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

Kansas State Board of Education
Tuesday, May 13, 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, May 13, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. She thanked the student artists who created the inventive bus safety drawings that were posted around the room. 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.

Roll Call

The following Board members were present:
Mrs. Betty Arnold
Mrs. Michelle Dombrosky
Mrs. Melanie Haas
Mr. Dennis Hershberger (on Zoom)
Mrs. Cathy Hopkins, Chair
Dr. Beryl New
Mrs. Connie O'Brien
Mrs. Debby Potter
Mr. Jim Porter (on Zoom)
Mr. Danny Zeck, Vice Chair
Mr. Mark Ferguson, Board Attorney and Commissioner Watson were in attendance at the Board table.

Approval of the April 8 & 9, 2025 minutes

Minutes motions 6:05

Mrs. Potter moved that the Kansas State Board of Education approve the additions to the minutes that she is requesting. Mrs. O'Brien seconded the motion. **Motion failed 2-7-1 with Mrs. Haas, Dr. New, Chair Hopkins, Vice Chair Zeck, Mrs. Arnold, Mr. Hershberger and Mr. Porter voting no, and Mrs. Dombrosky present not voting.**

Mrs. Haas moved that the Kansas State Board of Education approve the April 8 & 9, 2025 minutes as drafted. Mrs. Arnold seconded the motion. **Motion carried 7-1-2 with Mrs. Potter voting no and Mrs. O'Brien and Mrs. Dombrosky present not voting.**

Approval of the Agenda

Agenda motion 16:45

Mrs. Arnold moved that the Kansas State Board of Education approve the Agenda as presented with slight changes on Wednesday (switching item 1 and 8). Mrs. Haas seconded the motion. **Motion carried 10-0.**

Approval of the Consent Agenda

The Consent Agenda was:

- Personnel Reports
- Local Professional Development Plans
- Licensure Review Committee Recommendations
- Visiting Scholar Application
- Approve Kansas School for Deaf's assurance form **(pulled by Mrs. Dombrosky)**
- Nomination for Licensure Review Committee

Consent Agenda Motion 17:57

Mrs. Dombrosky moved that the Kansas State Board of Education approve the consent agenda (without item e. approve KSD assurance form). Mrs. Haas seconded the motion. **Motion carried 10-0.**

Item E 18:14

Consent Agenda item e: Approve Kansas School for the Deaf's assurance form

After commenting on the consent item e, Mrs. Dombrosky moved that the Kansas State Board of Education approve consent agenda item e, the Kansas School for the Deaf LEA assurance form. Mrs. Potter seconded the motion. **Motion carried 10-0.**

Dr. Watson 20:10

Commissioner's Report

Dr. Watson gave his report to the Board which included teacher appreciation week, Kansas Teacher of the Year regional finalists, and how students learn differently.

Forum 41:25

Citizen's Open Forum

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

Dr. Amber Wheeler, Humboldt, representing USD 258, spoke in favor of continuing the Expanded Emergency Substitute Teacher License.

Mrs. Erica Sheets, Leawood, representing Moms for Liberty Johnson County, spoke about Board outcomes.

Dr. David Prentice, rural Shawnee County, private citizen, spoke about prenatal education and offered resources for study in this area.

Mrs. Nancy Moneymaker, DeSoto, private citizen, made general comments about issues the State Board is involved in.

Mrs. Sharon Knewtson, Olathe, representing the Kansas School for the Deaf Parent Organization, gave an update on the parent's group since March 2025.

Role in Funding 59:15

Presentation on State Board Role in the Distribution of Federal and State Funds

R. Scott Gordon, KSDE General Counsel

Mark Ferguson, Board Attorney
Mr. Gordon and Mr. Ferguson explained the unique role of the Board in distributing funding from the federal government and the state government to the districts and schools.

Mr. Gordon explained most of the federal funding is for food programs, Title IV of the Higher Education Act and Title 1, supplemental funding for targeted populations. These programs all have promises and obligations attached. All these programs are created by federal law and regulated by federal regulations. Failure to fulfill obligations result in a loss of funding to schools. Mr. Ferguson explained the state funding is set by the legislature and distributed by the State Board and the State Department of Education to the schools. In terms of federal funding, there needs to be a plan B if the Board decides not to accept funding from any source. Advance notice and planning for the local schools is necessary for schools to function.

PreK At-Risk 1:54:58

Act on recommendations for approving Preschool-Aged At-Risk programs for 2025-2026
Mrs. Amanda Petersen, Director, KSDE Early Childhood
Mrs. Arnold moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2025-2026. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings. Dr. New seconded the motion. **Motion carried 8-2 with Mrs. Dombrosky and Mrs. Potter voting no.**

Updated levels 2:05:00

Act on updated performance level descriptors for the 2025 Assessments
Mrs. Beth Fultz, Director, KSDE Career, Standards and Assessment Services
Mrs. Arnold moved that the Kansas State Board of Education approve the proposed Kansas Assessment Performance Level Descriptors for 2025 revised state assessments in English Language Arts, Mathematics and Science. Mrs. Haas seconded the motion. **Motion carried 7-0-3 with Mrs. Potter, Mrs. Dombrosky and Mrs. O'Brien present not voting.**

Senate Youth 3:29:18

Senate Youth Delegates
Introduction by Commissioner Watson
Kansas chose two students to attend the 2025 U.S. Senate Youth Program, Sophia Hsu from Mill Valley High School and Erin Tims, from Larned High School. The Hearst Foundation provides each delegate with a $10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held on March 1-8. Both students spoke about how important the experience was to them.

Ameri Corps 3:50:11

Act on funding request for 2025-2026 AmeriCorps Kansas Grant Applications
Dr. Jessica Dorsey, Director, Kansas Volunteer Commission
(although the AMERICORPS funding has been stopped by the Trump administration, there is litigation happening and the outcome is uncertain. Therefore the Board decided to vote on the funding in the event the administration changed their decision.)

Mrs. Arnold moved that the Kansas State Board of Education approve the 2025-2026 AmeriCorps subgrantees as recommended by the Kansas Volunteer Commission. Mrs. Haas seconded the motion. Motion carried 8-1-1 with Mrs. Dombrosky voting no and Mrs. Potter present not voting.

Act on Educator preparation provider standards for History, Government and Social Studies

Ed Prep 3:57:03

Mrs. Arnold moved that the Kansas State Board of Education approve the new educator preparation program standards for History, Government, Social Studies 5-8 and 6-12. Motion carried 8-1-1 with Mrs. Dombrosky voting no and Mrs. Potter present not voting.

Act to contract with the Kansas Office of Administrative Hearings
R. Scott Gordon, KSDE, General Counsel

Ad Hearings 3:59:12

Mrs. Potter moved to amend the suggested motion from being a 5 year contract (from 2025-2030) to a 2 year contract from 2025-2027. Mrs. Dombrosky seconded the motion. Motion failed 2-8 with Mrs. Haas, Dr. New, Chair Hopkins, Vice Chair Zeck, Mrs. O'Brien, Mrs. Arnold, Mr. Hershberger and Mr. Porter voting no.

Mrs. Arnold moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Kansas Office of Administrative Hearings from July 1, 2025, through June 30, 2030, in an amount not to exceed $200,000.00. Mrs. Haas seconded the motion. Motion carried 10-0.

Barbershop Quartet from Lawrence High School

Quartet 4:09:00

The quartet's name was Ha-Tune-Ah Fermata (think like Hakuna Matata!), and the members are Cooper Grant, Parker Lopez, Asher Sikes, and Thomas Sikes. All four are seniors at LHS graduating this month, May 2025.

Act on Professional Practices Commission findings
R. Scott Gordon, KSDE, General Counsel

PPC 4:28:30

Mrs. Haas moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in case 24-PPC-31 and deny the pending application. Mrs. Arnold seconded the motion. Motion carried 10-0.

Presentation on State Assessments: Setting Cut Scores
Mrs. Beth Fultz, Director, Career, Standards, and Assessment Services
Dr. Karla Egan, founder and principal lead for EdMetric LLC
Director Susan Martin, Assessment and Technology Solutions at the Assessment and Achievement Institute at the University of Kansas

Cut Scores 4:30:49

Mrs. Fultz outlined the timeline and process of setting the cut scores for the updated Kansas student assessment tests.

Dr. Egan described the process and underlying research in setting cut scores in general. Director Martin spoke to the specifics of Kansas' method of setting cut scores.

Presentation on 2025 KSDE Great Ideas in Education Conference July 28-20, 2025
Mrs. Pat Bone, Administrator of the Conference and KSDE Assistant for Learning Services

Great Ideas 6:00:23

Mrs. Bone shared the theme of the conference and how it is moving to the summer. She detailed how to register and invited all the Board members to attend.

Presentation on KESA 2.0 Update
Dr. Jay Scott, Director, Accreditation and Design

KESA 6:10:00

Dr. Scott shared the structure of KESA 2.0 and a summary of school improvement days, action planning and the process of determining accreditation status for each system this summer through a review by the Accreditation Review Council (ARC), and subsequently a State Board of Education vote.

Act on Seal of Literacy List addition
Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services

Seal of Literacy 6:53:28

Dr. Proctor explained this action would add the Phillips Fundamental Learning Center and R.E.A.D. Redefined educator training programs to the approved list.
Mr. Porter moved that the Kansas State Board of Education suspend the rules and vote immediately on the Seal of Literacy List addition. Mrs. Arnold seconded the motion. Motion carried 10-0.

Mr. Porter moved that the Kansas State Board of Education approve the Seal of Literacy list addition as recommended. Mrs. O'Brien seconded the motion. Motion carried 10-0.

Board Committee Reports

Reports 7:17:26

Mr. Porter reported on KSHSSA executive and regular Board meetings and the Legislative Task Force on the School Finance Formula.

Mrs. Dombrosky reported on Kansas National Education Association (KNEA)/Kansas School for the Deaf (KSD) negotiations and the KSD parent's group.

Mrs. O'Brien shared her experience attending the Kansas State School for the Blind graduation.

Mrs. Potter reported that she attended the negotiation meeting with KNEA/KSD.

Mr. Zeck attended the CTE committee and also went to Piper High School to observe the Capstone projects.

Mr. Hershberger shared new updates about Ag in the Classroom and CTE initiatives.

Mrs. Haas reported on the Policy Committee which had been asked to evaluate whether violations of policy had been made, as noted by Mrs. Potter, in the April Board meeting. Mrs. Haas explained the Policy Committee did not see any policy violations. She noted the Board uses modified Roberts Rules of Order as a guide. Mr. Hershberger, a member of the Policy Committee, agreed that the

committee discussion was good, but he felt there needs to be a definition from the Committee on the action of "appeal."

Chair Hopkins needed to leave the meeting due to a family emergency and Vice Chair Zeck chaired the rest of the meeting.

Mr. Hershberger moved that the Policy Committee evaluate the issue of what the word appeal means in the KSBE policy manual and report back to the Board in June with a recommendation that clarifies this policy. Mrs. Potter seconded the motion. **Motion failed 5-0-1 with Mr. Porter present not voting. Mrs. Arnold did not indicate a vote.**

Motion
8:10:30

**However, when reviewing the YouTube KSDE LiveMedia video, we realized that Mr. Hershberger's vote (on zoom) had not been counted. So despite the Vice Chair announcing that the vote failed, and the board secretary verbally recording the vote as 5-0-1, it was in fact 6-0-1 with Mr. Porter indicating he was present not voting and Mrs. Arnold not indicating anything*.

Vice Chair Zeck asked the Policy Committee to look at the question of what the word appeal means in terms of the policy of the Board and to report back, in writing, at the next meeting.

Vice Chair Zeck recessed the meeting until Wednesday morning at 9:00 a.m.

Wednesday, May 14, 2025

Chair Hopkins called the meeting to order at 9:00. All members were present, with Mr. Porter and Mr. Hershberger on Zoom.

Start
3:00

Presentation on Data Collection and Security
Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
Ryan Kurtenbach, Director, KSDE Information Technology
Kyle Lord, KSDE Information Technology

Data
4:00

The presenters explained the purpose of data collection, how student data is collected and the current data collection process challenges. Specifically, they described the Kansas Individual Data on Students (KIDS) and the Kansas Education Data System (KEDS).

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

Finance
1:14:00

Dr. Harwood and Dr. Hess went over recommendations for the Board's approval in June:
a) School Board Compensation;
b) Putting Request For Proposal (RFP) Process for the State Board Attorney in Board Policy;
c) Raising the threshold for items that have to be approved by the Board from $10,000 to $25,000

Receive Bullying Prevention Procedure to be prominent on all district and school websites and or handbooks
Mrs. Betty Arnold, State Board of Education Representative for District 8

Bullying Prevention
1:52:00

Mrs. Arnold presented an initiative to assist families in knowing what steps to take if a student is being bullied. On each school website or handbook there would need to be a prominent posting of a clear and concise procedure for recognizing and reporting bullying. She shared an example of a document that could be used to advise parents and students. Each district would produce their own posting, but the State Board of Education would require that such a procedure be placed on their websites and/or in handbooks.

PSB
2:22:55

Receive nominations for new appointments to the Professional Standards Board
Shane Carter, Director, Teacher Licensure

Mr. Carter requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."
Recommended nominees to fill the two Public Teacher At-Large vacancies are:

Libby Devin, Elementary School Teacher, Auburn Washburn USD 437, (SBOE District 1,4,6).
Leona Engelcke, Middle School Science Teacher, Kiowa County USD 422, (SBOE District 7)
Kelly Hogelin, Middle School English Language Arts Teacher, Pittsburg USD 250, (SBOE District 9).
The Board will vote on these appointments in June.

Sub License
2:30:00

Receive recommendations for modified emergency substitute license
Shane Carter, Director, Teacher Licensure
The current breakdown of substitute license holders is as follows:
Emergency Substitute License: 14,154 (of which 703 or 4.9% are modified emergency substitute license holders).
Standard Substitute License: 3,266 Total Substitute Licenses: 17, 420 (4% are modified emergency substitute license holders).

A total of 213 school districts and five private accredited Local Education Agencies employed a modified emergency substitute license holder since January 2022. Once district employed 96 modified emergency substitute license holders while (132) districts only employed one modified emergency substitute license holder.

Timeline summary of the emergency substitute license modifications in Kansas:
January 12, 2022 – The Kansas State Board of Education authorized a Temporary Emergency Authorized License (TEAL) due to the COVID-19 substitute teacher shortage. Requirements included being at least 18 years old, passing a background check, and providing verification of hire. This authorization was valid from January 13 through June 1, 2022.

June 15, 2022 – The Board modified the emergency substitute qualifications to require a high school diploma, completion of online training, and verification of hire. Applicants could serve no more than 15 consecutive days in the same assignment. This provision expired on December 31, 2022.

November 10, 2022 – The Board extended the temporary modification through June 30, 2023. License holders could serve up to 15 consecutive days without requiring new forms if they already held the license.

May 10, 2023 – The Board extended the temporary modification for two years, now expiring June 30, 2025. Changes included increasing the consecutive days limit to 25 and allowing up to 75 school days per semester. The license remained non-transferable, but applicants could apply for multiple districts.

After a thorough discussion at its April 18, 2025, meeting, the Professional Standards Board recommending to temporarily approve the Modified Emergency Substitute License for another two years. The Board is asked to vote in June to make this license permanent with regulations, or terminate it, or temporarily approve it through June 30, 2027.

Receive Recommendations of the Evaluation Review Committee for higher education program approvals
Dr. Catherine Chmidling, Teacher Licensure

ERC
2:50:43

The Evaluation Review Committee is submitted recommendations to the State Board regarding program approvals for Emporia State University, Kansas State University, and Washburn University.

Emporia State University, recommend removing the new-program stipulation and extending "Approved" status for the following programs through December 31, 2031:
Elementary Unified, I, K-6, new program progress report
Areas for Improvement:
Standards 1-11, Sci Reading
None
Innovative Elementary I, PreK-6 LERP, new program progress report
Areas for Improvement:
Standards 1-7, Science of Reading
None

Kansas State University: recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2028:
Innovative Elementary I, PreK-6 Residency LERP new program progress report
Areas for Improvement:
Standards 1-7, Science of Reading
None

Washburn University: recommend "Approved" status for the following Washburn University program through December 31, 2030.
World Languages, I, PreK-12, continuing
Areas for Improvement
Standards 1-8
None

Receive Career and Technical Education Pathway credential recommendations
Natalie Clark, Career Standards and Assessment Services, CTE

CTE
2:54:30

The Board will be asked to approve:

(1) List of industry-sought credentials, that career and technical education students may request school districts pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(2) List of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials.

Mrs. Clark provided the Board with four lists:
1. Excel in CTE (SB 155) Qualifying Industry Recognized Credentials List 2025-2026.

Two recommendations for addition: NCCER Heavy Equipment Operations Level 1 KDHE - Water and Wastewater Operator Certification - Small Systems 1
2. High Value List (Based on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.
3. Standard Value List.
4. Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) Industry-Sought List 2025-2026. Two recommendations for addition: NCCER Heavy Equipment Operations Level 1 KDHE - Water and Wastewater Operator Certification - Small Systems 1

Presentation on Legislative Update
Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
Dr. Harwood gave a comprehensive overview of the legislative action taken by the Kansas State Legislature during the 2025 session. When he started speaking about actions being taken on the Federal level, Mr. Zeck recommended they move into Executive Session.

Update
3:19:52

Executive Session
Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of potential litigation/pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. This session will begin at 1:10 p.m. for 30 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 1:40 p.m. Mr. Gordon, Mr. Ferguson and Dr. Watson are invited to join this Executive Session. Mrs. Haas seconded the motion. **Motion carried 9-0-1 with Mrs. Potter present not voting.**

Motion
4:05:25

Extension of Executive Session
Vice Chair Zeck moved to extend the same Executive Session for an additional 10 minutes, and the open meeting will resume in the Board Room at 1:50 p.m. The same guests are invited to join this Executive Session. Mrs. Haas seconded the motion. **Motion carried 9-1 with Mrs. Potter voting no.**

Motion
4:44:00

Board Travel
Mrs. Arnold moved that the Kansas State Board of Education approve the travel requests as presented. Mrs. Dombrosky seconded the motion. **Motion carried 10-0**.

Motion
4:55:40

Board Future Requests
Mrs. Arnold: Screentime – how are districts using devices in school?
Mrs. Haas: Screentime: appropriate ages and stages uses with screens. Reading (actual books) vs. digital. State Board Goals.
Mr. Hershberger : emergency substitute licenses perspective from districts/individual schools and First Amendment free speech discussion, with a legal perspective from Mark Ferguson
Mrs. Dombrosky: Shane Carter to present on online teachers in the classroom.
Mrs. O'Brien: National Human Sexuality Standards compared with Kansas State Department of

Education

Mr. Porter had to leave just prior to adjournment.

Chair Hopkins adjourned the meeting.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

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Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Connie O'Brien District 4
Cathy Hopkins District 5
Dr. Beryl A New District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

Agenda Tuesday, June 10, 2025

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

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. **Approval** of the Minutes of May 2025		
(AI)	2. **Approval** of Agenda		
(AI)	3. **Approval** of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	c. Act on Interlocal agreement, Smoky Hill and Central Kansas Education Service Center		R. Scott Gordon, General Counsel
	d. Act on funding New Kansas 21st Century Community Learning Centers for 2025-2026		Christine Macy, Coordinator, Special Ed and Title Services
	e. Approve continued funding of Kansas 21st Century Community Learning Centers for 2025-2026		Christine Macy
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 nominations for Professional Standards Board (vote)	P 10 min Q 5 min	Shane Carter, Director, Teacher Licensure

Kansas Leads the world in the success of each student.

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

BOARD AGENDA for June 2025

TIME	ITEM	DURATION	PRESENTER
11:00 a.m. (AI)	7. **Act** on recommendations for modified Emergency Substitute License	P 10 min Q 5 min	Shane Carter
11:15 a.m.	**Break**	**10 min**	
11:25 a.m. (AI)	8. **Act on** Finance Issues (3 motions) a. State Board Compensation b. Putting Request for Proposal (RFP) Process for the State Board Attorney in Board Policy c. Raising the threshold for items that have to be approved by the Board from $10,000 to $25,000	15 min Questions only	Dr. Frank Harwood and Dr. John Hess, Director of Fiscal Services and Operations
11:40 a.m. (AI)	9. **Act on** Bullying Prevention procedure to be prominent on all district/school websites or handbooks	20 min	Betty Arnold, Representative District 8
12:00 p.m.	**LUNCH back at 1:30 p.m.**	**1.5 hours**	
1:30 p.m. (IO)	PERFORMANCE	20 min	Joyce Huser, Fine Arts
1:50 p.m. (IO)	10. *READING CORNER*	10 min	Dr. Laurie Curtis
2:00 p.m. (IO)	11. **Update** on State Assessments	P 10 min Q 10 min	Beth Fultz, Director Career, Standards and Assessment Service
2:20 p.m. (AI)	12. **Act on** Evaluation Review Committee Recommendations	10 min Questions only	Dr. Catherine Chmidling, Teacher Licensure
2:30 p.m.	**Break**	**10 min**	
2:40 p.m. (AI)	13. **Act on** Career and Technical Education Pathway credential recommendations	15 min Questions	Natalie Clark, Assistant Director, CTE
2:55 p.m. (AI)	14. **Act** on Professional Practices Commission Recommendations	10 min	R. Scott Gordon, KSDE, General Counsel
3:05 p.m. (IO)	15. **Presentation:** Overview of Kansas Health Standards and Embryology	P 20 min Q10 min	Kent Reed, Stephanie Alderman-Oler, KSDE Program Managers
3:35 p.m.	**Break**	**10 min**	
3:45 p.m. (AI)	16. **Act** on Evidence Based At-Risk List	10 min Questions only	Dr. Ben Proctor, Deputy Commissioner, Learning Services

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

TIME	ITEM	DURATION	PRESENTER
3:55 p.m. (RI)	17. **Receive** Kansas State Department of Education Budget for 2026-2027	P 30 min Q 10 min	Dr. Frank Harwood Dr. John Hess
4:35 p.m.	Break	10 min	
4:45 p.m. (IO)	18. **Board Attorney Report** with focus on KORA/KOMA	15 min	Mark Ferguson, Board Attorney
5:00 p.m.	RECESS		

Kansas School Superintendent Association (KSSA) *New Superintendents B-B-Que* at 5:00 reception/6:00 dinner
990 Southwest Fairlawn, Topeka
All Board members are warmly welcome!

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

Agenda Wednesday, June 11, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (DI)	1. **Presentation:** Board Goals Discussion	40 min	Dr. Watson
9:40 a.m. (RI)	2. **Receive** Registered Teacher Apprenticeship Program and approve MeadowLARK Grant Funds	P 15 min Q 10 min	Shane Carter, Teacher Licensure
10:05 a.m.	**Break**	**10 min**	
10:15 a.m. (IO)	3. **Presentation:** Licensed Personnel	P 10 min Q 10 min	Shane Carter, Teacher Licensure
10:35 a.m. (RI)	4. **Receive** Recommendation for Regenerated Licensure Tests Scores	P 10 min Q 10 min	Shane Carter, Teacher Licensure
10:55 a.m. (RI)	5. **Receive** Career Technical Education (CTE) Cluster Review Recommendations	P 25 min Q 5 min	Natalie Clark, Asst. Director, CTE
11:25a.m. (RI)	6. **Receive** Evaluation Review Committee recommendations for higher ed accreditation/program approvals	P 10 min Q 5 min	Catherine Chmidling, Teacher Licensure
11:40 a.m.	**Break**	**10 min**	
11:50 p.m. (IO)	7. **Presentation** on Federal Issues **Possible Executive Session**	P 40 min	Dr. Harwood, R. Scott Gordon
12:30 p.m.	**Break**	**10 min**	
12:40 p.m. (IO)	8. **Lunch and a presentation** by Kelly Chanay on summer lunches	30 min	Kelly Chanay, Director, Child Nutrition and Wellness
1:10 p.m. (DI)	9. Committee Reports	5 min	
1:15 p.m.	10. Chair Report	5 min	
1:20 p.m. **(AI)**	11. Board Travel Requests	5 min	
1:25 p.m. **(AI)**	12. **Act** on 2026-2027 Board Meeting Dates	5 min	
1:30 p.m. (DI)	13. Board future agenda requests	5 min	
1:35 p.m. (DI)	14. Board Comments	5 min	
1:40 p.m.	**Adjourn**		

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

Agenda Number: **3 a.**

Meeting Date: **6/10/2025**

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Item Title: HR Board Materials

From: Wendy Fritz

HR Board Materials:

-Personnel Count

-Report on Personnel

Kansas leads the world in the success of each student.

Agenda Number: 3a.

Meeting Date: 06/10/2025

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Personnel Report

From: Mady Carpenter, Wendy Fritz

Personnel Report:

Total employees 281 as of pay period ending 5/10/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

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

Mady Carpenter to the position of Administrative Specialist on the Human Resources Team, effective May 5, 2025, at an annual salary of $47,840. This position is funded by the State General Fund.

Marissa Hales to the position of Public Service Administrator on the Child, Nutrition, and Wellness team, effective May 25, 2025, at an annual salary of $49,192. This position is funded by Child Nutrition State Admin expense; SFSP Admin; CACFP Admin.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 b.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Shane Carter	Shane Carter	Randy Watson

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 266 Maize

USD 327 Ellsworth

USD 332 Cunningham

USD 351 Macksville

USD 388 Ellis

USD 396 Douglass Public Schools

USD 402 Augusta

USD 405 Lyons

USD 435 Abilene

USD 437 Auburn-Washburn

USD 439 Sedgwick Public Schools

USD 444 Little River

USD 608 Northeast (Keystone)

Z0066 Life Preparatory Academy

Explanation of Situation Requiring Action:

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

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

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

State department staff have reviewed the districts'/systems' five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

Maize USD 266 Mission

The mission of Maize USD 266 is to inspire students to discover their potential through connecting, learning, and leading.

Maize USD 266 Vision

The Maize School District is a student-centered environment where all members of the school-community are empowered to participate and thrive academically, civically, and socially through relevant educational experiences to achieve and fulfill their life's purpose.

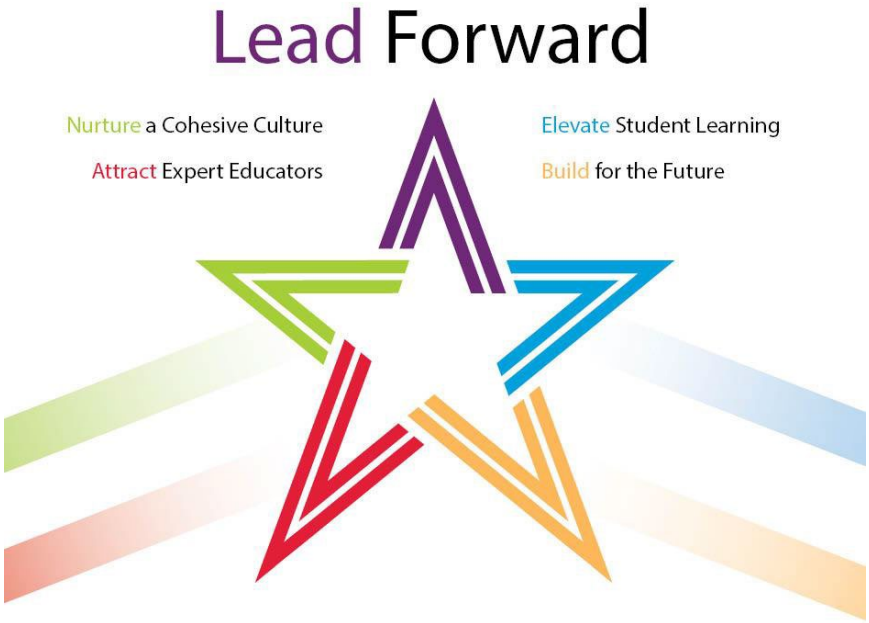
Strategic Themes

- Nurture a Cohesive Culture
- Attract Expert Educators
- Elevate Student Learner
- Build For the Future

Long-Term Goals

- ★ Increase reading proficiency
- ★ Increase math proficiency
- ★ Increase graduation rate
- ★ Increase post-secondary success

Professional Development Plan
2024-2029



Maize USD 266

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

5-year Professional Development Plan
Approval

The USD 266 Professional Development Council approved the following plan, at its meeting held on 4/23/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: S. Hindelar
Signature

4/23/25
Date

Plan Updates

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

Add pages as needed

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Section One
Professional Development Council (PDC)

Introduction

The purpose of the USD 266 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 students.
To do this, the district will strive to:

- Provide professional learning opportunities within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Involve leaders who develop capacity, advocate, and create support systems for professional learning.
- Prioritize, monitor, and coordinate resources for educator learning.
- Use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- Integrate theories, research, and models of human learning to achieve the intended outcomes.
- Apply research on change and sustain support for implementation of professional learning for long-term change.
- Align its outcomes with educator performance and student curriculum standards.

(*Source: Learning Forward Standards for Professional Learning, www.learningforward.*

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 266 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 Executive Director of Professional Development 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.

Any licensed educator, employed by the district, can serve as a Professional Development Council representative through a volunteer and peer selection process. The PDC will include at least as many teachers as administrators and have a representative from each building. Members will be selected solely

by the group they represent. Each member will be required to have a minimum of three years of teaching experience.

Licensed Teacher Groups Represented:

Groups Represented	Number
ECC, Vermillion, Pray-Woodman, Maize Elementary, Maize Central, Maize South Elementary	At least one from each building, not exceeding a total of 12 elementary representatives.
Maize South Intermediate and Maize Intermediate	At least one from each building, not exceeding a total of 4 intermediate representatives.
Maize South Middle and Maize Middle	At least one from each building, not exceeding a total of 4 middle school representatives.
Maize South High and Maize High	At least one from each building, not exceeding a total of 4 total high school representatives.
We have specific programs that will also have a representative: Mazie Career Academy, Complete High School Maize, and Hope Learning Center	One from each building, not to exceed a total of 3 representatives.
Total	Between 15 to 27 Licensed Teacher members

Licensed Teacher Group Selection Process:

By August, building principals will email their staff and will ask for volunteers. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff member will return his/her choice. Once someone is selected, principals will let the Executive Director of Professional Learning know the name(s) of building representatives by the first of September.

Licensed Leader Groups Represented:

Groups Represented	Number
Administrative Membership	Each level, elementary, intermediate, middle, high and district level admin can volunteer to

	be on the PDC committee. Not to exceed 6 administrators on the council.
Total	Between 1 and 6 members

Licensed Leader Group Selection Process:

Administrative membership of the PDC is open to all licensed leaders in the district to sign up to volunteer. At a spring administration meeting, the district administrators vote to select (if multiple volunteers) or vote to approve the volunteer into membership on the PDC. Each level will be provided an opportunity to volunteer. Once someone is selected, principals will let the Executive Director of Professional Learning know the name(s) of building representatives by the first of September.

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.

PDC Team Member Summary: Professional Development Council Members are responsible for performing a variety of duties that directly support teacher licensure.

DUTIES AND RESPONSIBILITIES

1. Participate in all required Professional Development Council training.

2. Approve Professional Development Plans and award professional development points to certified staff members to support relicensure.

3. Attend and participate in Professional Development Council meetings.

4. Review the district professional development survey data and provide PD recommendations to district leadership.

5. Communicate regularly with individual building contacts regarding the professional development opportunities in their building and district.

6. Help 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.

7. Support educators in writing an individual growth plan and how to file plans to gain Maize credit.

8. Other duties as needed

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 266 trains all 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. All members will receive annual training and it will be completed by the end of the first semester of the new academic year. Training will be site based and provided by the Executive Director of Professional Learning.

The Executive Director of Professional Learning is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented in PowerSchool for verification. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Officers

The PDC will have 2 co-chairs and these elections will occur during our first regularly scheduled meeting of the school year. The PDC will select the co-chairs with a majority vote.

Co-Chair Duties:

- Presides at all regular meetings
- Attends any special meetings to prepare for larger PDC meetings
- Collaborates on yearly PDC tasks and timelines
- Supports with minutes of all PDC meetings
- Creates and finalizes the PDC agenda
- Updates the BOE and District and Building Administrators on PDC business.

Although not members, the Executive Director of Professional Development and District Administrative Support Specialists will support the PDC in a variety of ways:

Executive Director of Professional Development

- Monitors PDC members to ensure maintenance of proper ratio
- Coordinates PDC elections
- Advises PDC on professional development matters
- Provides updates on Professional Development matters to the BOE and District and Building Administrators
- Conducts annual PDC training
- Maintains PDC records

- Assists PDC Chair in creating the PDC agenda

District Administrative Support Specialists
- Maintains PD records through PowerSchool
- Takes PDC minutes

Meetings
- PDC will meet in person once each quarter and the date, time and location will be determined by May of each year. However, monthly communication will be sent via email by the Executive Director of Professional Learning.
- The agenda for each meeting will be developed by the Executive Director of Professional Learning, with consultation from the co-chairs as necessary, and will be sent to the PDC team prior to the meeting. Any items for consideration by the PDC may be proposed by the members or any personnel of the USD 266.
- Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.
- Agenda and meeting minutes will be maintained on school property.
- All certified teachers are notified about professional development opportunities that are held in the district via email, Maize USD 266 Professional Development website, and through PDC members.

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:

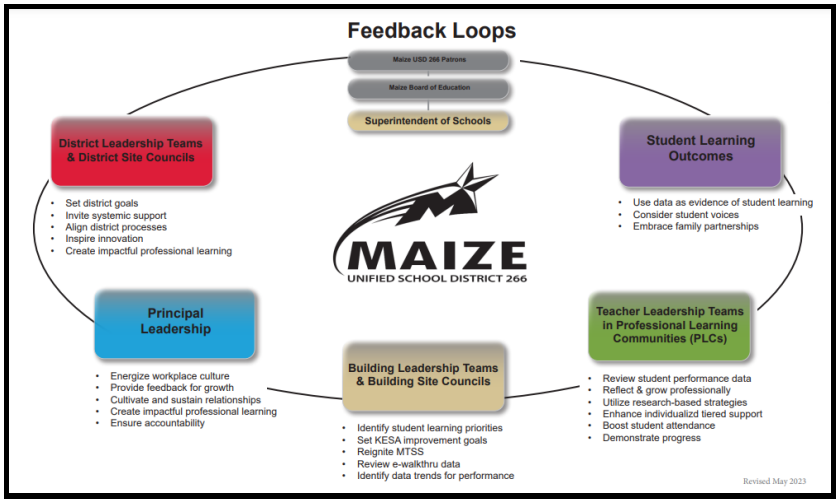
- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 50% plus one of the current total membership members, with fewer than 50% of that number 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.

Records and Maintenance of Records

PDC meeting records and materials are kept on file PDC shared Drive maintained by the Executive Director of Professional Learning.
- Information about individual in-service points will be shown on each individual's plan on PowerSchool.
- The PDC meets once per quarter to review in-service activities. In the event that more information is required for the committee to approve a particular activity, the Executive Director of PD or designee will contact the educator for more information.
- Individual records of approved PD activities are housed in the PowerSchool management system using the External Credit Request for PD points and graduate hours.
- Documents for the IPDP process are stored in the PDC Shared Drive.
- New staff receive PowerSchool training as part of the comprehensive mentoring support provided to all new hires. Building and district mentors play a primary role in this training, with PDC members offering an additional layer of support by reviewing PowerSchool expectations at the start of the year. The Executive Director of Professional Learning also consults with leaders and teachers to ensure effective use of PowerSchool across the district.

Communications

PDC members receive the agenda prior to each meeting, and notes are taken during the meeting. These notes are then shared with PDC members to communicate with leadership teams and PLCs in their buildings, ensuring a clear feedback loop.



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

Individual Professional Development Plans

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

Recommended Approval-The PDC allows the positions in the Sequence of Approvers (below) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	HR Licensing specialist and Teaching and Learning Administrative Assistant
2nd-	Executive Director Teaching and Learning

https://docs.google.com/spreadsheets/d/1ToSEDQNQ29WelXDoGQoXuOWzYaeA7Pa2rcC8BbowEEw/edit?usp=sharing

Recommended Approval-The PDC allows the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. All decisions about the type and amount of PD points that the PDC awards are final.

Section Two
The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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

The District Leadership Team (DLT), consisting of the superintendent, building leaders, and teachers, participates in ongoing data dive exercises as part of the KESA action plan process to analyze data collected at both the building and district levels. Additionally, all teachers complete an annual professional learning survey to assess whether professional development offerings align with their individual, building, and district goals and to identify areas where additional support is needed. The Professional Development Council (PDC) reviews these survey results and provides feedback to the Director of Professional Learning. Teachers are also encouraged to complete surveys after each professional learning session to offer feedback for continuous improvement.

Identification of goals and objectives to achieve professional development needs

The process of the building and district to determine professional learning needs will be determined by analyzing and monitoring the evidence provided through multiple measures at the individual, building, and district levels.

These could include:

- Buildings Needs Assessment data
- Building eWalkthrough data
- Building Lag and Lead measures
- District and building KESA accreditation growth, perception, summative, quantitative and qualitative data

- District Site Council meetings
- Professional Learning Communities at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.

Identification of activities and actions to achieve the goals and objectives

Each year, the Teaching and Learning Team reviews data from teachers, district leaders, and building leaders to plan activities and actions for the upcoming year. Professional development focuses on the creation and implementation of activities to meet objectives. Aligned with the current strategic plan and KESA's Four Fundamentals, the team is also mapping out a five-year process to establish goals and prioritize professional development efforts.

2024-2029 Professional Learning Focus Areas	
Lag Measures	**District Professional Learning Focus Areas 2024-2029**
By 2028, the reading proficiency rate will increase from 73% to 80% on the Kansas State Assessment.	• Standards Aligned curriculum guides and planning with a focus on high-quality ELA resources. • Structured Literacy: Providing targeted professional development to build teacher capacity in the science of reading. ○ LETRS Training for ECC-6 • High Quality and Research Based Instructional Strategies • Balanced assessment systems to ensure comprehensive, fair, and reliable evaluation of student learning and progress. • Positive school and classroom culture, promoting an inclusive climate, and enhancing connectedness to strengthen relationships and collaboration among stakeholders.
By 2028, the math proficiency rate will increase from 77% to 85% on the Kansas State Assessment.	• Standards Aligned curriculum guides and planning. • High Quality and Research Based Instructional Strategies • Balanced assessment systems to ensure comprehensive, fair, and reliable evaluation of student learning and progress. • Positive school and classroom culture, promoting an inclusive climate, and enhancing connectedness to strengthen relationships and collaboration among stakeholders.
Over the next 5 years, Maize School	• Positive school and classroom culture,

District will move the postsecondary 5-year effective average by .5% per year to 72.1% (Baseline 69.6% in 2021).	promoting an inclusive climate, and enhancing connectedness to strengthen relationships and collaboration among stakeholders. • Standards Aligned IPS • Structured Literacy • High Quality and Research Based Instructional Strategies
Over the next 5 years, Maize School District will move the graduation rate to 96% (baseline 95.2%).	• Positive school and classroom culture, promoting an inclusive climate, and enhancing connectedness to strengthen relationships and collaboration among stakeholders. • Structured Literacy • High Quality and Research Based Instructional Strategies • Balanced assessment systems to ensure comprehensive, fair, and reliable evaluation of student learning and progress.

Evaluation

The professional learning goals involve assessing the various stages of implementation across all levels. Data collected at both district and building levels pertaining to each of these goals should illustrate continuous positive outcomes. In instances where the data fails to show evidence of progress, the topics, delivery methods of professional development, resources, coaching, and other forms of support will be reassessed to identify additional needs.

Maize USD 266 assess professional development thought multiple measures including:

- eWalkthrough Data
- Professional development surveys and other building level climate surveys
- Building lead measures
- Student learning outcomes that align with strategic plan goals

The evaluation of professional learning effectiveness occurs upon the completion of all district-level opportunities. An online feedback form, standardized for all participants, is distributed. This survey, developed by the Professional Development Committee (PDC), undergoes review by both PDC members and the Teaching and Learning team. Feedback is carefully examined to improve and adjust future training sessions.

Reporting results of evaluation of in-service needs

At the conclusion of all district-level professional learning days, an evaluation of in-service needs is conducted using a universal online feedback form created by the Professional Development Council (PDC). This form asks participants to reflect on the usefulness, relevance, and impact of the professional development opportunities on their teaching practice. The PDC reviews the feedback and shares the results during PLC or staff meetings, as well as with the Teaching and Learning Team. The data is also made available upon request.

Amending the Professional Development Plan

Annually, the Professional Development Committee (PDC) conducts a review of the Professional Learning (PL) plan. If feedback and data indicate a need to change the plan to close determined gaps and meet the plan goals and objectives or other modifications, the PDC will propose changes and updates. Any proposed amendments must undergo approval through the voting procedure outlined in the operational procedures in Section 1.5 . Once approved, the Executive Director of Professional Development will incorporate these updates into the plan, detailing the changes and the date of approval on the Plan Update.

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.

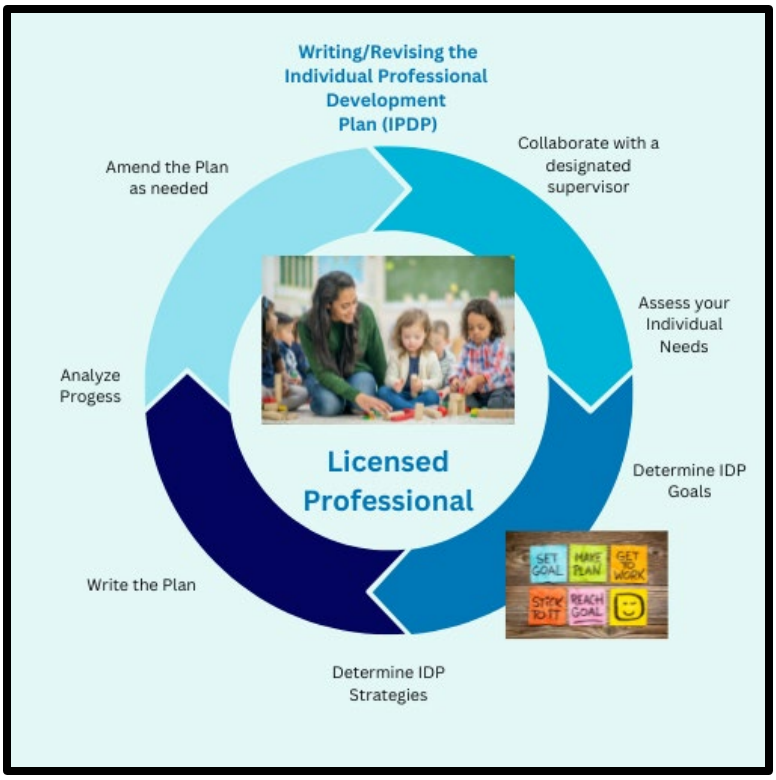
(3) The plan is reviewed and approved by the local professional development council.

(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. Maize USD 266 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 IDP be:

- Developed in collaboration with a designated supervisor.
- Reviewed by her or his supervisor
- 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.

Staff will use the KEEP2 constructs to assess individual needs. They will also use the Google drive to review points for licensure renewal.

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, and 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 are not showing improvement.

All IDPs will be approved by the PDC during the first semester of the school year.

3.8 IDPs 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 266 are eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes. Individuals need to contact the licensure specialist to gain information on documentation requirements that include all college credits, conferences, workshops, and other activities that they could utilize for professional learning.

The Executive Director of Professional Learning 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.

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

1. Identify personal professional development needs. These should include the need

for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

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

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

3.9 Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four
Awarding Professional Development Points for Re-licensure

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

District-level mandated professional development, which aligns with either the Maize USD 266 strategic plan or the KESA action plan, are designed and developed by the Teaching and Learning team. Professional learning conducted during district-wide PD days or at the building level, facilitated by the administrative team, falls under this umbrella. All professional development activities undergo review by licensed members of the Professional Development Committee (PDC) to ensure alignment with identified goals.

Awarding Points

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

Professional Learning Points may be earned in the following three categories:

(1) Content endorsement standards as adopted by the state board (skills and knowledge required for the specific content endorsements of a Kansas license)
(2) Professional education standards as adopted by the state board. These standards 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, or that directly relates to licensure of professional educations, accreditation processes or professional organizations. Only knowledge level points are awarded in this area.)

In addition, individuals earn points based on three levels.

Level 1 - Knowledge: 1 point = 1 contact hour of professional learning.

Level 2- Application: 2 X knowledge level points, verification should include evidence of sustained practice/implementation and may include lesson plans, handouts, assignments, etc.

Level 3 - Impact: 3 X knowledge level points, verification should include evidence that the application of learning impacted student achievement.

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

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license.

The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

Awarding Points in Three Levels

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

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.

Maize Credit for salary movement available as part of the district negotiated agreement.

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

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.

PROFESSIONAL DEVELOPMENT PLAN

USD 327

ELLSWORTH-KANOPOLIS-GENESEO

August 1, 2024 – August 1, 2029

The USD 327 Professional Development Council approved the following plan at its meeting held on 05-13-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Traci R. Sullman Date: 05-13-2025

Date Plan Approved by State Board of Education: _____

Date of Plan Expiration: 7/31/2029

USD 327 BETTER TOGETHER STRIVING FOR EXCELLENCE

USD 327 Ellsworth-Kanopolis-Geneseo

Professional Development Plan Updates

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

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Section One

Professional Development Council

1.1 Introduction

The Professional Development Council (PDC) for Unified School District 327 exists to advise the Board of Education regarding development and implementation of the in-service education and professional development (PD) activities of the District.

