative burden associated with the applications and annual evaluation reports. Districts may continue to operate local mentor teacher programs using local resources, but submitting the applications and reports associated with state funding to KSDE will not be required unless funding is reinstated.

Here are the details of the regulation.

Mentor Teacher Program Regulation KAR 91-41-1. Definitions.

- (a) "Board" means any local board of education.
- (b) "Certificated" or "licensed" means holding a valid certificate or license issued by the state board.
- (c) "Continuous assistance" means ongoing, structured, and unstructured contact throughout the school year.
- (d) "Kansas exemplary educators network" means the Kansas teacher of the year program, Milken family foundation national educator awards program, presidential award for excellence in math and science teaching, and the Christa McAuliffe fellowship program.
- (e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:
 - (1) Has completed at least three consecutive school years of employment in the same school district;

(2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and

(3) has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.

(f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.

(g) "On-site" means at the location where a probationary teacher is assigned.

(h) "Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.

(i) "School year" means July 1 through June 30.

(j) "State board" means the state board of education.

(k) "Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers.

(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-2. General requirements.

(a) Each board making application for a grant of state moneys for a mentor teacher program shall submit a completed application to the state board on or before August 1 of the school year.

(b) Each board receiving state funds for a mentor teacher program shall submit an annual evaluation report to the state board. The report shall be submitted on or before June 30.

(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions:

(a) A statement of the district's purpose or purposes for establishment of the mentor teacher program;

(b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;

(c) a description of the expectations for district administrators in supporting the program;

(d) a description of how the mentor teacher program aligns with other professional development initiatives in the district;

(e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;

(f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and

(g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program.

(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher.

In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria: (a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and

(b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

This article was reviewed based on whether the regulations:

Present a significant administrative burden,

Place undue strain on district resources.

Article 41 of the Kansas State Department of Education regulations outlines the requirements for districts that apply for and receive state funding to support mentor teacher programs. Under Article 41, districts seeking state grant funds must submit an application to the State Board of Education. Districts that receive funding must also submit an annual evaluation report detailing program implementation and outcomes. The regulations appropriately describe requirements in the context of state funding and therefore do not necessitate formal amendment.

In recent years, the Kansas Legislature has chosen not to appropriate funds for the mentor teacher grant program. Article 41 regulations include requirements that districts submit applications and annual evaluation reports tied to the receipt of state funds.

The following recommendation is provided to adjust KSDE practice to reflect the current legislative context:

Because no state funds are currently allocated for the mentor teacher program, KSDE will update internal policy and procedure to relieve administrative burden associated with the applications and annual evaluation reports. Districts may continue to operate local mentor teacher programs using local resources, but submitting the applications and reports associated with state funding to KSDE will not be required unless funding is reinstated.

No changes to Article 41 regulations are recommended at this time (as the funding may return).

Kansas leads the world in the success of each student.