The purposes of the PDC are to:

- Establish comprehensive policy, procedures, and criteria relative to Individual Professional Development Plans (IPDP) for the guidance of individuals in developing their plans; and approving and validating actions relative to individual plans; and
- Evaluate IPDPs and the educational activities completed under such plans, and in conjunction with administration/supervisor approved IPDPs and validation of any in-service credit points earned under such a plan.

1.2 Membership

Members of the USD 327 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 District Office 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.

Members will serve a six (6) year term. Terms will begin March 30th with the member attending successive meetings as non-voting members until the May meeting of that school year.

The Vice Chairperson will be elected annually by the PDC at the first PDC meeting in September. The previous year's Vice Chairperson will become the Chairperson for the upcoming school year.

1.21 Licensed Teacher Groups Represented

Groups Represented	Number
Ellsworth Elementary School	2
Kanopolis Middle School	2
Ellsworth Jr/Sr High School	2
Total	6

1.22 Licensed Leader Groups Represented

Groups Represented	Number
Building Administrators	1
District Leaders	2
Total	3

1.23 Licensed and Leader Group Selection Process

If a vacancy should occur prior to the end of a term, the PDC Secretary will ask the representative group for a volunteer. If there are no volunteers, the group represented will designate a person to complete the unexpired term. If more than one person volunteers, licensed teachers will be given a list of names and asked to return his/her choice. The PDC Secretary will provide the PDC Chairperson the name of the selection made.

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 Chairperson will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

The PDC will be responsible for participating in annual training relating in its role and responsibilities, develop operational procedures and develop a five-year plan that is based upon criteria established by the state board and may be approved by the governing body of the educational agency.

1.4 Annual Training

USD 327 will train new PDC 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 PDC Chairperson and Secretary will attend annual training related on the roles and responsibilities of the PDC and Professional Development regulations. They will train the PDC on this information.

The PDC Secretary is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be in the September meeting minutes.

New licensed personnel will receive training on PDP Toolbox during their first in-service days by PDC members.

1.5 Operational Procedures

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

1.50 Officers

The Chairperson:

- Will call and preside at all meetings.
- Attend PD training annually and train the USD 327 PDC.
- Will ensure all USD 327 IPDPs are complete and accurate.
- Will ensure the USD 327 Professional Development Plan is followed.
- Will represent the PDC as needed with District business.

The Vice Chairperson:

- Will act as Chairperson when Chairperson is not present.
- Assist the Chairperson when necessary.

1.51 Meetings

Meetings of the PDC will occur monthly at a regularly scheduled time from September through May of each school year.

Meeting schedules and sites will be posted in each building and given to each PDC member annually.

All meetings will be open and public.

Scheduled meetings may be canceled by action of the Chairperson with advance notice to all members, if circumstances indicate the absence of business or the need for such cancellation.

Special meetings may be called by the Chairperson, with at least three (3) days' notice, to include email/electronic correspondence.

Necessary clerical, accounting assistance and facilities for meetings will be furnished by the District.

Meeting agenda items may be submitted from any licensed staff member of the District to the building representative. Those items will be included in the meeting agenda if they fall within the duties of the PDC.

New IPDPs (through October 1) and review of points on previously accepted IPDPs will be standard agenda items for all meetings.

The agenda may be modified in the meeting to add or delete items by a simple majority of those present.

1.52 Decision Making

To call for, conduct and document PDC voting for PD points, IPDPs and the five-year PD plan renewal and other official business, the PDC requires the following:

- To conduct official business at least five (5) members, with 50% or fewer of those being administers, constitutes a quorum.

- All decisions of the PDC will be indicated by an affirmative vote of a simple majority of the authorized membership of the PDC.
- Unanimous consent may be recognized and stated by the PDC Chairperson as the decision of the PDC 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 Chairperson will lead a discussion and call for a second vote.

1.53 Documentation

The PDC Secretary will maintain all district level records related to the PDC. Those records will include:

- Minutes and attendance records of the PDC meetings
- Copies of all PDC agendas and communications
- Copies of all IPDPs and supporting materials
- Copies of all materials supporting the development and revision of the Professional Development Plan

The PDC Secretary will be responsible for the completion of all reports to the Kansas State Department of Education required under the Professional Development Plan.

The PDC Secretary will serve as the contact person for all individuals living/residing within the district who are not full-time employees of USD 327.

USD 327 uses PDP Toolbox to maintain PD points and PD transcripts for its licensed personnel. Points are requested and approved through PDP Toolbox. Transcripts can be requested through the PDC Secretary.

This plan, associated documents and a link to PDP Toolbox is available at usd327.org > Menu > Faculty and Staff > PDC.

1.54 Communications

The meeting agendas will be provided to each PDC member at least two (2) days in advance of each meeting.

Building PDC representatives will communicate all PDC meeting agendas and meeting actions to licensed individuals.

1.55 Approvals

All approval authority for the following activities lies within the PDC.

<u>Professional Development Plan</u>

The Professional Development Plan revision is approved using the KSDE process: plan review and revision, final draff approval, local District approval and State Board of Education approval.

The five-year Professional Development Plan is reviewed annually. If changes or corrections are deemed necessary, the PDC will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

The PDC allows the positions in the Sequence of Approvers (below) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9.

Sequence of Approvers Before Final PDC Approval	Position/Title of Approval
1st	Designated Supervisor/Building Supervisor
2nd	Building PDC Representative

Professional Development Points

The PDC reviews and approves all PD activity points during PDC meetings. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, the decision of the PDC is final.

Sequence of Approvers Before Final PDC Approval	Position/Title of Approval
1st	Building PDC Representative - adds points request to agenda if approved

Section Two

The Professional Development Plan

2.0 Introduction

The purposes of the Professional Development Plan are:

- To refine and extend the professional skills of the teaching staff
- To advance and enhance the building level's programs of instruction
- To achieve the goals set forth by the USD 327 Board of Education

2.1 Assessment and Prioritization of School Improvement Needs

The Director of Curriculum is responsible for determining the needs of staff development, in coordination with the District Leadership Team.

2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

Kansas Education System Accreditation (KESA) goals are used for District and Building PD goals. Individual goals are decided upon by the individual and his/her supervisor.

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

The Director of Curriculum is responsible for District in-service activities. Building Principals are responsible for building-wide in-service activities, while individuals are responsible for activities meeting their individual goals. All PD conferences and training is pre-approved by an individual's supervisor and the Director of Curriculum.

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

The Director of Curriculum is responsible for determining the level of success in meeting the in-service needs.

Participants in the Professional Development Plan are surveyed each year about what in-service topics would benefit them and if they would be interested in presenting at an in-service. These questions are part of the annual Evaluation of Professional Development Plan, Appendix A, that is completed by April 15th.

2.5 Reporting Results of Evaluation of In-Service Needs

The Director of Curriculum is responsible for reporting the results of his evaluations of the success of in-service needs.

The Evaluation of Professional Development Plan results will be provided to the Director of Curriculum and all participants of the Professional Development Plan.

2.6 Amending the Professional Development Plan

The Professional Development Plan may be amended by:

- If the annual evaluation shows the need to change the plan. Any amendments may be approved using the voting procedure outlined in Section 1.5. Once the amendment is approved, it will be added to the Professional Development Plan Updates Page.
- The PDC may adopt amendments to the District Professional Development Plan by a simple majority of the PDC, provided that these amendments have been introduced in writing at the preceding regular meeting.

Section 3

Individual Professional Development Plans

3.0 Introduction

Licensed personnel may acquire in-service education credits for renewal of State Licensure provided they complete and file an approved Individual Professional Development Plan (IPDP), successfully complete the planned program of in-service education activities, and completion of their plan validated for credit by the PDC.

3.1 Collaborate with a Designated Supervisor

The licensed professional will work with his/her supervisor to develop and have on file an IPDP found in Appendix B **each year**.

The IPDP will be tailored to meet the individual's personal and professional development needs.

This plan will be signed by the individual's supervisor (if the supervisor agrees) and building PDC representative.

It will be approved the PDC. Whether signed by the designated supervisor or not, it must go to the PDC for an approval decision. If the supervisor has issues with the plan, he/she can discuss it with the PDC at the 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

The IPDP must include specific goals which address the identified District, building level school improvement goals, and individual performance improvement needs in relation to the job role. Goals can be found in Appendix C.

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

3.4 Determine Individual Professional Development Strategies

Strategies should provide the skill and knowledge necessary to meet the individual's professional development goals.

Strategies can include district in-service or independent professional development.

3.5 Write the Individual Professional Development Plan

The IPDP should include district, building and individual goals.

The IPDP is due by October 1 of each year.

3.6 Analyze Progress

Licensed staff will analyze progress throughout the academic year to see if their IPDP goals are being met.

3.7 Revise the Plan as Necessary

The IPDP may be amended as necessary throughout the year using the Individual Professional Development Plan Amendment form, Appendix D.

3.8 IPDPs for Licensed Professionals Who Live or Work in the District but are not Employed by the District

Licensed individuals who live in the District but not employed by the District may file a IPDP by following the same procedures as an employe of the District.

The individual will be assigned a designated supervisor by the District.

A PD file for this individual will be maintained by the PDC Secretary.

The PDC Secretary will act as the liaison between the non-employee licensed professionals and the PDC. These individuals may contact the liaison at 785.472.5561 to begin this process.

Non-employee licensed professionals are not eligible to participate in district in-service activities.

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

Licensed staff may appeal a non-approval for an individual development plan to the State Licensure Review Board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-Licensure

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 points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

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

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

KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, he/she must submit 120 PD points earned under an approved IPDP to renew a professional license. An individual with a graduate degree is not required to earn any points from completing college or university credit hours. PD points earned through any combinations of college or university credit hours and other PD activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded PD 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.

A license may be renewed up to six (6) months prior to its expiration date.

4.3 Awarding Points in Three Levels

PD points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. Individuals must have a current IPDP on file. The three levels are described below:

<u>Level I – Knowledge (Content, Professional Education, Service to Profession)</u>

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. Points awarded at 20 points per one (1) credit hour for college or university credit and acceptable with unofficial transcript 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 level.

- 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 PD points for licensure.

A PDP Toolbox Points Request with documentation must be submitted to the PDC **within 30 days of attendance/completion**.

Level II – Application (Content, Professional Education)

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which two (2) times the number of points per the original knowledge points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application with take.

The licensed staff member must meet with his/her administrator for pre-approval of a plan and timeline for this level of PD points to be earned.

A PDP Toolbox Points Request with documentation must be submitted to the PDC **within 30 days of attendance/completion**.

Level III – Impact (Content, Professional Education)

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which three (3) times the number of points per the original knowledge points are awarded.

The licensed staff member must meet with his/her administrator for pre-approval of a plan for this level of PD points to be earned.

A PDP Toolbox Points Request with documentation must be submitted to the PDC **within 30 days of attendance/completion**.

91-1-206 "Professional development plans for licensure renewal"	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
Application	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level

What are you doing now that you could/did not do before?			
Impact How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level

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 Verification
    - PDP Toolbox Points Request that includes a description and personal reflection and attached evidence
        - Personal Notes
        - Copy of sign-in sheet with name present
        - Certificate of Attendance
- Service to Profession Verification
    - PDP Toolbox Points Request that includes a description and personal reflection with attached evidence
        - Service Log, example Appendix E
        - Meeting Minutes

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

- Verification made by observer
- PDP Toolbox Points Request that includes a description and personal reflection with attached evidence:
    - Lesson plans
    - Pre and post samples of students' work
- Student impact will be made in conjunction with licensed individual's supervisor. Determination will be made to indicate whether this application was a positive/effective strategy. Duration and documentation based on the proposed strategy.
- Evidence indicating an ineffective strategy will be awarded points at this level, but the activity is **not** eligible for Level III – Impact

Level III – Impact Indicators

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

Organizational Change

- Verification may include:
    - Change of District or Building policy

    - Level II application of activity by others
    - Revision of district, grade level, or content area curriculum
- Evidence may include:
    - Improved student academic performance
    - Improved student behaviors in attendance, study habits, homework completion rates, assessments, etc.

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

In-service points earned through a PDP may be used for salary schedule movement as follows:

- One (1) hours of college is equal to twenty (20) in-service points.
- An official college/university transcript must be submitted.
- Both Knowledge and Application Levels of each goal must be completed for in-service points to apply towards salary schedule movement with no more than one (1) column per year allowed for movement.
- Licensed personnel whose highest degree is a Bachelor's Degree may use up to one-half in-service points and one-half college/university credits for movement; however, in-service points may not be used to move to the Master's column.
- If the professional holds a Master's degree or higher, in-service points may be used alone or in combination with college/university credits for movement.
- In-service points may **not** be used to move from the Bachelor to the Master's column.
- The District will not accept in-service points from other districts for movement.
- It is suggested that each licensed individual review his/her activities periodically in PDP Toolbox to ensure all his/her activities are recorded.

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.
<u>Exceptions:</u>

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A - Evaluation of Professional Development Plan

1. What in-service topics would benefit you such as: Please indicate.

☐ Reading Strategies ☐ Math Strategies ☐ Technology

☐ Common Core ☐ Cooperative Learning ☐ Specific grade level topics: Smoky Hill In-Services

☐ Other:

2. Do you have any topics that you would like to present at an in-service?

3. Would you be interested or willing to make the time for webinar activities that could be done for points?

☐Morning ☐Afterschool ☐Evening

4. Was licensed staff kept adequately informed of the activities of the PDC council?

☐Yes ☐No

5. Do you understand how Professional Growth can be used to renew your license?

☐Yes ☐No

6. Do you understand the method for submitting/approval of an individual development plan?

☐Yes ☐No

7. Do you know how to amend your plan?

☐Yes ☐No

8. Are the individual goals and objectives of our plan clear to you?

☐Yes ☐No

9. Has the plan benefited you in assessing your own strengths, weaknesses and progress?

☐Yes ☐No

10. Do you understand how to fill out a Points Request in PDP Toolbox to receive credit for conferences, classes, and in-services that you attend?

☐Yes ☐No

11. Do you have a preference concerning the timing of administrative set in-services? (Did you like having them on President's Day and MLD Day this year?

☐Yes ☐No

Appendix B – Individual Professional Development Plan

Individual Professional Development Plan

Name:_____ Assignment:_____

Building: Ellsworth Elementary School Date:_____

District Goals:

- ☐ To provide a safe environment that fosters positive behavior, personal well-being, and good character among students, faculty, staff, and patrons.
- ☐ To cultivate skills in communication, critical thinking, reasoning, and problem-solving.
- ☐ To deliver age-appropriate programs and instruction that cater to the interests and aspirations of students, thereby helping them master the necessary academic skills for post-secondary success.
- ☐ To increase student achievement through the implementation of high-impact instructional practices and strategies.
- ☐ To integrate career education and experiential learning opportunities into the curriculum to improve student learning.
- ☐ To develop a collaborative and engaging school culture for the community, families, and all stakeholders.

Building Goals:

_____

_____

_____

Individual Goals:

_____

_____

_____

_____

Participant's Signature	Date	Building PDC Representative	Date
Supervisor's Signature	Date	PDC Chairperson's Signature	Date

USD 327 BETTER TOGETHER STRIVING FOR EXCELLENCE

Appendix C - Goals

To provide a safe environment that fosters positive behavior, personal well-being, and good character among students, faculty, staff, and patrons.

To cultivate skills in communication, critical thinking, reasoning and problem-solving.

To deliver age-appropriate programs and instruction that cater to the interests and aspirations of students, thereby helping them master the necessary academic skills for post-secondary success.

To increase student achievement through the implementation of high-impact instructional practices and strategies.

To integrate career education and experiential learning opportunities into the curriculum in improve student learning.

To develop a collaborative and engaging school culture for the community, families and all stakeholders.

Appendix D – Individual Professional Development Plan Admendment

Individual·Professional·Development·Plan·Amendment¶

¶

Name:→ → → → → → → Assignment: → → → → → ¶

¶

Building: → → → → → → → Date: → → → → → ¶

Complete·all·that·apply¶

I.·Additional·Goal(s):¶

→ 1.·District → → Building → → Individual¶

Goal:¶

→ → → → → → → → → → → → → → ¶

¶

→ → → → → → → → → → → → → → ¶

¶

→ 2.·District → → Building → → Individual¶

Goal:¶

→ → → → → → → → → → → → → → ¶

¶

II.·Amend·Existing·Goal(s):¶

Prior·Goal:¶

→ → → → → → → → → → → → → → ¶

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→ → → → → → → → → → → → → → ¶

New·Goal:¶

→ → → → → → → → → → → → → → ¶

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→ → → → → → → → → → → → → → ¶

Justification/Verification:¶

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→ → → → → → → → → → → → → → ¶

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Prior·Goal:¶

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→ → → → → → → → → → → → → → ¶

New·Goal:¶

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→ → → → → → → → → → → → → → ¶

Justification/Verification:¶

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→ → → → → → → → → → → → → → ¶

Amendment·Approved→ → → Not·Approved¶

¶

→ → → → → → → → → → → → → → ¶

Participant's·Signature→ → → Date → → → Building·PDC·Representative → → Date¶

¶

→ → → → → → → → → → → → → → ¶

Supervisor's·Signature→ → → Date → → → PDC·Chairperson's·Signature → → Date¶

USD 327 BETTER TOGETHER STRIVING FOR EXCELLENCE

Appendix E - Examples of Activity Logs

Example 1

PDC 2nd SEMESTER – SERVICE TO PROFESSION (Activity Log) SPRING – 2018

1/3/18	KESA Team	10:00-1:30	(3 ½)
1/5/18	Admin	9:00-11:00	(2)
1/10/18	PLC	7:30-8:30	(1)
1/17/18	KMS Staff Mtg	7:30-8:00	(½)
1/25/18	Admin	9:30-12:30	(3)
TOTAL			**10 hours**

Example 2

MTSS and Team Meeting Log

Total Time – 300 minutes or 5 hours

Date	Discussion	Time
1/8/2019	Pathways to Reading, Agriculture Lesson, Rocket Math, Sunflower Rock Art Project	12:25-1:15 pm (50 min)
1/15/2019	Kansas Day Rotations, Quarter 3 Assessments, Remind app	12:25-1:15 pm (50 min)
1/29/2019	Global School Play Day, Kansas Learning Center Field Trip, Pathways to Reading, Rigby Reading, Dental Health	12:25-1:15 pm (50 min)
2/5/2019	Greg Tang Math website implementation, Student behavior, Field Trip, Dental Health, Read Across America Day	12:25-1:15 pm (50 min)
2/12/2019	Social-Emotional Standards	12:25-1:15 pm (50 min)
2/19/2019	Field Trip to Kansas Learning Center, Dr. Seuss Rotations, Pathways to Reading syllable lessons	12:25-1:15 pm (50 min)

Professional Development Council

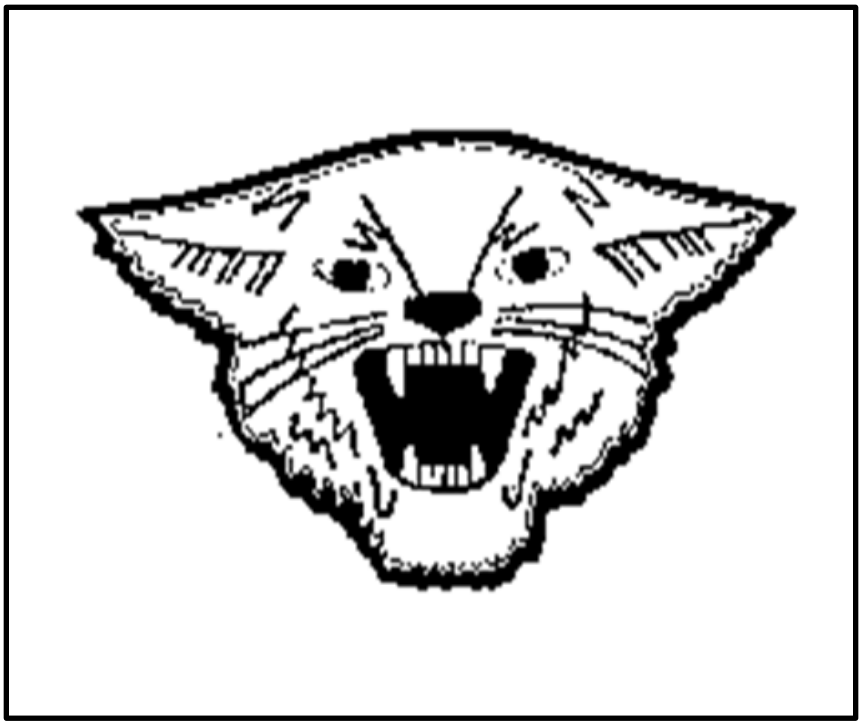
USD 327
Ellsworth-Kanopolis-Geneseo

NAME	BUILDING	YEARS
Sabrina Bourbon	EES	2024-2030
Traci Sallman	EES/KMS	2020-2026
Sarah Freeman	KMS	2024-2030
Karl Dawn Stover	EJSHS	2022-2028
Steven Thorburn	EJSHS	2022-2028
Connie Weber	EJSHS	2022-2028
John Cannon	Building Administrator	2022-2028
Dan Magie	District Leader	2024-2030
Deena Hilbig	Superintendent	2022-2028
Support		
Kim Whetzel	Secretary/Records	

District Professional Development Plan

Cunningham USD 332

2024-2029



USD 332 STAFF DEVELOPMENT GOALS FOR 2025-2030
The goals outlined below are based on staff professional development needs surveys, student academic achievement data, and building school improvement targets to ensure the continuing improvement of student achievement and staff instructional expertise. Ultimately, increasing student academic achievement is a yearly goal that may be reached through the following means:

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/29

5-year Professional Development Plan Approval

The USD 332 Professional Development Council approved the following plan, at its meeting held on 4-16-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jarree Fitzsimmons 4-16-25

Signature Date

Plan Updates

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

Add pages as needed

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SECTION ONE
Professional Development Council (PDC)

1.1 Introduction
Cunningham Professional Development

Philosophy
The Cunningham School District is committed to on-going professional learning by and for all employees that will improve student learning and further the vision, mission, and long-range goals of the district.

Purpose
The purpose of professional learning is to provide the opportunity for continuous individual and collaborative learning and the implementation of new knowledge, skills, research-based strategies which increase student learning and achievement, strengthen program effectiveness and improve professional competence.

Beliefs
Professional learning should…

- …be results-based and support increased student achievement.
- …address individual and team needs in a collaborative fashion within a learning community
- …be directed toward fulfilling the district's mission and vision
- …align with individual, building, and/or district goals.
- …focus on on-going individual improvement for all employees.
- …reflect research and best practices.
- …be successfully implemented in classrooms.
- …provide for various levels of proficiency.
- …be supported with time and money.
- …enable employees to increase their value to the organization.
- …align with the National Standards for Professional Learning.
- …align with the Kansas Standards.

District Professional Learning Goals

Leadership/Professional Responsibilities
District educators will increase student achievement by demonstrating leadership and professional responsibilities through:

- Commitment and contributions to the mission and goals of the school and district
- Participation in district initiatives
- Demonstration of leadership in the classroom, school, and profession
- Participation in professional learning

- Deepening content knowledge
- Effective and purposeful collaboration
- Communication with stakeholders
- Professional self-reflection and evaluation

Technology Integration

District staff will receive yearly technology training to advance their skills and utilize district purchased equipment in order to implement relevant instructional practices.

- Time: Pre-service and staff development days, summer workshops, and staff planning time
- Resources: Tech Coordinator, outside consultants, ESSDACK, and state conferences
- Evaluation: On a weekly basis, 90% of all teachers will deliver instruction using interactive boards, iPads, laptop computers and other equipment.

The district technology team will continue with the purpose of:

- Exploring educational software & websites
- Training to increase teachers' skills and strategies for implementation in classrooms.

The team will focus on:

- Resources: technology coordinator, outside consultants, conferences, ESSDACK
- Evaluation: Teachers will evaluate the impact and success of the academy, and 98% of them will respond with satisfactory and/or exemplary ratings.

Classroom Management and Environment

District educators will increase student achievement by cultivating an effective classroom management system and environment through:

1. Effective classroom management skills
2. Classroom environment that is respectful and nurturing
3. Ability to meet the learning needs of a diverse student population
4. Collaboration and building relationships with parents/guardians and community

Curriculum, Instruction, and Assessment

District educators will increase student achievement by demonstrating knowledge and effective implementation of district curriculum, instruction, and assessment through:

1. Identification of critical learning objectives aligned to state and national standards (What do students need to know?)
2. Application of research-based instructional strategies
3. Technology integration
4. Creation of learning opportunities that emphasize the application of higher order thinking and 21st Century learning skills and the Habits of Mind
5. Assessment design/use to measure student progress toward meeting learning goals (How do we know students are learning?)
6. Collection and analysis of student data to monitor learning progress
7. Quick response to learning needs to ensure mastery of concepts, skills, and content
8. Collaboratively designing intervention and/or enrichment for those students who struggle or need extension (What will we do when students haven't learned or already know the learning

objectives?)

9. Reflection of lessons taught and creation of next steps

The District Professional Development Council (PDC)

Under Kansas statute school districts must establish and maintain a Professional Development Council. The role of the district PDC is to:

1. Design and assist with managing district-wide professional learning opportunities in alignment with the district's mission, academic focus, and school improvement plans.
2. Consist of a team of teachers and administrators and must include at least as many teachers as administrators
3. Serve terms for five years.
4. The committee meets up to ten (10) times outside of the school day August to May to participate in annual training related to roles and responsibilities of council members, develop operational procedures, approve application and impact level requests, and develop and implement a five-year plan that will be approved by the Kansas Board of Education criteria.

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

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

Professional Development Council

Member	School	Start Year of Term
Sheena Albers	Cunningham Elementary, Secretary	Spring 2024
Kayla Walters	Cunningham High School	Spring 2024
Jerree Fitzsimmons	Cunningham Schools K-12, Chair	Spring 2024
Cody Dunlap	Building Leader	Spring 2024

Dr. Arnberger District Leader Spring 2024

Membership

1. The council will be composed of five members.
2. The composition of the council will be: one teacher from each building; one building administrator; and the Superintendent.

Method of Rotation of Membership

1. Length of the PDC plan which is a 5-year term.

Method of Selection

1. Vacancies for representatives from the elementary, high school, or district level areas will be by election at the respective areas during May and submitted to the Chairperson of the Professional Development Council.
2. Newly elected members will be expected to attend meetings of the Professional Development Council as non-voting members from the date of selection until their term of office begins.

Resignations and Replacements

Resignation of Membership:

1. Members may resign their membership at any time.
2. A letter of resignation will be written and submitted by the resigning member to the Professional Development Council Chairperson at least one regular meeting prior to the effective date of the resignation.
3. The resigning member's constituency will then be notified immediately by the Professional Development Council of the existing vacancy.
4. The vacancy will be filled by the constituency according to the selection procedure.

Request for resignation of a member by the Professional Development Council:

1. The Professional Development Council is empowered to request the resignation of a member for the good of the Council.
2. Any member who misses three consecutive meetings will automatically cease to be a member except under extenuating circumstances.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary School	1
High School	1
District Education (K-12)	1
Total	3

1.22 Licensed Teacher Group Selection Process:

Selection

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Building Leader	1
District Leader	1
Total	2

1.24 Licensed Leader Group Selection Process:

By default, each group's sole member is that group's PDC representative.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

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

PDC Powers, Duties, and Functions

Professional Development Council will be:

1. Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.
2. Review, approve, or reject the Individual Professional Development Plan submitted by each participating staff member.
3. Periodically, but not less than once a year, review, validate, and verify the in-service credit points to be granted for activities completed on the annual Individual Professional Development Plan of each participating staff member.
4. Grant or reject each application submitted for an annual plan. Extensions will be granted if the Professional Development Council finds the failure to complete the plan was the result of extenuating circumstances.
5. Report at least once each year on the activities of the Council to the Board of Education and make recommendations for improvement and administration of the plan.
6. Annually revise the Professional Development Plan as necessary.
7. Annual training for PDC members will be provided in the spring of each year. Training will be provided through our local service center (either ICE, SCKESC or ESSDACK).
8. All members of the PDC shall receive 10 PDC points in May for membership on the PDC.

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 332 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 each member's personnel file . 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

Professional Development Council

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

Officers Professional Development Council

1. Officers: The officers of the West-Kingman County USD #332 Professional Development Council will consist of a **chairperson and a secretary.**
2. Selection of officers: The chairperson and secretary will be elected each year in May and their term of office will begin August 1.
3. Term of office: The chairperson and secretary will hold office for one year.
4. Vacancies: Vacancies in officers' positions will be filled by a majority vote of a quorum (3) of the Professional Development Council at the meeting for which the resignation is effective.

Duties

Chairperson

1. Presides at all regular meetings.
2. Calls and presides at all special meetings.
3. Delivers an annual report to the Board of Education on the action of the Professional Development Council.
4. Outlines yearly Professional Development Council tasks and timelines.
5. Ensures that Professional Development Plans are safely and accurately received and kept by the Council.

Secretary

1. Keeps minutes of all meetings.
2. Prepares minutes for distribution to all Professional Development Council participants, the Superintendent of Schools and the Board of Education.

Meetings of the Professional Development Council

1. Meetings will be held from August through May as necessitated by an agenda.
2. All meetings will be posted on the District Master Calendar.
3. Meeting place will be designated on the monthly agenda, unless changed by the Chairperson.
4. Special meetings may be called by the Chairperson or a majority of the Professional Development Council with one week's prior notice.

5. Majority 3 out of 5 Professional Development Council membership will constitute a quorum (3)
6. Voting: All decisions by vote will be simple majority, provided there is a quorum present.
7. All meetings will be "public" and "open" to whomever wishes to observe. The Professional Development Council may adjourn to executive session.

Development of Agenda for Professional Development Council Meetings

1. Items for consideration by the Professional Development Council may be proposed by the members of the Professional Development Council or certified participating personnel of West-Kingman County USD #332.
2. Agenda items must be submitted to a PDC member prior to the scheduled meetings of the Professional Development Council.
3. The agenda and notification of the meeting will be distributed to members of the Professional Development Council and the Superintendent of Schools.
4. The Council will determine the amount of time to be spent on each agenda item.
5. A time will be allowed for recognition of visitors.

1.51 Decision-making

Business Meetings

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:

1. 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.
2. To conduct official business at least 3 members, with 1 or fewer of those being leaders, constitutes a quorum.
3. 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.
4. If consensus is not reached, a simple majority of a quorum present will pass a motion.
5. If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.52 Documentation

Records of Meetings

Taking and Maintaining Minutes

1. Minutes of all meetings will be kept by the Secretary of the Professional Development Council. Minutes will be distributed to authorized personnel.
2. Records of meetings and materials submitted to the Professional Development Council will be forwarded to the Chairperson of the Council or their designee.

3. A master file of Individual Professional Development Plans (IPDP) will be maintained at the Central Office. Prudent supervision of the files by the Superintendent of Schools will guarantee confidentiality of information through a system of monitoring those having access to personnel records.
4. Access to the Individual Professional Development Plan (IPDP) records and information will be available to the individual plan member, the Superintendent of Schools, Assistant Superintendent, Principals, Professional Development Council members, and the Board of Education.

Points will be maintained Digitally through the Frontline Program

Teachers can submit the following forms for approval from the Frontline Program:

1. IPDP
2. Knowledge-Skills Level 1
3. Service to the Profession
4. College Courses

1.53 Communications

The PDC Chair will update Board about PDC Plan and plan amendments

1.54 Approvals

PDC Approval Procedures

The Authority

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan if it would like.

5-year Professional Development Plan Review

1. 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.
2. The USD 332 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Delegated Approval

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

1. The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 332.
2. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting.

   After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points Options:

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

Delegated Approval

1. The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 332.
2. 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.
3. All decisions about the type and amount of PD points that the PDC awards are final.

The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

SECTION TWO
The District/System Professional Development Council

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

PROFESSIONAL DEVELOPMENT MISSION STATEMENT

Staff development in West-Kingman County USD #332 will result in increased staff knowledge and new or enhanced instructional skills that result in increased student success.

2.1 Assessment and prioritization of school improvement needs

District goals will be identified through the KESA process. The accreditation process occurs on an annual basis, with new goal areas being identified each March and continuing the next 12 months.

Annually, through student performance data and staff feedback, goals are chosen. Student data that will be used includes:

- State Assessment scores
- Universal Screener scores
- Classroom grades and observations
- Tiered support data
- Staff surveys

All Four Fundamentals will be added to to the list of District Goals, knowing that two goals will be the maximum emphasis on an annual basis. The Fundamental that is chosen by school leadership will be communicated to all staff members, and decisions about the PD plan will be made and communicated at that point.

2.2 Identification of goals and objectives to achieve professional development needs

Determining the Focus of Staff Development in USD 332

District and building goals and objectives are created annually by review of assessment data and teacher evaluation data. A Leadership Team reviews a building's data and conducts data-driven dialogue to create their goals and objectives. Based on this data, the PD committee reviews goals and prepares a PD plan to be reviewed by the Leadership Team.

The PDC will also conduct an annual Title II Needs Assessment. This is done through an electronic survey. The questions are compiled by the PDC from building and individual goals. The data will be compiled and distributed to district Leadership Teams.

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

Professional development opportunities will be proposed by the PD committee to the Leadership Team. As approved by administration, agendas will be made and communicated to staff about each district-led professional development day.

This procedure will begin after our School Improvement Day in March of each school year. The PD plan for the following year will be discussed and completed each school year in the spring.

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

Measuring the Impact of the USD 332 Plan

Impact of professional learning will be measured through:

- A continued increase in student achievement,
- Reduced percentage of students needing Tier 2 & 3 levels of support,
- Teacher evaluation data that will demonstrate an increased number of teachers performing in the top levels of the District's adopted teacher evaluation system.

2.5 Reporting results of evaluation of in-service needs

Our staff will be given a Needs Assessment each spring as we discuss the individualized needs of educators. Those results will be discussed by the PD committee and shared with the Leadership team as the PD plan is developed.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved

using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the 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.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Section Three

Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 332 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs.

These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Professional Development Plan (PDP)

Three Easy Steps:
Write
Implement
Analyze

Writing Your Plan

Your Professional Development Plan (PDP) will have district goals, building goals, and your own personal goals in mylearningplan.com. You are required to review your personal goals and update as needed each year. You may amend or add to your goals at any time throughout the school year.

1. **Complete the Self-Assessment to determine your staff development needs**
   - Consider your needs in relation to the Professional Teaching Standards, self-evaluations and/or formal evaluations
   - Consider your needs in relation to 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 supervisor to determine professional development needs

2. Write Professional Learning SMART goals on the Profession Development Plan in the My Learning plan System

3. Your Personal Goals to My Learning Plan

- Review your Professional Development Plan in the **My Personal Goals** section of My Learning Plan. From your PDP, highlight your first goal, copy it, go to the left menu bar and click on My Personal Goals. Click "Add New," go to the description box and paste your goal. Give your goal a name. (Repeat for each goal) This allows your learning goals to be tied to future professional learning opportunities and be visible on Prior Approval Forms and Knowledge Validation Forms.

4. Meet with your building administrator to review and revise your learning goals by September 15th.

EXAMPLES *SMART (Specific; Measurable; Attainable; Relevant; Time-bound)*

Remember: All individual goals should be geared specifically to how they will impact the learners.

Goal: Phonological Awareness Skills
Description: By the end of the current school year, 90% of my kindergarten students will meet the end of year target for phonological awareness skills (Phoneme Substitution).

The following is an example of how this goal meets the SMART criteria:
S: Students will achieve the appropriate level of phonological awareness skills based on the continuum
M: 90% of students will achieve the goal
A: Yes, this is an attainable goal
R: Students must apply these skills in becoming proficient readers
T: By the end of the current school year

Goal: Brain-based learning
Description: By the end of the current school year, I will research brain-based learning and implement strategies in my classroom to help all students meet or exceed grade level proficiency as demonstrated on common formative and summative assessments, classroom projects, and state assessment results.

5. The following is an example of how this goal meets the SMART criteria:

S: By implementing brain-based learning strategies, student learning will improve
M: Students will meet grade level proficiencies on common formatives, summative, classroom projects, and state assessments
A: Yes, this goal is attainable (might require differentiation, re-teaching, and intervention for some students)
R: This goal will help students meet grade level/course expectations
T: By the end of the current school year

Goal: Formative Assessments in Reading/Writing
Description: Throughout the current school year, I will research, create, and implement formative assessments in reading and writing. During the current school year, I will use formative assessments aligned to Kansas College and Career Ready Standards, to monitor and improve student learning for all students prior to any summative assessments.

6. **The following is an example of how this goal meets the SMART criteria:**
   S: The use of formative assessments will help monitor student progress and inform instruction to improve student achievement
   M: Students will demonstrate proficiency on grade level learning goals based on formative assessments
   A: Yes, this goal is attainable as teachers create common formatives to measure the KCCRS for English Language Arts
   R: This goal will help students meet grade level/course expectations
   T: By the end of the current school year

7. **Implementing Your Plan**
   Participation in professional development activities is expected in order to increase teacher effectiveness and student learning. These activities may also be used to earn professional development points for licensure renewal.

   Points are awarded across three **areas** of professional development at one of three **levels**:

Areas:

- Content Endorsement Standards – WHAT you teach
- Professional Education Standards – HOW you teach
- Service to the Profession – What you do to help the profession (i.e. committees, mentoring, cooperating teacher for a student teacher, facilitate team or group learning, etc.)

Levels:

- Knowledge (Basic Awareness) – What new information have you gained from this activity? How will you use this new information to further student growth? It is best practice to complete the Knowledge Level Evaluation form immediately after completing the activity. After 90 days, the activity will be deleted from individual My Learning Plan accounts.
- Application (Becoming Proficient by Applying the Skills) – How are you implementing this knowledge over time (minimum of 9 weeks) to foster increased student achievement or staff effectiveness?
- Impact (Advanced/Exemplary Level of Expertise - There is a positive effect on student achievement and/or staff practices through application of skills). As a result of the application of this new knowledge over an extended period of time (minimum of one semester), how has student performance improved, OR how has a district practice, program or curriculum changed?

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

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

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

Any licensed person who is not employed by but who works or resides within USD 332 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 or designee is the liaison between non-employee licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the District office at 620-298-3271.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

3.9 Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

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

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

4.0 Introduction

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

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

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

4.1 Definitions

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

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

KAR 91-1-205(d)

SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

1. 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.
2. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit.
3. One semester credit hour is equal to 20 professional development points.
4. 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.
5. 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.
6. 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 PDC will determine the appropriateness of college credit prior to awarding points.

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

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

4.3 Awarding Points in Three Levels

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour
Verification required may include one of the following:

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

Level II Application Indicators:

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

Use of New Knowledge and Skills = 2 X Level I points
Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points
Verification required may include one of the following:

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

Level I points Student Learning = 3 Xs
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.

Earning Professional Development Points in USD 332

To Earn Knowledge Level Professional Development Points:

1. Complete a Prior Approval Form or enroll in the activity via the District Catalog: complete on MLP prior to the activity (seat time does not include lunch and breaks).
2. Attend activity
3. Complete the Knowledge Validation Form to reflect upon your learning.
4. Mark Complete: Go to MLP, click on the activity title and click MARK COMPLETE. You MUST do this step within 90 days of the activity to receive knowledge level points or the activity will be deleted from your MLP account.

To Earn Application Level Professional Development Points: (2x knowledge level points)

1. Meet with your building PDC representative to discuss your plan of action for application and seek possible suggestions. This would also be a time to explore the opportunity to take these skills to the impact level, beginning with a pretest.
2. Go to MLP: click on the Activity Title, then click on the APPLICATION LEVEL button. Complete this form.
3. Carry out your plan for a minimum of nine weeks while collecting artifacts proving application and data if you're planning to request impact points.
4. After the nine week period, go to MLP: click on the Activity Title, then click APPLICATION REFLECTION (Level II). Complete this form. This is your REFLECTION of how you applied the knowledge level skills repeatedly over that time period (start date is the date of the activity; end date must be at least nine-weeks later). Suggestion – you may want to keep a file of practice trials.
5. Meet with your building PDC representative: reflect on your plan, show evidence of application, student work, lesson plans, etc. Your PDC rep will present your application documentation at the next monthly PDC meeting for final approval of your application level points by the council.

To Earn Impact Level Professional Development Points: (3x knowledge level points)

1. After application level points have been approved, meet with your building PDC representative to discuss your plan of action for impact and seek possible suggestions.
2. Go to MLP**:** click on the Activity Title, then click on the **IMPACT LEVEL** button. Complete this form.
3. Carry out your plan and collect data for a semester or an additional nine weeks if data was collected during the application level process.
4. After the semester time period, go to MLP: click on the Activity Title, then click **IMPACT Reflection.** Complete this form. This is your REFLECTION of how implementation of your learning positively impacted student achievement or your professional practice repeatedly over the identified time period (start date is the date of the activity; end date must be at least a semester later).
5. Meet with your building PDC representative: reflect on your plan, show evidence of positive impact with data related to observations, assessments, student work, anecdotal notes, surveys, etc. Your PDC rep will present your impact documentation and data at the next monthly PDC meeting for final approval of your impact level points by the council.

EXAMPLES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

	AREAS OF PROFESSIONAL DEVELOPMENT **Points used for renewal of a license must be earned in at least two of the three areas.**		
	Content Endorsement	**Professional Education**	**Service to the Profession**
Knowledge What do you know now that you didn't know before?	• College Course • Workshop or conference sessions • Formal Book or Journal Study	• College Course • Workshop or conference sessions • Formal Book or Journal Study	☐ Professional Committee ☐ Presenting Information to Colleagues ☐ Peer coaching ☐ Cooperating Teacher for student teacher ☐ Mentoring ☐ Facilitating Professional Learning
Application What are you doing now that you could/did not do before? • Nine-week time period • Artifacts must be submitted to PDC.	• Implement new lesson plans or units of study based on knowledge level activity.	☐ Implement newly-learned methodology or strategy in classroom.	No points awarded at this level.
Impact How has student performance improved? • Semester time period • Data proving positive student achievement must be submitted to PDC.	• Sustained Action Research including data: pre-/post-testing, examination of student work, etc.	• Sustained Action Research including data: pre-/post-testing, examination of student work, etc.	No points awarded at this level.

Analyze Progress of the Plan

- Keep your mylearningplan.com records current.
- Consider progress toward your goals throughout your licensure cycle.
- Revise your Professional Development Plan annually throughout your licensure cycle and as new needs are recognized.
- Continue a vertical movement in your goals: Knowledge to Application to Impact.

Relicensure Requirements: 1 college credit = 20 points

Bachelor's Degree	***Master's/Advanced Degree***
160 points minimum	120 points minimum
-at least 80 points must be college credit	-all in-service points
-remaining points may be in-service points	-all college credit

-

any combination of the two

- NOTE: Do not mail university transcripts to the State Department of Education. The relicensure team will only accept a sealed Inservice Education Point Transcript with college coursework and In-service points.

Important:
Failure to recertify before expiration date will result in:
1. participant having to fill out an emergency substitute teaching application
2. receiving substitute pay until a new teaching certificate is verified.

The professional development points earned will be recorded on PDC records.

The Board of Education and all certified personnel will be informed of all pertinent decisions made by the Professional Development Council.

The Professional Development Plan in West-Kingman County USD #332 is available to all certified personnel in the district as an option toward recertification in Kansas, providing they complete and file an approved Individual Professional Development Plan and that completion of their Plan is validated for credit by the Professional Development Council.

Individual Professional Development Plan
1. All plans will be submitted in writing before the September Professional Development Council meeting. Participants will complete, sign, and submit plans to their PDC representative.
    a. **EXCEPTIONS:**
        i. You may apply directly to Licensure and Teacher Education at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership), and can provide an official transcript verifying at least 8 credit hours that were part of the approval program.
        ii. You may apply directly to Licensure and Teacher Education at KSDE if you held a certificate and earned a graduate degree prior to July 1, 2003 **AND** have at least three years of accredited experience during the term of the professional license being renewed.
        iii. You may apply directly to Licensure and Teacher Education at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)**
2. The PDC representative will present the plan to the Professional Development Council.
3. The Chairperson of the Council will assign each plan as necessary to council members for review and approval. Should any of the committee members have reason to question any part of the plan, it will be reviewed by the entire Professional Development Council. The Council may request that the participant and/or immediate supervisor meet with the Council to discuss the plan.
4. The Council will notify each participant if an IPDP or activity is not approved.
5. An approved plan may be amended at any time and will be approved in the same manner as the initial plan. An activity may be added or deleted from an individual's plan without requiring immediate committee approval.
6. In the event an IPDP is not approved, the participant may appeal the decision in writing.

Criteria for Approval of Individual Professional Development Plans

1. The plan is written for the time period of each educator's license.
2. Provision is made for updates during the year.
3. Each activity in the plan needs to be aligned with either district goals, building goals and/or the professional goals of the individual.
4. The activities are designed to include instructional experiences to increase the knowledge and/or skills of the participant in the areas of professional growth and current licensure.

Process for Relicensure

The participant will follow this procedure 180 days prior to license expiration date:

1. Go to the Kansas State Department of Education to download and print the correct licensure form. Fill out the licensure renewal form. This will include verification of employment and proper signatures.
2. Contact the University for official transcript *if college hours will be used for relicensure*. The transcripts must go to the participant. Once university transcripts have been received, keep in the sealed envelope. Fill out the *College Course Documentation* form, attach to the sealed transcript, and submit to the assistant superintendent. The Professional Development Council will approve the college hours and submit for documentation on the In-service Education Point Transcript.
3. Contact the superintendent's office for a sealed official In-service Education Point Transcript to be mailed with the licensure renewal form. This transcript will include both In-service points and college credit hours and points. *
4. Mail the licensure form, sealed transcript, and fee to the Kansas State Department of Education. Applications may be submitted six months prior to the certification expiration date.
5. Submit the *Employer's Copy* of your new license to the Board Clerk.

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.

1. PDC points can be used for renewal of licenses with KSDE. Please refer to requirements on your license.
2. PDC points alone MAY NOT be used to move columns on salary schedule. That movement must be made with college credit.
3. Salary Schedule movement will be calculated using twenty (20) in-service points equal to one (1) college hour as stated in the negotiated agreement.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

- The individual must verify professional development points earned during the term of the license that is being renewed.

Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period.

However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

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

- No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.**Regulation 91-1-205(b)(3)(F)**

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

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

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

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

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

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

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

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

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

2. **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)**

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

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

- Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements.
  - Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal.

- Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

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

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

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

Appendix (Appendices)

Getting Started with MyLearningPlan.com

Purpose

The purpose of this step-by-step guide is to outline the steps you should follow in order to access MyLearningPlan.com. MyLearningPlan.com allows you to view/enroll in your District Catalog of activity offerings as well as submit all of your district professional development-related forms online.

Step-By-Step Guide

1. Go to http://www.mylearningplan.com .
2. Click the "Log In" Button located on the top right side of the website.
3. Enter your Username (firstname.lastname) and Password (firstname.lastname or district log-in), and click the button to log in. For example, john.smith.
4. Once logged in, click on the My User Profile link, located on the lower left side of the screen, to verify your account details. **
5. For further details on using MyLearningPlan.com, you can access tutorials which walk you through the full site, how-to's, and other resources in the Help Section. The Help Section is located on the top left side of your screen and is represented by the red Help link.

** ***Please Note: In order to ensure that your submissions are routed properly, you will want to verify that the information contained in your "My User Profile" section is correct. Your primary building and department should be identified there.***

QUESTIONS AND ANSWERS

1. *Who has to use mylearningplan.com?*
    a. All licensed staff members are required to keep a record of their professional development activities on mylearningplan.com.
    b. A printed transcript of those activities is necessary only when relicensing or moving on the salary schedule.
2. *Do I need to write a new PDP each school year?*
    a. Yes. At the beginning of each school year, you should evaluate your goals and change them as needed on mylearningplan.com.
    b. At any time during the licensure period, you may change your goals with principal approval. You will have a meeting with your principal to collaboratively review your goals. Your principal must approve your goals.
3. *Do college courses have to be submitted for prior approval on mylearningplan.com?*
    a. If you have a LICENSE, college courses MUST be submitted for approval on mylearningplan.com using the College Credit Approval form.
    b. Enter the number of college credits you will be receiving.
    c. Do not multiply that number by 20. Be sure to select relicensure as a purpose so that it will be included on your transcript.
    d. An official transcript from the college/university will be required by the district and the state for relicensure.
4. *If I am National Board certified, do I have to use mylearningplan.com?*
    a. Yes. You may not wish to record activities for points, however, you are still bound by the district professional development plan. My Learning Plan helps track your professional development.
5. *Can I earn points for departmental/team/grade level meetings?*

   a. Yes. If your meeting is routine in nature, discussing items that are a normal part of your job, then Service to the Profession points can be earned. If your departmental meeting is to learn a new software program or a new teaching strategy, then Content Knowledge points can be earned.

6. *How do I get an official My Learning Plan transcript for relicensure?*
   a. Contact the Superintendent at least two weeks before you are ready to send in your relicensure request.

CONTENT ENDORSEMENT STANDARDS
(Standard A)

Definition: **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 or Certificate.**

See Regulation 91-1 Licensure Regulations at Kansas State Department of Education Website
KAR 91-1-202: Endorsements
KAR 91-1-209: Additional endorsements

Kansas Professional Education Standards

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #11:The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10, 2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended Mar. 17, 2023)

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012; amended Mar. 17, 2023.)

PROFESSIONAL EDUCATION STANDARDS
(Standard B)

Definition: **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.**

Standard #1 The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students learning including critical thinking, problem solving, and reading.

Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Standard #6: The educator uses a variety of effective verbal and non-verbal communication

techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other personal developmental aspects for all learners.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practice.

SERVICE TO THE PROFESSION STANDARD
(Standard C)

Definition: **Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.**

Kansas Professional Education Standards

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Professional Development Regulations

KAR 91-1-205. Licensure renewal requirements.
KAR 91-1-206. Professional development plans for license renewal.
KAR 91-1-211. Licensure review committee
KAR 91-1-215. In-service education definitions.
KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217. In-service education professional development council.
KAR 91-1-218. Awarding of professional development points.
KAR 91-1-219. Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements inS.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203(a)(1)(D) shall have been taken not more than one year before the date of application for the initiallicense, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meetthe requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during fouryears of accredited experience under an initial teaching license shall not be issued an additionalinitial teaching license, unless the person successfully completes the following retrainingrequirements:

> **(A)** A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related
> to the teaching performance assessment criteria; and
> **(B)** following completion of the required credit hours, an unpaid internship supervised by the
> verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

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

> **(A)** A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,earned through the verifying teacher education institution and addressing the deficiencies relatedto the performance assessment criteria; and
> **(B)** following completion of the required credit hours, an unpaid internship supervised by the
> verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(b) Professional licenses.
Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of havingcompleted three years of recent accredited experience during the term of the most recentlicense. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
Any person may renew an accomplished teaching license by submitting to the state board the following:
(1) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(2) an application for accomplished teaching license; and
(3) the licensure fee.

If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph
(3)(B)(C) or (D).

(d) Substitute teaching license.
Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license.
An individual may renew a provisional teachingendorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) Verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license.
Any individual may renew a provisional schoolspecialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.

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

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

(d) This regulation shall be effective on and after July 1, 2003.

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

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees,the Kansas state department of education, and any other organization that serves school districts.

(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education
activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

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

(2) to develop operational procedures; and

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

(c) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

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

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

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

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

(1) Independent observation;

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

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

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

(g) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan

Macksville Schools
USD 351

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2028

5-year Professional Development Plan Approval

The USD 351 Macksville Professional Development Council approved the following plan, at its meeting held on 4-9-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Sarah Butler
Signature

4-24-25
Date

The USD 351 Macksville Board of Education approved the following plan, at its meeting held on 4-14-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature

4/14/25
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The purpose of the USD 351 Professional Development Council is to enhance educators' effectiveness, resulting in improved student performance. The District Professional Development Plan will promote the professional growth of all licensed staff and other personnel (paraprofessionals, licensed substitute teachers), through a variety of learning experiences.

Functions of the Professional Development Council shall include:

- Assist in creating individual professional development plans.
- Evaluation and awarding of professional development points.
- Assist in planning of staff development needs and activities.

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 351 Macksville 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 Chairperson 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.

Terms of Service

Membership on the council shall terminate when a member no longer holds a position at the school or submits a resignation letter to the PDC chair.

Vacancies

Vacant positions will be filled by the licensed group using the selection method below. The PDC chairperson is responsible for ensuring the council consists of at least as many teachers as administrators.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary	1
Middle School/High School	1
Total	2

1.22 Licensed Teacher Group Selection Process:

All members will serve on a voluntary basis, with a representative from the elementary and middle/high school level. Upon a vacancy, the PDC chairperson or administration will ask for new volunteers to serve on the PDC committee. Licensed teachers in each building will vote for the representative on a Google form. At the end of the school year, the PDC chair tallies the forms and informs selected staff.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Administration	1
Total	1

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected by the superintendent and leadership staff at a leadership team meeting. The Superintendent will inform the PDC chair of the licensed leader member.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

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

1.4 Annual PDC Training

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

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

USD 351 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chairperson 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 PDC Google drive folder. 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

In what month or timeframe are officers selected?
Officers will be selected each September.

How long is the term for PDC officers?
The term will be for 3 years.

If any, what are the term limits?
There will be no term limits.

Chairperson

- Calls and conducts all meetings.
- Ensures IPDPs are completed and maintained in the online Frontline website.
- Maintain documentation for staff inservices/attendance.

1.51 Meetings

The council shall meet in the fall, winter, and spring of each school year. Meeting dates and times shall be determined by council members. The chair may call special meetings as long as all council members are notified of the meeting at least two days in advance. Notifications of meetings will be made by text or email. Official PD Transcript requests are made directly to the PDC Chairperson through email.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
  To conduct official business at least 2 members constitutes a quorum. with 1 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

All PDC documentation, requests for points, approvals, and PDC transcripts are kept digitally in the Frontline Education's Professional Learning Platform. All licensed staff is trained on its use.

New staff is trained on the use of Frontline at the beginning of the new academic year, either one-on-one or in small groups. For the rest of the time, staff have access to a Frontline reference document in Google Drive for revision.

The Google drive also contains meeting minutes and instructions for Frontline.

Frontline forms used for PDC business:

1.54 Communications

Ongoing communication between district leadership team and PDC committee will happen via conversation, e-mail, or formal meetings. As changes occur in professional development records and criteria, the PDC will update staff via inservice and/or written messages. PDC members are continuously available for assistance to staff. Each participant is able to access www.frontlineeducation.com at any time to view records.

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	PDC Chair (Due by end of September)

Recommended Approval: The PDC allows the positions in the Sequence of Approvers (below) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9.

Professional Development Points

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

2nd-	PDC Chair

Recommended Approval: The PDC allows the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. All decisions about the type and amount of PD points that the PDC awards are final.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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

The PDC Plan is monitored and reviewed annually. Any changes by the council must be approved by the Macksville Board of Education. The plan must be renewed every five years.

2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

The PDC will share information with the DLT in order to determine future inservice needs. At the end of the 5 year cycle, the PDC will compare our needs assessment results from year one to year five.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in the end of year 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 Chairperson will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

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

Section Three

Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Macksville USD 351 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 351 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chairperson 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 Superintendent at 620-348-2835.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

3.9 Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

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

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

4.0 Introduction

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

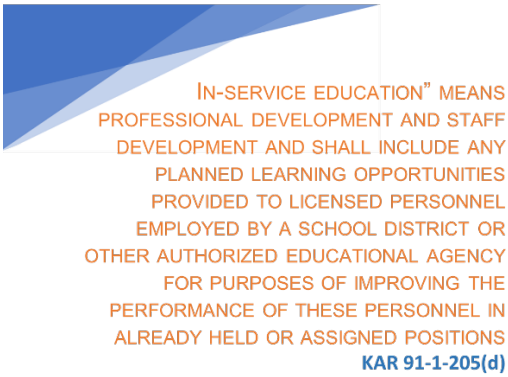
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not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

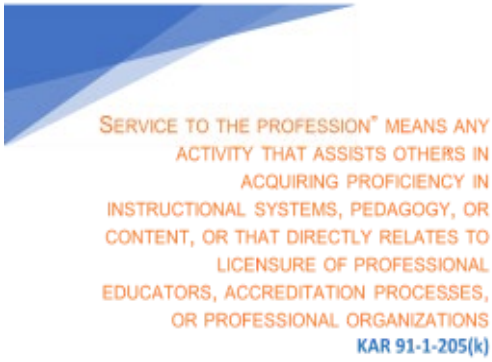
The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an a**dvanced 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
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
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
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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

- -

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

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

- -

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you

expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points
Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

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

Organizational Change = 3 X Level I points
Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

Appendix A

Professional Development Regulations

KAR 91-1-205. Licensure renewal requirements.
KAR 91-1-206. Professional development plans for license renewal.
KAR 91-1-211. Licensure review committee
KAR 91-1-215. In-service education definitions.
KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217. In-service education professional development council.
KAR 91-1-218. Awarding of professional development points.
KAR 91-1-219. Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.
(a) Initial licenses.
(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.
(2) Any person who does not renew the initial license within five years of the date the initial license
was issued may obtain one or more additional initial licenses only by meeting the requirements in
S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203
(a)(1)(D) shall have been taken not more than one year before the date of application for the initial
license, or the applicant may verify either eight semester hours of recent credit related to one or
more endorsements on the initial license or one year of recent accredited experience or may meet
the requirements of paragraph (b)(3)(C) or (D) of this regulation.
(3) A person who does not successfully complete the teaching performance assessment during four
years of accredited experience under an initial teaching license shall not be issued an additional
initial teaching license, unless the person successfully completes the following retraining requirements:
(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the teaching performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the
verifying teacher education institution and consisting of at least 12 weeks, with attainment of a
grade of ''B'' or higher.
(4) A person who does not successfully complete the school specialist or school leadership

performance assessment during four years of accredited experience shall not be issued an
additional initial school specialist or school leadership license, unless the person successfully
completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the
verifying teacher education institution and consisting of at least 12 weeks, with attainment of a
grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards
assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an
advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual
development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an
approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having
completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the
following:
(A) Verification of achieving renewal of national board certification since the issuance of the most
recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph
(b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional
development points under an approved individual development plan filed with a local professional
development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching
endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school
specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional
license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or
professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license
shall be valid through the remaining validity period of the out-of-state professional license or for five
years from the date of issuance, whichever is less. (Authorized by and implementing Article 6,
Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended
Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.
(a) Any person filing a professional development plan with a local professional
development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall
develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the
following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's

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

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional
development center, institution of postsecondary education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other
authorized educational agency for purposes of improving the performance of these personnel in
already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person’s access to practice,
builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the

educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) “Professional development plan” means a written document describing the in-service education
activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) “Service to the profession” means any activity that assists others in acquiring proficiency in
instructional systems, pedagogy, or content, or that directly relates to licensure of professional
educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a
proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this
regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.
(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they
represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency
and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.
(a) In awarding professional development points, each educational agency shall designate that one
professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the
professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.
(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan,
but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of
secretarial wages for each certified employee having an approved individual development plan on
file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or
building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or
the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

STAFF DEVELOPMENT NEEDS SURVEY

Name _____ Teaching area/grade level _____

THIS SURVEY IS VITAL TO OUR PLANNING OF INSERVICES FOR YOU. PLEASE FILL IT OUT AND RETURN BY _____TO _____.

A. SCHOOL IMPROVEMENT PLAN

1. As a staff member, what do you perceive as major student learning gaps or weaknesses? Mark areas needing targeted. Please list any other areas.

_____Content skills area (reading, math, etc.)
_____Time management
_____Social Skills
_____Communication skills
_____Organization
_____Other _____

B. INSPIRATIONAL

If you have ideas for speakers, programs that inspire or motivate staff, list here:

_____

C. PROFESSIONAL DEVELOPMENT NEEDS

Mark your top 5 priorities; rank at least top 3.

Coping with stress	Improving school/community relationships
Leadership training	Computer literacy
Improving school climate	School laws, legal rights
Classroom management skills	Crisis management/safety
Time management	Poverty training
Improving admin/staff communication	Other:_____

CURRICULUM AND INSTRUCTION (Rank in order of priority)

_____Developing and evaluating curriculum
_____Utilizing technology
_____Identifying teaching and learning styles
_____Peer coaching
_____Other: _____

STUDENT DEVELOPMENT (Rank top 3)

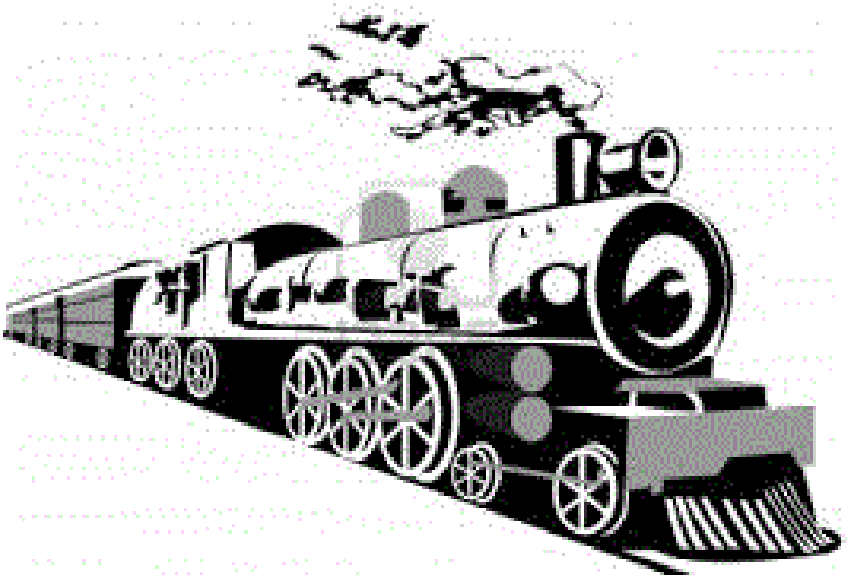
_____Student motivation and responsibility
_____Bullying, cyber-bullying
_____Meeting multi-cultural needs
_____Student substance abuse
_____Promoting student self-esteem
_____Student study skills, time mgmt.
_____other _____

D. Means of Delivery

Please mark the following professional delivery systems according to your preference.

MEANS OF DELIVERY	MOST PREFERRED	LESS PREFERRED	NOT INTERESTED
District inservice days			
Workshops/Conferences during summer			
Faculty meetings			
Faculty study groups before school			
Faculty study groups after school			
Collaborative planning at faculty meetings			
Individual study (college classes, online courses)			
Other:			

Professional Development Plan
USD 388 – Ellis School District



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

5-year Professional Development Plan Approval

The USD 388 Professional Development Council approved the following plan, at its meeting held on 3/31/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Michelle Hensley 3/31/25

Michelle Hensley Date

Plan Updates

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

Add pages as needed

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Section One:
Professional Development Council (PDC)

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.

1.1 Introduction

USD 388 DISTRICT MISSION STATEMENT

The Mission of USD 388 is to provide the highest quality education in a safe, supportive environment empowering all students to be self-sufficient learners, enabling them to meet the challenges of the 21st century.

USD 388 DISTRICT VISION

- A community with a commitment to excellence and high academic standards
- A community with an emphasis on student learning and professional staff development
- A community that supports all students, including those at-risk
- A community that is actively involved in education
- A community that develops and maintains personal connections between students and teachers
- A community with a positive attitude

USD 388 DISTRICT PROFESSIONAL DEVELOPMENT PURPOSE

USD 388 will provide professional development opportunities for all certified personnel to maintain and develop professional skills and knowledge in order to meet the objectives of the district by increasing knowledge and strengthening skills in areas directly and indirectly related to content areas, non-academic professional knowledge, and skills required for effective instruction.

This USD 388 Professional Development Plan will assist qualified staff to:

- Apply research to instructional improvement and decision making.
- Use learning strategies and assessments appropriate to the identified student learning goal.
- Apply knowledge about human learning and development.
- Use knowledge and skills to collaborate professionally for school improvement.
- Establish guidelines for earning and awarding professional development points.

1.2 Membership:

PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

Members of the USD 388 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

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

The Professional Development Council is a representative group of district licensed personnel which advises and informs the USD 388 Board of Education in matters concerning the District Professional Development Plan. Members of the PDC also participate in annual training related to their roles and responsibilities.

Purpose:

The purpose of the council is to foster continuous professional growth for licensed staff.

The Professional Development Council will:

- Recommend, approve and evaluate professional development activities for professional development credit.
- Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building and individual levels.
- Communicate procedures and serve as a resource for questions or concerns related to professional development.

The Principal (who is not currently the voting member) will serve as adviser to the council but will not have a vote.

Term

- Term of office for the PDC will coincide with the contract year.
- All members will be elected for two-year terms and can be reelected for as many terms as they wish.

    - All members will be elected for two-year terms on a staggered basis so that two new members will be elected each year.
    - The elementary and high school members will be elected in the odd numbered years.
    - Middle school representative will be elected in even numbered years.
    - Building level leaders will be selected in even numbered years.
    - Members can stay on the PDC for as many terms as their group reselects them.

Process for filling vacancies

If a PDC member leaves in the middle of the year, an election will be held at the next PLC building level meeting for which that member represents.

Documentation of Membership

Documentation of membership will be kept in the minutes of the meetings conducted throughout the year. There will be a folder on our AAA shared drive that is accessible to all certified staff that contains the minutes to the meetings.

Resignations

Members may resign at any time. Resignations must be in writing and submitted to the chair at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties. Should there be extenuating circumstances an appeal can be made to the PDC with the person making the appeal abstaining from the vote.

1.21 Licensed Teacher Groups Represented

One teacher each from elementary level (K-5), middle level (6-8), and secondary level teacher.

Groups Represented	Number
Elementary Level (K-5)	1
Middle Level (6-8)	1
Secondary Level	1
Total	3

1.22 Licensed Teacher Group Selection Process

- The PDC chair will take nominations or volunteers via email for the open position/s.
- Even with only one nomination/volunteer for a position, group members will elect their representative by a voting process (via email). Majority vote wins.
- Elections will be held each year (as needed) by the second Tuesday of April.
- Newly elected members will serve as ex-officio members until the new term begins.

1.23 Licensed Leader Groups Represented

Groups Represented	Number
District Office	1
Building level	1
Total	2

1.24 Licensed Leader Group Selection Process

- The building level leaders will coordinate with each other and select the PDC representative for the open building level position.
- The one leader in the district office will, by default, be that group's representative.
- Selection of the building leader position will be held each year (as needed) by the second Tuesday of April.
- Newly elected members will serve as ex-officio members until the new term begins.

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

USD 388 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.

- As mentioned above, the Chairperson will attend the annual required state training and will then train the PDC members at the beginning of each school year.
- It is the Chairperson's responsibility to make sure all members of PDC are trained.
- The minutes to the training meeting will be kept on the AAA shared drive for all staff to refer.
- The chairperson will also create an email to all staff to enlighten them of any changes and remind them of important information of which they need to be aware.
- The chairperson's training will be documented in the chairperson's Frontline Professional Development Plan. The knowledge level conference form will be used in Frontline.
- If the training is taken through Smoky Hill as it has been in the past or by a PDC member, it will be documented in the meeting minutes.

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.

- Provide input towards district to identify the in-service education needs of USD 388.

- Review, validate, and verify the staff development points/credits granted for activities completed on each IDP.
- Revise and implement the District Professional Development Plan within the guidelines and criteria established by the KSDE every 5 years.
- Keep records and communicate the necessary business of the council to staff and the Board of Education.
- Provide the Board of Education an annual report of the council's activities. This report will be made in June and will include a summary of the previous year's staff development activities and plans for the current year.

1.50 Officers

Chairperson:

- PDC members will select the Chairperson from those members who have a minimum of one year of experience on the PDC.
- Terms of Office: The terms of office will begin July 1.
- Resignation and Replacement
    - Chairperson can resign from office provided a letter of resignation is submitted. This letter should be submitted at least one month prior to the effective date of resignation.
    - Vacancy of the chairperson positions will be filled by a majority vote of the PDC at its next meeting.
- Duties:
    - Calls and conducts all meetings
    - Calls and conducts special meetings as needed
    - Prepares an agenda for all meetings
    - Provides notification of meetings
    - Receives all resignations for PDC members
    - Annually attends state mandated professional development council training
    - Provides training to those members that are not able to attend the annual training required by the state
    - Carries out other duties as determined by the PDC
    - Works in collaboration with district level school improvement and professional development Personnel.

1.51 Meetings

- PDC will meet at least two times per year (Beginning of school year for training and beginning of spring semester to discuss membership and any policy/professional development issues). Additional monthly meetings will be held to approve points/college credits as needed.
- A majority of the members must attend to constitute a meeting.
- The meetings will take place in either the WGS or the EHS libraries as designated by the chairperson.
- Items for consideration by the PDC can be proposed by members of the PDC or licensed personnel of USD 388.
- 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 3 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

- Meeting minutes will be available to licensed personnel and USD 388 Board Members
- Records of the PDC will be maintained on school property with the Chair and in the AAA shared drive.
- Procedure for Maintaining Permanent Records
  - Individual Professional Development Plan information will be maintained using Frontline.
  - Professional Development Transcripts are available through Frontline. They can be requested by your Chairperson. Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
  - Staff are trained in how to use Frontline at the in-service at the start of school year.

1.54 Communication

The Superintendent will share the Professional Development records with the District Board of Education in June/July.

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 388 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the

Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
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 in Section 3.9. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principle pre-screeners
2nd-	Superintendent pre-screeners
3rd-	PDC Chair

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

Section Two:
The District/System Professional Development Plan

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

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

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

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

2.0 Introduction

The Professional Development Council will develop a district plan that will incorporate staff professional development, and provide activities that focus on areas that have been identified as a concern in the needs assessment and align with the Kansas education Systems Accreditation (KESA) goals.

USD 388 District Professional Development Plan is designed to provide quality staff development that:

- Improves the quality of instruction
- Improves methods of delivery of information
- Improves the use of technology
- Improves chances of student success

2.1 Assessment and Prioritization of School Improvement Needs

- Individual, Building, and District
- Data collected from the need's assessment (see appendix C) to address professional development for individual staff, building, and district.
- Accreditation Information provided by KSDE to determine Professional Development opportunities for the district
- KSDE Annual Required Trainings

2.2 Identification of Goals and Objectives to Achieve Professional Needs

- Continue to meet the KSDE accreditation requirements.
- Provide ongoing and effective professional development opportunities for teachers in the areas of:
  - KSDE Board Outcomes
  - Research Based Instructional Strategies
  - MTSS
  - Data Analysis
  - Social Emotional Strategies
  - Classroom
  - Staff

- Personal
- Assessment training and analysis
- Content-specific related opportunities

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

- Activities could include but are not limited to the following:
  - Greenbush Workshops
  - KSDE Sponsored Workshops/Conferences
  - MTSS Conference
  - Other Workshops/Conferences

Goal #1: USD 388 will continue to maintain academic excellence by continuing to focus on teaching and learning in order to ensure that instruction is aligned with the Kansas State Standards, so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.		
STRATEGY	**ACTIVITY**	**PERFORMACE MEASURE/DATA SOURCE**
District teachers will continue using MTSS in each of the buildings providing Tiered instruction to all students.	Daily instruction is delivered at students' tiered level in Math and Reading at all grade levels.	• FastBridge Assessment • Progress Monitoring

Goal #2: USD 388 will continue to develop, implement, and support student opportunities to be career and college ready.		
STRATEGY	**ACTIVITY**	**PERFORMACE MEASURE/DATA SOURCE**

USD 388 will continue to provide opportunities for students to learn about various careers and explore areas of their own interests.	• Senior graduate class-Financial and Career Prep
	• Xello IPS platform for career prep 7-12
	• Sophomore job unit with mock interviews
	• 7th Grade Career Speeches
	• JH Career Speakers
	• Dual credit program
	  ○ Welding certificate
	  ○ CNA certificate
	  ○ NCK program
		• Xello
		• List of career speakers

USD 388 will continue to provide job shadow opportunities for students	Work shadow opportunities for seniors Work Study opportunities	
USD 388 will continue to support Career and Technical Education	Continue looking at our CTE course offerings	• Completers of the CTE Pathway
College Credit	Online college classes	• College Credit

Goal #3: USD 388 will uphold a safe environment and culture district wide for all students and staff.		
STRATEGY	**ACTIVITY**	**PERFORMACE MEASURE/DATA SOURCE**
USD 388 will continue to increase staff's awareness and preparedness in best supporting the diverse student population we serve.	Guidance Lessons K-8 School Connect 9-12 Dare Program Trauma Informed-in-service USD 489 Behavior consultants High Plains Mental Health	• Guidance Lessons K-8 • School Connect 9-12 • SAEBRS • Circle Groups

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

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:

- Reflections
- Surveys
- Walk-through data

2.5 Reporting results of evaluation of in-service needs

- Informing staff members and the board of education on the feedback from professional development will be done by the Chair through email.
- 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.

2.6 Amending the Professional Development Plan

The District Professional Development Plan may be amended at any time. 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 under Decision-making. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three:
Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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, or Professional Education.

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.

3.1 Collaborate with a designated supervisor

By October 1st, each individual will create or update their IPDP in the Frontline Online Program (See appendix B).

- The designated supervisor and/or PDC member will work collaborative with the individual to:
  - Review Goals and update if needed
  - Discuss professional development needs to meet the goals
  - Establish new goals
  - By submitting the IPDP it will be considered signed by the designated supervisor. The IPDP is electronically housed in the Frontline Platform.

3.2 Assess Individual Needs

- The designated supervisor and/or PDC member will work with the individual to:
  - Review goals and update if needed.
  - Discuss professional development needs to meet the goals.

3.3 Determine Individual Professional Development Goals

- The designated supervisor and/or PDC member will work with the individual to: Assure goals are based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies

- The designated supervisor and/or PDC member will work with the individual to:
  - Discuss professional development needs to meet the goals.
  - Such strategies could include action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development Plan

- The designated supervisor and/or PDC member will work with the individual to:
  - Review goals and update if needed.
  - Discuss professional development needs to meet the goals.
  - Establish new goals.
  - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in Frontline. (See Appendix C)

3.6 Analyze Progress

Staff will be able to analyze progress with formative and summative data to see if IDPD goals are being met.

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

Staff will be able to revise the IPDP as needed. See Appendix C

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

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any person who is employed by or who works or resides within 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 388 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. To begin this process, non-employees may contact the liaison or shensley@usd388.com.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the Professional Development Committee.
4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval. The PDC committee will meet to review the IPDP plan submitted by the licensed professional for approval. If disapproved, the PDC chair will contact the individual to set up a meeting to address the concerns

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

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

In the event that the PDC committee disapproves the Individual Professional Development Plan, the administrator or teacher may:

1. Submit an appeal in writing to the PDC Chairperson within thirty days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. At a scheduled review session, the appeal will be made in person to the PDC.
3. Following the final PDC action on an appeal, the PDC chairperson will inform the participant of their decision.
4. If the appeal is not approved, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask the Licensure Review Board Coordinator to begin the process.

Section Four: Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verify 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. If the PDC has questions about how knowledge level points are determined, it will request additional clarification from the individual submitting the points either during a PDC meeting or in written correspondence.

4.1 Definitions

Professional Development Activities are the processes and experiences designed to accomplish the objectives of the district and individual professional development plan. These activities will align with individual, building, and district goals.

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)

Submitting Professional Development Requests

Professional development requests will pertain to content, professional education and/or service to the profession standards. Requests must be entered into Frontline prior to the activity, in-service, workshop, and/or class. See Appendix C for a sample copy of the form to complete.

Approving Professional Development Requests

The Professional Development Council will approve professional development requests that are consistent with the goals and objectives of the individual, building, and/or district professional development plans.

Request Approval Process

When a teacher applies for a professional development request, the request will first go to the immediate supervisor and the superintendent for prior approval and the PDC committee for final approval after the activity has been marked complete. Some activities may be initially denied by the immediate supervisor or superintendent due to budget constraints and/or goals written on the teacher’s IPDP are not aligned with their request.

Evaluating Professional Development Activities

After participating in the activity, in-service, workshop or class, participants will evaluate the activity within 30 days of the completion date. Evaluation comments will be made when completing the knowledge validation form in Frontline. See Appendix B for a sample copy to complete. Once the knowledge validation has been completed, the participant must mark the activity complete.

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

License Requirements	
Application for Renewal	
Bachelor's Degree	**Advanced Degree**
160 Points Earned under an approved IDPD Plan 80 of the 160 points must be a college or university credit 1 college semester credit/hour = 20 points	120 Points Earned under an approved IDPD Plan An educator can renew on points only or a combination college/university credits and points
If the educator is retired and participating in an educational retirement system the point requirement is half the required points for the Bachelor and Advanced Degree Level.	

The Professional Development Council will determine the appropriateness of college credit before awarding points.

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

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

- Content Endorsement Standards
- Professional Education Standards
- Service to the Profession

Licensure is the responsibility of the employee. It is also the employee's responsibility to secure transcripts for college/university credit and professional development points.

The Renewal Process:
Educators will need to look at their current license to see the renewal requirements for their license.

4.3 Awarding Points in Three Levels

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

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

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

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

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 two times the knowledge level points are awarded. The applicant must answer the following questions.

- What are you going to do?
- What are the expected results?
- How will this happen?
- What will be your evidence?

The Request for Application Level Points must include at least two of the items listed below. Prior to validation. These items must be reviewed by the applicant and a peer or supervisor.

- Practice with feedback from a peer, administrator, or other person that takes place at least once a semester.
- Video made and reviewed at several intervals during the semester.
- Documentation such as lesson plans from throughout the semester.
- Examples of student work and/or projects used in the classroom over an extended period of time.
- Any other items approved in the application process.

Frontline action:
Complete an Application Level Request Form and obtain supervisor approval.

1. Begin by selecting a completed Knowledge Level Activity from your portfolio.
2. In the Actions section, select Application Level.
3. Complete and submit an Application Level Request form.
4. Have request approved by immediate supervisor.
5. Implement your Application Level activity.
6. Upon completion, select application activity, complete Validation Form and save.
7. Check 'Mark Complete' on the next screen.

Level III – Impact

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

requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Application Process:
Acquisition of impact points begins with the completion of an Impact Level Request Form (see sample form in appendix).
This requires the following process:

- Individual completes an Impact Level Request Form.
- Individual meets with immediate supervisor to review the Impact Level Request Form.
- The individual and his/her supervisor agree to the request and the supervisor grants approval prior to implementing the request.

The Request for Impact Level Points requires that the applicant answer the following questions.

- What is the expected impact?
- What are you going to do?
- How are you going to assess the current level of student performance/behavior?
- How are you going to assess the level of student performance/behavior after implementing this plan?
- How will the results be shared?

<u>FrontlineEducation action</u>
Complete an Impact Level Request Form and obtain supervisor approval.

- Begin by selecting a completed Application Level Activity from your portfolio.
- In the Actions section, select Impact Level.
- Complete and submit an Impact Level Request form.
- Have request approved by immediate supervisor.
- Implement your Impact Level activity.
- Upon completion, select the impact activity, complete the Validation Form and save.
- Mark Complete on the next screen.

4.4 Indicators for the Three Levels

Level 1 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.
- Signature on sign-in sheet for a district in-service

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

All Service to the Profession points are one point per hour and may not be used for application or impact (doubled or tripled). These points cannot be used for movement on the PayScale. Submit all Service to the Profession points through the Knowledge Point Request form in frontlineeducation.com. (See sample form in appendix)

Examples include but are not limited to:

- Professional Development Council
- Building Site Council
- Building Level Leadership Teams
- Interest-Based Bargaining Team
- Student Improvement Team
- Professional Organizations
- One point shall be awarded for every hour of participation on councils or committees outside of the district. Examples include but are not limited to:
    - KSDE appointed committees and councils.
    - State level professional organizations (KATS, KMEA, KLFA, KNEA).
- Supervising a Pre-Service Teacher
    - One point per hour of documented structured mentoring (see glossary)
- Publication in an Approved Educational Professional Media
    - One point shall be awarded for every documented hour spent in writing.

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.
- Samples of published articles/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 onsite team for another school district and 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 outcomes or behaviors?

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
- 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?

Knowledge and Application level has resulted in a positive change in student achievement or behavior over an extended period of time. This may be in the areas of classroom instruction, curriculum work applied to the classroom, student assessment, or staff development provided to peers.

Organizational Change (3X 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 (3X 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 rate

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.

Movement on the Salary Scale

You must have 20 PD points to equal ONE college credit. These college credits do not count for re-licensure as college credits.

- **Professional Development points must be related to your teaching assignment and goals.**
- Professional Development points must follow KSDE's requirements.
- Coaching clinics or courses are appropriate only for teachers teaching physical education.
- **All knowledge points earned during contract time or district paid time will count for licensure only not toward movement on the salary scale.**
- Knowledge points that are related to your subject area (Content Endorsement Standards) or goals earned outside contract time will earn both salary advancement & renewal points.
- Approved college credit points will earn both salary advancement & renewal points regardless of contract time. College credits must be from an accredited college and represent the required 20 hours of work per credit hour. **College classes must relate to the subject area being taught or pertain to the individual's goals. (Not Professional Education or Service to the Profession).**
- The only way **non-degree seeking college credit hours** will qualify for movement on the pay scale or re-licensure is if the classes are put in Frontline and preapproved prior to taking them. They will go through your school principal and then through the superintendent for prior approval just like workshops and in-services do.
- If there is a question on whether an institution is accredited, staff can verify that the college they are taking them from is accredited at College Credit look up (https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Professional-Development-Program/PDC-Landing-Page/To-Verify-College-Credit) on the KSDE website. **The transcript has to come through the registrar's office of an accredited college!** It will speed up your preapproval through Frontline if you would forward the confirmation email from the state to your Principal, Superintendent, and PDC Chair.
- If the transcript does not go through the registrar's office of an accredited college, they do not count as college hours. They can be counted as professional development hours. It takes 20 professional development hours to equal one college hour.

Additional Information

Guidelines for awarding of professional development points

- Clock hours of attendance will be validated to the greater half hour.
- Hours in attendance cannot include travel time, registration and meals.
- One credit hour from a regionally accredited college or university is equal to 20 professional development points.
- Requests of Service to the Profession and Knowledge Level points must be submitted prior to August 25 of the year following the acquisition. Requests for exceptions must be submitted in writing to the Professional Development Council.
- When individuals leave the district, they may request a Professional Development Transcript.
- Transcripts are available at www.frontlineeducation.com. Each participant is expected to examine the transcript for errors and notify the PDC of any necessary corrections.
- It is each participant's responsibility to submit a Teacher License Renewal Application to the KSDE. The Professional Development Transcript will be provided by the PDC Chair electronically when requested by the state. Applications for teaching license and license renewal must be made within the guidelines of KSDE.

4.6 Questions About Awarding PD Points Relative to License Renewal

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

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

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

Exceptions:

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

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

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

points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A
GLOSSARY

Authorized educational agency: Area professional development centers, state education agencies, and institutions of postsecondary education that are authorized under state law to award academic degrees, and other organizations that service school districts.

Coaching: Working one-on-one with another educator to improve teaching. Coaching may include observation and feedback, problem solving, and co-planning.

Content standards: 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 or Certificate. An example might be a Language Arts teacher attending a state reading conference.

Individual Development Plan (IDP): A plan describing the professional development activities and studies to be completed
Levels of implementation: A three-point rubric used by schools to report progress on staff development goals. (Knowledge, Application, and Impact)

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.

Pre-service teacher: A college student who is enrolled in educational coursework.

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

Professional 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. An example might be a Math teacher attending a Cooperative Learning workshop.

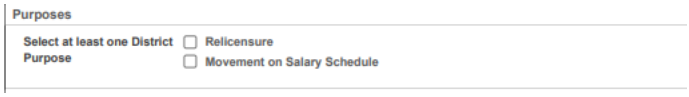
Service to the profession: Any activity that assists in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations. See page 9 for examples.

Structured Mentoring: Activities that consist of structured guidance and regular ongoing support that are designed to help the teacher/pre-service teacher continue to improve practice and develop instructional skills. Mentoring may include coaching, team teaching, building knowledge, translating into practice, and /or providing feedback through observation.

Appendix B

FrontlineEducation USER GUIDE

1. Open the internet and go to https://www.frontlineeducation.com and choose Professional Growth
2. Complete the Log In information on the main screen and click the "Login" button to enter site. (Username = school email, Password = change me)
3. You will be prompted to complete your "user Profile" to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a "Form Saved" message confirming success. You must then fill out an IPDP form, which is listed on the left side of the screen under "Forms" then submit it.
4. From the main "Welcome to your new dashboard" screen, you can also:
   a. **Submit a Form**
      i. Click the appropriate form on the left side
      ii. Complete the form. Submit the form
   b. **View your Requests**
      i. Click the Learning Plan tab to view all of your requests submitted, what is pending, approved and in progress, and what might need to be evaluated and marked complete.
5. Whenever you are going to attend an in-service/workshop, remember that you need to fill out the request for it on Frontline Education **BEFORE** you attend. This is the same for college hours. All college hours **MUST** be approved prior to taking them.
6. After attending your professional development or taking your college hour(s), you must **evaluate it by completing the Knowledge Validation**. The Knowledge Validation needs to be completed within **30 days** of the professional development or college class. Once you have completed the Knowledge Validation, **mark complete**. If it is not marked complete, it will never come to the PDC Committee for final approval.
7. It is recommended that you review your IPDP plan every year and check to see if you need to update your personal goals. Your goals should be specific, measurable, attainable, results-oriented, and time-bound. Example: instead of saying "to communicate better with parents", say "I will produce a weekly letter that includes current topics of study and ideas for improving parent communications."
8. Any teacher that has applied for a new license needs to write a new Individual Professional Development Plan (IPDP) or your plan will not be current. You will find the IPDP form under the "FORMS" tab. If your job assignment has changed, you will need to update and change your current plan.
9. When attending an all-district in-service, the Director of Curriculum and Instruction will enroll everyone for the in-service. He/She will provide a sign-in sheet for you to sign to show you attended the in-service. The PDC Chair will confirm the attendance for everyone from the attendance roster and mark the activity complete. If the in-service happens to offer college credit, you will need to let the PDC Chair know, so he/she doesn't enter you for points. **Instead, YOU** will need to complete the College Credit form to receive college credit.
10. When you choose the Purpose for which you are attending an activity, you need to make sure you mark all applicable boxes: Re-licensure and/or Movement on the Salary Schedule.

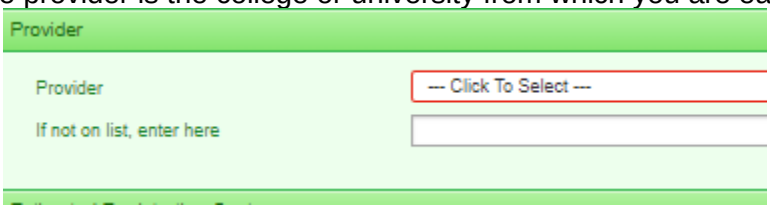


11. Usually when you attend an in-service, it is for Content Standards or Professional Standards.

Remember, these are the only two that can be taken to the next level.
Service to the Profession are only worth points.

a. **Content Standards:** Training related to the subject you teach
b. **Professional Standards:** Training that cuts across all content areas
c. **Service to the Profession:** Meetings, committees (ex. SIT meetings, KESA meetings, Staff meetings, etc.) These points can never be taken to the application or Impact levels. You only receive one point per hour of attendance. (5 hours = 5 points)

12. Any teacher who chooses to take an in-service or workshop to the next level may choose the application Level to double the points awarded from the original in-service. You have one year from the date you attended the in-service to complete the goals and outcomes you list on the Application form. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points.
13. Any teacher who chooses to take an in-service or workshop to the Impact Level may choose to triple the points awarded from the original in-service. You have one year from the date you attended the in-service to complete documentation that shows student learning, behavior change, or impact. This can be done through assessments, formal and informal data collection, or portfolios. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points.
14. When you take an in-service or workshop for College Credit, there is a section that says "Provider". The provider is **NOT** USD 388 or Smoky Hill Service Center.
    The provider is the college or university from which you are earning the credit.



15. When you are ready to renew your license, you will need to have college transcripts sent to the Board Clerk at the Board of Education office electronically or have an official transcript sent to you. If you have the official transcript sent to you, you will need to bring it into the board office and give to the Board Clerk where it will be copied for your file and then scanned and uploaded to the state department.
16. Your IPDP plan is good for five years or until your license has to be renewed. Once you have renewed your license, you will need to complete a new IPDP form.

Frontline Step-by-Step Flow Chart

Knowledge Level Points

I want to receive Knowledge Level Points (and I have not filled out a "Conference/Leave Request Form") for an activity. What do I do?

Complete "Knowledge Point Request"

- All red sections must be filled out completely.
- After you complete this form it will go to your building principal for pre-approval.
- This form, like all forms, will need to be preapproved by you building principal.
- You will not be able to continue until the principal ok's pre-approval.

Wait for Principal Preapproval

Complete activity and then "Knowledge Validation Form"

To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Knowledge Validation Form" and complete questions. Click "Save."

Mark Activity Complete

After you save your "Knowledge Validation Form" you will have an option to "Return to Main." Select this option.
You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.

- Your actions are complete to obtain Knowledge Level Points for this activity.
- Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at any time.

Application Level Points

I have earned "Knowledge Level Points" and now see where I would like to apply them in my classroom. I know that I can receive double points. What do I do?

Complete "Application Level Request Form"

- To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section. This should be seen as soon as you log in to FLE. Under the "Actions" section click on the "Application Level" and complete questions. Please add the word **"Application"** in the title. All red sections must be filled out completely.
- After you complete this form it will go to your building principal for pre-approval. This form, like all forms, will need to be preapproved. Your building level principal will need to meet with you to go over the request.
- After the principal has pre-approved the activity, you can apply it in your classroom over the set period of time.

Apply Knowledge in the classroom

Complete "Application Validation Form"

To find this form you must select the name of the "Application Level Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Application Validation Form" and complete questions. Click "Save."

Mark Activity Complete

After you save your "Application Validation Form" you will have an option to "Return to Main." Select this option. You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.

Impact Level Points

I have earned "Application Level Points" and want to earn Impact Level Points. What do I do?

Complete "Impact Level Request Form"

- To find this form you must select the name of the "Application Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Impact Level" and complete questions. Please add the word **"Impact"** to the title. All red sections must be filled out completely.
- After you complete this form it will go to your building principal and superintendent for pre-approval. This form, like all forms, will need to be pre-approved. Your building level principal will need to meet with you to go over the request.
- After the principal and superintendent have pre-approved the activity, you can implement it in your classroom over the set period of time. At the end of the set time, you can move forward with MLP.

Monitor Classroom Achievement/Behaviors

Complete "Impact Validation Form"

- To find this form you must select the name of the "Impact Level Points Request" you entered under the "My Request" section of FLE. This should be seen as soon as you log into FLE. Under the "Actions" section click on the "Impact Validation Form" and complete questions. Click "Save."

Mark Activity Complete

- After you save your "Impact Validation Form" you will have an option to "Return to Main." Select this option.
- You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.
- You have now completed all action necessary to receive Impact Level Points.
- Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at any time.

Appendix C **Fill-In Forms**

Knowledge Level Form

Use this form to submit a request for approval for a knowledge level activity.

Activity Information

Activity Title

Type of Activity — Click to Select —

Professional Development Area — Click to Select —

Description

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URL for Description

Dates/Times/Location

# of Meetings 1

Meeting Date 1

Meeting 1 Date

Start & End Time to

Location

Provider

Provider — Click to Select —

If not on list, enter here

Points/Credits

See district Professional Development Plan to calculate points for this activity.
You must provide the Points OR Credits and a zero needs to be entered into the section NOT used.

PDC Points

College Credits

Goal(s) and Objective(s)

Select At Least One Goal

Goal : Curriculum
- Curriculum Mapping
- Data Review
- Program Development

Goal : Instruction
- Differentiated Instruction
- Formative Assessment

Goal : Technology
- Curriculum & Instruction Integration

Goal : School Climate
- Career Planning
- Character Education
- Mentoring

Goal : Other Professional Training
- School Safety & Management

Building Goals

Building Goals

Purpose(s)

Select a Purpose(s)
- Relicensure
- Movement on Salary Schedule

Comments

Comments

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Finish

Submit | Save as Draft

College Credit Approval

Use this form to submit a request for prior approval for any college courses.

Course Information

Course Title

Course Description

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Professional Development Area — Click To Select —

Course Website

Dates

Start Date (mm/dd/yy)

End Date (mm/dd/yy)

Provider

Provider — Click To Select —

If not on list, enter here

Costs

Credit Request

Enter the number of credits you are seeking for this activity.

College Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Curriculum
- Curriculum Mapping
- Data Review
- Program Development

Goal : Instruction
- Differentiated Instruction
- Formative Assessment

Goal : Technology
- Curriculum & Instruction Integration

Goal : School Climate
- Career Planning
- Character Education
- Mentoring

Goal : Other Professional Training
- School Safety & Management

Purpose(s)

Select a Purpose(s)
- Relicensure
- Movement on Salary Schedule

Comments

Comments

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Finish

Submit | Save as Draft

Conference/Leave Request

PURPOSE: Request to attend activity, obtain substitute, transportation, and/or lodging, and receive points.
SUBMIT: Prior to activity

Conference/Leave Information

Conference Name

Professional Development Area — Click To Select —

Description

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Conference Website

Dates

Start Date (mm/dd/yy)

End Date (mm/dd/yy)

Start & End Times

Sub Required * Yes * No

Date(s)/Time Sub Needed

Provider

Provider — Click To Select —

If not on list, enter here

Session Titles for Multiple Session Workshops/Conferences

Type in each session attended, time attended and points for each session. Session points should add up to total points being requested.

Session Titles

Points/Credits

See district Professional Development Plan to calculate points for this activity.
You must provide the Points OR Credits and a zero needs to be entered into the section NOT used.

PDC Points 0

College Credits 0

Estimated Costs

At this time, please complete and submit a USD 388 Requisition with appropriate documentation to your building principal.

Registration Fee $

Estimated Lodging Costs/Needs

The central office will contact you to finalize lodging arrangements.

Do you need a room reservation? YES NO

If so, for the night(s) of

Estimated Lodging Total $

Estimated Transportation Costs/Needs

To request transporation other than a school vehicle contact central office.

Do you need a school vehicle? YES NO

If so, for what date(s)

Who will be riding with you?

Destination

Time of Departure

Time of Return

Estimated Meal Expenses

Original meal receipts must be submitted with a USD 388 Requisition to your building principal upon return.

Est. Total Meal Cost $

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Curriculum
- Curriculum Mapping
- Data Review
- Program Development

Goal : Instruction
- Differentiated Instruction
- Formative Assessment

Goal : Technology
- Curriculum & Instruction Integration

Goal : School Climate
- Career Planning
- Character Education
- Mentoring

Goal : Other Professional Training
- School Safety & Management

Purposes

Select at least one District Purpose
- Relicensure
- Movement on Salary Schedule

Comments

Comments

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Finish

Submit | Save as Draft

IDPD Form

Long Range Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IPDP Information

Name

Teaching Assignment

Degree Information

Dates for which the IPDP applies

Effective Date

Expiration Date

Select the School District

District — Click To Select —

If not on list, enter here

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Personal Goal #1

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Personal Goal #2

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Personal Goal #3

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What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective

Goal : District Professional Development Goals

- Administration
- Assessment Strategies and Evaluation
- Classroom Management
- Current Trends and Issues
- Curriculum Development
- ESL
- Kansas College and Career Ready Standards
- Media Specialist
- Motivational Strategies for Student Achievement
- Technology

Mentor Log:

Mentor Log

PURPOSE: Use this form to reflect on interactions between you and your mentor and resultant learning.

Instructions

INTERACTION DETAILS

Enter the dates that this log entry covers and the associated professional learning hours.

Activity Title: Mentoring Activity

Start Date

End Date

Hours

LEARNING PROCESS

In which learning support(s) did you and your mentor engage ?

- CO-PLANNING LESSONS
- CO-TEACHING LESSONS
- MODELING STRATEGIES
- OBSERVING AND GIVING FEEDBACK
- PROBLEM SOLVING INSTRUCTIONAL / CURRICULAR / OR STUDENT RELATED DILEMMAS
- REFLECTING ON PRACTICE
- SERVING AS BRIDGES TO FACULTY MEMBERS WITH RESOURCES TO SHARE
- OTHER

If Other, please elaborate.

Was this a scheduled interaction?

- YES
- NO

LEARNING OUTCOMES

In which areas did you focus?

- ASSESSING STUDENT WORK
- ATTENDING TO INDIVIDUAL STUDENT DIFFERENCES
- CLASSROOM MANAGEMENT / DISCIPLINE
- DEALING WITH INDIVIDUAL STUDENT NEEDS / PROBLEMS
- ENGAGING STUDENTS
- INSUFFICIENT MATERIALS / SUPPLIES
- INTERPRETING STUDENT ASSESSMENT DATA
- ORGANIZATION OF CLASS WORK
- PARENT RELATIONS

What was your most significant learning about your practice?

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What was your most significant learning about your students?

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GOAL ALIGNMENT

Select the goal(s) and objective(s) that were addressed.

Goal : District Professional Development Goals

- Administration
- Assessment Strategies and Evaluation
- Classroom Management
- Current Trends and Issues
- Curriculum Development
- ESL
- Kansas College and Career Ready Standards
- Media Specialist
- Motivational Strategies for Student Achievement
- Technology

Goal : Personal

- Assessment
- Classroom Management
- Knowledge/Current Trends
- Technology

NEXT STEPS

What are your action items?

- BRING STUDENT WORK SAMPLES OR OTHER DATA TO NEXT MEETING
- MODIFY LESSON PLAN(S)
- RESEARCH OR LEARN MORE ABOUT A TOPIC
- TRY OUT A PARTICULAR INSTRUCTIONAL STRATEGY
- OBSERVE A COLLEAGUE
- OTHER

If Other, please elaborate.

Comments

Comments

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New Section

Finish

Save Log Entry

Appendix D

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

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

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

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

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

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

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

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

(b) Professional licenses.

Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license.
Any person may renew a substitute teaching license by submitting to the
state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license.
An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license.
Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the
supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.

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

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

(d) This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) "Educational agency" means a public-school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;

(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they
represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including
responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency
and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;

(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

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

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

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state
and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of
secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or
the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix E

5-year Professional Development Plan Approval

The USD 388 Professional Development Council approved the following plan, at its meeting held on 3/31/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Michelle Hensley — Date: 3/31/25

Superintendent: Janice Wilson — Date: 3/31/25

WGS Principal: John Befort — Date: 3/31/25

EJH/EHS Principal: Jessie Vincent — Date: 3/31/25

K-2 Representative: Ashley Dusin — Date: 3/31/25

3-6 Representative: Amy Kuppetz — Date: 3/31/25

7-12 Representative: Nicole Carroll — Date: 4/1/25

Douglass Unified School District #396
Professional Development Plan

Date Plan Approved by State Board of Education:
Date Plan Approved by Douglass USD #396 BOE: 1/13/2025
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The Douglass USD #396 Professional Development Council approved the following plan, at its meeting held on September 18, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Kim McCune 5/06/2025
Signature Date

The Douglass Board of Education approved the following plan, at its meeting held on May 6, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Brent E. Nispel 05/12/2025
Signature Date

Plan Updates

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

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Section One

Professional Development Council (PDC)

Introduction

PDC Council Purpose

- Form the Professional Development Council
- Establish By-Laws and PDC Plan, which is updated every five years
- Complete a district professional development needs assessment (analyze school data, student performance, and staff skills and annual Evaluation/PD goals).
- Determine professional development goals based on results from needs assessment.
- Determine staff development strategies and/or activities at the district, school and individual levels.
- Analyze progress toward the district's PD goals.
- Attend annual PDC training through Orion Education and Training.

Philosophy

The primary focus of the USD 396 Professional Development Council is to be a vehicle which promotes continuous learning that is based on student, individual, building and district needs. It is the intent of the council to help establish a plan that positively affects all USD 396 stakeholders by promoting an environment that is conducive to learning. This Results Based Professional Development Plan has been developed in accordance with the Kansas Professional Educational Standards (9-11-01), and the National Staff Development Council Standards (revised, 2001).

Goals

In developing this Professional Development Plan, there were questions that seemed to be relevant in its development:

1. What are all students expected to know and be able to do?
2. What are the current levels of student knowledge and skills?
3. What are the identified learning gaps?
4. What must teachers know and do in order to ensure student success?
5. What are the current levels of staff knowledge and skills?
6. Where must staff development focus to meet both goals?

The district level goals are adjusted as the school improvement initiatives change. The building level goals are developed with staff input to meet specific building improvement initiatives. These initiatives are identified through the analysis of data, including staff surveys. Data from needs assessments, such as Individual Professional Development Plans completed by all licensed employees, are also used to develop goals and priorities. Goals are written to address the three levels of implementation: Knowledge, Application, and Impact.

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

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 K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Membership

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 396 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below. The PDC Chair is selected from among the PDC members in attendance at the spring meeting.

PDC Membership includes but is not limited to two licensed employees from each building, and all building licensed leaders. Member selections are made each August, using the Nominations Form in Appendix A. Current members and volunteers may include their names in the Nomination Form and visit with their peers concerning additional nominations in order to be selected.

Vacancies that occur at the end of the year will be filled the following August through the nomination process. Vacancies that occur during a school year will be filled through principal requests to complete the year to and approved by the PDC or through the selection process described below based on the group represented . The vacancy will be filled on a permanent basis in August of the next school year through the nomination process. Vacancies will be filled with people of similar positions (teacher, administrator, etc.) to maintain the correct teacher to administrator ratio of the Council.

The Orion Consultant working with the district supports the PDC through the writing and updating of the PDC Plan, updating the application system for points, discussing difficult point approvals with the Council, and providing the annual PDC training. The Orion Consultant is not a voting member.

- Teacher and Administrator Representatives
- Teachers can outnumber administrators, but administrators cannot outnumber teachers.
  - Each member is selected by the group he/she represents

2024-25 Professional Development Council (PDC)
Michele Dierks, Elementary School Teacher
Sadie Camac, Elementary School Teacher
Kim McCune, Elementary School Principal
Angie Coombes, Middle School Teacher
Zoey Biechler, Middle School Counselor
Ken Phillips, Middle School Teacher
Emily Young, High School Teacher
Scott Dunham, Middle/High School Principal

2024-245 Orion Consultant to Professional Development Council (PDC)
DeAnne Heersche

2024-25 Professional Development Council (PDC) Chair
Kim McCune, Seal Elementary
Principal USD #396
320 S. Chestnut, P.O. Box 158
Douglass, Kansas 67039
(316) 747-3350 **kmccune@usd396.net**

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Seal Elementary School	2+
Marvin Sisk Middle School	2+
Douglass High School	2+
Total	6+

1.22 Licensed Teacher Group Selection Process:

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number

Seal Elementary School	1
Marvin Sisk Middle School/ Douglass High School	1
Total	2

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Retreat. Representatives will be voted on via ballot during this meeting. Ballots will be turned in to the PDC Chair, and those elected will be notified by the PDC Chair. The PDC Chair will maintain documentation in the PDC binder.

1.25 Approved process for PDC member selection when no candidates:

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

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

Responsibilities

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

(b) Each council shall have the following responsibilities:

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

(2) to develop operational procedures; and

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

The PDC has developed a process for the approval of professional development points for the purpose of relicensure. The Council believes that this process meets the needs of the licensed staff in USD 396 with the Operational Procedures outlined in this Professional Development Plan. Each plan is designed for five years and will follow the school improvement process and district goals developed by the Board of Education and school improvement teams in the district. The plan is presented to the Board of Education for approval prior to submission to the Kansas State Department of Education.

Annual PDC Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 396 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center. The fall PDC meeting includes annual training from an Orion Education and Training consultant. Any members who are unable to attend the training will receive their training individually by either the Orion consultant or the PDC Chair.

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 at the USD #396 District Office. PDC members are eligible to earn one Service to the Profession PD point for each clock hour they serve on the council during their license period.

Operational Procedures

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

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

Meetings

The Professional Development Council meets three times each year to approve points, review the Douglass PDC process, analyze the district's progress toward its PD goals, provide assistance in planning professional development, revise the plan when necessary, and to receive required training.

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

The rest of the process follows the steps established above.

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

Officers

The PDC has two officers: the Chair and the Vice Chair. The Chair is selected by the membership at the September PDC meeting. The Vice Chair is elected by the PDC members every September to fill the role of the Chair in the event the Chair is unable to be at a meeting or event. Although not a member or officer of the PDC, the Douglass High School Registrar fulfills the duties of the secretary.

Duties of the Chair

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

Duties of the Vice Chair

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

Non-Officer Duties:

Duties of the Secretary

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

Duties of the Building Principals

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

Duties of the PDC Members

1. Assist employees in completing plans and filling out PDC documents
2. Answer PDC questions, and provide assistance when needed

3. Facilitate the implementation of the district PDC plan
4. Approve points at each PDC meeting
5. One member will be assigned to add the minutes to the agenda for each meeting. A new member may be selected for each meeting, depending on attendance.

Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business, at least 5+ members, with 2 or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Documentation

PDC points must be submitted prior to each meeting, or the review will be placed on the next meeting's agenda. Electronic forms are available at **https://goo.gl/forms/OF7h2Uchc85lduSz1**. This form allows for application for Levels 1-3 plus Service to the Profession. Additional documentation is required for all applications, and can be submitted via the form as an upload, or by having a building PDC representative deliver the documentation to the meeting. All online applications and uploaded documentation are housed within the shared drive, and accessible by the PDC Chair, Vice Chair, Superintendent, and PDC Secretary. The PDC form is a Google form that generates a spreadsheet, which the PDC Chair edits during each meeting to include the points approved at the meeting for each application. The information from each application plus the approved points become part of the permanent documentation in the Google form. The link to access the PDC application form can be found in this PD Plan, on the PDC Flow Chart, and in all building offices.

Hard copy documentation will be filed in the office of the High School Registrar, who serves as the PDC Secretary. IPDPs will be housed in Google Classroom. Agendas and minutes of the PDC meetings, including emergency meetings, will also be housed in the Google Classroom.

The official USD #396 Professional Development Plan will be housed in the district office of the Superintendent, with copies available in each building in the offices of the principals. Teachers may also reference the PD Plan online in the Google Classroom designated as the clearinghouse for all things PDC. Shared drive

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

Communications

All staff are notified of upcoming PDC meetings through email. The forms and plan are also available on the

district website in the staff portal. Points may be submitted at any time. The PDC Plan, but not individual activities, is approved by the Douglass USD #396 Board of Education every 5 years and is reviewed when updates are made. The PDC Chair represents the PDC at the board meetings to present the official five-year plan for approval, answer questions, and address concerns.

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 PDC and board approval, and approval by the State Board of Education.

The USD #396 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section Two: Amending the Professional Development Plan.

Individual Professional Development Plans

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

The PDC allows the positions in the Sequence of Approvers to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section Three: Appealing the non-approval of an IPDP by the PDC.

Professional Development Points

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. If, after informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in Section Three: Appealing the non-approval of an IPDP by the PDC.

Section Two

The District Professional Development 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.

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.

Assessment of in-service needs

The PDC analyzes three sources in order to identify the needs of teachers and staff for professional development. The first is the school improvement process since the buildings and district do annual needs assessments and data analysis to help to guide the needs of the district. The second source are the Individual Professional Development Plans completed annually by all licensed personnel. The staff members complete self-assessments to determine their professional development as well as evaluation goals. The PDC reviews their individual goals to look for shared needs to help guide the offered training and support. The third is the Title II A PD survey conducted each spring, asking teachers to evaluate the quality of the district-provided professional development throughout the year, interests and needs for future PD, with connections to evaluation goals, school improvement goals, and personal/professional goals from their Individual Professional Development Plans.

Identification of goals and objectives to achieve the in-service needs

Goals

In developing this Professional Development Plan, there were questions that seemed to be relevant in its development:

1. What are all students expected to know and be able to do?
2. What are the current levels of student knowledge and skills?
3. What are the identified learning gaps?
4. What must teachers know and do in order to ensure student success?
5. What are the current levels of staff knowledge and skills?
6. Where must staff development focus to meet both goals?

The district level goals are adjusted as the school improvement initiatives change. The building

level goals are developed with staff input to meet specific building improvement initiatives. These initiatives are identified through the analysis of data, including staff surveys. Data from needs assessments, such as Individual Professional Development Plans completed by all licensed employees, are also used to develop goals and priorities. Goals are written to address the three levels of implementation: Knowledge, Application, and Impact.

Douglass Public Schools USD 396

District Improvement Plan
2019-2024

Vision

Challenging, Caring, Preparing – Every Student, Every Day

Mission

Douglass USD #396 is dedicated to educating all students to become lifelong learners and responsible citizens by teaching relevant curriculum that engages students in learning, teaching life skills so that all students are prepared for their unique futures, and developing character traits that include respect, honesty, caring, and responsibility.

Core Beliefs

We believe …

- Effective communication between community members, families and school personnel is essential to the educational experience.
- Personal connections and respectful relations between staff, students and parents create a powerful learning environment.
- Each student will learn and apply knowledge through challenging curriculum which supports his/her needs, interests and abilities.
- Each student should have the opportunity to learn in a supportive and safe educational environment.
- Education is a collaborative effort among the Board of Education, all staff, students, parents and the community.
- Shared leadership, collaborative decision making and the systematic examination of our practice are critical to the educational process.

USD 396 Goals:

1. Will strive to become a **premier Institute of learning** that balances students' 21st Century learning needs with available resources
    a. Staff will use testing data to provide appropriate instruction for all learners
    b. Staff will receive targeted, relevant professional development
    c. Staff will align and map curriculum with state standards to establish high expectations for learning
    d. Teachers will have necessary and essential resources to meet student learning needs effectively
    e. Staff will emphasize 21st Century skills to encourage and promote learning beyond the Pre K-12 classroom
2. Will utilize all available resources to provide a **safe and supportive learning and working environment**
    a. Will provide support through the use of the SRO in all schools
    b. Will utilize a comprehensive Crisis Plan
    c. Will adhere to district policies on bullying and harassment
3. Will build **partnerships** with parents, patrons, organizations, and businesses in and beyond the classroom

   a. Will work to build partnerships that support effective instruction and student learning
   b. Will distribute relevant information to stakeholders in an accurate, timely, and easily accessible format
4. Will provide an environment that **promotes positive values**
   a. Will support teachers as they teach values of pride, respect, responsibility, and integrity
   b. Will have high expectations for student behavior and the displaying of positive values

KESA 2.0 Goals

Fundamentals Selected:

- **Structured Literacy**
  - Resource Allocation – New literacy resources purchased, including K-5 textbook series, and PD for both the textbook series and LETRS for all licensed reading instructors
  - Tiered System of Supports – New literacy resources purchased. Data analysis conducted systematically to better track student achievement and growth.

- **Standards Alignment**
  - Professional Learning – All instructional staff have been trained in the importance and method of aligning curriculum to the state standards
  - Educator Evaluation – The evaluation documents have been updated to include standards in curriculum planning and instruction.

Douglass High School

Goal 1:

By May 1, 2024, the students and staff at Douglass High School will demonstrate a culture of engagement, investment, and pride in their school. *The Bulldog Way* will grow the capacities of GRIT, INTEGRITY, ACCOUNTABILITY, and FAMILY and will be measured by discipline referral data, attendance and tardy data, academic probation data, participation and attendance in activities and events, as well as through student self-audits.

Goal 2:

All students at Douglass High School will have a challenging academic experience which requires them show growth in the executive functioning skills of planning and prioritizing, by May 1, 2024 as measured by the planning and prioritizing survey, academic probation data, and NWEA scores.

Sisk Middle School

Goal 1:

The students and staff at Sisk Middle School will demonstrate a culture of engagement, investment, and pride in their school. *The Bulldog Way* will grow the capacities of GRIT, INTEGRITY, ACCOUNTABILITY, and FAMILY and will be measured by discipline referral data, attendance and tardy data, academic probation data, participation and attendance in activities and events, as well as through student self-audits.

Goal 2:
In order to prepare for the demands of high school, all students at Sisk Middle School will have a challenging academic experience which requires them to show growth in the executive functioning skills of planning and prioritizing, as measured by the planning and prioritizing survey, academic probation data, and NWEA scores.

Seal Elementary School

Goal 1:
All students will master grade level standards in reading and math.

Goal 2:
All students, PK-5, will show growth in perseverance and learning strategies based on Panorama's teacher observation and self-assessment surveys.

Identification of activities and actions to achieve the goals and objectives

The district level professional development activities for the next three years will be developed around Structured Literacy and Standards Alignment activities. Elementary teachers and all ELA and reading teachers must have training in LETRS, a Science of Reading program that is required for relicensure. Additionally, all classroom teachers must be trained in Structured Literacy to make their content more readily available for all students, regardless of reading level. Additional PD time will be spent on aligning all classroom content to updated state standards.

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

Impact is measured through:

1. Assessment of students' academic performance on academic targets annually, specifically those identified by KESA 2.0: Kansas Assessment Program, local standardized assessments, classroom-based assessments.
2. Analysis of related student behaviors annually.
3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Reporting results of evaluation of in-service needs

Results of the impact of the professional development activities provided by the district are reported to the community through several avenues. The reports are provided to the Board of Education using the measurements embedded in the school improvement goal statements. Those same results are provided to the general community through the district newsletter, The Bulldog Growl, and through reports to building

and district Site Councils.

Individual teachers share evidence related to each level with the building PDC representatives, who present the information to the district PDC to receive points for relicensure.

Amending the Professional Development Plan

The PDC Plan is reviewed annually by the PD Council to ensure that the process for license renewal is accurately represented, that the activities have been effective toward achieving the stated goals, and to adjust activities to best meet the needs of district instructional staff.

All amendments will be documented on Page 2.

If the annual evaluation in the spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

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.

Professional Development Plan from Section Two 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.

By August 30 of each year, all licensed personnel must complete the Evaluation Professional Development Plan, containing two goals tied to their Self-Assessment in the Evaluation process, prior to application for points.

The Evaluation PD Plan serves as the Individual Professional Development Plan form. A copy of the IPDP can be found in Appendix B.

All IPDPs are created through planning with the individual's supervisors once the Self-Assessment document has been completed. Supervisors have the right to add goals to an individual's plan if improvement is needed in a specific area that is not identified through the Self-Assessment process.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Douglass USD #396 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 to meet district, building, and individual professional development needs. Complete the Evaluation Self-Assessment to help to determine individual needs tied to the Douglass evaluation.

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 workshop or college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal

that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

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

IPDPs for Licensed Professionals 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.

Community members who need to maintain their licenses may also participate in the Douglass PDC process by contacting the District Office or the PDC Chairperson for information.

Any licensed person who is not employed by, but who works or resides within, USD #396 district boundaries is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The District Office or the PDC Chair are liaisons between non-employee licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the liaison kmccune@usd396.net or call the USD #396 District Office at 316-747-3300.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Procedures

1. The employee will submit an appeal in writing to the Chairperson within 60 days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. Staff members must appear at the next PDC meeting to defend their appeal.
3. If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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.

The PDC form for all levels and Service to the Profession is now in a Google Form, USD 396 PDC Form, located at

https://goo.gl/forms/OF7h2Uchc85lduSz1

Please complete the form for application of any PDC points, attach digital documentation to the form, and submit. Please note on the form if points need to be approved and a transcript generated prior to the next scheduled PDC meeting in September, December, or May.

Steps to Relicensure

By August 30 of each year, all licensed personnel must complete the Evaluation Professional Development Plan, containing two goals tied to their Self-Assessment in the Evaluation process, prior to application for points.

Professional Development Points

Kansas State Statute 91-1-206 addresses the points and criteria for licensure renewal. PDC points are awarded as follows: Knowledge Level 1 – 1 point per clock hour; Application Level 2 – 2 times Knowledge Level Points; Impact Level 3 – 3 times Knowledge Level Points. Special projects or alternate learning activities are awarded points as explained below.

Kansas Relicensure Requirements

All staff development credit to be used for relicensure must be completed within the scope of an individual professional development plan (IPDP), within the approved local Professional Development Plan, and within the guidelines of the State Board of Education.

Bachelor's Degree	8 graduate hours.*
or	
	Combination of graduate hours (4) and professional development points (80)
Masters or other	6 graduate hours*

Advanced Degrees or
120 professional development points or
Any combination of college credit and points

* One hour of graduate credit equals 20 professional development points.
* Undergraduate hours must be pre-approved by the superintendent.
* KSDE requires submission of fingerprints for ALL licensure renewals effective November 15, 2014.

Activities Acceptable for Professional Development Credit

Clarification of what qualifies for Knowledge Level 1 points: an activity or strategy that constitutes new or updated learning, can be implemented directly into the classroom, and can be measured as to its impact in the classroom.

Professional development can include but not be limited to workshops, conferences, study groups, curriculum work, school improvement committee, book studies, PLC's, classroom visits, e-learning, mentoring, and journaling. Staff members attending district-wide staff development, such as late starts and all-day training, will automatically receive knowledge level points on their transcripts.

Professional development means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district. – KS 91-1-206

Knowledge Level 1: Knowledge/Skills points can be earned in this category by completing activities related to improvement of student learning.

College courses also fill Knowledge Level 1 requirements and must be aligned with approved Individual Professional Development Plan and approved by PDC for relicensure. Turn in transcripts to the USD 396 district office to have college hours appear on your PDC transcript for relicensure.

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. – KS 91-1-206

Service to the Profession is eligible for Knowledge Level 1 points and cannot be taken to Levels 2 or 3. Please complete the Google PDC Form and indicate that the activity is Service to the Profession, then complete the description of the service and the log of dates and times, if appropriate.

Steps for Receiving Knowledge Level 1 Points

1. Request attendance for a workshop from building administrator. Alternative learning opportunities require pre-approval from principal.
2. Complete activity/workshop registration and Aesop Leave Request, if activity is scheduled during school hours.
3. Attend or complete learning activity or Service to the Profession.
4. Complete Knowledge Level 1 portion of the USD 396 PDC Form located at **https://goo.gl/forms/OF7h2Uchc85lduSz1** with documentation attached.
5. Douglass PDC meets in the beginning of December and May to approve points. If you need points approved outside of those scheduled meetings, indicate that on the PDC Form.

Application Level 2: After completion of Knowledge Level 1 activity, additional points may be earned for application of the new learning. Application may be validated in a variety of ways, including but not limited to: lesson plans, student product sample, video of students or teacher applying the new knowledge, classroom observation (administrator or peer), teacher log/journal, presentation, written paper, and professional presentation (site councils, PDC, BOE, conferences, teachers). Complete a new USD 396 PDC Form and attach appropriate documentation.

Steps for Receiving Application Level 2 Points

1. Knowledge Level 1 points have to have been approved by the PDC prior to approval of Application Level 2 request for points. The two requests have to have been submitted separately.
2. Collect documentation in digital format for attachment to Application Level 2 Form to prove application in the classroom.
3. Complete Application Level 2 portion of the USD 396 PDC Form located at **https://goo.gl/forms/OF7h2Uchc85lduSz1** with documentation attached.

Impact Level 3: After points for Knowledge Level 1 and Application Level 2 have been approved by the PDC, student impact must be measured and documented to receive Impact Level 3 points. Documentation must include data that shows how students have been impacted (student achievement, formal and informal data collection, etc.). Impact can also be accomplished through evidence of policy change, application activities by others, and revision of curriculum. Completion of Impact Level 3 cannot take place until one semester of Application has been completed. Impact Level 3 Form must be completed with accompanying documentation.

Steps for Receiving Impact Level 3 Points

1. Collect data to prove impact on student achievement (following one semester of implementation and data collection).
2. Complete Impact Level 3 portion of the USD 396 PDC Form located at **https://goo.gl/forms/OF7h2Uchc85lduSz1** with documentation attached.

Activities that do not qualify for relicensure

1. Participation on district committees that do not meet the definition of "service to the profession".
2. Compliance trainings or online modules that do not address student improvement; such as, bloodborne pathogens, insurance or financial meetings.
3. Undergraduate college courses unless pre-approved by the superintendent.
4. Any college course not aligned with personal, building, or district professional goals.

Alternative Learning Opportunities (**Employees must have PRE-APPROVAL from an administration representative on the PDC)

- Classroom Observations – 1 point per hour
  - Maintain a log of comments and observations.
- Committee Work – 1 point per hour
  - At first only Service to Profession- no points available
  - When changes happen in the classroom, points can be accumulated for Knowledge. Submit data.
- Study Groups/Book Study/Personal Educational Growth Reading (If you are receiving college credit, you are not eligible for seat-time PDC points)
  - Seat time = 1point per hour
- Online classes/research/e-learning
  - 1 point per hour ○Turn in 2 pages of materials/ideas gathered
- Formal mentoring - 1 point per hour
  - Meeting log (with times)
- Informal mentoring
  - Meeting log
- Personal Journaling -
  - Journal must contain your professional development goals and reflections on changes and growth
- Visiting a School - 1 point per hour
  - Short narrative paragraph depicting gained growth
- Mentoring a Student Teacher
  - Narrative log of topics
- Other – This is a simple list of ideas for professional development. Should you have additional ideas, speak to your building PDC representative and/or principal for approval. Points will then be awarded at the council's discretion.

Appeal Procedures

1. The employee will submit an appeal in writing to the Chair within 60 days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. Staff member/s must appear at the next PDC meeting to defend their appeal.
3. If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the

Licensure Review Board Coordinator to begin the process.

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

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

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

Awarding Points in Three Levels

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

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.

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

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

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

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

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

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

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:

   1 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)**

   2 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)**

3 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. If quarter credit courses are taken, additional quarter credit hours will need to be added 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 at KSDE before approving an individual's plan.

Appendix A

PDC Nominations Form

PDC Committee Nominations

The district is required to update our Professional Development Plan every 5 years. This plan determines how licensed personnel earn Professional Development Points that can be used to renew your professional license. As a part of this process we must choose members for the PDC Council. The main job of these members is to review and approve PDC points. The Council meets about 3 times each year. Per regulation - these council members are to be selected by staff.
Current members of the council include: Mickey Dierks, Paula Landis, Jordan Mangold, Dena Sizemore, Sydney Zaldivar, Jill Grimmett, Scott Dunham and Kim McCune (Chair).

YOUR HELP IS NEEDED WITH NOMINATIONS FOR THE NEW 5 YEAR PLAN. PLEASE USE THE FORM BELOW TO NOMINATE A REPRESENTATIVE FROM YOUR BUILDING. A MINIMUM OF 2 MEMBERS ARE NEEDED FOR EACH BUILDING.

I would like to nominate the following person from my building for the USD 396 Professional Development Council.

Short answer text

Appendix B

Douglass IPDP Form

Douglass IPDP Form

Douglass USD #396 Educator Evaluation Individual Professional Development Plan

Name:	
Goal 1:	Expected Implementation:
Steps to Achieve Goal:	Expected Outcome:
Resources Needed:	Evidence of Completion or Growth:

Name:	
Goal 2:	Expected Implementation:
Steps to Achieve Goal:	Expected Outcome:
Resources Needed:	Evidence of Completion or Growth:

Appendix C

Douglass PDC Application Form

Douglass PDC Application Form

USD 396 PDC Form

Please use this Google Form for all three levels of professional development point application as well as Service to the Profession.

dheersche@orioneducation.org Switch account

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Only the email you enter is part of your response.

* Indicates required question

Email *

Your email

Name *

Your answer

Date of Next License Renewal*

Date

mm/dd/yyyy

Do you need your PDC Transcript Prior to Next PDC Meeting?(Meetings held in December and May of each year) *

Q Yes

Q No

School Building*

0 Seal Elementary

Q Sisk Middle School

0 Douglass High School

Q Multiple Buildings

Activity Title or College Course (institution, course number, and official course name) *

Your answer

Date of Activity*

Date

mm/dd/yyyy

PDC Level Requested*

Q Knowledge Level1 (New knowledge learned that will impact classroom learning)

0 Application Level 2 (Using that new knowledge in the classroom)

O Impact Level 3 (Data that shows the impact of that application on students inthe classroom)

0 Service to the Profession

Points Requested for this Level: (Knowledge Level 1 = 1 point per hour of seat time; Application Level 2 = 2X Level 1 points approved; Impact Level 3 = 3X Level 1 points approved) *

Choose

Points Approved by PDC

Your answer

PDC Level Requested *

- Knowledge Level 1 (New knowledge learned that will impact classroom learning)
- Application Level 2 (Using that new knowledge in the classroom)
- Impact Level 3 (Data that shows the impact of that application on students in the classroom)
- Service to the Profession

Points Requested for this Level: (Knowledge Level 1 = 1 point per hour of seat time; Application Level 2 = 2X Level 1 points approved; Impact Level 3 = 3X Level 1 points approved) *

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7

Knowledge Level

1 Description

(optional)

As a result of attending this activity, what knowledge/skills have you

acquired?* Long answer text

Describe how this activity connects to district,building,and/or individual

goals.* Long answer text

How do you plan to use what you learned from this activity in the

future?* Long answer text

Documentation: Identify the documentation needed to prove your attendance at the PD activity, then attach the appropriate documents to the end of this form. *

0 Certificate of Completion

0 Agenda _____

Service to the Profession v

Service to the Profession means any activity that assists others in the profession. Activities could include participation in curriculum or accreditation activities, mentoring, peer observations, presentations, or work for professional organizations.

Date of Service to the Profession

Activity* Month, day, year CTI

Service to the Profession

Description* Long answer text

Documentation forService to the Profession (Agendas, time logs, mentoring journals, certiflc *

0 Agendas

0 Time Log (committee meetings, work logs,etc.)

0 Mentoring Journal

0 Certificate of Attendance

0 Presentation Materials

Application Level 2

Description (optional)

Describe your steps from knowledge level to the application level.*

Long answer text

Identify the evidence that was collected to document accomplishment of the identified outcome, then attach the appropriate documents to the end of this form. *

D LessonPlans

D Peer Observation

D Student Product Samples

D Written Paper

D Teacher Log/Journal

D Formal & Informal Data Collection

D Video Presentation

D Student Achievement

Impact Level 3

Description (optional)

Impact Level 3 cannot be completed until a minimum of one semester from Application Level 2 has passed. Explain your reasoning below if you are requesting an exception to this time frame.

Long answer text

What learning, behavior change, or impact was

realized?* Long answer text

Identify the evidence that was collected to document impact of the identified outcome, then attach the appropriatedocuments to the end of this form. *

0 Formal & Informal Data Collection

0 Student Achievement

0 Peer Observation and Feedback Form

0 Formal Observation Form completed by administrator (CUES)

n Student Product Samples

Attach Documentation

Description (optional)

Please upload files for documentation *

Add file

View folder

Appendix D

Douglass Educator Self-Assessment

Douglass Educator Self-Assessment

Douglass USD #396 Educator Self-Assessment

Douglass USD #396 believes in the continuous professional growth of all educators. The Douglass professional development process and documents are designed to help all educators reflect on their professional practice to determine both successful and growth areas. This self-assessment tool is based on the USO#396 evaluation document.

Directions: Review each area of the self-assessment tool and rate yourself according to current performance. Using your completed rubric, write two Professional Development Goals for the school year on the Individual Development Plan Form.

[±]

Learning Environment

	Needs Attention and Improvement	Developing	Proficient	Advanced
Creates a Positive Learning Environment	Demonstrates little to no ability to build positive relationships with students, and struggles to show respect to students when they show little respect in return	Works to develop a respectful classroom and build positive relationships with some students, but does not always demonstrate respect to all students and does not have a positive relationship with the class as a whole	Develops a positive classroom environment that demonstrates respect with all students that is not always reciprocated, even though genuine interest in all students is demonstrated as a way to develop relationships with each student as well as the class as a whole	Creates a positive learning environment with a foundation of respect toward and with all students, using strategies throughout the day to develop and strengthen relationships, demonstrating genuine interest in all students
Indicator Rating:				
Establishes a Culture for Learning	Does not set clear belavioral expectations, and attempts to control studentsthrough coercion and threats rather than through management, so little learning can occur	Sets some behavioral expectations, but uses assorted and inconsistent punishments and rewardsto attempt to manage student behavior, which is not enough to establish a learning environment	Establishes behavioral expectations through the use of class rules, consistent procedures and consequences to manage student behavior and stress the importance of learning,	Classroom management fluently occurs within the classroom environment as a result of clear behavioral expectations that provide the foundation for a cohesive culture for learning, with problems handled individually when possible
Indicator Rating:				
Takes Care of the Learning Space	Allows the classroom to become disorganized with piles of student **work,**	Has attempted to organize the classroom, but it is still distracting	Has created a clean and organized classroom that supports learning, and	Utilizes classroom space creatively to develop learning

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	project materials, and/or other objects that create an unkempt learning environment, and demonstrates little concern for materials and equipment, allowing students to use them without training or supervision	to student learning due to its unkempt nature, and attempts to hold students accountable for their misuse of materials and equipment	demonstrates skill in the guidance of students in the care and use of materials and equipment	environments that enhance the positive learning environment without distracting from the learning, and guides students in the use of materials and equipment and helps other teachers and students to care for their equipment
Indicator Rating:				
Overall Section Rating:				
Teacher Comments:				

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Planning and Organization for Coherent Instruction

	Needs Attention and Improvement	Developing	Proficient	Advanced
Implements Updated Curriculum Maps	Has no curriculum maps or has not updated maps to be relevant with current materials, content, and current Kansas State Standards for all course content areas	Has not completely updated curriculum maps or has not aligned the maps to the Kansas State Standards; lesson plans are not aligned with curriculum maps	**With** grade-level team, develops and maintains curriculum maps for all courses and content areas aligned with Kansas State Standards through daily lesson plans aligned with curriculum maps	Updates curriculum maps and aligned lesson plans on an annual basis as instructional practices, resources, and Kansas State Standards change, and helps other teachers understand their State Standards and embed them into instruction
Indicator Rating:				
Plans and Organizes for Optimal Learning Time	Plans inappropriately so that students have too much unscheduled time throughout the instructional period	Plans the instruction with little unscheduled time	Plans and organizes with smooth transitions and pre-planned work for students to complete	Plans and organizes instruction and activities so that they flow with smooth

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Douglass USD #396 Educator Self-Assessment

						when finished with assignments		transitions and little to no down time	
Indicator Rating:									
Demonstrates Knowledge of Content and Resources	Consistently makes mistakes when presenting content and cannot explain material for **student understanding, even when** using district-**provided resources**		Demonstrates a basic knowledge of course content material and is able to explain so that **most students understand, and uses district resources appropriately** to **meet the needs of the students receiving instruction**			Demonstrates knowledge of course content and is able to teach in a clear, coherent manner utilizing **provided resources**		Recognizes the subtleties of connections among topics and content that **allow for a deeper instructional connection for students usinghigher-level thinking skills, and expands the use of resourcesto include technological applications**that **make learningcome to** life for **all students**	
Indicator Rating:									
Utilizes Appropriate Materials for Student Academic Needs	Provides instruction, and uses the same materials, for all students without adaptations for learning ability as if every student were on the same academic level		Uses the same materials for all students most of the time, while occasionally demonstrating recognition of various student levels of academic ability and attempting to provide instruction on some of those levels			Provides well-prepared instruction to students at a variety of instructional levels using adapted materials and methods to different levels of student learning ability		Smoothly provides educational opportunities at a variety of skill levels for students in active-learning environments, utilizing additional resources as well as adapted materials to meet the learning needs of all students	
Indicator Rating:									
Overall Section Rating:									
Teacher Comments:									

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Douglass USD #396 Educator Self-Assessment

Instructional Skills

	Needs Attention and Improvement	Developing	Proficient	Advanced
Uses a Variety of Instructional Practices	Uses limited instructional strategies, relying mostly on individual work, lecture, and other more traditional strategies	Uses a few instructional strategies and is willing to learn and implement more to better meet the needs of students	Utilizes a variety of instructional practices to meet the needs of students, including differentiated learning, cooperative learning, individualized learning, hooks to motivate learning, and many others	Seamlessly incorporates a variety of instructional practices, including, active learning, differentiated learning, cooperative learning, individualized learning, hooks to motivate learning, and many others
Indicator Rating:				
Engages Students Using Effective Questioning Skills	Asks only yes/no questions of few students	Asks a variety of questions that involve most students	Asks a range of questions that lead to involvement of every student	Asks a range of questions that lead to interactive whole class discussionsthat involve every student
Indicator Rating:				
Provides Clear Instructions	Provides unclear or **incomplete instructions, directions, or modeling, leaving students confused and frustrated**	Provides clear **instructions, directions, or modeling one or two times, leaving some students confused**	Instructions, directions, **and modeling of assignments are clear and repeated so that students are not confused**	Instructions, directions, **and modeling are repeated, visual as well as auditory, and include the end result with steps that include benchmarks**
Indicator Rating:				
Considers Students' Interests and Contributions	Reacts positively when students respond as expected, and negatively when they don't Considers students to be learners only, not including their interests in student discussions, lessons, or projects	Reacts positively when students respond as expected, and struggles with unexpected responses Discusses student interests and allows them to select some topics for projects	Reacts calmly and appropriately to all student responses and comments Allows students to incorporate their interests in discussions and projects Values student contributions to the	Calmly reframes and refocuses studentsto incorporate their responses into the discussion Knows students well enough to be able to incorporate their interests in discussions and lessons, and allows

		Allows students to contribute to the classroom through class discussions and doing their assignments	classroom and learning process	them to select their own topics for projects Encourages students to become integral to the learning environment as learners and teachers
Indicator Rating:				
Overall Section Rating:				
Teacher Comments:				

Assessment

	Needs Attention and Improvement	**Developing**	**Proficient**	**Advanced**
Provides Effective Feedback to Students	Whole class questioning is random with little to no follow up to student responses, and tests and papers have delayed feedback of corrections only.	Whole class questioning is planned with intentional follow up questions, and feedback to students is mostly corrections.	Whole class and small group questioning is intentional with planned follow up questions to guide student thinking, and feedback to students also guides student toward improvement	Whole class, small group and individual questioning is always intentional with follow up questions to guide thinking as the teacher reacts to student responses, and feedback to students
Indicator Rating:				
Maintains Accurate Records for Student Feedback	Allows completed student materials to be delayed in grading and returned and not entered into the software management system in a timely manner	Grades and returns student materials but not in a timely manner and grades are not current in the software management system	Keeps accurate class records so that student grades are current in the software management system	Provides timely and meaningful feedback to students in a variety of ways that allows grades and the software management system to stay current
Indicator Rating:				

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Douglass USD #396 Educator Self-Assessment

Uses Assessment Data Effectively	No evidence that student assessment data changes instruction	Student assessment data is used to identify gaps in whole class learning	Student assessment data is used to differentiate instruction for groups on a regular basis	National and state assessment data and in-class formal and informal assessment data are used to differentiate instruction for small groups and individuals almost daily
Indicator Rating:				
Overall Section Rating:				
Teacher Comments:				

Professional Learning

	Needs Attention and Improvement	Developing	Proficient	Advanced
Continually Strives to Improve Classroom Methods and Techniques	Does not listen to feedback on ways to improve instruction and management skills	Listens to feedback from peers and administrators on ways to improve classroom instruction and techniques, but does not actively seek answers for self	Works with peers to improve instructional and management techniques through discussions, research, and professional development	Continually researches new instructional, relational, and management techniques to improve the quality of the classroom through reading, discussions with peers, online groups, professional organizations, state meetings, and professional development
Indicator Rating:				
Self-Reflects on Teaching	Does not reflect on instruction, relationships with students, or management techniques.	Talks with peers when concerned that instruction does not seem to be effective or when the learning	Informally reflects on effectiveness of instruction with students as well as management	Formally reflects through journaling or notes on instructional techniques, lesson planning, relationships

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		environment is not conducive to learning	techniques to manage the learning environment	with students, trauma-informed strategies, and level of understanding of taught concepts in preparation for the next day's instruction
Indicator Rating:				
Overall Section Rating:				
Teacher Comments:				

Professionalism

	Needs Attention and Improvement	Developing	Proficient	Advanced
Conducts Self According to Ethical Principles	Ethical principles are not clearly-established through daily actions or interactions with students and staff, including the use and practices of social media	Ethical principles are basically established but not always clear, including the use and practices of social media	Has clear ethical principles as shown through interactions with students and adults, including the use and practices of social media	Demonstrates clearly-defined ethical **principles in daily interactions with** students and adults throughout the district, including the use and practices of social media
Indicator Rating:				
Nurtures Positive Staff Relationships	Does not interact with other staff members unless forced to do so as part of work responsibilities	Must be encouraged to participate in group activities with other staff members	Positively interacts with staff members informally and as part of teams, groups, and activities	Generates enthusiasm within the school and district by working well with staff members from all buildings in various capacities
Indicator Rating:				
Establishes Positive	Communicates with parents only as a last resort	Communicates with parents when problems occur	Regularly communicates with parents for both	Involves parents as partners in their children's education

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Relationships with Parents			positive and negative reasons	
Indicator Rating:				
Exercises Good Judgment **Should this be moved to Classroom Management?**	Allows unexpected events to take over the classroom and reacts to each event as they occur	Begins to identify triggers that could cause events that might interrupt class, and mostly reacts calmly when events occur	Identifies triggers that cause events that interrupt class, and reacts calmly and respectfully with students and staff when events occur	Works proactively to stop events from happening in class, and reacts calmly and respectfully with students and staff when events occur
Indicator Rating:				
Performs Out-of-Class Responsibilities	Does not support building or district activities by helping with school-related responsibilities outside of class, such as selling tickets to games and activities, helping with track and cross country meets, sponsoring clubs and other student groups, or supporting parent or community groups	Helps with additional activities only when encouraged to do so by others	Willingly agrees to help with school and district activities to support students and community	Agrees to help with building and district activities, but also willingly serves as an officer or organizer of various groups to support students and community organizations that help students as well as the district
Indicator Rating:				
Consistently Shows Professionalism	Struggles with concepts of professional behavior, punctuality and attendance, voice level, professional attire, and interaction with others, often displaying a negative attitude toward students and/or staff, which is evident in words and actions	Mostly presents self in a professional manner in behavior, punctuality and attendance, voice level, attire, and interactions with others with occasional lapses, and attempts to display a positive attitude, but negative comments and behaviors are occasionally displayed	Presents self in a professional manner in behavior, punctuality and attendance, voice level, attire, and interactions with others, demonstrating an overall positive attitude with positive behaviors toward students and staff	Presents self in a professional manner in attire, voice level, and conversations in all situations with students, staff, and parents, garnering respect from others, exuding positivity and authenticity in all statements and behaviors toward students, staff, and parents
Indicator Rating:				

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Douglass USD #396 Educator Self-Assessment

Overall Section Rating:						
Teacher Comments:						

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Appendix E

Douglass PDC Flowchart

Douglass PDC Flow Chart

Updated 2024

PDC Form Available at https://goo.gl/forms/OF7h2Uchc85lduSz1

(Double-click on hyperlink, use the new hyperlink box that may pop up, or copy/paste link into browser)

IPDP and Knowledge Level 1

Each August, complete the Self-Assessment, and create a new Individual Professional Development Plan based on the results.

Individual Professional Development Plan MUST be approved by administrator before use for PDC points.

Participate in a PD activity
Workshop, Meeting, Book Study, Conference, College Course, or alternate activity approved by Principal, or Service to the Profession

Access PDC Form in Google at https://goo.gl/forms/OF7h2Uchc85lduSz1

Complete the PDC Form for Knowledge Level 1. Attach proof of participation/ completion to Douglass' PDC for approval. Please include a digital version of your approved Individual Professional Development

Application Level 2

Service to the Profession is not eligible for Application Level 2 or Impact Level 3.

Apply the new concept learned in your classroom or building

Document the Application
Possibilities include: Lesson plans, student work, projects, video, professional presentation, observation by another teacher or the principal, etc.

Complete Application Level 2 Form and attach selected documentation. PDC Form is located at https://goo.gl/forms/OF7h2Uchc85lduSz1

Impact Level 3

Determine the best way to measure the impact of the applied concept
Student achievement data, student behavior data, projects, assessments, video, observation by another teacher or the principal

Document the impact using one of the methods listed above in a digital format for attachment to PDC Form

Complete Impact Level 3 Form and attach selected documentation. PDC Form is located at https://goo.gl/forms/OF7h2Uchc85lduSz1

LICENSE RENEWAL IS THE REPONSIBILITY OF THE EMPLOYEE!!!!

Douglass PDC Meets in August, December, and May of each year

Renewal Requirements:

Bachelor's Degree = 8 grad hours or 4 grad hours + 80 PDC points = 160 Points

Master's or Advanced Degree = 120 PDC Points

1 Graduate Credit = 20 PDC Points

Steps to Licensure Renewal

6 Months prior to your Licensure Renewal Date (as printed on your KSDE license), complete the appropriate Licensure Renewal Form online at www.ksde.org

All point requests must be from last renewal date to submission date. Allow time for PDC approval, transcript requests, and KSDE Response.

Contact Gayle Wright at gwright@usd396.net to request an official PDC Transcript

Contact all colleges/universities that issued you college credit since your last renewal date for official transcripts to be sent digitally to gwright@usd396.net (All college credit must be

Submit Licensure Renewal Form online at www.ksde.org

AUGUSTA
USD 402
PROFESSIONAL DEVELOPMENT COUNCIL (PDC) HANDBOOK

2023-2028

Approved by District Board of Education: June 11, 2023
Approved by State Board of Education: xx/xx/2024
Date of Plan Expiration: 07/31/2028
Last updated: 04/03/2024

USD 402 Augusta Public Schools
PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK

5-year Professional Development Plan Approval

The USD 402 Professional Development Council approved the following plan, at its meeting held on May 7, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lynda Kerstetter _____ May 7, 2025
Signature *Date*

The USD 402 Board of Education approved the following plan, at its meeting held on April 14, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

BOE President: _____ 5/16/25
Signature *Date*

USD 402 Augusta Public Schools
PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK

Plan Updates	
Description of Change to the Professional Development Plan	***Date Approved by PDC/BOE***
Updated Board Goals for 2023-2024, updated PDC members, and removed PDC member signature requirement	10/10/2023
Updated PDC members	11/03/2023
Incorporated KSDE suggestions regarding content and format	01/09/2024
Final KSDE suggestion review for submission to received state PDC approval	04/03/2024
Page 24 changed the word "Hypothesis" to "Prediction"	04/11/2024
Page 29 added a bullet under Additional Information clarifying district PD approval on district provided PD days.	04/12/2024

USD 402 Augusta Public Schools
PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK

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USD 402 Augusta Public Schools
PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK
SECTION ONE

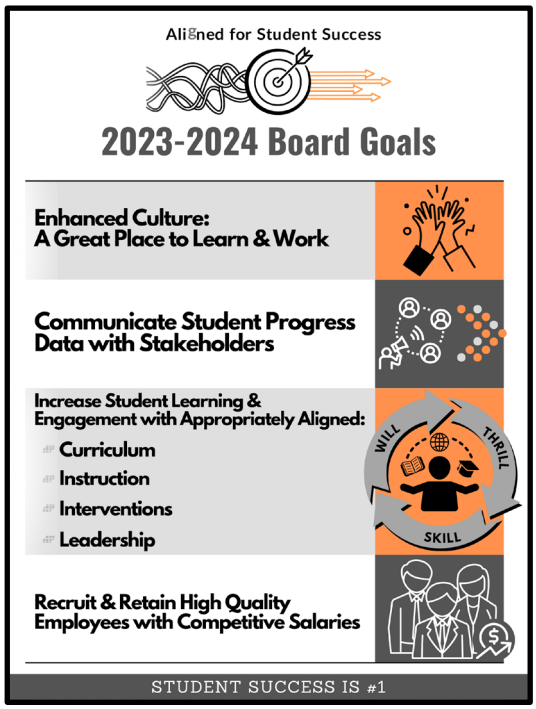
1.1 Introduction

Core Beliefs

Augusta educators believe:

- Professional learning is job embedded; educators teaching others adds to the validity and excellence of professional learning. All staff members have the responsibility to work together for mutual growth.
- Professional networking among individuals, buildings, districts, universities, and professional organizations encourages professional growth.
- Professional learning is the responsibility of each individual, personal and professional growth is non-negotiable.
- Staff members develop ownership through input and commitment to improve instructional practices.
- Increased student success is the goal of professional learning.
- Professional learning is an ongoing process and teachers should model lifelong learning by active participation in professional learning.
- Professional learning and collaboration are essential components of a PLC.
- Professional learning activities should be research/evidence-based, instructionally focused, and based on best practices.
- Professional learning should be aligned with and clarified by the Learning Forward and USD 402 standards of professional learning.

MISSION
"Student Achievement is #1"



Focus

The focus of the USD 402 Professional Development Council (PDC) is to emphasize the importance of appropriate professional learning that leads to increased teacher effectiveness and improvement in student learning. The focus of professional learning is determined at the district, building, and individual level based on one or more of the following items which are addressed/reviewed at least one time annually by the district PDC and administrative team to determine the future professional learning needs of district staff.

- District Mission Statement and BOE goals
- District and building data analysis (ie. ewalkthroughs, student assessments)
- Building improvement plans (KESA)
- Individual S.M.A.R.T. goals of licensed staff members
- Educational research
- Learning Forward (LKF)/Kansas Professional Learning Standards
- Board of Education and Superintendent issues/initiatives
- State and Federal mandates such as state standards, state assessments, and accreditation goals
- Survey/Needs Assessment Data

At the district level, professional learning decisions are based on recommendations from the district PDC, district-level leadership teams, building administration, district administration, and the Board of Education.

At the building level, professional learning is designed to address skills teachers need in order to improve student learning, ensuring student success. This is determined by data collected relative to the needs of students and teachers in each individual building. Each building has PDC members who work with the building leadership team to design a quality results-based staff development plan that meets building goals.

At the individual level, professional S.M.A.R.T. goals are set which are aligned with building and district-level improvement plans, and are reviewed to ensure that appropriate decisions regarding individual professional learning needs can be made and necessary support and guidance can be offered.

- S.M.A.R.T. goals for teachers in their 1st and 2nd years are reviewed by the building PDC, building administrative team, new teacher mentors, and the assistant superintendent.
- S.M.A.R.T. goals for teachers in years 3 and beyond are reviewed by the building PDC, building administrative team, and the assistant superintendent.
- S.M.A.R.T. goals for administrators are reviewed by the assistant superintendent and superintendent.

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.

Membership in the PDC will be representative of the employed licensed personnel and include at least as many teachers as administrators. Both groups will be selected solely by the group they represent. Ideally, the PDC will be composed of a proportional number of representatives from the elementary (2 per building), middle school (4), and high school (4) to provide leadership at the building level. In addition to the licensed staff, one building administrator and the assistant superintendent will serve on

the committee. Any licensed educator may be able to serve as a PDC representative if selected by building administration and/or licensed building staff that they represent.

The PDC members will serve a minimum three (3) year term on a rotating basis. At the initial organizational meeting, members were determined by lot to serve an initial one, two, or three-year term. No attendance center will have a complete turnover in one year. All new members will serve a three (3) year term, beginning with the first meeting of the school year. Members will receive required annual training related to roles, responsibilities, and PDC regulations. Members with two unexcused absences will be removed from the committee with their building replacing that member.

Should a vacancy occur prior to the end of a term, the constituency represented will designate a person to complete the unexpired term using the selection methods described below.

PDC Members		
District Office	Janet Doud	Term expires: May 2028
Building Administrator	Rick Rivera	Term expires: May 2024
Augusta High School	Lynda Kerstetter- Co-Chair	Term expires: May 2028
	Margaret Gonzales	Term expires: May 2028
	Megan Springs	Term expires: May 2027
	Megan Vittitow-Co-Chair	Term expires: May 2026
Augusta Middle School	Cody Smith	Term expires: May 2027
	Rob Klem	Term expires: May 2027
Ewalt Elementary	Kristen Martin	Term expires: May 2025
	Christy Watkins	Term expires: May 2027
Garfield Elementary	Jennifer Husselman	Term expires: May 2026
	Renee Powers	Term expires: May 2025
Lincoln Elementary	Katie Crowdis	Term expires: May 2024
	Lisa Terry	Term expires: May 2028

Members of the USD 402 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 Co-Chair are 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.

Licensed Teacher Member Selection:

Groups Represented	*Number*
Ewalt Elementary	2
Garfield Elementary	2
Lincoln Elementary	2
Augusta Middle School	4
Augusta High School	4
Total	**14**

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

Licensed Leader Member Selection:

Group(s) Represented	*Number*
Building Leader	1
District Leader	1
Total	**2**

At the District Leadership Team meeting in the Spring of each year, the building leaders and the district leaders will separate and meet to select their PDC representatives. The names of those chosen will go into the meeting minutes, which will be forwarded, along with any other appropriate documentation to the Assistant Superintendent for storage. Then, names of the new members will be forwarded to the PDC Co-Chairs.

If there are no nominees or volunteers for a group/s, a PDC Co-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 a PDC Co-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. A PDC Co-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, KAR 91-1-215 through 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 that is based upon criteria established by the state board.

District PDC Roles & Responsibilities

The Augusta USD 402 PDC exists to provide counsel and leadership in the area of professional learning. The PDC advises the administration and Board of Education (BOE) regarding the development and implementation of district professional learning activities that impact and enhance student performance in the classroom.

According to Kansas statutes, the PDC is charged with the following roles and responsibilities:

- Develop a 5-Year Plan by looking at needs, goals, activities, and evaluation criteria.
- Advise governing body regarding the 5-year Plan which is approved by the BOE based upon criteria established by, and available from, the State Board of Education.
- Implement the 5-Year Plan.
- Participate in annual PDC training.
- Develop operational procedures.
- Award points for license renewal.

In addition to the duties established by statute, the PDC will:

- Assist in determining professional learning needs based on district and building priorities.
- Review various district and building data to ascertain the effectiveness of the district's professional learning program and make recommendations for improvement.
- Report yearly progress to the BOE.
- Notify licensed staff of the PDC's decisions and activities.

1.4 Annual 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 KAR 91-1-219.

USD 402 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. Typically, the PDC uses the Greenbush video training at the beginning of the first semester. A PDC Co-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 on the training agendas and the Greenbush survey. The Assistant Superintendent will maintain the documentation. 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 USD 402 Board of Education, the PDC members maintain these operational procedures for the smooth and efficient running of its activities.

1.50 Officers

At the final meeting of the school year, the PDC will elect from the membership Co-chairs for the following year. Members must have at least one year of experience on the PDC to be eligible to run for the positions.

The Co-chairs will preside at all regular meetings and collaborate to prepare an agenda for all meetings which will be distributed to all committee members and school buildings. The chairperson will also provide leadership and vision for the PDC; serve as a resource to building-level PDCs; appoint subcommittees as needed; present information and reports to staff members; and assist in the collection and analysis of data regarding the effectiveness of the professional development program.

The Co-chairs will collaborate with administrators and others on topics for PDC agendas and seek advice and information on professional development activities not directly under the PDC's authority but that affect district professional development. They will support each other in their duties in various ways, such as keeping minutes of the PDC meetings, etc. The Co-chairs will have the responsibility to complete final approvals in My Learning Plan, accept resignations of PDC members, assist (when necessary) with elections, and call and preside over all special meetings.

A PDC Co-Chair will represent the Professional Development Council to the Board of Education regarding the business of the PDC as often as possible

1.51 Meetings

The district PDC will meet at least three times per year in the months of October, January/February, and April.

The process for calling, conducting, and documenting PDC meetings will be done by following the parliamentary method.

- Besides the PDC, who is expected or allowed to attend, others can attend through prior notice to a PDC Co-Chair and/or assistant superintendent.
- Meetings will be in person, but if there are business matters an emergency meeting scheduled outside of the contract time or during inclement weather, then it *may* be determined to hold the meeting online or electronically. This will be determined by the Co-Chairs and district administration.

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:

- A quorum of members which consists of at least 9 members with 4 or fewer of those being leaders.
- A decision to be made by consensus if all members present agree and there is no call for an official vote.
- If consensus is not reached, a simple majority of the quorum present will pass a motion.
- If there is a tie, a PDC Co-Chair, or designee, may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

Much of the documentation will be contained in MLP or with the Assistant Superintendent. Other documentation will be handled as described in the appropriate section of this plan.

1.54 Communications

Information about meetings and their results and other PDC activities are communicated to the Board, staff, and others using the following methods:

- TouchPoints (15-20 minute sessions about every 9 weeks)
- Calendar invites
- Board updates
- Emails from a PDC Co-Chair
- Presentations/sessions provided by the Assistant Superintendent and a PDC Co-Chair

A PDC Co-Chair will represent the Professional Development Council to the governing body regarding the business of the PDC as often as possible.

1.55 Approvals

Professional Development points:

- The PDC will accept the approval of building principals, the assistant superintendent, and PDC members based upon documentation from those educators submitting in MLP.
- PD transcripts will be Board approved by being listed on the monthly consent agenda.

Individual Professional Development (IPDP) Plans:

- Building PDC members, building administration, and the assistant superintendent will review S.M.A.R.T. goals and IPDP for certified staff.
- The superintendent will review S.M.A.R.T. goals and IPDP for administrators.

PDC Handbook 5-year Plan Renewal

- The PDC Co-Chairs and assistant superintendent will work together to prepare the 5-year plan renewal document.
- KSDE will review the document for suggested modifications prior to the document being approved by both the state and local boards of education.

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 in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisors
2nd-	Building PDC Rep
3rd-	PDC Co-chairs

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 a PDC Co-Chair immediately and a Co-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

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-	PDC Building Rep
2nd-	Building Principals
3rd-	PDC Co-chairs for knowledge/service to the profession
4th-	Assistant Superintendent for application and impact

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 a PDC Co-Chair immediately and the Co-Chairs 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

All district and building PDC decisions will be sent to participants within 10 working days after the decision has been made. Any person who is aggrieved by a decision of the PDC about PD points may appeal the decision to the PDC as a whole within 10 days of receipt of the decision and in writing to the PDC Co-chairs.

PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK
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 center' 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 service plan. The proposed service 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 <u>may</u> be approved by the governing body of the educational agency that is based upon criteria established by the state board.

2.0 Introduction

Augusta Public Schools is committed to providing proven, ongoing professional development that falls in line with the district's goals and objectives. Any provided professional development should strive to be informative, provide new learning, and be inspirational, transformational, and effective. Each educator and administrator at USD402 should continually strive to learn, evaluate their impact on student learning, and make improvements as well as support professional development needs.

2.1 Assessment and Prioritization of School Improvement Needs

The needs assessment process comes from the district mission statement and BOE goals, district accreditation goals, committee goals, building improvement plans, and collaborative teams (PLCs). The data collected will be used to establish priorities for professional learning planning. On an annual basis, a summary of the data collected from the needs assessments will be shared with licensed staff and linked to this handbook - **here**.

Each staff member is responsible for their professional learning activities and associated record keeping. Additionally, licensed staff members are responsible for knowing their relicensure requirements which can be found on the KSDE website.

Professional learning activities are a component of relicensure and should be completed in a timely and accurate manner.
Throughout the term of a professional employee's license, staff will initiate an Individual Professional Development Plan (IPDP). Staff should work closely with building administrators to ensure individual goals and activities are aligned.

Staff members should understand the district and building-level goals by becoming familiar with the BOE goals and the KESA Building Improvement Plans.

2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

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 in number. They should be unambiguous, realistic, measurable, and achievable within a specific period. Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas, including state curriculum standards or school improvement goals. They should clearly align with student performance goals at each school, the district, and state levels.

As part of this process, the PDC will meet to determine the criteria that it will use to decide if the goals and objectives were met within the school year. At the last PDC meeting of the year, the committee will review the school improvement areas, BOE goals and review the impact of the offered professional development opportunities. Each PD session will be matched to each school improvement area or BOE goal to highlight areas of concentration for the following year.

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

The assistant superintendent will use the PDC committee's input, along with the PD advisory committee's recommendations, in determining professional development content that is to be provided at the district level. School administrators, along with their building leadership teams will determine additional professional development needs specific to their unique buildings. Individual staff will complete their own IPDPs, referenced below, to identify personal professional development

opportunities.

2.4 Evaluate Criteria to Determine Levels of Success in Meeting the In-Service Need(s)

Upon completion of all district provided professional development, evaluation sheets will be collected and analyzed by both a PDC Co-Chair and the assistant superintendent. Approval rating above 70% will be considered successful and the professional development path will be continued. PD receiving an approval rate below 70% will be further reviewed with the professional development path potentially being modified.

2.5 Reporting Results of Evaluation of In-Service Needs

All licensed teachers and administrators are considered stakeholders of the evaluation of professional development effectiveness. Whereas, viewpoints of effectiveness may differ between teachers and administrators, all voices are considered important in the evaluation of PD.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

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

The PDC will inform the USD 402's Board of Education of any new amendments during the 5-year cycle at which time the Board will approve the new 5-year renewal plan.

PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK
SECTION THREE
Individual Professional Development Plans (IPDP)

KAR 91-1-207. 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 standard as adopted by the state board;
   2) Professional education standard 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 Two 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 their individual professional development plan (IPDP).

The final approval for IPDPs resides with the PDC unless licensed staff appeal to the Licensing Review Board. No one should impede the IPDP, once the staff member signs it, from getting to the PDC for an approval decision.

My Learning Plan (MLP)

My Learning Plan is an online professional development management system owned by Frontline. AESOP is another system owned by Frontline that the district uses for substitute management.

Licensed staff members log into MLP to submit requests to attend professional learning activities, take college courses, and manage their professional development points. MLP also provides the district with an efficient way to post learning activities, manage enrollments, and print sign-in sheets. A guide for MLP has been included at the back of this handbook.

An activity portfolio is kept for each individual in MLP. The portfolio shows progress toward district professional development goals and objectives. These points are used for relicensure and some may be used for salary advancement.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 402 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 the 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 their 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 the licensed staff member should wish to know and be able to do because of 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 below), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Individual Professional Development Plan (IPDP)

An IPDP will include district goals, building goals, and professional S.M.A.R.T. goals. Licensed staff members are required to write new S.M.A.R.T. goals and complete their IPDP in My Learning Plan (MLP) at the beginning of each school year. The S.M.A.R.T. goals and IPDP will be reviewed by the building PDC representatives, building administration, and the assistant superintendent. The superintendent will review S.M.A.R.T. goals for administrators.

IPDP/S.M.A.R.T. Goal Development Resources

Participation in professional learning activities earns points that are needed for licensure renewal. Some points are also eligible for advancement on the salary schedule.

Points can be awarded across ***three areas*** of professional development.

- Content Endorsement Standards - Knowledge or skills related to specific content endorsements.
  - KSDE regulation 91-1-215(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for a specific content endorsement prescribed in K.A.R. 91-1-202.
  - Activities designed to provide subject-specific refinement in curriculum delivery in areas such as English, Math, Reading, Science, Social Studies, ESOL, etc.
  - Professional development in-service courses that support Content Endorsement Standards are eligible for advancement to the Application and Impact levels.
- Professional Education Standards - Knowledge or skills related to specific job or role responsibilities.
  - KSDE regulation 91-1-215(j) "Professional Education Standards" means those standards adopted by the state board that specifies the knowledge, competencies, and skills necessary to perform in a particular role or position.
  - Activities meant to refine pedagogy (the science of teaching) such as classroom management, Kagen strategies, social-emotional skills, etc.
  - Professional development in-service courses that support Professional Education Standards are eligible for advancement to the Application and Impact levels.
- Service to the Profession - Professional activities that directly relate to licensure of educators, accreditation processes, or professional organizations.
  - KSDE regulation 91-1-215(k) "Service to the Profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to the licensure of professional educators, accreditation processes, or professional organizations.
  - Activities that, while not content or pedagogical, benefit the district/profession as a whole such as supervising student teachers, mentoring, presenting workshops, etc.
  - Service to the Professional professional development in-service courses are **NOT** eligible for advancement to the Application and Impact levels.

3.8 IPDPs for Licensed Professionals Who Live or Work in the District but Are Not Employed by the District

KAR 91-1-206. Professional development plans for license renewal. b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by, but who works or resided within USD 402, is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The assistant superintendent is the liaison between non-employee licensed teachers or leaders and the PDC. Non-employees may be eligible to participate in district in-service activities and will be set up in MLP. To begin this process, non-employees may contact the District Office at 316-775-5484.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following three areas: ✶content endorsement standards, ✶professional education standards, and ✶service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to the assistant superintendent.
4. After the assistant superintendent has had a chance to review and sign the plan, the plan is then submitted to the PDC for approval.

See Sections Three and Four for more information about what would be included in the IPDP and how professional development points may be awarded.

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

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

d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure (785) 296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

PROFESSIONAL DEVELOPMENT COUNCIL HANDBOOK
SECTION FOUR
Awarding Professional Development Points for Re-licensure

4.0 Introduction

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

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

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

4.1 Definitions

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

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

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

4.2 & 4.3 Awarding Points in Three Levels and Level Indicators

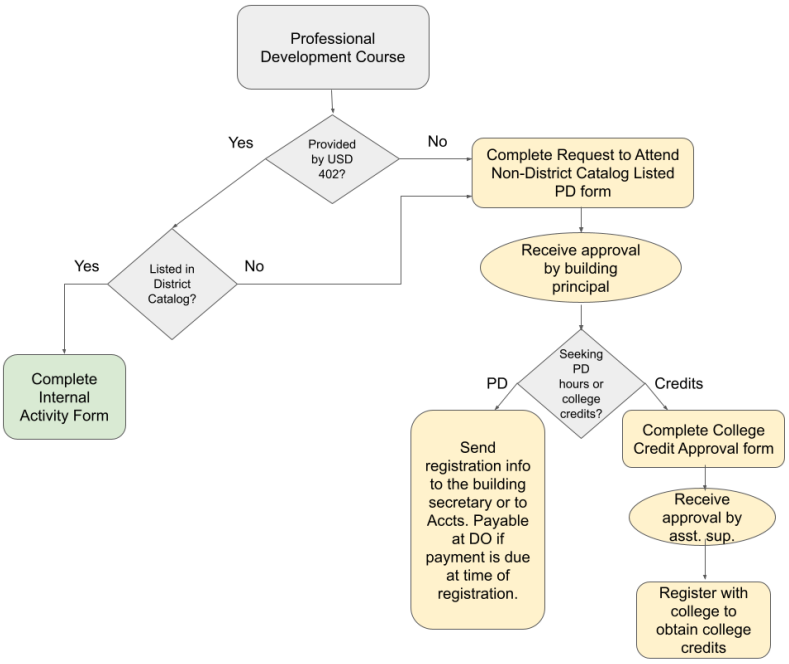
MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock hour of in-service instruction i.e. = 3 clock hrs = 3 PDC points	1 PD point = 1 clock hour of in-service instruction i.e. = 3 clock hrs = 3 PDC points	1 PD point = 1 clock hour of in-service instruction i.e. = 3 clock hrs = 3 PDC points
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 times the original Knowledge Level points i.e. = 2 x 3 clock hrs = 6 PDC points	2 times the original Knowledge Level points i.e. = 2 x 3 clock hrs = 6 PDC points	**NOT APPLICABLE**
Impact How has student performance improved? What has positively changed about the program?	3 times the original Knowledge Level points i.e. = 3 x 3 clock hrs = 9 PDC points	3 times the original Knowledge Level points i.e. = 3 x 3 clock hrs = 9 PDC 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 USD 402 uses 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.

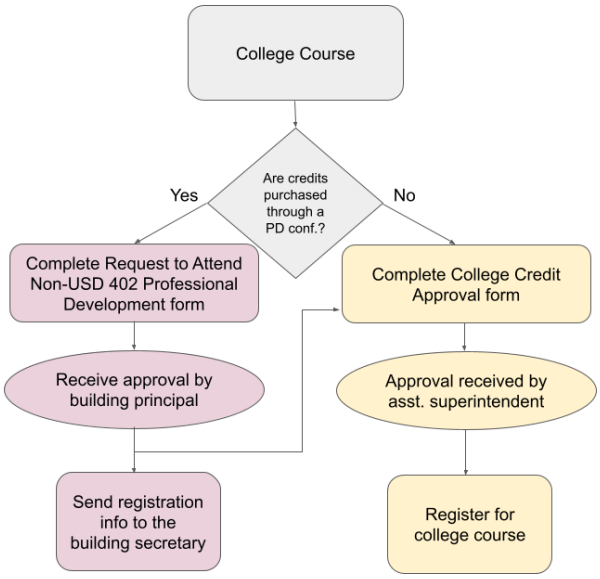
Professional Development Course Flowchart



Helpful items to remember:

- In NO case should a certified staff member register for an outside PD course without first receiving building administrator approval.
- PD time spent at lunch can **NOT** be included in the total hours unless it is a working lunch.
    - District Catalog PD items have the allowable hours to request specified.
- Submit all receipts ASAP upon return from the outside PD course to the building secretary.

College Credit Flowchart



Helpful items to remember:

- Course descriptions and syllabi are used to verify course rigor for salary advancement.
    - Upload these items to your file library in MLP and attach them to your request.
    - If college credits are purchased for a PD in-service activity then the Application to Impact process becomes unavailable to the professional employee.

College Course for Relicensure - Key things that you want to watch for when considering a college course for re-licensure:

- Does the course have learning targets/objectives stated regarding what new knowledge will be gained?
- Then, does it state what will be assessed through multiple assignments/summative assessment(s)? Is there a rubric or details of what is required to demonstrate you have learned

the new knowledge taught?

- Other things to watch for are to make sure that there is a teacher/instructor teaching the course and that the credits earned will be on a transcript which you will then be able to get a copy from an actual registrar of the college/university.

Professional development in-service points can also be earned at ***three levels***.

- Knowledge Level Points - One point per clock hour is awarded.
    - What do you know that you didn't know before?
- Application Level Points - Two times the knowledge level points are awarded.
    - What are you doing now that you could/did not do before?
- Impact Level Points - Three times the knowledge level points are awarded.
    - How has student achievement or an educational program been positively affected?

Knowledge Level Point Process

When a professional development in-service course is attended or a college class is taken and the course applies to one of the three areas specified above, then Knowledge level points are awarded. Knowledge level points provide the baseline for the points to be awarded later during the Application to Impact process. These points may be applied by the employee for:

- ★ Relicensure
- ★ Salary Advancement - **ONLY** Knowledge points received from college credits count towards salary advancement.

Application Level Point Process

Once Knowledge level points are awarded for a professional development in-service course and the activity is in the Most Recently Completed section at the bottom of your homepage in MLP, you may take it to the Application level and be awarded, based upon verification that you have applied the skills or knowledge gained, Application level points. In MLP, click on the activity and find the Application Level link. Complete and submit the Application Level Plan Request to request pre-approval of your application level plan.

> ***Important:*** *Add the word "Application" after the course name and be mindful of your Plan End Date because you cannot submit it for final approval until this date has arrived. Title example: Beginning to Learn - Application.*

Check your MLP account periodically to answer any questions your approver might have in order to keep the request moving through the approval process. Once the request has moved to Approved and In Progress, you are ready to apply your knowledge over time.

Each time you apply knowledge, create a log entry by clicking on Application Log which is located in the left-hand menu under Fill In Forms on the main page of your MLP account. You must complete ten (10) Application Logs per activity. Participants are encouraged to vary their types of applications. When giving your Application Log a title, please identify them with the course name and log entry. *For example, Beginning to Learn - Application Log #1.*

After the Plan End Date has arrived AND you have logged at least ten (10) application logs, you are ready to submit your plan AND your log entries for final approval.

To submit your plan, click on your Application Level Plan Request (in the Approved and In Progress list), click Mark Complete, then click Submit. The Application Level Plan Request will now have a status of Awaiting Final Approval. To submit your log entries, go to My Log Entries on the main page and select

all ten (10) logs. Click Submit for Approval. These logs will now move to your Awaiting Final Approval list as well. These points may be applied by the employee for:

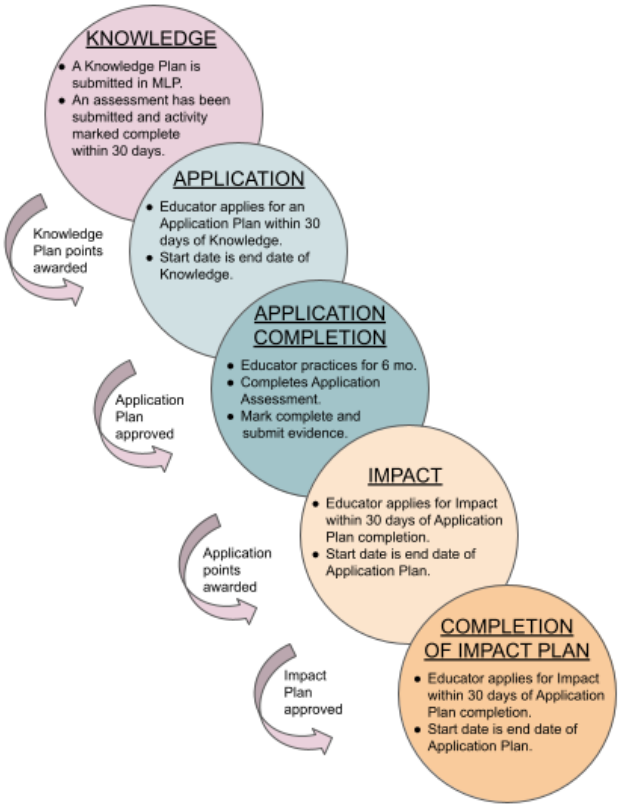
★ Relicensure

Application Level activities to log:

- Required:
  - Use the new knowledge in a lesson or activity with your students in which growth can be measured (submit activity/lesson plans).
- At least one of the following is also required:
  - Share the application of your new knowledge with colleagues (names are needed).
  - Teaching the new knowledge to at least one other colleague (names are needed).
  - Have a colleague/administrator observe and give feedback on your use of the knowledge in a lesson/activity with your students (feedback form with colleague/administrator's signature).

Impact Level Point Process

Once an Application Level activity (for in-service PD only) appears in the Most Recently Completed section of MLP, you may take it to Impact and, based upon verification that the application of the knowledge/skill has had an impact on student performance or education programs of the school/district, be awarded Impact level points.



In order to take a course to Impact:

1. Click to open the Application Level activity.
2. Complete and submit the Impact Level Plan Request to request pre-approval of your Impact Level Plan.
   a. ***Important:*** *Add the word "Impact" after the course name and be mindful of your Plan End Date because you cannot submit it for final approval until this date has arrived. Title example: Beginning to Learn - Impact.*
3. Once the request has moved to the Approved and In-Progress section, you are ready to complete your Impact Plan activity.
   a. Impact evidence must be provided and show a positive impact on student learning or an education program or policy.
4. After the Plan End Date has arrived, you are ready to submit your plan for final approval. To submit your plan, click on your plan, click Mark Complete, and Submit. The plan will now move to your Awaiting Final Approval list.

These points may be applied by the employee for:

★ Relicensure

★ Salary Advancement

Impact Level evidence to provide:

- Required:
  - Prediction of positive Impact, method of measurement, and data collected using:
    - Documentation of objectives/learning targets, and formative/summative criteria
    - Samples of student work or rubrics/assessments or projects/behavior, pre/post data
    - Analysis of data and teacher's findings of positive impact
    - Observation by a peer or by administration of a lesson/activity
- Other examples of Impact Level evidence to provide:
  - Reflection writings
  - Student products via technology

Guidance on the Application and Impact process obtained from KSDE regulations 91-1-215 through 219. Knowledge level points taken to Application or Impact must be completed within one calendar year of the completion of the original Knowledge level activity.

Professional Development Usage Paths

RELICENSURE	SALARY ADVANCEMENT
Complete a College Credit Approval form, sign up for a PD class from the district catalog, or complete a Request to Attend form in MLP.	Complete a College Credit Approval form in MLP.
The Activity Title for college courses should follow the format of : Course Number Course Name	
Register for the college course or receive approval to attend out of district PD.	**Receive approval to attend by building level approver prior to signing up for the course/class.**
If approval to attend is NOT received prior to course registration, credits/hours are only applicable for relicensure.	Register for the college course or sign up to attend the professional development class.
Once the course is finished, mark the request form as completed.	Once the course is finished, mark the request form as completed.
The final approver will verify that the course is appropriately identified and adjust, if necessary.	Final approval is received, the college credits will show up in the Salary Advancement area of MLP.
Professional employees may take professional development in-service courses through the Application and Impact processes. Application level points will be two (2) times the knowledge level points. Application level points may be used for relicensure.	
The Application Level Plan Request for PD in-service courses should follow the format of: Course Name - Application	
	Once PD in-service hours that have been taken to Application, they may be taken to Impact to receive Impact Level points which are three (3) times the knowledge level points.
	The Impact Level Request form for PD in-service courses should follow the format of: Course Name - Impact
	Impact level points will show up in the Salary Advancement

	area of MLP once approved.

Appeal Process

All district and building PDC decisions will be sent to participants within 10 working days after the decision has been made. Any person who is aggrieved by a decision of the PDC may appeal the decision to the PDC as a whole.

Licensure Procedures

Licensure is the responsibility of the employee. The Kansas State Department of Education (KSDE) is the issuing authority; only KSDE can provide accurate information regarding individual cases. The employee is responsible for meeting all licensure requirements, completing the renewal application through KSDE's authenticated application, keeping track of professional development points, and taking college courses, if needed, for renewal. The employee is also responsible for adding all completed college credits to their Frontline MLP account in order for the points to be documented on their Professional Development Transcript.

KSDE accepts license renewals six (6) months prior to the license expiration date. Please access information regarding licenses at KSDE.org under the Teaching & Learning tab.

Licensure Requirements

The next page outlines some of the licensure requirements from KSDE. This information is provided for convenience and any inquiries or clarifications should be directed to KSDE. Please allow 6-8 weeks for processing once submitted to KSDE. Printed form submissions and licenses are no longer available; all forms and licenses are processed electronically. Educators who have never been fingerprinted for the purposes of licensure with KSDE will need to submit fingerprints as part of the renewal process OR if a license has expired, fingerprints will need to be resubmitted.

For licensure with KSDE, educators no longer need to obtain a printed copy of an official USD402 Professional Development Transcript. The HR clerk will upload an official copy upon notification from KSDE that a license application has been submitted.

<u>Initial License to Professional License</u>

Most teachers new to the profession must complete two years in the Augusta USD402 mentoring program and submit Form 21 to KSDE. The Assistant Superintendent will be the contact person for submitting verification to the state regarding the completion of mentoring.

<u>Renew a Professional (5-year) License</u>

Requirements vary based on the highest degree earned.

- Bachelor's degree
  - 160 professional development points are required for relicensure with 80 points being earned from college credits which is a minimum of 4 college credits.
- Master's degree
  - 120 professional development points are required for relicensure.

Regardless of whether the employee holds a bachelor's or master's degree, the following must be done to renew a Professional License.

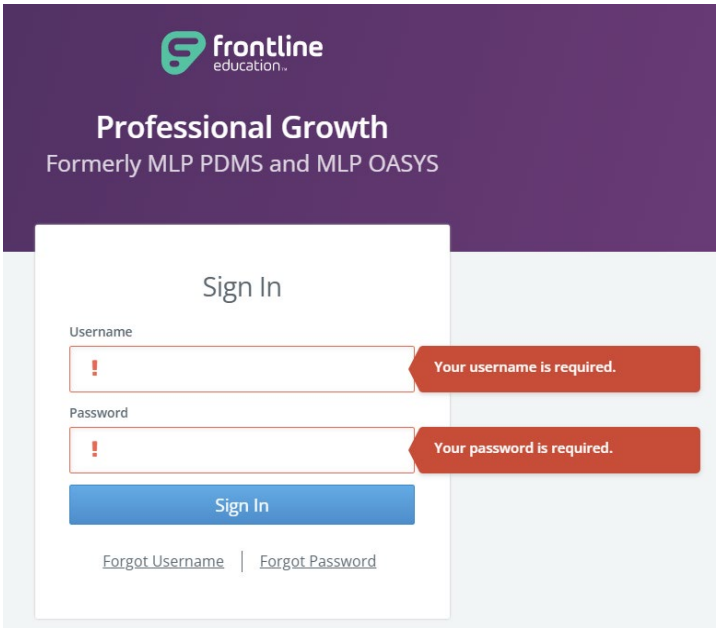
- Have college courses entered into and approved in MLP.
- Have college transcripts sent to the HR clerk at the district office for your personnel file.
- Submit Form 3a to KSDE.
  - This is done through an online system known as KLAS.

    - Applicants will need to create an account to be able to submit a renewal application.
- Select USD402- Augusta as your school district.

Assessing and Printing your License from KSDE
KSDE will not send printed copies of your license to the applicant. Educators may access a copy of their license using the KSDE Educator License Lookup site which is located at www.KSDE.org > Teaching & Learning > License Lookup. The HR clerk at the district office maintains a hard copy of all employee licenses so once a new license is issued, please either print out and send a hard copy or email a PDF version of it to the HR clerk.

Frontline Education - My Learning Plan (MLP) Guide

Access Frontline's MLP either from the district website under Staff Resources > My Learning Plan or by using the website specified below.



Usernames are created when you join the district. If you forget your username, please contact the HR clerk at the district office for a reminder.

https://login.frontlineeducation.com/login?signin=dad68e79a7f044dedebf9d2d59fb4c69&productId=pd&clientId=pd#/login

Once you are logged into MLP, you will land on the Navigation page where you will be able to choose among the following options:

- My Info
- Learning Plan
- Activity Catalogs
- Forms

My Information

MY INFORMATION	• **My File Library** Evaluation Rubrics, MLP Directions, PDC Handbook, etc...
	• **My Personal Goals**
	  ○ Annual SMART Goals are created by licensed staff and can be added and archived here.
	  ○ The district will guide you through this process in August.
	  ○ Support Resources
	• **My PG Profile**
	• **My Certificates** (NA in Kansas)
	• **Salary Advancement**
	  ○ This application is used to house hrs/credits earned that have been/can be allocated for salary advancement.

PORTFOLIO	• **My Portfolio** • **View All** • **View By Goal** • **View By Purpose (Current)** • **View Current Year** • **View Denied Requests** • **View In Progress** • **View Licensure** • **View My Activities**
TRANSCRIPT	• **Download Transcript** • **Print PDF**

Learning Plan

The Learning Plan section is where all of your form progress is tracked. As professional development is attended and approved, you will be able to follow the course from being Approved and/or In-Progress to Recently Completed. Forms for college credit approval or outside professional development attendance can also be tracked through their variou Manage ne button, located to the left of the course name, will provide additional information regarding the course.

Activity Catalogs

DISTRICT CATALOG	• Activities that have been entered into MLP by an administrator are located here. • Typically, activities listed here are provided by the district and involve larger groups of participants. • Attendance must be recorded either by sign-in sheet or by the instructor in order to receive credit for hours. • The district catalog can be searched by option or viewed by month.
CALENDAR	• Used by the district to identify Professional Day training.

Forms

ACTIVITY PROPOSALS	• Complete this form if you complete a book study.

FILL-IN FORMS	• **Book Study**
	  ○ Complete this form if you complete a book study.
	• **College Credit Approval**
	  ○ This form is used to obtain approval that the college course OR a PD course that is being taken for college credit is rigorous enough to be allowed for salary advancement.
	  ■ All college credits are eligible to be used for relicensure.
	  ○ Pre-approval of the college or PD course MUST be received before the course is taken or the college credits will be converted to PD points and only allowed for relicensure.
	  ○ The assistant superintendent will issue the prior approval authorizing the college course.

	• **Request to Attend Non-USD 402 Professional Development**
	  ○ This form is to be used to obtain approval to attend a PD conference or course that is not originating from USD 402.
	  ○ If the conference or course offers college credit, then a College Credit Approval form must also be completed before attending in order to receive approval that the college credits may be used for salary advancement.
	  ○ The building principal will issue the prior approval authorizing the expenditure for the conference or course.
	  ■ College credit expenses will be the responsibility of the employee.
	• **Multi-Session Log**
	  ○ Use this form to submit a log for each school committee, study group activity, or any other activity that meets multiple times throughout the year. At the end of the year, you can submit all of your logged activity for PDC approval.
	• **IPDP Form**
	  ○ Employees will complete the IPDP (**I**ndividual **P**rofessional **D**evelopment **P**lan) form when professional SMART goals are completed at the beginning of the school year.
	• **Application Log**
	  ○ Once a knowledge level activity is in the Most Recently Completed section at the bottom of your Learning Plan page, you may take it to the Application Level.
	  ○ Click on the activity and find the Application Level link. Complete and submit the Application Level Plan Request which is how your request pre-approval of your application level plan.
	  ■ IMPORTANT: Add the word "Application" in the Activity Title <u>after</u> the course/session title. This way, all course movement will be grouped together.
	  ■ Be mindful of the Plan End Date because this form cannot be submitted for final approval until after this date has arrived.
	  ○ Once the request has moved to Approved and In Progress, you are ready to apply your knowledge over time.
	  ■ Each time you apply the knowledge garnered from the course, create a log entry by clicking on Application Log.
	  ○ After your Plan End Date has arrived AND you have logged at least ten (10) instances/logs of application of new knowledge, you are ready to submit your plan AND your log entries for final approval.
	  ■ To submit your plan, simply open your plan, in the Approved and In Progress list, and click Mark Complete and Submit. The plan will now move to your Awaiting Final Approval list.
	  ■ To submit your log entries, go to My Log Entries, select all ten (10) logs, and click Submit for Approval. These log entries will also now move to your Awaiting Final Approver list.

Additional Information

- PDC points and college credits expire at the end of each licensure cycle. Impact level points and college credits for the purpose of salary advancement never expire.
- The PDC may not impose a limit on the number of points earned for the purpose of licensure renewal.
- One (1) college credit is equivalent to twenty (20) PD points.
- Salary advancement guidelines may be found in Article 7 - Salary and Appendix VI of the Negotiated Agreement.
- It is the teacher's responsibility to ensure that the college hours and Impact level PDC points have not been utilized before when submitting the Notice of Intent to Move form for movement on the salary matrix.
- All activities used for relicensure and salary advancement MUST be entered into MLP.
- Review and monitor progress of your S.M.A.R.T. goals throughout the school year.
- There is a multi-step process for approval of the Application and Impact level requests. Because of this, it can sometimes take an extended period of time to receive approval of all forms that are submitted.
- All Notice of Intent to Move forms are due to the Board/HR Clerk by April 1st.

- All college transcripts for courses being used for salary advancement must be received by the Board/HR Clerk no later than September 10th.
- Relicensure is the responsibility of the employee. Under state regulations, licensure renewal may be completed up to six (6) months in advance of the license's expiration date. For additional information regarding your license, please contact the Kansas State Department of Education Educator Licensure Department at 785-296-2288 or visit their website at www.ksde.org. Only KSDE can provide accurate information regarding individual licensing.
- KSDE no longer mails renewed licenses. You must go online and print/save the license. Once printed/saved, send a copy to the Board/HR clerk at the district office.
- The district will manage in MLP the district offered courses on district professional development days, based upon sign in sheets ONLY, from enrollment to completion.

4.4 Questions about Awarding PD Points Relative to Renewal Licensing

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

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

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

Exceptions:

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

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

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

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

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

semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators

employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

APPENDIX
Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements
KAR 91-1-206.	Professional development plans for license renewal
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs
KAR 91-1-217.	In-service education professional development council
KAR 91-1-218.	Awarding of professional development points

KAR 91-1-219. Expenditures for an in-service education program

KAR 91-1-205. Licensure renewal requirements

A. Initial licenses.
   a. Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.
   b. Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation
   c. A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:
      i. A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and
      ii. following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.
   d. A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
      i. A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
      ii. following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

B. Professional licenses.
   a. Any person may renew a professional license by submitting the following to the state board:
      i. An application for renewal;
      ii. the licensure fee; and
      iii. verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
         1. Has completed all components of the national board for professional teaching standards assessment for board certification;
         2. has been granted national board certification;

3. Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
4. has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

b. has completed a minimum of eight credit hours in an approved program or completed an approved program;
c. if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
d. if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

C. Accomplished teaching licenses.
   a. Any person may renew an accomplished teaching license by submitting to the state board the following:
      i. Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
      ii. an application for accomplished teaching license; and
      iii. the licensure fee.
   b. If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

D. Substitute teaching license.
   a. Any person may renew a substitute teaching license by submitting to the state board the following:
      i. Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
      ii. an application for a substitute teaching license; and
      iii. the licensure fee.

E. Provisional teaching endorsement license.
   a. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
      i. Verification of completion of at least 50 percent of the deficiency plan;
      ii. verification of continued employment and assignment to teach in the provisional endorsement area;
      iii. an application for a provisional endorsement teaching license; and
      iv. the licensure fee.

F. Provisional school specialist endorsement license.
   a. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
      i. Verification of completion of at least 50 percent of the deficiency plan;
      ii. verification of continued employment and assignment as a school specialist;
      iii. an application for a provisional school specialist endorsement license; and
      iv. the licensure fee.

G. Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
    a. Submit an application for a license and the licensure fee; and
    b. provide verification of one of the following:
        i. Having met the requirements of paragraph (b)(3); or
        ii. having at least three years of recent, out-of-state accredited experience under an initial or professional license.
    c. If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

A. Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
    a. Content endorsement standards as adopted by the state board;
    b. professional education standards as adopted by the state board; or
    c. 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:
    a. The plan results from cooperative planning with a designated supervisor.
    b. The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
    c. The plan is reviewed and approved by the local professional development council.
D. If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

a. A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
b. The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
c. The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the

reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

d. This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

a. "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
b. "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
c. "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
d. "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
e. "Non-contractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
f. "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
    1. The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
    2. The learning positively impacts the individual or the individual's students, school or school district.
g. "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.
h. "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
i. "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
j. "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
k. "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
l. "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

m. “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

a. An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
b. Procedures for development of an in-service plan shall include the following:
    1. Establishment of a professional development council;
    2. an assessment of in-service needs;
    3. identification of goals and objectives;
    4. identification of activities; and
    5. evaluative criteria.
c. Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
d. The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
e. An approved plan may be amended at any time by following the procedures specified in this regulation.
f. Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

a. Each professional development council shall meet the following criteria:
    1. Be representative of the educational agency's licensed personnel; and
    2. include at least as many teachers as administrators, with both selected solely by the group they represent.
b. Each council shall have the following responsibilities:
    1. To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
    2. to develop operational procedures; and
    3. to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
c. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

b. If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
c. If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
    1. Independent observation;
    2. written documentation; or
    3. other evidence that is acceptable to the PDC.
d. If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
    1. Independent observation;
    2. written documentation;
    3. evidence of improved student performance; or
    4. other evidence that is acceptable to the PDC.
e. A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
f. For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
g. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program

a. Education agencies may receive in-service education funds for the following expenditures:
    1. Consultant fees and honorariums;
    2. travel expenses for consultants;
    3. cost of materials used in training;
    4. salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
    5. registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
    6. salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
    7. salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
b. Education agencies shall not receive in-service education funds for the following expenditures:

1. Rental or facilities;
2. utilities;
3. equipment;
4. administrative expenses; and
5. salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

c. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Lyons USD 405 Professional Development Plan

USD 405 Board of Education Approved: May 12, 2025

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

5-year Professional Development Plan Approval

The USD 405 Professional Development Council approved the following plan, at its meeting held on April 23, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Daniel G Reazin 4/23/25

Signature Date

The USD 405 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: May 12, 2025

Signature Date

(G Drive/Staff Share/BOE/Office/Handbooks/2025-2026 Handbooks)

Plan Updates

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

Add pages as needed

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USD 405
Professional Development Council
2025-2026
Council Members

Lyons Middle School	Dan Reazin, chair
Park Elementary	Shannon Hendricks
Central Elementary	Janet Head
Lyons High School	Julie Tommer, vice chair
Rice County Special Services	Amie Kreis
Building Administrator	Kristin Borrowman

Section One:
Professional Development Council (PDC)

1.1 Introduction

PHILOSOPHY

The purpose of staff-learning for USD 405 is to provide a coherent and systematic program of learning opportunities for our certified staff. This will be an ongoing process based upon needs and interests of the staff and impact on student learning. The staff-learning program consists of a definite plan of action that promotes professional growth at the district, building and individual level.

OPERATIONAL PROCEDURES GOALS

USD 405 will provide results-based staff learning for the certified staff that will:

1. Improve skills and knowledge in the processes of teaching.
2. Expand and improve knowledge and skills that support or enhance the role of the professional educator.
3. Offer opportunities for professional growth.
4. Relate to the current and future job responsibilities of the professional staff.
5. Foster the educational practices of children.

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.

DEFINITION:

The Professional Development Council is a representative group of local district certified personnel, which advises and informs the USD 405 Board of Education in matters concerning the planning, learning, implementation, and operation of the Kansas State Department of Education Professional Development Education Plan.

Members of the USD 405 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more

teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

COMPOSITION OF COUNCIL

1. Membership

   The standing membership shall be composed of 6 members, including:

   - 1 administrator
   - 1 professional educator from each regular attendance center (Park Elementary, Central Elementary, Lyons Middle School, Lyons High School)
   - 1 representative from the Rice County Special Services Cooperative 714 (RCSSC) who is not assigned to a USD 405 attendance center

   Each member of the PDC must participate in annual training related to their roles and responsibility that is based upon materials for Professional Development Councils, provided by KSDE.

   The USD 405 Business Manager or another superintendent appointee from the District Office will serve as secretary for the PDC. The secretary is a non-voting member of the Council and will take minutes and maintain records.

2. Method of rotation of membership

   a. Administrators shall serve 2 years.

   b. Professional Educators shall serve a term of 2 years. High School, Middle School and Park Elementary terms shall terminate at the end of odd numbered years. Central Elementary and RCSSC terms shall terminate at the end of even numbered years.

3. Professional Development Council term of office shall be from August 1 to July 31.

4. Method of selection

   a. Administrators and professional educators will be selected by their respective groups prior to the May meeting for the succeeding term beginning August 1. Newly selected members shall attend meetings as non-voting members from the date of selection until the new term begins.

5. Resignation and replacement

   a. Resignation of Membership: A member may resign his/her membership at any time. A letter of resignation shall be written and submitted to the Council at least two (2) weeks prior to the effective date of the resignation. A representative from the appropriate level will be appointed by the Professional Development Council to fulfill the unexpired term.

   A member of the Council may be requested to resign if meetings are missed (except under extenuating circumstances) or failure to fulfill the minimum duties and/or responsibilities of membership of

the Council deems to be the cause for resignation for the good of the Council. Such a vacancy shall be filled according to the procedure in *a.* above.

6. Qualifications for professional educator representatives

   Professional educators on the Council must have at least 2 years of professional experience in USD 405 (including the current contract year.)

1.21 Licensed Teacher Groups Represented:

Groups Represented	***Number of PDC Members***
Central Elementary School	*1*
Park Elementary School	*1*
Lyons Middle School	*1*
Lyons High School	*1*
RCSSC	*1*
Total	*5*

1.22 Licensed Teacher Group Selection Process:

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

1.23 Licensed Leader Groups Represented:

Groups Represented	***Number of PDC Members***
Administration	*1*
Total	*1*

1.24 Licensed Leader Group Selection Process:

The Licensed Leader Member will be appointed by the superintendent prior to the May PDC meeting. The superintendent will notify the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

1.25 PDC member selection when there are no nominees or volunteers

If there are no nominees or volunteers for a group/s, the superintendent 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 member with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair and secretary.

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.

POWERS, DUTIES AND FUNCTIONS

1. Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.

2. Review and approve or reject the Professional Development Plan or Validation(s) submitted by each participating staff member.

3. Periodically, but not less than once a year, review, validate, and verify the credit points to be granted for activities completed on the Professional Development Plan of each participating staff member.

4. Submit recommendations at least once a year on its activities to the Board of Education for the improvement of the plan and its administration.

5. Implement steps required to amend the Professional Development Plan, if necessary.

6. Necessary clerical and accounting staff and facilities for meeting, record keeping, communication, and other necessary business of the council shall be furnished by the district.

1.4 Annual 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 405 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 each member's personnel file. PDC members are eligible to earn one PD point for each hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

OFFICES OF THE PROFESSIONAL DEVELOPMENT COUNCIL

1. Officers: The officers of the Council shall consist of a chairperson and vice-chairperson. Officers should have at least one year of experience on the Professional Development Council. Officers must be building representatives and voting members.

2. Selection of Officers: Officers shall be elected in May by the members of the Council for the coming year, and the term in office shall begin August 1.

3. Terms of Office: All officers are elected for one (1) year and may be re-elected for successive terms.

4. Resignations and Replacement:

An officer may resign from office provided a letter of resignation is submitted to the PDC at least one month prior to the effective date of the resignation.

Vacancies in officer positions will be filled by a majority vote of a quorum of the Council at its next regular meeting or at a special meeting if no regular meeting is scheduled for a period of more than one month.

5. Duties

a. Chair
   (1) Presides at all regular meetings.
   (2) Calls and presides at all special meetings
   (3) Receives resignations from Council members.
   (4) Establishes yearly Council tasks and timelines.
   (5) Performs any other duties as described in this document or assigned by the Council.

b. Vice-Chair
   (1) Fulfills all the duties of the chairperson in the chairperson's absence.
   (2) Collaborates with chairperson to outline yearly Council tasks and timelines.
   (3) Performs all other duties assigned by the chairperson.

c. Secretary (This is a non-voting position appointed by the superintendent of USD 405)
   (1) Keeps minutes of all meetings.
   (2) Publishes notifications of all meetings. Publishes the minutes to the Board of Education.
   (3) Maintains PDC meeting minutes, Professional Development Plans, correspondence, and all other pertinent documents.
   (4) Notifies each professional educator with a Professional Development Plan in writing as to the Professional Development points he/she has earned for Professional Development activities each month.
   (5) Ensures that Professional Development Plans are securely and accurately kept in a centralized file.

1.51 Meetings

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

1. Monthly meetings will be held from September through November and January through June as necessitated by an agenda.

2. Meetings will be posted on the district calendar.

3. Meetings will be held at the Frisbie Education Center (FEC).

4. Special meetings may be called by the chairperson or a majority of the Professional Development Council with one week's prior notice.

5. Quorum: Four voting members of the Professional Development Council membership shall constitute a quorum.

6. Voting: All decisions by vote shall be by simple majority of those voting members present, provided there is a quorum.

7. Meetings will be public and open to whomever wishes to observe. The Professional Development Council may adjourn to an executive session, to protect the privacy interests of an identifiable individual.

LEARNING AGENDA FOR PROFESSIONAL DEVELOPMENT COUNCIL MEETINGS

1. Items for consideration by the Professional Development Council may be proposed by members of the Council.

2. Agenda items must be submitted in writing to the chairperson of the Council at least two weeks prior to the scheduled meeting of the Council.

3. The agenda and notification of the meeting shall be distributed to members of the Professional Development Council.

4. The Council shall determine the amount of time to be spent on each agenda item.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, Individual Professional Development Plans 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.
- To conduct official business at least 4 members constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The Board of Education may also be used.

1.53 Documentation

PROCEDURE FOR MAINTAINING PERMANENT RECORDS

1. Records of meetings, Professional Development Plans, and all materials submitted to the Council shall be maintained in the district office by the Council secretary.

2. Prudent supervision of the files by the secretary will guarantee confidentiality of this

information.

3. Professional Development information shall be available to employees subject to the following:

    a. Professional Development Council minutes shall be available during regular district office hours, except confidential records.

    b. Professional educators will have access to their own files.

    c. The USD 405 Board of Education, while in session, may have access to all Professional Development Council materials, but shall respect the confidentiality of such files.

    d. Original Professional Development Council files may not be taken out of the district office.

4. When professional educators have resigned their position or have been terminated from employment in the district, they may request their records at their exit interview.

5. Frontline Education Professional Growth is the online system used to request, approve, and track professional growth activities. The login URL is: https://app.frontlineeducation.com/select/

6. New educators are instructed on the use of Frontline during their orientation sessions and throughout the year as needed by their mentors.

7. Educators will request professional development activities through Frontline. The activities will be considered through a series of approvals including immediate supervisor(s) and district office personnel.

The forms used in Frontline include:

Prof Development Plan
Prof. Dev. Request
College/Graduate Credit
Study Group/PLC Log
Mentor/Mentee Log
Building/District Leadership Meeting Logs
Redesign/Gemini II Project
Early Childhood Dev Team
MTSS Log
PE Committee Log
Common Core Log
Book Studies
PDC Meeting Log
Little River Late Start PD
Sterling Learning Comm Log

Sterling Sped Staff Log
Sterling Book Studies
Speech Pathology Logs
Wellness Committee Meetings
Reading Recovery Log
Career and Vocation Tech Log
MDPT Scorers Log
McRel Log
Park Instr. Council Log
Technology Comm.
RCCSC Meeting Log
AIT Team Meeting Log
Crisis Team
Deaf/Hard of Hearing Standards Committee Log
SITE Council Log
Transition Alliance Committee Log
Multi-Disciplinary Team Log
LETRS Log
Leadership Meetings RCSSC Log
RCSSC Para Plan
Para Staff Development Hours

1.54 Communications

A follow-up email is sent to PDC members after the monthly PDC meeting with an overview of the minutes. The PDC meeting minutes are published with the Board of Education agendas. The PDC chairperson notifies educators of questions the PDC might have about requests. Educators are notified through the Frontline application of approvals or denials.

1.55 Approvals

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

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

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

5-year Professional Development Plan Review

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

Individual Professional Development Plans

The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDPs for USD 405. 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 does not approve it, licensed staff may pursue an appeal as described in Section 3.9.

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st	Building Admin
2nd	PDC Chair

Professional Development Points

PDC allow the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information on a consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in Section 3.9.

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st	Building Admin Frontline
2nd	Superintendent with Account Payable Frontline
3rd	PDC Building Rep -Informal Review. No Frontline
4th	PDC Chair-Frontline

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 PDC will work with the Administration Team, particularly the superintendent, to write/revise the district Professional Development Plan, including
Assessing in-service professional development needs
Identifying and selecting goals and objectives to meet the in-service needs
Identify activities and strategies to meet the goals and objectives
Determine evaluative criteria to meet the in-service needs
Report results of evaluation of in-service needs to stakeholders
Amend the professional development plan as needed.

2.1 Assessment and prioritization of school improvement needs

The superintendent will develop a needs assessment survey to be completed by the licensed staff to determine their perspectives on professional development priorities for the coming year. The survey results will be shared with the Administration Team and the PDC. The Administration Team will take into consideration the survey results in conjunction with state requirements and student data to develop the PD schedule for the coming year. The PD schedule will be sent to licensed staff prior to the beginning of the school year.

2.2 Identification of goals and objectives to achieve professional development needs

NEEDS ASSESSMENT

Staff learning is a continual process, and the goal of the Professional Development Plan is to provide for the professional/personal needs and interests of all educators. Effective staff learning should meet the needs of students by using disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement. Staff learning should also use multiple sources of information to guide improvement and demonstrate its impact.

RATIONALE

Needs assessments will be conducted to determine both the continuing appropriateness of the primary purpose and the kinds of staff learning programs best suited to meeting that purpose. Members of the PDC will be responsible for a needs assessment based on test data.

PROCEDURE

Members of the Professional Development Council shall use a variety of needs identification procedures, including district informal needs assessment activities.

- District: District staff learning goals shall be adopted annually following a needs assessment of certified staff and input from the Board of Education.

- Building: The individual assessments will be compiled by the building administrator and shared with Professional Development Council members in each building. These needs assessments will then be used to determine and implement Professional Development programs for building level needs. The total grouping of individual needs assessments will then be utilized to determine district needs.

- Individual: Based on results of the needs assessment process, individual learning plans may reflect any or all the following areas: teaching skills, professional development, curriculum and instruction and/or student learning.

ANALYSIS

The Professional Development Council will meet with board members, administrators, and teaching

staff to prioritize the needs in our district.

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

The district-level and building-level professional development content, strategies, and activities will be set by the Administration Team, balancing the compliance requirements of the state, student needs as shown by assessment results, staff needs as determined by needs assessment input and PD requests, with guidance from the USD 405 Board of Education including budgetary limitations, to determine the best possible use of resources for the best possible outcomes. Team and individual staff PD activities will likewise be considered on the basis of the above-written criteria but with a focus on the impact to the team or individual making each request. It is the belief of the PDC and the Administration Team that teams and individuals will make PD requests that will be beneficial to them professionally and pedagogically, resulting in better teaching and learning.

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

PROCEDURE

The Professional Development activities of the district shall be reviewed relative to the objectives set forth in the building and district improvement goals.

PROCESS

The review will involve:

1. Needs
   a. Periodic review of needs assessment.
   b. Periodic review of appropriateness of activities to specific objectives.

2. Activities
   a. Each participant will have the opportunity to complete an evaluation form.

ANNUAL

The annual evaluation of the Professional Development Program on or before the final regular May meeting of the Professional Development Council will involve:

1. Objectives - A review and revision of program objectives and accomplishments.

2. Priorities - A review and revision of program priorities based on needs.

3. Needs assessments **-** A review and revision of the needs assessment procedure

4. Point system - A review of the point system for Professional Development credit.

5. Activities - A review of the activities sponsored for Professional Development credit.

6. Professional Development Council - A review of the Professional Development Council.

7. Evaluation - A review of the evaluation process.

2.5 Reporting results of evaluation of in-service needs

The results of the annual evaluation will be reported by the secretary to the superintendent and placed on the consent agenda of the Board of Education for their review. The results will be available to staff and other stakeholders by request to the district office.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in June 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 1.55. 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.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

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

Section Three:
Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

PROCEDURE FOR LEARNING AND SUBMISSION OF PROFESSIONAL PLANS:

1. Certified staff members are required by the State to have a Professional Development Plan. USD 405 uses Frontline Education.

2. Individual Professional Development Plans shall be submitted on the "Professional Development

Plan" form. The IPDP will be reviewed at the next PDC meeting for consideration by the PDC members. A plan may be withdrawn if the submitting individual decides to do so to make changes.

3. Staff members are notified of the date, time, and location of the PDC meeting as stated on the school calendar.

4. Staff members submitting IPDPs may be present at the PDC meeting in which their plan will be presented.

5. IPDPs will be approved only if error-free.

Individual Professional Development Plans expire on the same date as the certificate/license renewal date. "Mark complete" on your previous plan. Update your plan at the same time your certification/license is renewed and submit a new plan in Frontline Education.

FOR TEACHERS TRANSFERRING TO LYONS PUBLIC SCHOOLS

1. Anyone requesting a transfer of points from a previous district must have a USD 405 Professional Development Plan approved prior to the transfer of any points earned in their previous district.

2. PDC points earned in another district must be submitted to the USD 405 Professional Development Council within the first year of employment in USD 405 for approval by the council and BOE.

3. PRIOR PDC POINTS FROM OTHER DISTRICTS WILL NOT BE ACCEPTED FOR SALARY MOVEMENT, AS THEY ARE ALREADY CONSIDERED FOR ORIGINAL SALARY PLACEMENT.

CRITERIA FOR APPROVING PLANS

Plans will be acted upon by the Professional Development Council using the following criteria:

1. Each activity meets the needs as expressed in the goals/activities of the USD 405 Professional Development Plan, which support the philosophy and goals of USD 405.

2. Each activity meets the needs, which were addressed in the plan or in building or district goals.

3. Annual goals and objectives are clearly stated.

VALIDATION PROCEDURE

1. Documentation for validation of Professional Development (in-service/ Professional Development activities and/or college credit) shall be provided to the Professional Development Council upon the completion of the activity.

    a. Approval must be made by the committee within the following timeline:
        i. Knowledge—within 6 months of the final date of the activity
        ii. Application—within 6 months of the final date of the activity
        iii. Impact—points awarded after oral presentation to PDC council

Professional Development hours, college hours and workshops must be on currently approved forms.

2. The Professional Development Council designees will review the documentation and recommend Professional Development points to the Council. The college credit form must be followed by 1 piece of documentation for proof of course completion. (ie transcript, grade, etc. – turned in to your individual PDC Representative)

3. The recommended Professional Development points will be awarded by the Council.

4. The validated plan will then be presented to the Board of Education for final approval.

**Professional growth gained through Study Groups or Professional Organizations (KNEA, CEC, KRA, etc.) may be considered for Professional Development points if evidence is given that the individual has gained knowledge and planned for how that knowledge may be used in the academic classroom (if the individual is a classroom teacher) or implemented within the organization through policy, procedure, or programs (if the individual is an administrator).*

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 405 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. See Section 1.55. approval meeting.

3.2 Assess individual needs

This assessment will help the staff determine gaps in skills attained and skills needed to meet

district, building and individual professional development needs.

3.3 Determine individual professional development goals

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

3.4 Determine individual professional development strategies

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

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

3.5 Write the Individual Professional Development plan

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

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

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

3.6 Analyze progress

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

3.7 Revise the plan as necessary

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

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

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

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

For Public Schools

Any licensed person who is not employed by but who works or resides within USD 405 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The secretary is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at the district office or the PDC chair.

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

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

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

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

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

3.9 Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

APPEALS PROCEDURE

1. Participants shall be notified of Professional Development Council decisions within 10 working days of the Council meeting.

2. Any participant who is aggrieved by a decision of the Professional Development Council may appeal said decision to the Council. Such appeal shall contain a copy of the notice from the Council, advising the participant of the decision. Also, the participant shall submit in writing the reason(s) why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.

3. The appeal and its accompanying materials must be mailed or hand delivered to the chairperson of the Council no later than 30 working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.

4. Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of 5 working days prior to the regularly scheduled meeting.

5. Within 5 working days of making its decision on the appeal, the Professional Development Council shall deliver to the grievant, in writing, its decision on the appeal.

6. If upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the Council at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four:
Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

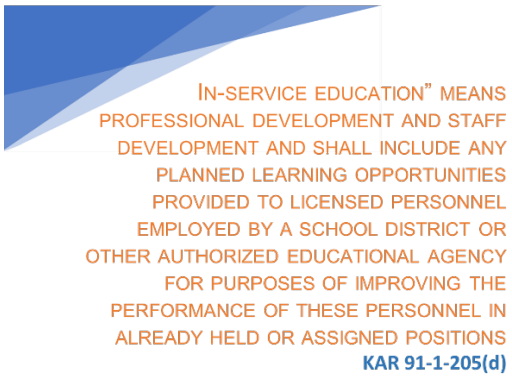
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC

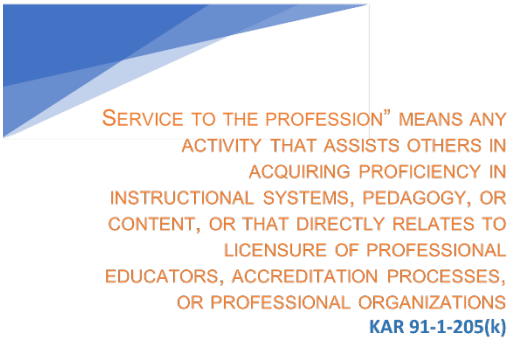
awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

- Content Endorsement Standards
- Professional Education Standards
- Service to the Profession

PROFESSIONAL DEVELOPMENT EDUCATION REQUIRED FOR CERTIFICATE/LICENSE RENEWAL

Professional Development credit to be used for re-licensure must be completed within the scope of an IPDP and within the approved local Professional Development Plan.

Required for re-licensure for bachelor's degree

- 160 Professional Development education points accumulated during the 5-year period preceding renewal certification.
    - at least 80 of the Professional Development education points (4 college hours) must be college/university credit earned during the certification period of the license.

Required for re-licensure for master's or other advanced degrees

- 120 Professional Development education points:
    - Professional Development education
    - college/university credit
    - combination of the two

DISTRICT GOALS

If you attend Professional Development training, workshops, or make presentations that pertain to this goal, please state on validation form.

Goal #1: Improve student achievement in mathematics.

Goal #2: Improve student achievement in reading.

Goal #3: Improve student achievement in communications-oral and written.

Goal #4: Improve student achievement in science and social science.

VALIDATION AND TIMELINE INFORMATION

Validations shall be submitted in increments of 0.5 or whole points and must have no more than two errors when submitted, otherwise they will be returned to the staff member for correction.

4.3 Awarding Points in Three Levels

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:
Knowledge level (baseline) points can come from multiple activities at the knowledge level.
It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
Knowledge level can be partial points from several knowledge level activities.

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

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

KNOWLEDGE

Points are awarded on activities indicated on the **Professional Development Committee Request Form** in Frontline Education at https://login.frontlineeducation.com/.
Points are awarded as 1 point per hour of attendance as it relates to professional licensure.
Supervising teachers may provide one hour per week with student teachers for a maximum of 15 weeks. If by chance the number of hours goes over, the teacher will earn the standard one PD point per clock hour.
Must be turned in for point validation within 6 months of attendance.
Must be submitted online.

After attending a Professional Development activity, you must select the "mark complete" option in order to receive FINAL APPROVAL.

Independent learning: This category includes Professional Development done by individuals, including professional reading. Points requested should be based on the content and applicable knowledge gained. PDC recommends values range from 1 to 5 points.

Content: Knowledge gained in areas of content as related to professional licensure. For example: math workshop for a math teacher, 6-Trait Reading for a language arts teacher.

Professional Education Standards: Knowledge gained in areas such as cooperative learning, classroom management skills, and use of technology.

Service to the Profession: Knowledge gained through activities that benefit other teachers or the teaching profession.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 times 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 times 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.

IMPACT

- Equals up to 3 times the points approved at Knowledge Level.
- Individuals seeking points under the impact level must show evidence of policy change, revision of curriculum, and/or improved student academic performance.
- Individuals seeking points under impact activities will use 3 methods for evaluation

    1. Administrator Observation form
    2. Oral presentation to PDC council
    3. A portfolio of evidence showing the impact on students or other professionals

    Final points will be awarded after the final oral presentation of the impact level activity to PDC

    Sample: How Mrs. Goodteacher Earns Professional Development Points at 3 Levels

    Mrs. Goodteacher attends a staff learning activity for six hours and verifies that she has gained knowledge because of her participation. She is awarded 6 knowledge PD points.

    After enough time has passed for Mrs. Goodteacher to verify that her teaching has consistently changed because of what she has learned, she is awarded 2 times the knowledge level points or 12 application PD points. These 12 points are added to the original 6 points for a total of 18 points.

    As time passes, if Mrs. Goodteacher can verify that student learning has improved because of the changes in her classroom, she is awarded 3 times the original knowledge level points or 18 impact PD points. These points are added to the baseline 6 points earned at the knowledge level and the 12 points earned at the impact level for a total of 36 points.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

<u>In-service Education = 1 PD point per clock-hour</u>
Verification required may include one of the following:

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

<u>Service to the Profession = 1 point per clock-hour</u>
Verification required may include one of the following:

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

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

<u>Use of New Knowledge and Skills = 2 times Level I points</u>
Verification required may include one of the following:

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

- Evidence such as:
    - Lesson plans.
    - Pre and post samples of students' work.

- Examination of participants' journals, portfolios or other artifacts.

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

<u>Organizational Change = 3 times Level I points</u>
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 times 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.

PROCEDURES FOR USING PDC POINTS FOR SALARY MOVEMENT

If planning to horizontally on the salary schedule with PDC points, you must submit a "Completed Activities by Purpose" document from Frontline Education to the District Office by "the Friday prior to Labor Day". The ratio of PDC points will be 20 PDC points equals one graduate credit hour.

Inservice points or college credits awarded in addition to a person's master's degree must have been earned after the date listed on the diploma for salary advancement. A person that receives a master's degree may not use any in-service points or college credits earned prior to the date listed on the master's degree diploma for salary advancement.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

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

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
Exceptions:
You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?
No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

If an educator wants to renew a five-year substitute license, must professional development points be earned?
Yes. This license may be renewed with 50 professional development points.

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

Do official transcripts from the colleges or universities need to be included with the professional development transcript?
No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?
Yes. The professional development council will need to determine the level when they award the points.

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

Can points be earned for attending a coaching clinic or course?
The two areas for licensure renewal listed in the question above are addressed here:

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

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:
the points are not counted as semester credit hours; AND
the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire

clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.
If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix: Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements

(a) Initial licenses.
(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.
(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203
(a) The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.
(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:
(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.
(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ’’B‘‘ or higher.
(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C)
(i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and

(3) the licensure fee.
(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.
(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.
(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local

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

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.
(d) This regulation shall be effective on and after July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing

educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan

2024-2029

Abilene Public Schools
USD 435

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

5-year Professional Development Plan Approval

The USD 435 Professional Development Council approved the following plan, at its meeting held on 4/2/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 5/7/25
Signature Date

The USD 435 Board of Education approved the following plan, at its meeting held on 4-14-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature

4-14-25
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE
Five-Year Professional Development Plan local revision.	Spring 23
Five-Year Professional Development Plan – BOE Approval	
Revisions of Professional Development Plan to match KSDE Template.	Summer 24
PDC Edits	October 24
Consultation with Ed Kalas, KSDE	November 24
Feedback received from Ed Kalas, KSDE	March 25
PDC reviewed and edited remaining items based on KSDE feedback.	April 2, 2025

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The vision of USD 435 Professional Development Council is to take a leadership role in providing and managing learning opportunities for all staff members that result in improved student learning. These opportunities will be determined through research of each school's staff development plans, the USD 435 Strategic Plan, Kansas Education Systems Accreditation (KESA), Leading for Impact goals, staff surveys, needs assessments, State of Kansas mandatory training requirements, and the latest research on evidence-based instructional practices.

The purpose of this document is to:

1) Clarify roles and responsibilities of the various entities involved.
2) Provide information about the processes and procedures for developing your IDP and working within the Frontline professional learning system.
3) Provide forms and samples to support the Professional Development Process.

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

Professional Development Council Membership:
The PDC membership consists of eight voting members:

- A PK-5 Administrator
- A 6-12 Administrator

- Five teachers with one representative for each school.

Although not members of the PDC, the district office administrator/assistant superintendent will support and counsel the PDC as needed for it to successfully complete its duties.
A district office staff member will also provide administrative support for the PDC.

The PK-5 Administrator, 6-12 Administrator, and five teachers serve a two-year alternating term.
The alternating rotation schedule includes an option of renewing terms.
Even Years: McKinley teacher, Eisenhower teacher, AHS teacher, and 6-12 administrator.
Odd Years: Kennedy teacher, AMS teacher, and PK-5 administrator.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
School Building Representatives (One per building)	5
Total	5

1.22 Licensed Teacher Group Selection Process:

Teacher representatives serve for a 5-year term that is capped at 10 years. The 5-year term ensures there is a rotation of terms for the 5 buildings being represented.

Eisenhower Elementary Representative will rotate off the PDC in May 2025.
Abilene Middle School Representative will rotate off or accept another term in May 2026.
Abilene High School Representative will rotate off or accept another term in May 2027.
Kennedy Elementary Representative will rotate off or accept another term in May 2028.
McKinley Elementary Representative will rotate off or accept another term in May 2029.

If a new building representative is needed, then the Assistant Superintendent contacts the building administrator in May to seek a new PDC representative for the building. The building administrator announces the need for a new PDC building representative. Staff members can express interest in serving or be nominated by a certified staff member. At the next building staff meeting, the building will reach consensus on the next PDC representative. The building administrator will send an email to the PDC Chair and the Assistant Superintendent.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
PK-5 Administrator	1
6-12 Administrator	1

Total	2

1.24 Licensed Leader Group Selection Process:

The administrative representatives serve for a 2-year term that is capped at 4 years. The 2-year term ensures there is a rotation of terms for the elementary and secondary buildings being represented.

Secondary Representative will rotate off or accept another term in May 2026.
Elementary Representative will rotate off or accept another term in May 2028.

If a new administrative representative is needed, then the Assistant Superintendent will notify the administrative team. Administrators can express interest in serving or be nominated by an administrative team member. At the next administrative meeting, the administrative team will reach consensus on the next PDC representative. The Assistant Superintendent will send an email to the PDC Chair.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a building, then the Assistant Superintendent will send out the list of names of all licensed teachers in that building from which to select. The certified building staff member with the most votes will be the new PDC member. The name of the staff member selected will go to the PDC chair.

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.

Purpose of the Professional Development Council:

1) Provide and manage learning opportunities for all staff members that result in improved student learning and expand individual and collective expertise.
2) Assess professional development needs across the district.
3) Follow operational procedures that allow certified staff members to meet criteria for relicensure and salary schedule movement.

Functions of the Professional Development Council:

1) Complete annual professional development training.
2) Develop a USD 435 Abilene Public Schools Board of Education approved 5-year plan.

3) Provide training and support for staff members about the district's professional development plan.
4) Provide training and support for staff members in using Frontline Management System.
5) Evaluate individual professional development plans (IDPs).
6) Approve individual professional development plans.
7) Approve individual professional development points.
8) Recommend future learning opportunities to the district instructional leadership team (DLT) and administration.

Board of Education:

1) Approve the 5-year PDC Plan.
2) Acknowledges PDC approval of the Individual Professional Development Plans of certified staff employed by USD 435.

Professional Development Council:

1) Approve the 5-Year PD Plan, IPDPs and PD points.
2) Develop the structure and operating procedures by which the certified staff members may participate in a comprehensive staff development program.
3) Assess the school district's professional learning needs.
4) Advise the administrative team in the development of a staff development plan that meets the needs of the district and annual mandatory trainings.
5) Implement and monitor the established IDP process, which impacts the renewal of Kansas licensure and the advancement on the district's certified salary schedule.

District Leadership Team (Administrators):

1) Assist teachers in identifying needs and goals in conjunction with the yearly evaluation process.
2) Review and approve individual professional development requests.
3) Oversee building's staff development budget.
4) Validate completed activities, award implementation points, and award impact points.
5) Suggest staff development activities for teachers within their respective buildings.

Teachers:

1) Complete any needs assessments or self-assessment for determining staff development opportunities.
2) Conference with the principal annually on developing individual Professional Development Plans and goals.
3) Create an annual Individual Development Plan (IDP) in collaboration with administrator.
4) Enter professional development requests in Frontline.
5) Enter college credit requests in Frontline.
6) Complete Knowledge Validation form in Frontline for PDC points.
7) Collect evidence for Implementation and Impact points.
8) Update Professional Development Plan as needed or requested by administrator.

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.

All new certified staff members must participate in a first-year training conducted by the Professional Development Chair.

Training will include:

- Review of the Abilene USD 435 Professional Development Plan
- Introduction to PDC goals and creating a SMART goal.
- Overview of Frontline software.
- Photo introduction to each building PDC representative.

All PDC members must participate in annual training conducted by the Professional Development Coordinator/Assistant Superintendent and completed by October 1 of each school year.

Training will include:

- Review of the KSDE Professional Development regulations.
- Review of the Abilene USD 435 Professional Development Plan.

The Professional Development Coordinator/Assistant Superintendent will document participation in the annual PDC training.

USD 435 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 (Insert location. If there is an electronic link, include it here.) 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 Chair will serve for a 5-year term. The next term ends in May 2027.
A new PDC Chair will be selected in May 2027.

If a position become vacant because of a retirement, building assignment change, or resignation, then at the next regularly scheduled PDC meeting the process to fill the vacant position will be implemented.

Professional Development Chair
Duties:
1) Develop the annual meeting calendar.
2) Send meeting/calendar reminders to Professional Development Council members.
3) Prepare the Professional Development Council meeting agenda.
4) Facilitate the Professional Development Council meeting.
5) Give final approval to requests within Frontline software following PDC vote.
6) Assist with communication to district certified staff when needing additional information.
7) Provide New Teacher Training

Although not a PDC member, the Payroll Clerk will fill the role of PDC Secretary with the following duties:

Professional Development Secretary –
Duties:
1) Record PDC meeting minutes.
2) Send PDC meeting minutes to all certified staff.
3) Track & update licensure dates for all certified staff in Frontline software.
4) Send license renewal reminders to all certified staff 6 months, 3 months, & 1 month before license renewal is due.
5) Print & file professional licenses for all certified staff for district office files.

1.51 Meetings

Professional Development Council Meetings:

- A minimum of one meeting is held each month from September through April.
- Meetings are held on the first Wednesday each month.
- A special meeting may be called by the PDC Chair or a majority of the PDC members.
- All PDC meetings are open meetings.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.52 Documentation

Records and Maintenance of Records:

- PDC meeting minutes are emailed to all PDC members by the end of day on the 1st Friday of the month.
- Paper copies of the meeting minutes are maintained by the designated District Office staff member.
- Copies of the meeting minutes can be requested by any certified staff member.
- Frontline Professional Growth Management System maintains the following records:
    - Annual Individual Development Plans
    - Requests for professional development activities and college credits earned- Knowledge Validation Form.
    - Individual Professional Development Transcripts required for licensure renewal.
    - Individual Professional Development Transcripts for movement on the salary schedule.
- The District Office Administrator/Assistant Superintendent is responsible for uploading PDC transcripts, verifying mentee experiences, and documenting dates of employment in the KLAS Application.
- Staff trained on using Frontline at the induction for new teachers, during district tech service, etc. if needed. Building reps available for help.

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.

Meeting minutes concerning the PDC meetings and their results and other PDC activities are communicated by the PDC Secretary to all certified staff members following the monthly meeting.

1.55 Approvals

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

5-year Professional Development Plan Review

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

The USD 435 PDC will approve the five-year district Professional Development Plan. In addition, the Board of Education (BOE) will also approve it. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	Assistant Superintendent of Teaching and Learning
3rd-	PDC

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor pre-approval
2nd-	District Supervisor pre-approval
3rd-	Designated Supervisor validated approval
4th-	PDC

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an PD Points the PDC

If a staff member disagrees with a PDC Council decision, there is an appeal process.

1. After a monthly PDC meeting, all non-approved IDPs, activities, or college credit requests are returned to the staff member with comments providing an explanation and guidance to resubmit.
2. The appeal process consists of the teacher attending a PDC meeting and visiting with the committee regarding the awarding of points.
3. If a person is unable to attain approval of an Individual Development Plan (IDP) through the local PDC Council, the person may appeal to the licensure review committee at KSDE for a review of the proposed plan. The licensed staff member can call KSDE Licensure at (785)296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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

2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

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

The needs assessment process focuses on State Board of Education outcomes, KSDE annual training requirements, the goals for the district's Kansas Education Systems Accreditation ~~goal(s)~~, and the District Strategic Plan Priorities.

The needs assessment for future professional learning opportunities is a collaborative effort involving feedback from the following groups:

- PLC+ Grade Level Collaboration Teams
- Building Level Instructional Leadership Teams
- Professional Development Council
- District Level Instructional Leadership Team
- Building and District Administration
- Board of Education Strategic Plan Priorities

The District Level Instructional Leadership Team with the support of the Assistant Superintendent of Teaching and Learning conduct an annual review of district data. That review includes:

- Student Screening and Achievement Data
  - FastBridge
  - State Assessments – ELA, Math, and Science
  - KELPA Assessment
  - ACT
  - PLC+ Inquiry Cycle Data
- Attendance Data
- Graduation Rates and Post-Secondary Effectiveness Rate
- Inclusive MTSS Implementation Scale (IMIS)

In addition, PDC members that represent each building gather anecdotal feedback from staff members during the weekly grade level/content collaboration team meetings.

Finally, instructional coaches and district administration review walk-through data gathered on new implementation of instructional resources and/or high-impact instructional strategies.

All this data and information is used to determine next steps for future professional learning.

2.2 Identification of goals and objectives to achieve professional development 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.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

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

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

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

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

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

months) after the School Improvement Day.

District Level:

- District-wide Professional Learning goals are identified following the needs assessment, collaborative input of all five teams listed above, and completion of the district action plans for the School Improvement Plan. Every attempt is made to keep the district-wide professional learning goals are limited to no more than three areas.

Building Level:

- Building Professional Learning goals are identified following the needs assessment, review of the building improvement goal, and completion of the building action plan for School Improvement.

Individual Level:

- Individual certified staff members in collaboration with the building principal will an approved IDP with develop a plan for individual professional development activities that impact learning and increase educational expertise.

Following the needs assessment, the administrative team reviews the information and finalizes an annual plan for professional learning opportunities.

The district's annuals goals & objective remain focused on

- State Board of Education Outcomes
- KSDE Required Trainings
- District KESA Plan
- Building Action Plans

The assistant superintendent is responsible for building the annual PD schedule and monitoring professional development funds.

Each building receives a set budget for individual professional learning opportunities that meet the goals of individual professional development plans that could include workshops or conferences.

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.

- Required
- Research on best-practice
- Evidenced practices
  - 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

The annual review for the District Professional Development Plan, including the goals and objectives and activities and actions from 2.2 and 2.3, will be completed by the District Leadership Team during the spring needs assessment.

The annual review for the Building Professional Development Plan will be completed by the building's instructional leadership team following the last inquiry cycle of the building action plan.

The annual review of Individual professional development plans will be completed by the PDC as they review the knowledge validation and impact statements for final approval.

○ Reporting results of evaluation of in-service needs

After the needs assessments are completed for the District and Building level goals and the strategic plan, a summary of the findings are shared with the Board of Education during the June and July district learning

reports prepared by the Assistant Superintendent.

○ Amending the Professional Development Plan

The Professional Development Plan will be reviewed annually in May by the PDC.

1. If the annual needs assessment shows the need to update the plan to meet district and/or building goals, the PDC may amend the plan with the majority vote from the quorum that is present.
2. Amendments will be presented to the Board of Education for approval.
3. Documentation of the amendments will be noted in the Plan Updates chart on page 2 of the document.

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 Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

Section Three

Individual Professional Development Plans

(IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 435 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Individual Professional Development Plans (IPDP)

Step 1: Identify your next year IPDP goals during your exit visit/check-out with your administrator.
A new staff member will identify IPDP goals in the Fall of the first year with USD 435.
It is best practice to have no more than three IDP goals.

Individual goals: Can be obtained from teaching standards or individual evaluation feedback with collaboration with your administrator.
Sample individual goal: Gain skills to effectively manage student behavior in the classroom.
Sample individual goal: Gain skills to effectively implement a particular district strategy to improve student learning.

Building Level goals: Can be obtained from your school improvement plan. If your building has a goal to improve a specific data point and the goal applies to your content area, a goal could be written to support the building level goal.
Sample individual goal: Gain skills to effectively implement the classroom components of Well-Managed Schools curriculum.
Sample Individual goal: Gain skills to effectively implement district adopted reading curriculum.

District Level goals: Can be obtained from the District Strategic Plan, KESA goals, or Leading for Impact goals.
Sample Individual goal: Use a variety of technology resources to enhance students' ability to communicate or demonstrate their learning.
Sample Individual goal: Plan collaborative classroom activities that develop community partnerships and career exploration.

Step 2: Identify activities for professional growth: Before participating in one of the activities listed below, the certified staff member must request approve through Frontline, online IDP tool. After participating in one of the activities below, the certified staff member must complete the knowledge validation of new learning. The activity is marked as complete, forwarded to the administrator for approval, and send to the Professional Development Council (PDC) for final approval. The PDC will review approved activities on the first Wednesday of every month.

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

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

The Assistant Superintendent for Teaching and Learning acts as the "administrator" for any non-USD 435 Abilene Public Schools teacher who works or resides within the district boundaries and seeks to file an IDP

with the local PDC for licensure renewal purposes.

The state license holder will review of their personal professional needs or goals.

The state license holder will write an IDP goal(s) in Frontline that will build the individual's knowledge and skills related to instruction.

The state license holder will submit professional development and/or college credit requests in Frontline and follow the same steps as a district employee.

The administrator will screen the IPDP and professional development requests before they go to the PDC for approval.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

If a staff member disagrees with a PDC Council decision, there is an appeal process.

1) After a monthly PDC meeting, all non-approved IDPs are returned to the staff member with comments providing an explanation and guidance to resubmit.
2) The appeal process consists of the teacher attending a PDC meeting and visiting with the committee regarding the awarding of points.
3) If a person is unable to attain approval of an Individual Development Plan (IDP) through the local PDC Council, the person may appeal to the licensure review committee at KSDE for a review of the proposed plan. The licensed staff member can call KSDE Licensure at (785)296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for

attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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

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

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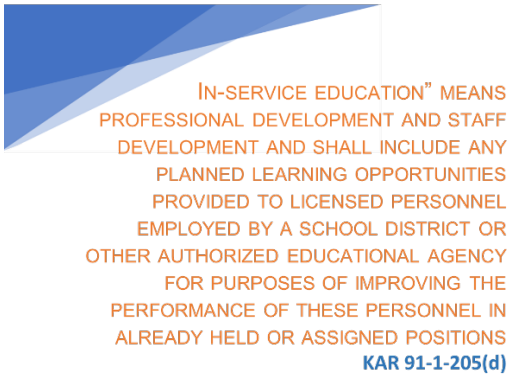
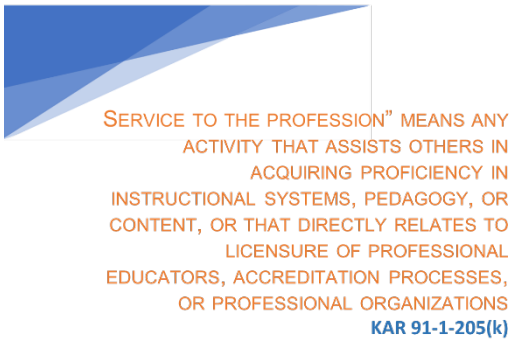
4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the

professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 PD 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.

Awarding Professional Development Points for Re-licensure

The State of Kansas requires that districts base the awarding of in-service points on results. It is expected that new knowledge/skills will be applied in the classroom and a positive impact on students learning will result. This process will more than likely occur over the course of more than one year.

Based on this model, in-service points can be earned by participating in activities or completing projects at any of the following four levels:

Level 1: Knowledge Activities or activities that help you gain new knowledge are awarded points based on 1 hour of activity = 1 IDP point. Please submit your knowledge activities within 60 days of the end of the activity.

Level 2: Application of Content are activities or projects that demonstrate that you have applied the new knowledge, technique, or skill. The points are awarded based on 2 x knowledge activity points. A maximum of 40 points can be awarded at one time.

Level 3: Impact on Learning are activities or projects that demonstrate the new knowledge, technique, or skill had a positive impact on student learning. The points are awarded based on 3 x knowledge activity

points. A maximum of 60 points can be awarded at one time.

Level 4: Service to the Profession or Serving the Profession Activities are outside of what is expected in the classroom. The awarded points are based on the type of activity. Service to the profession examples and points are included in the chart below.

Level 1 Knowledge Activity (1 hour = 1 IDP Point)	**Level 2** Application of Content (2 x Knowledge Activity)	**Level 3** Impact on Learning (3 x Knowledge Activity)	**Level 4** Service to the Profession
Districtwide or school-based improvement activities. Out of District activities including workshops or conferences. College Graduate Hours (1 credit/hour = 20 IDP pts) Must be confirmed with a college transcript. Knowledge activities that require District Office approval in advance include: Independent Study Study Groups Peer Observation Other	To earn application of content points, the plan for evidence must be approved by the building level administrator, the District Office, and then the PDC Council. Evidence could include: 1) Work samples 2) Class artifacts 3) Written reflections In the Knowledge Validation form for the activity, please begin with "Application of Content." Then write your validation statement.	To earn impact on learning points, evidence must receive prior approval by the building level administrator, the District Office, and then the PDC Council. Evidence could include: 1) Qualitative - Concept map - Student journal - Written reflection 2) Quantitative - Assessment data Local, state or norm referenced. In the Knowledge Validation form for the activity, please begin with "Impact on Learning." Then write your validation statement.	Presentations at a conference or to district staff. Consultation services to outside educators or schools. (1 hour = 1 PD point) Article published in an educational publication. Article must be submitted to PDC Council. Leadership position in a state or national curriculum or educational organization. (1 hour = 1 IDP point) Mentoring new staff members with prior administrative approval. (1 hour – 1 IDP point) Overseeing a student teacher

Applying for Application and Impact Points using College Credit

Remember: College courses cover more than one topic so when applying for application of content or impact on learning point, please estimate the percentage of the college course that dealt with the new knowledge, technique, or skill.

Example: A computer course was offered for one graduate credit. The course covered the following topics: 1) using a spreadsheet, 2) using a database, 3) using the assistants and libraries, 4) using the slide show, 5) making graphs.

You created a spreadsheet to track student mastery of content standards and used the spreadsheet to complete the grade level report card. This application of knowledge activity applied to 1 of the 5 topics covered during the computer course. The application of knowledge points will be determined using one-fifth or 20% of the course IDP points.

Level 1: Knowledge	Level 2: Application	Level 3: Impact
1 college semester hour/credit = 20 IDP points	One-fifth or 20% of the 20 points equals 4 points. Application of new knowledge awards 4 points x 2 = 8 points	One-fifth or 20% of the 20 points equals 4 points. Impact of new knowledge awards 4 points x 3 = 12 points

Possible Individual Professional Development Activities:

Districtwide or School-Based Improvement Activities (1 hour = 1 point)
Sign in sheets will be provided at the activities for your convenience.
No Knowledge Validation required.

Independent Study or Book Study (1 hour = 1 point. Limited to 10 hours of participation per year)
Administrative prior approval required in Frontline.
Complete Knowledge Validation describing new learning.
Mark complete when finished with the independent or book study.

Study Group (1 hour = 1 point)
Administrative prior approval required in Frontline.
Complete Knowledge Validation describing new learning.
Mark complete when finished with study group.

Peer Observation (1 hour = 1 point)
Administrative prior approval required in Frontline.
Complete Knowledge Validation describing new learning.
Mark complete when finished with observation.

Out of District Activities include conferences, workshops, seminars, or conventions (1 hour = 1 point)
Administrative prior approval required in Frontline.
Complete Knowledge Validation describing new learning.
Mark complete when finished with activity.
College Courses for advanced degrees (one college credit = 20 IDP points)
Administrative prior approval required in Frontline.
Complete Knowledge Validation describing new learning.
Mark complete when course work is completed.
College transcript will be needed to validate points for re-licensure or salary placement.

Other – Describe plan activity and obtain District Office approval prior to activity.
Complete Knowledge Validation to describe new learning and provide proof of activity.
Mark complete when finished with activity.

Step 3: Frontline allows each certified employee to verify IDP points by viewing the transcript. The committee will approve points, send questions requesting more information to the employee, or deny points.

Step 4: At the end of the school year, open your IDP. Complete the Knowledge Validation describing your progress towards the goal and impact on student learning. Mark your IDP complete. Submit for approval.

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.

Using In-Service Points for Salary Movement

Licensed certified staff can move on the salary schedule using Professional Development Points. Twenty professional development points are equal to one college hour.

The notification to the District Office of your intention to use In-Service IDP points for a salary schedule change of classification is the responsibility of the employee.

Important Date 1: May 1

File an intent to move on the salary schedule with the District Office payroll clerk by May 1 of the year previous to the contractual year in which the salary schedule change of classification is to take place.

Important Date 2: September 15

A transcript of the semester hours supporting the salary schedule change of classification, must be in the Superintendent's Office by September 15 of the contractual year in which the change is to take place.

Applying the Dipping Rule

Sometimes it is difficult to determine what can count for points under Level 4 "Service to the Profession. Everyone in the district serves on school or district committees at some time. Some committees, both inside and outside the district, are paid stipends or supplementals for their work; some are not. To create a fair system for awarding IDP points, the dipping rule is applied.

What are the DiPS?

1) Salary – Did the activity occur during the contract salaried time?
2) Extra Pay – Did or will I receive a stipend, supplemental, or hourly pay for the activity?
3) Points – Can I receive IDP points for the activity?

When you respond to the DiPS questions, you can answer "yes" to any two, but not three

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. If a staff member takes quarter credits from college/university, then the staff member will need to ensure they have a total of 4 semester credits to meet the renewal requirement. It is the responsibility of the certified staff member to ensure they have the necessary college credits for Kansas renewal requirements for a professional license.

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:

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

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

Auburn Washburn
Unified School District 437

PROFESSIONAL DEVELOPMENT PLAN

2024-2029

Educator Growth
Student Growth
Professional Growth

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

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Mission, Vision, and Values of Professional Learning

Mission

When teachers thrive, students succeed! Auburn-Washburn's Professional Learning Program supports educators in their efforts to thrive: to cultivate personal and collective growth, to help our students flourish, and to embrace and enhance our profession.

Vision

To support career growth and development, we will build systems that

- Connect personal career goals with meaningful learning opportunities;
- Create an environment in which educators are able to access learning and approaches that meet their career growth needs at all stages of their careers;
- Facilitate authentic educator engagement through practice-based application and reflection about what they have learned;
- Value the importance of research-informed practices while supporting innovative and emerging ideas from the classroom and broader field; and
- Routinely monitor and assess our professional learning to ensure that it is effective, efficient, appropriately targeted, and uses resources responsibly.

Values

Because we are here to serve and support educators in their efforts to thrive, we make a commitment to

Cultivate personal and collective growth:

- Recognize differences in individual needs and level learning opportunities and initiatives appropriately;
- Provide ready-to-use, targeted strategy development opportunities;
- Connect efforts at the classroom, building, and district levels to propel us forward together; and
- Harness teacher voice and systems data to guide and focus professional learning needs, opportunities, and approaches

Help our students flourish:

- Harness student academic and behavioral data to inform classroom, building, and district professional learning efforts;
- Connect educators with peers to engage in classroom-embedded growth opportunities, engaging in skill development and practice in authentic scenarios;
- Embed meaningful, authentic, and long-term growth plans within implementation cycles; and

- Forecast anticipated needs and proactively develop growth plans.

Embrace and enhance our profession:

- Value, appreciate, and utilize the experience and expertise our educators to support learning;
- Connect educators with internal and external expertise to grow ourselves and grow our profession;
- Provide autonomy for developing and implementing career plans;
- Provide opportunities to promote and recognize success; and
- Develop clear pathways that support career growth for early, middle, and end-of-career educators.

Professional Development Council

Responsibilities

The Auburn-Washburn Professional Development Council, or PDC, is an important group. This group writes, coordinates, and administers the Auburn-Washburn Professional Development Plan, and is responsible for the development, management, and evaluation of policy and procedures regarding individual, building, and district-level professional and staff development.

Members of the USD 437 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.

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. The PDC has 17 (19 beginning 2025-2026 school year) and members and follows the Operational Procedures outlined in this document.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that 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 K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Training Requirements

Each PDC Representative will receive training related to the roles and responsibilities of council members under regulations KAR 91-1-215 through KAR 91-9-219. Training will be completed before they start their duties, but no later September 30 of the current school year. The Chair of the PDC is responsible for the provision and reporting of the training's completion to Learning Services.

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, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in Frontline Professional Growth.

Membership

Composition of Professional Development Council

Professional Development Council Representatives, or PDC Representatives, represent licensed teachers, teacher leaders, and administrators. Each member is selected by the group they represent. The PDC's composition is 17 total members (19 from July 2025), as defined below:

- One teacher from each of the elementary school sites, for a total of seven teachers;
- One teacher from early childhood;
- Two teachers from each middle school as follows;
    - From August 2023 to June 2025: Two total teachers
    - From July 2025 forward: Four total teachers, two from each middle school
- Four teachers from the high school, at least one of whom represents an alternative program (e.g., B3, Tallgrass, Pathways);
- One elementary principal;
- One secondary principal, associate principal, or assistant principal; and
- One executive director, director, assistant director, or specialist from Learning Services or Human Resources.

The Secretary for Curriculum and Professional Development or other support staff as assigned by the Executive Director of Learning Services serves as the secretary of the PDC. This person plays an administrative support role and participates in the meetings but has no voting authority.

With approval from the PDC, other people may be invited to advise the council. However, such people are not members of the council and have no voting authority. Only duly selected PDC Representatives may vote.

No teacher will be required to serve as a PDC Representative; teachers may volunteer for the role. However, if selected, the PDC Representative is compensated as per the Negotiated Agreement.

PDC Representative Selection Process

PDC Representatives must be selected solely by the group they represent, be representative of the district's licensed personnel, and include at least as many teachers as administrators (KAR 91-1-217).

Each building's PDC Representative(s) must be selected and submitted to Learning Services no later than April 30 of each school year for the upcoming school year. PDC Representatives will be selected through a building-level process as follows:

1. In a year where a term expires or a PDC Representative no longer wishes to serve, a call for those interested in serving on the PDC is made by the School Improvement Leadership Team (SILT) teachers, or Learning Services (administrators), and a reasonable deadline provided to submit a PDC Representative Interest Form (see Appendix) to the building-level SILT (teachers) or Learning Services (administrators).
2. If PDC Representatives are currently in place, and no other teachers or administrators have submitted PDC Representative Interest forms, and the incumbent PDC Representatives wish to continue serving, then they will be allowed to continue their service. The Building Principal or designee will submit the names of those individuals to the Secretary for Curriculum and Professional Development by April 30 of the current school year.
3. If PDC Representatives are currently in place, and other licensed staff members have submitted PDC Representative Interest forms by the stated deadline, then the following steps occur:
    a. A site's current PDC Representatives are asked to complete and submit PDC Representative Interest Forms within one week to the SILT (teachers) or Learning Services (administrators).
    b. The building's (teachers) or district's (administrators) PDC Representative will distribute a list of names, and each staff will return his or her choice. The Secretary for Curriculum and Professional Development will maintain documentation in the PDC Shared Drive.
    c. The Building Principal or designee will submit the names of those individuals to the Secretary for Curriculum and Professional Development by April 30 of the current school year and provide that information to the PDC Chair.

2. In the event of a resignation prior to or on March 31, the PDC will take the list of members of the group represented and appoint a PDC Representative for the remainder of the school year. Steps 2 and 3, as outlined above will apply to the appointed position. In the event of a resignation April 1 through the end of the school year, the process will begin with Step 1.

Term

Single-representative schools and administrative representatives

In schools with single representatives, each representative serves a two-year term.

- Two-year terms commence in July of the current school year and conclude in the June of the following school year.

Each administrative constituency (elementary, secondary, and Learning Services) has one representative, and each services a two-year term.

- Two-year terms commence in July of the current school year and conclude in the June of the following school year.

Multiple-representative schools

In schools with multiple representatives, half of the representatives' terms will be staggered to avoid all PDC Representatives concurrently rolling off the PDC.

- Two-year terms commence in July of the current school year and conclude in the June of the following school year.
- An initial staggered, single-year term commences in July of the current school year and concludes in June of the current school year. This single-year term is used only when multiple PDC Representatives concurrently roll off the PDC from a single building to return the building's compensation of representatives to those with equally staggered terms. Assuming no challenge is presented to the incumbent PDC Representatives on one-year terms, consecutive terms are two years.

Operational Procedures

Meetings of the Professional Development Council

The PDC will meet a minimum of nine times per year. Meeting dates are approved by the PDC at the August PDC Meeting. Meetings will take place during August, September, October, November, January, February, March, and April. Other meetings may be scheduled as necessary and will be communicated in advance of the scheduled meeting.

Any licensed personnel, working in a capacity in which the license is used, may attend and observe business meetings. Work sessions are open by invitation only.

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.

Officer

To serve a Chairperson, one year of experience on the PDC is recommended. The Chairperson must be an existing PDC Representative.

PDC Representatives shall elect the Chairperson, by a simple majority of the quorum, in May for the upcoming year. The term of office is one year and shall commence July 1 of the upcoming school year and conclude June 30 of the same school year. The Chairperson may be reelected for successive terms.

The Chairperson shall perform the following duties:

- Preside at all regular and special meetings;
- Appoint PDC Representatives to subcommittees;
- Receive resignations from PDC members;
- Establish PDC tasks and timelines;
- Serve as the liaison between the PDC, District Administration, and the Board of Education;
- Collaborate with the Secretary for Curriculum and Professional Development to maintain documentation of processes; and
- Carry out any other duties as described in the Professional Development Plan, as assigned by the PDC, or as defined in law or administrative regulations.

The Chairperson may resign from office, provided a letter of resignation is submitted at least one month prior to the effective date of resignation. The vacancy will be filled by a majority vote of the quorum present at the next regularly scheduled PDC meeting. If no regular meeting of the PDC is scheduled for a period of more than one month from the date of resignation, then a special meeting will be held within 30 calendar days to fill the vacancy.

Decision-making

Each PDC Representative receives one vote. For the PDC to conduct business requiring votes, a quorum of members must be present. A quorum is met when both of the following are true: (1) two-thirds of the total representatives are present and (2) a simple majority of teachers is present. Business unable to be conducted at a meeting due to the lack of a quorum will be tabled until the next scheduled meeting.

With approval from the PDC, other people may be invited to advise the council. However, such people are not members of the council and will not have a vote. Only PDC Representatives may vote.

Motions carry and resolutions are adopted by a simple majority of the 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.

Communication

Meeting agendas and minutes, through an annual rolling agenda document, are distributed to the PDC one week prior to the scheduled meeting and posted on the Professional Development Website. Meeting reminders are sent to PDC Representatives one week in advance of the meeting through Auburn-Washburn email addresses. The Secretary for Curriculum and Professional Development shall be responsible for preparing the minutes of all meetings and distributing them to PDC Representatives and administration.

A mailing group, pdc@usd437.net, has been established for documented communication that goes out to all members of the PDC. Meeting agendas and minutes are distributed through this mailing group. Representatives should use this mailing group to communicate with other members about PDC business. Communicating about PDC business using personal email addresses is not allowed.

For engagement and communication with the Board, the PDC Chair will collaborate with the Learning Services representative to schedule time with the Board and develop presentations. Whenever possible, the PDC Chairperson is the primary contact for PDC business.

Maintenance of Permanent Records

All documentation for the business of the PDC, including meeting agendas, minutes, and supporting documents, is saved to the district's PDC Google Shared Drive. Public-facing documents are posted to the Professional Learning Website accessible from https://staff.usd437.net. The Secretary for Curriculum and Professional Development is responsible for maintaining the records of this group.

A master file of Individual Professional Development Plans shall be maintained electronically through Frontline Professional Growth. The Secretary for Curriculum and Professional Development shall be responsible for the maintenance of permanent records

Authority

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.

Five-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 437 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 in accordance with this Professional Development Plan.

Approval of the Professional Development Plan

By March of the current school year, the PDC will complete the annual review of the Professional Development Plan. The plan will then be modified as mutually agreed and voted on by the PDC in April.

In a year where the Kansas State Board of Education must approve Auburn-Washburn's Professional Development Plan, KSDE and KSBE timelines prevail. The Board of Education will approve the Auburn-Washburn Professional Development Plan upon KSDE approval for submission to the KSBE.

Individual Professional Development Plans

The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 437. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described (in the Individual Professional Development Plan section of this plan). The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

1. Building Professional Development Council Representative
    a. For administrators, the District PDC Representative serves this purpose.
2. Designated Supervisor
3. District review for digital recording of points

Professional Development Points

The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve PD Points for USD 437. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. All decisions about the type and amount of PD points that the PDC awards are final, The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

1. Bldg. PDC Rep /District PDC Rep
2. Principal/Dept. Head (logistics)
3. Sec. for Curriculum and Prof. Learning (district training entry)

Facilitating PDC Meetings

Each PDC meeting will be facilitated by the Chair of the Professional Development Council. The Chair, or designee, will be responsible for developing and distributing the agenda to the PDC one week prior to the meeting.

PDC Meetings will consist of the following components

- Review and approve agenda*
- Consideration of new or revised IPDPs*
- Hearing of IPDP appeals*

- Review of Upcoming Professional Learning Events
- Data Analysis of Professional Learning Events, Professional Learning Plans, or Strategic Plan Goals
- Questions and Communications from District Guiding Coalitions
- Development, Implementation, or Maintenance of District Professional Learning Plans and Systems
- Other Topics from the PDC as Amended

Topics indicated with an asterisk (*) are required at each meeting, and other topics are included as necessary based on district needs.

Professional Development Plan

Assessment of Professional Learning Needs

Auburn-Washburn's Professional Learning Plan is developed based on the needs of teachers and leaders as identified in the following data sources:

- Auburn-Washburn District Needs Assessment
- School Improvement Plan Data
    - Professional Learning Communities
    - Standards-Aligned Curriculum
    - High-Quality Instruction
    - Balanced Assessment
    - Structured Literacy and Interventions
    - Skills for Success
- Professional evaluation rubric (CUES) standards-level data
- District Guiding Coalition
- New Teacher Onboarding and Mentoring
- Professional Development Council feedback loops

Data is collected in May as part of end-of-year closing procedures, and this data becomes the basis of annual goal, objective, and activity development. The Professional Development Council analyzes this data and categorizes it based on need. These needs are divided into two categories: short-horizon and medium-horizon needs.

- Short-horizon needs are those that are a combination of urgent, opportune, or easily implemented. These needs are, where appropriate, integrated into the

current plan in connected, non-disruptive ways. They are also shared with buildings so that they may support such needs through ongoing professional learning efforts.
- Medium-horizon needs are those that, while important, can become part of the process for plan development over the next year.

The Professional Development Council makes recommendations for areas of focus based on the data.

Identification of Goals, Activities, and Actions to Achieve Professional Learning Needs

Learning Services will facilitate the development of goals, activities, and actions for the following year's plan among the following stakeholder groups:

- Professional Development Council
- Leadership Team, consisting of Building Principals and District Administrators;
- Instructional Facilitators; and
- Guiding Coalitions.

Prof. Development Council	Leadership Team	Instructional Facilitators	Guiding Coalitions
Analyzes data and makes learning recommendations; provides feedback and guidance for plan development; ensures alignment to program vision; collects teacher voice	Develops goals and plan outlines; allocates resources; ensures alignment to Strategic Plan and School Improvement Plan	Develops activities and actions supporting goals; develops tools associated with implementation	Lead change efforts across district and building systems; provides feedback regarding systems development that supports PLCs

The district will focus on activities and actions aligned with the following goals:

- Developing a broad knowledge and skill base for all teachers that is fundamental to achieving our district's Strategic Plan goals.
- Providing meaningful differentiation so that teachers can develop the knowledge directly applicable to where they are in learning and what they are teaching.
- Developing implementation supports for guiding coalitions, school administrators, instructional facilitators, Professional Learning Communities so they may develop and implement local applications of the district-provided knowledge.
- Designing, implementing, and supporting a program of study for new-to-district teachers.
- Monitoring leading and lagging indicators on district professional learning plans.

Schools will focus on activities and actions aligned the following goals:

- Engaging School Improvement Leadership Teams to develop local plans to apply district professional learning concepts and emergent local learning needs at the school level.
- Developing skills and applications designed to apply district professional learning concepts in the local context.
- Developing and implementing instructional coaching plans that support district and school learning needs.
- Implementing and supporting a program of study for new-to-district teachers.
- Monitoring leading and lagging indicators on district professional learning plans.

Evaluative Criteria to Determine Success in Meeting Professional Learning Needs

Each district and school professional learning goal will include success criteria, tactics, and metrics:

- Leading indicators: Progress toward tactic implementation and
- Lagging indicators: Metrics based on data from the district data sources used to evaluate professional learning effectiveness. Where possible, these will include both school improvement data (academic and/or behavioral) and teacher performance and perception data.

These success criteria, tactics, and metrics are defined upon development of the district's professional learning plan and school improvement plans.

Reporting Results of Professional Learning Evaluation

The district and schools will report ongoing progress toward district and school professional learning and school improvement plans to the Executive Director of Learning Services.

Results of the evaluation of in-service needs will then be reported to and reviewed on an ongoing basis by the following groups within our organization:

- Board of Education
- District Guiding Coalitions, including the Professional Development Council
- School Improvement Leadership Teams
- Principals

The Professional Development Council will publish annual reporting on our local Professional Learning Website.

Amending the Professional Development Plan

While we will develop multi-year goals aligned with the Strategic Plan, specific plans will be developed annually for the following year starting in January. We will continuously revise the draft plan based on the ongoing collection of data until we have a finalized plan for the next year by May.

The multi-year plan that is shared with organizational leadership teams will consist of the following:

- A detailed plan for the upcoming school year and
- Broad goals for the remaining professional learning years.

Our goal is to provide district and school leaders the ability to plan meaningful professional learning while maintaining flexibility that prevents us needing to significantly modify plans during the school year.

If within-year plan amendments are necessary, the PDC Chair will coordinate those changes with the Executive Director of Learning Services and the district Guiding Coalitions

If the annual evaluation in the spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures. Once an amendment is approved, the PDC Chair/Secretary for Curriculum and Professional Development will add it to the Plan Updates in Appendix F, 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 in Appendix F.

Individual Professional Development Plans

Individual Professional Development Plan (IPDP) Participants

Auburn-Washburn Employees

All Auburn-Washburn licensed staff, including paraprofessionals who are holding a current Kansas teaching license may participate in Auburn-Washburn's Professional Development Plan. To earn Professional Development Points for any activity, licensed personnel must have a completed professional development plan on file with Learning Services through Frontline Professional Growth.

Community Non-Employee Participants

In addition, any non-employee licensed personnel residing or working in the district, regardless of position held or status of employment, is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes and may participate in the Auburn-Washburn Professional Development Plan. Non-employee licensed personnel participating in this plan should contact the Secretary for Curriculum and Professional Development to begin this process. Those participating in this plan will follow the same process with modifications for timeline, platform use, and recordkeeping approaches. Records for this group will be maintained for ten years and be made available upon request.

Auburn-Washburn may, at its discretion, provide non-employees access to district professional learning activities aligned with Individual Professional Development Plans.

Developing an Individual Professional Development Plan (IPDP)

1. Collaborate with a designated supervisor.

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

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor, if the supervisor agrees with the plan.

For the purposes of the IPDP, the Auburn-Washburn employee's designated supervisor is the licensed staff's evaluator. The supervisor for non-employee plan members is the Executive Director of Learning Services or their designee.

2. Assess your individual needs.

Identify personal professional development needs, including acquiring points for licensure renewal. There are many points of consideration when identifying individual needs:

- Professional evaluation goal areas,
- PLC goals,
- Building-level School Improvement Goals,
- Implementation initiatives,
- District-level Strategic Plan Goals,
- Personal interests, especially as they align with the above areas, and
- Long-term career goals (e.g., curriculum or administrative leadership), including maintaining licensure.

3. Determine your individual professional development goals.

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

4. Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district

according to the school's results-based staff development plan and/or the district's Professional Development Plan.

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

5. Write the Individual Professional Development Plan (IPDP).

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.

To compose your IPDP, access the Professional Development Plan form in Frontline Professional Growth. Plans are submitted by the goals deadline as define by the Professional Evaluation process.

PDC Representatives will review and approve all IPDPs meeting requirements within 30 calendar days of the IPDP submission due date. Professional Development plans become effective when they are approved by the building PDC Representative.

Any IPDP that the PDC Representative has concerns about or is unable to directly approve will be brought forth to the Building Principal for further dialogue. If concerns are still present, the PDC Rep will bring forth the IPDP to the next scheduled PDC Meeting for dialogue and discussion and feedback will be submitted to the supervisor and plan member.

PDC Representatives will provide IPDP development training during back-to-school training events.

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.

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.

Appealing the Non-Approval of an IPDP by the PDC

Concerns about IPDPs are best resolved between the plan member and the supervisor. PDC Representatives are happy to assist in the process of plan development and revision as invited by plan members and supervisors.

If, after PDC Representative has denied an IPDP, the plan member may appeal the denial. Appeals must be filed within thirty (30) calendar days after the denial. The plan member should submit the following information to the Secretary for Curriculum and Professional Development one week prior to the meeting:

- A printed or PDF version of the submitted IPDP.
- A summary of why the plan should have been approved. The summary should clearly connect the learning goals of the plan member and one or more of the following alignment considerations:
    - Professional evaluation goal areas,
    - PLC goals,
    - Building-level School Improvement Goals,
    - Implementation initiatives,
    - District-level Strategic Plan Goals,

- Personal interests, especially as they align with the above areas, and
- Long-term career goals (e.g., curriculum or administrative leadership), including maintaining licensure.

Once the Secretary for Curriculum and Professional Development receives this information, it will be distributed electronically to PDC Representatives for consideration at the next regularly scheduled PDC Meeting.

The plan member is encouraged, but not required, to appear in person for the appeal to address questions and help PDC Representatives better understand the situation.

Once the information has been considered, the PDC members will vote to approve or deny the IPDP. A quorum of the PDC as defined in this handbook must be present for a binding vote. The PDC will then communicate the results of the vote to the plan member and supervisor.

After all local PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at (785)296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Awarding Professional Development Points for Re-licensure

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.

Participation in professional or staff development activities must be used to gain professional
development points for licensure renewal. These activities must meet the definition of in-service education, which 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."

Professional development points are awarded not just according to whether an educator has attended training. Points are awarded according to:

- How professional learning activities have led to increased knowledge;
- How that knowledge has been applied in professional practice; and
- The result of practice applications on student learning.

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 means that there are no caps in reference to points earned for licensure renewal**. The three levels are described below:

Table 1: Levels for Awarding Professional Development Points

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

Level I: Knowledge Points

What do you know that you did not know before?

Knowledge Level Points

Knowledge level points are awarded provided the individual verifies that learning has occurred because of the professional development activity. Most activities completed by educators fall into this category, and points earned represent time spent gaining new learning.

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.
- To receive points,
    - For district- and building-sponsored professional learning events, plan members must confirm attendance at the district or building learning event. In most cases, this occurs through a printed or digital sign-in process.
    - For individual learning activities, such as conferences, book studies, and other self-initiated professional learning activities, plan members must fill out the knowledge points survey in My Learning Plan and "Mark Complete" within thirty (30) calendar days after the professional development activity.

- If you are paid by Auburn-Washburn for a professional learning activity, you do not receive points for the activity. Pay is given according to the terms of the Negotiated Agreement.

Knowledge level points are earned at one (1) point per one (1) clock hour. While Knowledge level points may be used for licensure, they cannot be used for salary schedule movement.

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

Verification required may include 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 Points

Service to the Profession activities are those that assist educators acquire proficiency in instructional systems, pedagogy; they also include activities that directly relate to licensure of professional educators, accreditation processes, or professional organizations.

Such activities include the following:

- Supervising student teachers,
- Curriculum committee work,
- Providing staff development
- Significant contributions made while holding an office or serving on a committee for an educational organization,
- Serving on an accreditation team for another school or district,
- Samples of published articles or newsletters with explanations of time spent writing.

Verification required may include 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 school or district committees.
    - 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.

Service to the Profession points are earned at one (1) point per one (1) clock hour. While Service to the Profession points may be used for licensure, they cannot be used for salary schedule movement. Service to the Profession activities are not eligible for application or impact points.

Level II: Application Points

What do you know that you did not know before?

Application points recognize the efforts of educators to apply new knowledge within their professional practices. Educators choose to implement specific knowledge in professional practice, reflect upon that practice, and submit documentation detailing the impacts on their own professional growth. As application focuses on educator practices, student effect data is not required to earn application points.

Application points are 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 (Initial Knowledge Point(s) x 2 = Application Points).

Verification of Application

To earn Level II points, verification of application over time is required and sufficient evidence is determined by the Professional Development Council.

- Documentation verifying application must be submitted within one calendar year of completing the Knowledge level activity.
- Verification required may include one of the following:
    - Independent observation by a supervisor, principal, associate or assistant principal, instructional facilitator, department head or dean, or Learning Services administrator;
    - Structured interviews between participant and a supervisor, principal, associate or assistant principal, instructional facilitator, department head or dean, or Learning Services administrator, submitting questions and key ideas from responses;
    - Video-recorded evidence of application;
    - Student work samples;
    - Learning journals or portfolios;
    - Lesson plans;
    - Time and effort logs;

- Other PDC-approved documents that meet guidelines for documentation as approved in this plan; or
- Other options with PDC Representative pre-approval.

Plan members may not use job shadowing, internships, or practicums for which college credit is expected to be or has already been earned for application points. Instead, portfolio, thesis, or dissertation hours should be submitted for college credit.

Documentation Guidelines

Documentation guidelines increase based on the number of application points sought by the plan member. Submission of application points becomes available in Frontline Professional Growth 30 calendar days after award of knowledge points.

Table 2: Documentation Guidelines for Professional Development Points

If seeking…	…then submit the following through Frontline Professional Growth.
1-5 Application Points	• Written description of how the knowledge was shared or applied with students and/or colleagues. • Written description of the change in professional practice resulting from applying the new knowledge. • Written reflection on the change's effect (positive or negative) on the students or classroom.
6-10 Application Points	Documentation requirements for 1-5 Application Points plus the following: • One artifact with an explanation providing context for the artifact within the professional growth process.
11-15 Application Points	Documentation requirements for 6-10 Application Points plus the following: • Multiple artifacts with explanations for each providing context for the artifact within the professional growth process. Artifacts must show application at multiple points over time.
16+ Application Points	Documentation requirements for 11-15 Application Points plus the following: • One of either ○ Record of independent observation of formal presentation to other educators at a professional development event (internal or external) or professional learning community by a supervisor, principal, Learning Services administrator, or representative from external professional development event OR

	○ Videorecording of formal presentation to other educators at a professional development event (internal or external) or professional learning community.

Level III: Impact Points

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

Application points recognize the efforts of educators to apply new knowledge within their professional practices. Educators choose to implement specific knowledge in professional practice, reflect upon that practice, and submit documentation detailing the impacts on their own professional growth. As application focuses on educator practices, student effect data is not required to earn application points.

Impact points recognize the efforts of educators to improve student learning in the classroom and the organizational systems that support student learning. Educators have applied practice to classroom and organizational contexts and there are measurable, demonstratable, and documentable affects being realized.

Impact points are awarded based on the demonstrated impact of the information gained at the knowledge level and for which three times the knowledge level points are awarded (Initial Knowledge Point(s) x 3 = Application Points).

Preapproval of Impact Plans

To earn Level III points, plans must be pre-approved by the Professional Development Council, Executive Director of Learning Services, and the Superintendent. Sufficient evidence is determined by the Professional Development Council.

Submission of application points becomes available in Frontline Professional Growth 30 calendar days after award of application points.

Verification of Impact

To verify impact, the plan member must complete all the following tasks:

- Present findings to the Profession. There are three presentation options:
  - Option 1: Present to the Professional Development Council. This presentation should include the following:
    - An overview of the project;
    - Supporting research used to develop the project;
    - A description of evidence and findings, positive or negative, from the project;

        - Professional growth attained from completing the project; and
        - Next steps for deeper implementation within the classroom or organization.
        - A written research paper submitted at the time of presentation.
    - Option 2: Teach Colleagues at a Professional Learning Event. The workshop should be an hour or greater in length and include the following:
        - An overview of the project;
        - Supporting research used to develop the project;
        - A description of evidence and findings, positive or negative, from the project;
        - Classroom instructional applications with supportive teaching materials;
        - Teacher self-assessment activity and/or rubric; and
        - Documentation of workshop facilitation.
    - Option 3: Share Findings at a Local, Regional, National, or International Conference. This presentation should include the following:
        - An overview of the project;
        - Supporting research used to develop the project;
        - A description of evidence and findings, positive or negative, from the project;
        - Conference-specific requirements;
        - Conference presentation format may include one of the following:
            - Keynote or large group,
            - Workshop,
            - Panel,
            - Poster Session,
            - Paper Session, or
            - Virtual Presentation, where session is at least one hour.
- Provide evidence of application over time to demonstrate impact. Sufficient evidence is determined by the Professional Development Council and may include the following:
    - Evidence of related district or school policy change.
    - Evidence of application-level activities by others.
    - Revision of district, grade level, or content area curriculum.
    - Evidence of improved student academic performance.
    - Samples of positive changes in students' behaviors, such as:
        - 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.

- Submit all verification documentation within three (3) calendar years of completing the knowledge-level activity.
    - Verification documentation will be determined at the time of plan development and be pre-approved.
    - Verification documentation may be quantitative or qualitative in nature but must meet standards of quality research.

A plan member may not use a portfolio, thesis, or dissertation for which college credit is expected to be or has already been earned for impact points. Instead, portfolio, thesis, or dissertation hours should be submitted for college credit.

Selected Activities and Documentation Requirements

The chart below outlines the most frequent forms of professional learning for Auburn-Washburn educators and the documentation requirements necessary to earn points. For activities not included on this cart, follow standard Knowledge, Application, and Impact procedures.

Table 3: Selected Activities and Documentation Requirements

Activity	Documentation Requirements	Eligibility and Hours Allowed to be Counted			
		Service to Profession	Knowledge	Application	Impact
Action research	Identify previously completed Knowledge-Level activity. Within that activity, apply for Application-Level Points.	No	No	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Authorship or co-authorship of a published article or book–in service of educational research, academic discipline, or instructional practice–published by an educational organization, university, publisher, or governmental agency	Complete Service to the Profession workflow on Frontline Professional Growth. Include the published article and Time and Effort Log. Article or book must not be peer reviewed to ern points, but it must be published through a third party. Self-published articles, books, blogs, and websites are not accepted. Cannot be compensated by Auburn-Washburn to earn points. Can be compensated by a source other than Auburn-Washburn and earn points.	Up to 20 hours	No	No	No
Book study	Complete Collaborative Study workflow on Frontline Professional Growth.	No	Up to 20 hours	Eligible. Follow Application	Eligible. Follow Impact Point Procedures.

				Point Procedures.	
External workshops and conferences	See Attending a Workshop or Conference section of the Professional Development Plan. Complete PD Points and Leave Request workflow on Frontline Professional Growth.	No	Count hours in attendance during the workshop	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Impact Cycles (instructional coaching cycles)	Complete Impact Cycle workflow on Frontline Professional Growth. Included signed Impact Cycle for PL Points form.	No	Up to 2 hours	Up to 2 hours	Up to 6 hours
KSDE mandated training, completed through online modules	Participants must earn 85% or greater on each module's quiz to pass and receive credit. Points are granted automatically upon completion of required modules. No credit is awarded for externally completed modules or those completed outside of required timelines.	No	Up to 3.5 hours	No	No
Mentoring a teacher, when engaged as a "building buddy" for a teacher ineligible for the district's mentoring program	Complete Mentor Program workflow on Frontline Professional Growth. Include the signed Mentor Supervision Log.	1 point/ clock hour	No	No	No
Mentoring a teacher, when engaged in the district's mentoring program	Ineligible for points because compensated for time.	No	No	No	No
Micro-credential completion	Complete PD Points and Leave Request workflow on Frontline Professional Growth.	No	Count hours according to credentialing agency	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Participating in education-related professional organizations	Complete PD Points and Leave Request workflow on Frontline Professional Growth.	1 point/ clock hour	No	No	No
Participating on a committee for curriculum development, a guiding coalition, or a leadership team	Complete Service to the Profession workflow on Frontline Professional Growth. Cannot be compensated to earn points.	Count hours engaged in work	No	No	No
Peer observations or instructional rounds	Complete Instructional Rounds workflow on Frontline Professional Growth.	No	Up to 4 hours	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.

Pre-approved graduate or undergraduate credit hours	Complete Graduate Course workflow on Frontline Professional Growth. See the Negotiated Agreement for process and timeline for approval.	No	20 points/ credit hour	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Receiving mentorship, when engaged in the district's mentoring program or connected with a "building buddy" when ineligible for the district's mentoring program	Complete Mentor Program workflow on Frontline Professional Growth. Include the signed Mentor Participation Log.	No	Up to 20 hours	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Receiving ongoing mentorship for the purpose of professional growth	Complete Collaborative Study workflow on Frontline Professional Growth.	No	Up to 20 hours	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Serving on an accreditation team for another school or district	Complete Service to the Profession workflow on Frontline Professional Growth. Cannot be compensated to earn points.	Count hours engaged in work	No	No	No
Student teacher supervision	Complete Mentor Program workflow on Frontline Professional Growth. Include the signed Mentor Supervision Log.	Up to 20 hours	No	No	No
Study Group (e.g., Masterminds) when preapproved by the Executive Director of Learning Services	Complete Collaborative Study workflow on Frontline Professional Growth.	No	Up to 20 hours	Eligible. Follow Application Point Procedures.	Eligible. Follow Impact Point Procedures.
Teaching a virtual professional development session within or outside the district; producing professional learning or podcast content for the purposes of educator professional learning	Complete PD Points and Leave Request workflow on Frontline Professional Growth. Cannot be compensated by Auburn-Washburn to earn points. Can be compensated by a source other than Auburn-Washburn and earn points.	No	No	Up to 2 hours for each unique course	No
Teaching an in-person professional development session within or outside of the district	Complete PD Points and Leave Request workflow on Frontline Professional Growth. Cannot be compensated by Auburn-Washburn to earn points. Can be compensated by a source other than Auburn-Washburn and earn points.	No	No	Up to 2 hours for each unique course	No
Wilson Training: Intensive Instruction for the Non-Responsive Reader	Complete Wilson Training workflow on Frontline Professional Growth. Cannot be compensated to earn points.	No	90 upon completion of Wilson Steps 1-6	No	No

Wilson Training: Practicum and Final Report	Complete Wilson Training workflow on Frontline Professional Growth. Cannot be compensated to earn points.	No	No	180 upon completion of Observations 1-5 and Final Report	No

Professional Development Points and Semester Credit Hours for License Renewal

Overview

College credit hours and professional development points are distinct and equally valid ways of meeting license renewal requirements. For licensure, college credits must be substantiated by and sent to Human Resources. Professional development points must be substantiated by an official transcript provided by the district and sent to the State Board of Education.

Points which have been accumulated from another district can be used for license renewal but are kept separate from points received within the Auburn Washburn School District. Points earned from another district **may not** be used to move across the district salary scale.

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

Obtaining an Official PD Points Transcript

When applying for relicensure in Kansas, Auburn-Washburn will receive a request to upload a digital transcript to KSDE's licensure application service. It is not necessary for you to request an official transcript for Kansas relicensure.

Plan Members with a Bachelor's Degree

If an employed plan member holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew a professional license.

- Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points.
- The Professional Development Council will determine the appropriateness of college credit before awarding points.

Table 4: Employed Plan Members with a Bachelor's Degree

PD Points Required for Renewal

160 points required

- At least 80 points must be from college or university credit. This equates to four (4) college credit hours.
- Points must be accumulated during the 5-year period preceding licensure.

PD Point and College Credit Hour Combinations

Credit Hours		PD Points
8	+	0
7	+	20
6	+	40
5	+	60
4*	+	80

**A minimum of four (4) college credit hours is required.*

Retired plan members participating in an educational retirement system in any state may renew licensure by completing half of the points required in regulation.

Table 5: Retired Plan Members with a Bachelor's Degree

PD Points Required for Renewal

80 points required

- At least 40 points must be from college or university credit. This equates to two (2) college credit hours.
- Points must be accumulated during the 5-year period preceding licensure.

PD Point and College Credit Hour Combinations

Credit Hours		PD Points
4	+	0
3	+	20
2*	+	40

**A minimum of two (2) college credit hours is required.*

Plan Members with an Advanced Degree

If an employed plan member holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew a professional license.

- The PDC will determine the appropriateness of college credit prior to awarding points.
- An individual with a graduate degree is not required to earn any points from completing semester credit hours.

- Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Table 6: Employed Plan Members with a Master's Degree, Educational Specialist Degree (Ed.S.), or Doctorate (Ph.D., Ed.D. or relevant equivalent)

PD Points Required for Renewal	PD Point and College Credit Hour Combinations		
120 points required	**Credit Hours**		**PD Points**
• Points may be from any combination of college credit hours and professional development points. • No college credit hours are required for relicensure. • Points must be accumulated during the 5-year period preceding licensure.	6	+	0
	5	+	20
	4	+	40
	3	+	60
	2	+	80
	1	+	100
	0	+	120

Retired plan members participating in an educational retirement system in any state may renew licensure by completing half of the points required in regulation.

Table 7: Retired Plan Members with a Bachelor's Degree

PD Points Required for Renewal	PD Point and College Credit Hour Combinations		
60 points required	**Credit Hours**		**PD Points**
• Points may be from any combination of college credit hours and professional development points. • No college credit hours are required for relicensure. • Points must be accumulated during the 5-year period preceding licensure.	3	+	0
	2	+	20
	1	+	40

Frequently Asked Questions: License Renewal

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.
<u>Exceptions:</u>

- *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.

Professional Development Points and Semester Credit Hours for Salary Schedule Movement

Accumulated Individual Professional Development Plan points may be used to move on the salary schedule with the following limitations:

- Application and impact points earned while at Auburn-Washburn may be used for salary schedule movement.
- Knowledge level points may not be used for salary schedule movement **except** those earned prior to September 15, 2011.
- Upon earning a master's degree, college credit hours taken before earning the master's degree may no longer be used. Only college credit hours earned after the

granting of the master's degree would count for further movement on the salary schedule.

If you wish to move on the salary schedule, you must submit a transcript to Human Resources. The deadline to apply for salary schedule movement is established yearly by Negotiated Agreement. Please contact Human Resources with questions or to begin this process.

The Negotiated Agreement supersedes this guidance where it conflicts with the Professional Development Plan only when dealing with Salary Schedule movement or when not specifically mentioned as contrary to regulation and invalid in this plan.

College Course Tuition Reimbursement

Tuition reimbursement coursework must be preapproved by the Executive Director of Learning Services and the Executive Director of Human Resources and Operations. Submit the Graduate Course form in Frontline Professional Growth prior to enrolling in coursework. Specific guidelines are outlined in the Negotiated Agreement.

Auburn-Washburn Professional Development Guidelines

Primacy of Guidance

For matters related to professional learning in Auburn-Washburn, guidance in the Auburn-Washburn Professional Development Plan prevails **except** when superseded by Federal Laws or Regulations, Kansas Statues or Regulations, Board Policies, or the Negotiated Agreement.

Clock-Hour and Point Allocations

All clock-hour-based activities submitted for professional learning points should be calculated in quarter-hour (0.25) increments. Minutes between increments should be rounded up to the next quarter hour.

Table 8: Clock-Hour and Professional Development Point Allocations

Minutes	Clock-Hours	PD Point Allocation
60	1	1.00
45	0.75	0.75
30	0.50	0.50
15	0.25	0.25

Lunch periods may not be included in point calculations.

Committee Participation and Meetings

Many committee meetings, planning meetings, or faculty meetings will not qualify for professional development points **unless** a portion of such meetings are dedicated to professional learning.

- Only the portion of meetings dedicated to professional learning may be submitted for professional learning points.
- Documentation must meet the standards appropriate for the level of points awarded.

Participation in the Individual Professional Development Plan, Access to Funds, and Effective Date of Plans

All Auburn-Washburn licensed staff, including paraprofessionals who are holding a current Kansas teaching license **may** participate in Auburn-Washburn's Professional Development Plan.

In addition, any non-employee licensed personnel residing in the district, regardless of position held or status of employment, may participate in the Auburn-Washburn Professional Development Plan.

Auburn-Washburn may, at its discretion, provide non-employees access to district professional learning activities aligned with Individual Professional Development Plans.

To earn Professional Development Points for any activity, licensed personnel **must** have a current professional development plan on file with Learning Services through Frontline Professional Growth. Professional Development plans become effective when they are approved by the building PDC Representative.

To use any district or building professional development funds, a plan member must be an employee of Auburn-Washburn **and** an Individual Professional Development Plan **must** be on file with Learning Services through Frontline Professional Growth.

Use of Funds for Professional Development

To use any district or building professional development funds, an Individual Professional Development Plan **must** be on file with Learning Services through Frontline Professional Growth.

Coaching clinics outside an individual's teaching assignment are paid through building athletic budgets. They may not be paid through professional development funds.

Any employee participating in professional learning funded through district or building professional development funds must adhere to Board Policy, Kansas Statutes and Regulations, and Federal Laws and Regulations as they apply to uses of these funds. Employees are responsible for understanding guidance provided by these areas, and PDC Representatives will provide this information as part of annual staff training.

Conference Attendance

To attend a conference, start with your building's Professional Development Council Representative. They will help you navigate the process outlined below:

1. **Consider your timeline**. All conference requests must be submitted at least 30 calendar days in advance. To receive lower prices on flights, lodging, and conference rates, we highly encourage conference participants to start the process 60 calendar days in advance. Learning Services may deny travel requests if submitted with fewer than 30 business days to process them.
2. **Seek preapproval**. A PD Points and Leave Request in Frontline Professional Growth will need to be completed. The PDC Representative will help you navigate this process depending on whether you are attending alone or as part of a group.
    a. Alone: Submit the PD Points and Leave Request with budget information from PDC Representative.
    b. Group: Contact the Secretary for Curriculum and Professional Development.
3. **Registration and Travel Arrangements**. All professional learning travel is coordinated through the Secretary for Curriculum and Professional Development. Upon principal approval of the PD Points and Leave Request, participants will be contacted to complete these steps.
4. **Travel packets**. Participants will receive a packet of travel information from Learning Services that includes the following:
    a. Copy of the Frontline Professional Growth conference request;
    b. Lodging, airfare, and rental car conformations, as applicable;
    c. Instructions to pick-up a district vehicle, as applicable; and a
    d. Conference Reimbursement Form.
5. **Conference travel and participation**. Participants travel safely to the conference and learn a lot!
6. **Document expenses**. While at the conference, participants collect receipts and complete the Conference Reimbursement Form.
7. **Submit Conference Reimbursement Form and documentation**. Upon return, submit the Conference Reimbursement Form and documentation to the building's Professional Development Council Representative. They will review it and submit it to the Building Principal for approval. The building's PDC Rep will then submit the form to the Secretary for Curriculum and Professional Development.
8. **Mark activity complete**. Mark the activity in Frontline Professional Learning "complete." Your expenses will then be submitted to the Board for reimbursement. Steps 7 and 8 must be completed with sixty (60) calendar days of conference attendance or June 30 of the calendar year, whichever deadline is sooner.

Calculation of Expenses

Where Kansas Statutes and Federal Laws and Regulations apply to expense calculation within specific funds, that guidance will be followed. The following policies and practices will be followed:

- **District Vehicles**: District vehicles will be provided for all in-state and may be provided when pre-approved by Learning Services and Transportation for out-of-state travel up to 600 miles. When extended travel is not approved, air travel will be provided.
- **Personal Vehicles**: Reimbursement will not be provided for personal vehicle use unless a district vehicle is not available, or vehicle reimbursement is provided for in the employee's contract.
- **Air Travel**: Domestic flight costs are calculated based on actual cost of standard (e.g. "Coach") seating. Automatic check-in is allowed. Upgrades to Business Class, First Class, or equivalent are not allowed. International travel must be pre-approved by the Superintendent. Air travel expenses should be estimated using U.S. General Service Administration (GSA) Per Diem Rates (https://www.gsa.gov/travel).
- **Lodging**: Lodging expenses should be estimated using U.S. General Service Administration (GSA) Per Diem Rates (https://www.gsa.gov/travel). Estimates are based on single occupancy. The district encourages double occupancy, but fund administrators may allow for single occupancy. If single occupancy is allowed, GSA estimated lodging rates should be doubled.
- **Meals and Incidentals**: When provided as part of a professional learning event or through lodging, participants should eat provided meals. Otherwise, meals and incidentals are reimbursed based on actual expenses incurred during travel up to the amount estimated by U.S. General Service Administration (GSA) Per Diem Rates (https://www.gsa.gov/travel). PDC Representatives will provide this information to employees on the Conference Expense form prior to travel. Incidentals may not be paid for on district credit cards, checks, or purchase orders.
- **Taxi, Rideshare, and Public Transportation**: Actual expenses will be reimbursed for business-related expenses, including travel for food when not provided, incurred during travel.

Reimbursement of Travel Expenses

Documentation of expenses is required to an employee to be reimbursed for travel expenses. Documentation includes the following:

- Professional Learning Expense Reimbursement Form completed and signed by building administrators and account managers,

- Printed receipts for all expenses incurred,
- Amounts of all expenses submitted through Frontline Professional Growth, and
- Submission of all documentation to the PDC Representative.

Receipts for food must not include alcoholic beverages or other non-food expenses. Tipping should not exceed 20%. Food receipts with alcohol or non-food expenses will not be accepted.

Carryover of PD Points

Points cannot carry over for relicensure. All point must have been earned within the period of the active license. For example, points earned in 2019 expired in 2024. They are only good for the validity of your license.

Points can carry over from one licensure period to another for salary schedule movement. Points do not expire for movement on the salary scale; however, you can only use them once.

Earning Auburn-Washburn PD Points Prior to Contract Start Date

New employees to the district, prior to the first day of contract, can earn points for specific professional learning activities, relative to the role, that are preapproved by the Executive Director of Teaching and Learning. Professional learning activities must occur after signing Letter of Intent.

If a newly hired employee later rescinds their employment, the district may seek reimbursement for expenses incurred by the district or school for the preapproved professional learning activities.

Compensation for Professional Learning Activities

Developing Professional Learning Activities

Employee plan members can receive compensation for district professional learning activities and presentations when such presentations are requested by an administrator and approved by the Executive Director of Learning Services according to the adopted fee schedule. Preapproval must occur prior to work commencing.

The purpose of this pay is to compensate employee plan members for work spent outside of the duty day to prepare professional learning presentations or activities. No employee plan member will be provided plan time, or a compensated equivalent, during the duty day for presentation or activity development. Presentation or activity development during the duty day will not be compensated. Presentation or activity development during allotted time during committee work will not be compensated under this guidance, but rather under the Committee Compensation provisions within the Negotiated Agreement.

Instructional Facilitators will not be compensated for designing, producing, or delivering professional development, as those activities are core functions of their job.

Compensable Professional Learning Tasks

The following table identifies compensable professional learning tasks, compensation rates, and documentation requirements. For information on how to request and submit compensation, please contact your PDC Representative.

Compensation rates do not apply to non-district/building-sponsored presentations or activities or those sponsored by external organizations.

Table 9: Professional Learning Fee Schedule for In-District Professional Learning Presentations and Activities

Presenting professional learning during the duty day, such as at building or district professional learning events		
Duration	***Compensation***	***Documentation***
• Full day, between 3.5 and 7 hours	Comm. Comp. Rate x 7 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
• Half day, up to 3.5 hours	Comm. Comp. Rate x 3.5 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
Presenting district professional development during off duty time such as Saturdays or summer break		
Duration	***Compensation***	***Documentation***
• Full day, between 3.5 and 7 hours	Comm. Comp. Rate x 1.75 x 7 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
• Half day, up to 3.5 hours	Comm. Comp. Rate x 1.75 x 3.5 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
Assisting with professional learning during the duty day, such as at building or district professional learning events		
Duration	***Compensation***	***Documentation***

• Full day, between 3.5 and 7 hours	Comm. Comp. Rate x 3.5 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
• Half day, up to 3.5 hours	Comm. Comp. Rate x 1.75 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance

Assisting with district professional development during off duty time such as Saturdays or summer break

Duration	***Compensation***	***Documentation***
• Full day, between 3.5 and 7 hours	Comm. Comp. Rate x 1.75 x 3.5 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance
• Half day, up to 3.5 hours	Comm. Comp. Rate x 1.75 x 1.75 hrs.	Approved catalogue activity in Frontline Professional Growth; Confirmed Attendance

Appendix A: Professional Development Council Members

A roster of Professional Development Council Members can be found on the Auburn-Washburn Professional Learning Website.

The website may be accessed through the Auburn-Washburn Staff website at https://staff.usd437.net. Hovering over Learning Services then select Professional Learning. It can also be accessed via the direct link below:

https://sites.google.com/usd437.net/proflearn

Appendix B: Forms

A library of forms can be found on the Auburn-Washburn Professional Learning Website.

The website may be accessed through the Auburn-Washburn Staff website at https://staff.usd437.net. Hovering over Learning Services then select Professional Learning. It can also be accessed via the direct link below:

https://sites.google.com/usd437.net/proflearn

Appendix C: Professional Learning Regulations

KAR 91-1-205: Licensure renewal requirements

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a)(1)(C) and 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

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

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

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

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

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

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

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

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of

(F) having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(G) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 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: The plan results from cooperative planning with a designated supervisor.
(1) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(2) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

KAR 91-1-211: Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

(d) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-215: In-service education definitions

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

(b) Procedures for development of an in-service plan shall include the following:
   (1) Establishment of a professional development council;
   (2) an assessment of in-service needs;
   (3) identification of goals and objectives;
   (4) identification of activities; and
   (5) (5) evaluative criteria.

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

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

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

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

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

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

(b) Each council shall have the following responsibilities:
    (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1215 through K.A.R. 91-1-219;
    (2) to develop operational procedures; and
    (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

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

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

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

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

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

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

(g) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003.

(Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix E: Plan Approval

Five-Year Professional Development Plan
Approval

The USD 437 Professional Development Council approved the following plan, at its meeting held on Apr 23, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Signature 4/23/2025 Date
Chair, Professional Development Council

The USD 437 Board of Education approved the following plan, at its meeting held on May 19, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Signature 5/19/2025 Date
President, Board of Education

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

Appendix F: Change Log

Date	Description of Change	PDC Approval
2024.07.28	Submission of PD Plan to KSDE for Review	
2024.11.12	Changes and comments to plan based on KSDE feedback	

Professional Development Plan

Sedgwick Public Schools, USD 439

Date of Plan Approved by USD 439: July 8, 2024

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: July 31, 2029

5-Year Professional Development Plan Approval

The USD 439 Professional Development Council approved the following plan, at its meeting held on July 8, 2024, and then again with KSDE required edits on April 23, 2025, according to KAR 91-1-2169(c) for submission for approval of the Kansas State Board of Education

PDC Chair: _____ April 23, 2025

Signature Date

The Sedgwick Public Schools, USD 439 Board of Education approved the following plan, at its meeting held on July 8, 2024, and then again with KSDE required edits on April 14, 2025, according to KAR 91-1-216 (c) for submission for approval by the Kansas State Board of Education.

Board President: _____ 4-14-25

Signature Date

Plan Updates

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

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Section One

Professional Development Council (PDC)

1.1 Introduction

Purpose

The purpose of this district Professional Development Plan is to provide support and guidance for USD 439 teachers and staff in their efforts to educate students for a successful future. The goal of this plan's development through the Professional Development Committee, Building and District Leadership Teams, and administration is to provide the tools for educators to grow professionally as they support the various goals and expectations of Sedgwick Public Schools and the Kansas Department of Education. The most important purpose of this document is to support professional growth and development to best meet the educational needs of each student served by this district.

District Professional Learning Goals

1. To support the vision of the State Board of Education in *Leading the World in the Success of Each Student* through Kansas Education Systems Accreditation (KESA).
2. To support and implement the Strategic Plan as set forth by the USD 439 Board of Education.
3. To provide ongoing and effective professional development opportunities for teachers as a *Responsive* professional culture.
4. To support educators, through professional development, in the provision of educational opportunities for each student that are *Relevant* to the educational and life goals.
5. To facilitate the development and maintenance of each educator's individual professional goals.
6. To provide and support quality professional development opportunities for certified staff in-house and outside the district.
7. 7. To encourage movement on the negotiated salary table that rewards continuing graduate level professional development.

Professional Development Committee

The Professional Development Committee is organized to represent the licensed faculty and administration continuing education needs within the district. The PDC committee will attend training as required. The PDC committee will make professional development recommendations and guide decisions based on the goals of this district, teaching standards of KSDE, the goals and expectations of the Kansas Education Systems Accreditation (KESA) model, and to facilitate the individual professional development goals as described in the teachers' PDPs.

Scheduling Professional Development Opportunities

Each year, USD 439 will establish several in-district professional development opportunities. The administration will work closely with the PDC to develop a schedule of planned development opportunities to meet district needs, address general PDP goals, as well as maintain compliance with KSDE requirements and Kansas statutes. The PDC and administration may also assist individual teachers in finding professional development opportunities to meet individual PDP goals and/or needs of the district.

Professional Development Plan Impact

As a district and as individual professionals, continuous measurement of progress towards goals and the impact of progress are integral parts of this plan. In addition to the progressive steps within each individual PDP, the following may also be used to measure the impact of the district PDP:

1. Increased student achievement
2. Reduced number of tier two and three students
3. Teacher evaluation data
4. Advancing column placement on teacher salary table
5. Achieving objectives of the district strategic plan
6. Implementation of KESA

Committee Management

Meetings:

a. A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year.
b. The chair may cancel scheduled meetings and/or call special meetings.
c. All meeting minutes of the committee will be available to staff.
d. Except on request of the chair, non-members may address the committee if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting. Time limits as may be set by the chair and/or the committee.

Decisions:

The decision of the committee will be indicated by an affirmative vote, of a simple majority, of the authorized membership of the committee as present. Consensus (unanimous consent) may be recognized and stated by the chair as the decision of the committee where a simple majority of the authorized membership is present, provided no member requests a formal vote.

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

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

In addition to policies and procedures, the PDC 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:

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

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

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 439 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.

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.

Vacancies

- Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

Resignation

- 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. f the chair is resigning, he/she will submit resignation in writing to all members at least one month before the effective date of resignation.

1.22 Licensed Teacher Groups Represented

A1) Council Members will include:

Groups Represented	Number
R.L. Wright Elementary School	2
Sedgwick Junior High and Senior High	2
Total	4

1.23 Licensed Teacher Group Selection Process

A2) Method of Membership -- members of PDC are selected by the USD 439 faculty and administration at the beginning of each school year. Membership is offered to all teachers in the district and individuals are encouraged to apply to be a part of the council. Should there be no interested individuals or if the number of individuals interested is limited in number, then the administration may ask teachers who might be interested to consider applying.

1.24 Licensed Leader Groups Represented

A1) Counsel Members will Include:

- 2 Administrators
- Although not PDC members, all other administrators will have the opportunity to provide input to the PDC.

Groups Represented	Number
District-wide	2
Total	2

1.25 Licensed Leader Group Selection Process

A2) Method of Membership

- Leaders will select their representative at their first leadership meeting at the beginning of each school year.

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, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 439 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties, but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

Each member will annually attend an online or in person approved KSDE state-mandated professional development council training (see link in appendix C)

- Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents 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:

- Determine Professional Focus
  - The focus of Professional Development areas will be determined by several factors. The district PDP will be guided by the areas identified by various needs assessments, student progress as monitored by district level and state assessments, the District Building and Leadership Teams, the administration, and other areas as determined by local and state educational expectations. The PDC will include representatives from the certified staff, MTSS team, school counselors, special education staff, and administrators.
- Scheduling Professional Development Opportunities
  - Each year, USD 439 will establish several in-district professional development opportunities. The administration will work closely with the PDC to develop a schedule of planned development opportunities to meet district needs, address general PDP goals, as well as maintain compliance with KSDE requirements and Kansas statutes. The PDC and administration may also assist individual teachers in finding professional development opportunities to meet individual PDP goals and/or needs of the district.
  - Provide the Board of Education with an annual report of the council's activities. This report will be made in May and will include a summary of the previous year's staff development activities and plans for the current year.
  - Keep records and communicate the necessary business of the council to stakeholders (staff, board of education members, community patrons).
  - Each member will annually attend an online or in person approved KSDE state-mandated professional development council training (see link in appendix C)
    - Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

1.50 Officers

Officers - Chair

- The council will select the Chair with a majority vote.
- The Chair will serve a one-year term and can be re-elected. The office will begin August 1st.

Duties of the Chair

- Calls and presides at all meetings.
- Prepares an agenda for all meetings and will send it out one week prior to the meeting.
- Notifies members of meetings one week prior to the meeting.
- Receives all resignations for the PDC members.
- Attends yearly required PDC Training either in-person or online and

provides training to those members that are not able to attend the meetings (See Appendix C).

- Ensures the IPDP's are completed and accurately maintained in Frontline.
- Carries out other duties as determined by the PDC.
- Maintain documentation.

1.51 Meetings

- A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year for Aug-May/June of the next year.
- The chair may cancel scheduled meetings and/or call special meetings.
- Monthly meetings will be published on the web-based school calendar.
- All meeting minutes of the committee will be available to staff.
- Except on request of the chair, non-members may address the committee if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting. Time limits as may be set by the chair and/or the committee.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council.
    - A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 5 members, with 2 or fewer of those being leaders, constitutes a quorum.
- 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

- The secretary will make record of all committee meetings, such record to include:
  - date, time and place of meeting
  - list of members present
  - statement of all formal actions to include the means by which taken (consensus or vote) and the count on any vote taken.

- The secretary will send minutes to each member of the committee within a reasonable time following each meeting.
- Staff are trained on Frontline at new staff orientation by their mentors, other teachers or principal.
- Frontline forms include the following:

  Workshop Approval
  College Course Approval
  On-line course approval for Frontline
  Mentor/Mentee log
  PD Approval
  PD Plan

1.54 Communications

Notifications –

- Monthly meetings with time and date are posted on the USD 439 District Calendar in August for the entire year.
- Opportunities for involvement on the PDC Committee are solicited to all PK-12 certified staff at the Welcome Back to School August meeting and then also via email the first week of school.
- Membership of the USD 439 PDC Council is comprised of one administrator, two representatives from each building, one districtwide representative and the Superintendent serving in an advisory capacity for a total of five.
- All monthly meetings are also open to anyone not on the committee to attend.
- All monthly PDC meeting minutes are distributed by the PDC Chair, after approved by the BOE (in the monthly Consent Agenda) and posted on our website in the Board Docs section.
  - Additionally, any actions taken by the PDC Committee are updated in the individual's Frontline account and notification is immediately sent to that individual.
- The PDC Chair is responsible for representing the work of the PDC Council by providing all meeting minutes to the district office for inclusion in the monthly BOE meeting.

- Input is offered for all districtwide in-service activities from members of the PDC Council and considered when outlining planned USD 439 professional development activities and events.

1.55 Approvals

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

5-year Professional Development Plan Review

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

The five-year district Professional Development Plan is approved by the Board of Education (BOE). These bylaws are subject to review at the beginning of each year. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

The PDC delegates its authority to approve IPDP's for USD 439 to those designated supervisors who collaborate with staff to create their IPDP's. If the designated supervisor does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The designated supervisors will keep the PDC informed of the progress and status of the completion of all IPDPs they approve.

Professional Development Points

After principals screen PD points requests, the PDC reviews and approves all PD activity points during PDC meetings. All decisions about the type and amount of PD points that the PDC awards are final.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council

(2) an assessment of in-service needs

(3) identification of goals and objectives

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

(f) Each area professional development center providing in-service education for licensure renewal shall provide

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

Professional Development Plans (Inservice Education Plans)

- Annually in March a needs assessment (see appendix C) will be sent out to staff to determine the professional development needs as an individual, building, and district.
- The Professional Development for the following year will be developed using the results of the survey in conjunction with the needs identified as part of the KESA school improvement process.

2.1 Assessment and prioritization of school improvement needs

The focus of Professional Development areas will be determined by several factors. The district PDP will be guided by the areas identified by various needs assessments, student progress as monitored by district level and state assessments, the District Building and Leadership Teams, the administration, and other areas as determined by local and state educational expectations. The PDC will include representatives from the certified staff, MTSS team, school counselors, special education staff, and administrators.

- Continue to meet the KSDE accreditation requirements.
- Provide ongoing and effective professional development opportunities for teachers in the areas of
  - KSDE Board Outcomes
  - Researched Based Instructional Strategies
  - Curriculum development and implementation
  - MTSS
  - Data Analysis
  - Social Emotional Strategies

        - Classroom
        - Staff
        - Personal
    - Assessment training and analysis
    - Content Specific related opportunities

2.2 Identification of goals and objectives to achieve professional needs

- Individual, Building, and District
    - Data collected from the needs assessment (see appendix C) to address professional development for individual staff, building, and district.
    - Accreditation Information provided by KSDE to determine Professional Development opportunities for the district
    - KSDE Annual Required Trainings

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

- Activities could include but are not limited to the following.
    - Greenbush and ESSDACK Workshops
    - Greenbush +
    - KSDE Sponsored Workshops/Conference
    - TASN Sponsored Workshops
    - MTSS Conference
    - Other Workshops/Conferences

2.4 Evaluative criteria to determine levels of success in meeting in-service needs

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

- Feedback
    - Reflections
    - Survey
    - Walk-through data

2.5 Reporting results of evaluation of in-service needs

- Informing staff members and the board of education on the feedback from professional development will be done by the Chair through email.
- 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

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

If the annual evaluation in May (Insert approximate time or year or date range) shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5, provided that these amendments have been introduced in writing at the preceding regular meeting.

Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

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, or Professional Education.

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.

This document is intended to be an outline for the district and educators of USD 439 to facilitate the development of individual professional plans to grow as district employees and an educator. The district PDP is designed to help educators plan their own development as a professional, as well as

aid the district in supporting educators address the educational needs of each student. An individual Professional Development Plan is a plan designed by individual educator which outlines activities

that will lead to professional growth. Typically, individual PDPs are developed at the beginning of each school year and includes goals and activities (i.e., workshops, study groups, conferences, special projects) the educator intends to complete during the year.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 439 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

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.

3.1 Collaborate with a designated supervisor

Annually by October 1, each individual will create or update their IPDP following the USD 439 Plan Process:

Step 1 - Identify Goals

- Teaching Standards

- District Goals
- Building Goals

Step 2 - Develop Individual Development Plan

- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) Special projects, if requested, are planned in collaboration with the building principal.

Step 3 - Administrative Approval

- Discusses IDP with administrator
- Teacher and principal sign official PDP.

Step 4 -Submit PDP to the Professional Development Committee

- PDC reviews PDP (revise as necessary)

Step 5 - File PDP

- Send Approved PDP to district Office.
- Official copy is placed in teacher's PDP file in Central Office and updated annually.

Step 6 - Implement PDP

- Teacher identifies training opportunities that support the IDP
- Teacher completes activities identified in IDP

Step 7 - Document and Track progress

- Document professional training hours
- Submit documentation/forms to administrator and PDC for approval
- Maintain copies of records of activities completed during school year.

Step 8 - Review IDP progress with Administrator

- Principal validates PDPs as part of end-of-year checkout procedure
- Principal and teacher collaborate to determine any/all summer staff development needs.

3.2 Assess Individual Needs

Step 1 - Identify Goals

- Teaching Standards
- District Goals
- Building Goals

Step 2 - Develop Individual Development Plan

- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) Special projects, if requested, are planned in collaboration with the building principal.

3.3 Determine Individual Professional Development Goals

Step 2 - Develop Individual Development Plan

- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) Special projects, if requested, are planned in collaboration with the building principal.

3.4 Determine individual professional development strategies

Step 2 - Develop Individual Development Plan

- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) Special projects, if requested, are planned in collaboration with the building principal.

Step 3 - Administrative Approval

- Discusses IDP with administrator
- Teacher and principal sign official PDP.

3.5 Write the Individual Professional Development Plan

Step 2 - Develop Individual Development Plan

- Write Goals
- Determine Resources needed for Professional Development Activities
- Teacher creates the working copy of Professional Development Plan (PDP) Special projects, if requested, are planned in collaboration with the building principal.

Step 3 - Administrative Approval

- Discusses IDP with administrator
- Teacher and principal sign official PDP.

Step 4 -Submit PDP to the Professional Development Committee

- PDC reviews PDP (revise as necessary)

Step 5 - File PDP

- Send Approved PDP to district Office.
- Official copy is placed in teacher's PDP file in Central Office and updated annually.

3.6 Analyze Progress

Step 6 - Implement PDP

- Teacher identifies training opportunities that support the IDP
- Teacher completes activities identified in IDP

Step 7 - Document and Track progress

- Document professional training hours
- Submit documentation/forms to administrator and PDC for approval
- Maintain copies of records of activities completed during school year.

Before the conclusion of each school year, each educator should review the PDP and discuss progress

with their building administrator. Goals and potential modifications for the following year's PDP should be discussed.

3.7 Revise the plan as necessary

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

3.8 IPDPs for Licensed Professionals Who Live or Work in the District but are not Employed by the District

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

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

District patrons will be a part of the District Professional Development Plan. All licensed staff in the state of Kansas may re-license using professional development points.

Annually by October 1, district patrons will create or update their IPDP in the Greenbush PDP Toolbox Platform (See appendix B).

The designated supervisor and/or PDC member will work collaborative with the individual to:

- Review Goals and update if needed
- Discuss professional development needs to meet the goals
- Establish new goals
  - Discuss professional development needs to meet the goals
  - The created or updated IPDP will be submitted for approval in the Greenbush PDP Toolbox Platform
  - By submitting the IPDP it will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - IPDP's will be approved by the PDC at the next meeting.

Any licensed person who is not employed by but who works or resides within USD 439 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 District Office liaison at 316-772-5783

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

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

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

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

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

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

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a

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 785-296-2228 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

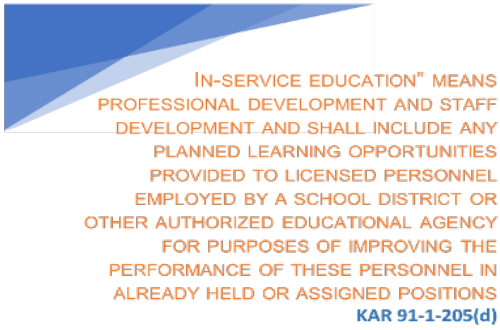
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

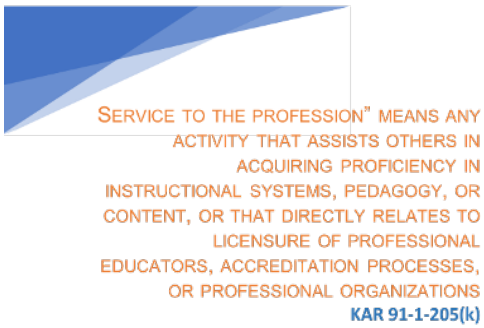
One PD point is earned for every one clock-hour of in-service activity and there are no limits on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points. Limiting points would include making staff choose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

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards
Professional Education Standards
or
Service to the Profession

4.3 Awarding Points in Three Levels

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

Activities such as college or university coursework and athletic coaching clinics are unique to the 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.

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.

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

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

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

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

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

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

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

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 point
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 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 <u>must</u> be reported on an official professional development transcript?**

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in

deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

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

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

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

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

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

USD 439 uses professional development points for the purposes of renewing a license. Individuals may not use recertification points to move over on the USD 439 pay scale.

Appendix A

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

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

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

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

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

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

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

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

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent

experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

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

(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

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

(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.

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

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each

application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

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

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

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

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

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

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

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

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

Writing Goals

S.M.A.R.T. (Specific; Measurable; Attainable; Relevant; Time-bound)

Remember: All individual goals should be geared specifically to how the professional development will impact the learners.

Example Goal #1: Phonological Awareness Skills Description:

By the end of the current school year, 90% of my kindergarten students will meet the end of year target for phonological awareness skills. The following is an example of how this goal meets the SMART criteria:

S: Students will achieve the appropriate level of phonological awareness skills based on the continuum

M: 90% of students will achieve the goal

A: Yes, this is an attainable goal

R: Students must apply these skills in becoming proficient readers

T: By the end of the current school year

Example Goal #2: Brain-based learning Description:

By the end of the current school year, I will research brain-based learning and implement strategies in my classroom to help all students meet or exceed grade level proficiency as demonstrated on common formative and summative assessments, classroom projects, and state assessment results. The following is an example of how this goal meets the SMART criteria:

S: By implementing brain-based learning strategies, student learning will improve

M: Students will meet grade level proficiencies on common formatives, summative, classroom projects, and state assessments

A: Yes, this goal is attainable (might require differentiation, re-teaching, and intervention for some students)

R: This goal will help students meet grade level/course expectations

T: By the end of the current school year

Example Goal #3: Formative Assessments in Reading/Writing Description:

Throughout the current school year, I will research, create, and implement formative assessments in reading and writing. During the current school year, I will use formative assessments aligned to Kansas College and Career Ready Standards, to monitor and improve student learning for all students prior to any summative assessments. The following is an example of how this goal meets the SMART criteria:

S: The use of formative assessments will help monitor student progress and inform instruction to improve student achievement

M: Students will demonstrate proficiency on grade level learning goals based on formative assessments

A: Yes, this goal is attainable as teachers create common formatives to measure the KCCRS for English Language Arts

R: This goal will help students meet grade level/course expectations.

T: By the end of the current school year

Goals are broad statements to develop or enhance professional skills, knowledge, or behaviors. Goals should be specific enough to allow for evaluation of progress.

Goal Examples:

- To enhance my leadership skills
- To improve my classroom management skills
- To expand my content knowledge in science
- To stay current with issues related to mathematics education
- To enhance my ability to engage at-risk students in learning
- To gain strategies for helping others develop professionally

Non-Examples:

- To be part of a study group
- To participate in cooperative learning training
- To pursue professional growth by going to workshops
- To go to workshops to get points for recertification and salary movement

Appendix C

Needs Assessment

Professional Development Needs Assessment Survey: https://shorturl.at/6CSA3
Professional Development Needs Assessment Survey Force Copy: https://shorturl.at/MWh5w

Annual Training Videos: https://bit.ly/trainingvideos439
Annual Training Completion Form: https://bit.ly/annualtrainingcompl
Annual Training PDC form Submit: https://bit.ly/pdcrequestform
Annual Training PDC Slide Deck: https://shorturl.at/YHJq1

Professional Development Reflection Survey: https://shorturl.at/lZkid
Professional Development Reflection Survey Force Copy: https://shorturl.at/h03Ck

Appendix D

Tracking Progress and Documentation

Level 1: Knowledge

1. Various forms of supportive documentation such as attendance certificates, agendas, on line completion reports, on-line course passing grade, etc. or personal reflections on the staff development activities or course work.
2. Time logs for activities (such as book studies, on-line learning etc.) that includes the title of the activity, the date, the time, the total time, and a reflection statement on "How this activity has affected my knowledge level as a Kansas Professional." (See Forms in Appendix D)

Level 2: Application

1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester.
2. Written summaries of observations and/or multi-media presentations (video/audio/web, etc.) made at several intervals along with written personal reflections.
3. Other forms of supportive documentation
4. For teachers: Sample lesson plans and examples of student work selected throughout at least one semester.
5. For administrators or other licensed personnel not in the classroom: Sample of participants' journals, portfolios or other artifacts.

Level 3: Impact

1. Evidence of improved student academic achievement over a period of at least two semesters (or one academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least one academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.
3. Documentation of related district or school policy change.
4. Revision of district, grade level, or content area curriculum.
5. Evidence of application by others.
6. Documentation of positive changes in related students' behaviors over a period of at least one academic year, including: improved attendance; higher homework

completion rates; increased enrollment in advanced classes; increased participation in school-related activities; or decreased dropout rate.

7. Other forms of supportive documentation.

Documentation should be provided to the district office or via district approved professional development software programs. Each educator should keep copies of all personal continuing education documents

End of the Year Discussion

Before the conclusion of each school year, each educator should review the PDP and discuss progress with their building administrator. Goals and potential modifications for the following year's PDP should be discussed.

USD 444 Little River-Windom
Professional Development Plan

2023 to 2028

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

5-year Professional Development Plan Approval

The USD 444 Professional Development Council approved the following plan, at its meeting held on April 16, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

POC Chair: _____ 4-16-25
Signature Date

The USD 444 Board of Education approved the following plan, at its meeting held on April 16, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature

04-16-25
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The philosophy of the USD 444 Little River-Windom Professional Development Council is that quality, on-going professional development leads to highly effective educators. The ultimate goal is improved academic achievement for students as a result of the continuous professional learning and improvement of licensed personnel.

We believe that learning is a lifelong process and that change is constant. Therefore, the goal of the USD 444 Little River-Windom Professional Development Council is to facilitate the professional learning of licensed Kansas educators, helping them meet individual and organizational needs.

We believe that:

1. Educators must be involved in identifying these needs;
2. The Professional Development Plan will identify, organize, and promote professional learning activities grounded in standards of quality professional development;
3. Participants should find professional learning activities to be meaningful and purposeful;
4. The district and building administrators are key people in staff development and must be trained to take an active leadership role;
5. The PDC must develop leadership capacity to lead reform and sustain progress.

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

regulations and to be invalid.

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

MEMBERSHIP

The USD 444 Little River Professional Development Council shall assist educators in meeting their Staff Development Goals and Objectives as stated in their School Improvement Plans.

Term of Membership
Members are to serve a one-year term from June 1 to May 31.

Vacancies
If a member of the committee should leave the employment of the district or resign from the USD 444 Little River-Windom Professional Development Council, the vacancy shall be filled according to the selection procedure below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Windom Elementary School	2
Little River Jr./Sr. High	2
Total	4

1.22 Licensed Teacher Group Selection Process:

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

PDC Chair and PDC Secretary

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

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?

Immediately or August of a new school year.

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

E-mail or conversation with PDC Chair or PDC Secretary

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

PDC meeting discussion

Who tallies/documents the selections? N/A

Who reports the results to the PDC Chair or designee? N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Windom Elementary School	1
Little River Jr./Sr. High	1
District Office	1
Total	3

1.24 Licensed Leader Group Selection Process:

Groups representing licensed leaders each only have one member and, by default, that leader is the PDC member. If the number of leaders in a group goes up, this process will be amended.

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 444 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 store by PDC chair/secretary. PDC members are eligible to earn PD points. Members = 20 pts. and chair and secretary = 40 pts.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

The officers of the USD 444 Little River-Windom Professional Development Council shall consist of a Chairperson and a Secretary/Recorder. All officers will be elected for a term of one year by 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 USD 444 Little River-Windom Professional Development Council. The duties of the officers shall include but not be limited to the following:

RESPONSIBILITIES

PDC Chairperson:

- Prepares and distributes an agenda prior to the meeting;
- Calls and conducts all meetings,
- Carries out any other duties as described in this document or as needed in consultation with the USD 444 Little River-Windom Professional Development Council, Superintendents, or the local Board of Education.
- Keeps the USD 444 Little River-Windom Board and Superintendent updated on Professional Development Council activities;
- Handles all USD 444 Professional Development Council correspondence;

Secretary/Recorder

- Keeps the record/minutes of meetings,
- Maintains a file all Professional Development Council minutes, Individual Professional Development Plans, correspondence, and all other pertinent documents
- Carries out any other duties as requested by the Chairperson or Professional Development Council.

1.51 Meetings

The USD 444 Little River-Windom Professional Development Council shall meet August through May as needed. Meetings are held at the Little River High School conference room at 4:00 p.m. PDC members attend and the meetings are open to others. Emergency meeting, if necessary, are called by the PDC chair and any meeting may be held online if deemed necessary.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.

- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

1.53 Documentation

The USD 444 Little River-Windom PDC Chair and secretary (see duties) will maintain appropriate records pertaining to the USD 444 Little River-Windom Professional Development Plan on a spreadsheet. A copy of the USD 444 Little River-Windom Professional Development Plan will be maintained at each building and the district office. The PDC secretary creates and stores through Google forms any necessary documents in a Google classroom. Forms can be found in the Appendices. Google Classroom used for IPDP processing

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: Google Classroom

2. When are staff trained to use the system?

   Beginning of year in-service

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

   - USD 444 Professional Development Classroom
   - College Credit Activity Form
   - Points Activity Form
   - Individual Development Plan Document
   - Transcripts (in Google sheet - appendix)

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 will 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	e-mail	Chair/Secretary	Y
IPDP's	x	Google Classroom	Secretary	Y
Meeting Minutes	x	Google Sheet	Secretary	Y
Member Selection	NA			
Officer Selection	NA			
PD Plan Process	x	Google document	Chair/Secretary	Y
PD Points	x	Google classroom	Secretary	Y
Staff PD Needs Assessments	x	Google form	Chair/Admin.	Y

1.54 Communications

District e-mail is utilized for PDC communication regarding paperwork, meetings, and activities. The PDC chair is the PDC representative at district board of education meetings.

1.55 Approvals

All approval authority for the following activities lies within the PDC:

- 5-year Professional Development Plan Review
- Individual Professional Development Plans
- Professional Development Points

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

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

1.55 Approvals

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

5-year Professional Development Plan Review

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

The 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.

This document may be amended in the following manner:

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

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Individual Professional Development Plans

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

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (below) to recommend the approval decision and has them add the list of staff names with approved plans to the consent agenda for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

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.

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

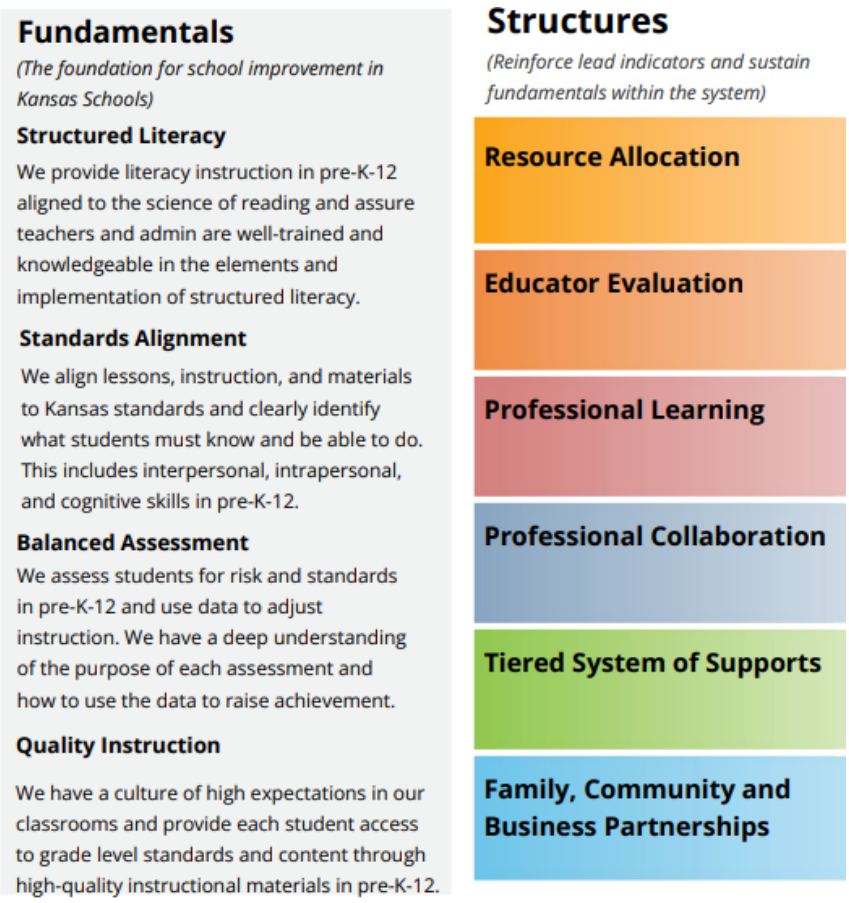
- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - 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

The administration reports back to staff and the PDC the results of the professional development evaluation.

1. Individual teachers share evidence related to each level with his/her designated supervisor when professional development points receive initial validation.
2. PDC representatives report results to PDC body annually.
3. PDC chairperson reports results to BOE annually.

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 District/Agency Professional Development Plans are critical for developing the quality of education in any school community. However, there is perhaps nothing that has a more immediate impact on educators than their personal professional development.

Currently, USD 444 utilizes the McRel Evaluation Tool. This tool has a professional development component. Each year, the building administrator meets with individual teachers to discuss and develop their IPDP. Goals are developed and monitored by teachers and administrator, throughout the school year to determine if they are met.

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 444 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):
Developing an individual professional development plan requires the same basic steps used in the District/Agency Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:

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 district's Professional Development Plan.

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

3.5 Write the Individual Professional Development plan.

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

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

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

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

3.7 Revise the plan as necessary.

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

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS PROCESS FOR LICENSURE RENEWAL

Definition/Purpose

The Individual Professional Development Plan is a plan describing the professional development goals and activities to be completed by an individual during a specified period of time. The purposes of the Individual Professional Development Plan are to provide learning opportunities for educators to enable them to gain the skills and knowledge necessary to assist all students in achieving the academic goals set for them and to allow the educators to gain the knowledge and skills they need to re-license in the state of Kansas. The goals set by each individual will reflect personal professional goals as well as the school and district professional development goals.

Plan Development

1. The Individual Professional Development Plan is required for re-licensure in Kansas.
2. Forms for the Individual Professional Development Plan may be obtained from the local administrators or PDC members.
3. The individual licensed employee, in cooperation with a designated supervisor (the building principal), will devise an Individual Professional Development Plan proposal that:
   a. Is designed to improve the performance of the individual in an area of licensure or areas related to building and district professional development goals;
   b. Is written for a period of one to five years with provision for annual review and revision;
   c. Is to include goals supporting the local building's target goals and intervention strategies and the district professional development goals; and
   d. May also include service to the profession goals (see Kansas Professional Development Program Guidelines).
4. Licensed staff are to complete the Individual Professional Development Plan.
5. The individual may be unable to list, due to the unavailability of information, specific titles of courses, seminars, conferences, workshops or other professional learning activities at the time the Individual Professional Development Plan is written. Specific information will be added to the Professional Development Points Request Form.
6. Each participant may modify his/her plan with the approval of the Local Professional Development Council at any time.
7. Activities acceptable as Professional Education may include, but are not limited to, the following:
   a. College courses (consult the Kansas Professional Development Guidelines)
   b. Professional conventions, conferences, workshops, seminars, clinics, lectures
   c. Curriculum development
   d. Observations and visitations
   e. Independent study, projects, or research
   f. Faculty/group study of educational projects
   g. Additional individual activities approved by the committee
   h. Service to the profession (see Kansas Professional Development Guidelines)
8. The Individual Professional Development Plan is for renewal of the professional license as well as to support professional growth. Adding new areas of endorsement must be the result of completing an approved program of a regionally accredited college or university. Any state licensure course work requirements are the responsibility of the participant.

Plan Approval

1. In collaboration with his or her immediate supervisor, the participant completes, signs, and submits the plan to the local professional development council.
2. The designated supervisor signs the plan, indicating approval of it, and then forwards the plan to the Local Professional Development Council. The designated supervisor is not required to sign a plan if he or she disapproves the plan.

3. The Individual Professional Development Plan is reviewed at a regular council meeting to determine approval, needs for modification, or disapproval.
4. If the plan is not approved by the Council:
    a. The Individual Professional Development Plan is returned to the participant with recommendations for revision.
    b. An appeal may be made to the State Licensure Review Committee
5. The Chairperson will sign the Individual Professional Development Plan indicating the council's approval.
6. A Council member shall not vote on any action regarding his/her own individual plan.

Documentation

It is the responsibility of each licensed staff member to:

1. Obtain, complete, and submit the points request form to the appropriate local contact person, (e.g. PDC chair or secretary) within 30 days of the end of the activity or by the September meeting, if any activities occur during the summer;
2. Be aware of their personal re-licensure deadlines and requirements; and
3. Send all required materials to the Kansas State Board of Education for license renewal.

Note: Points for licensure must be earned during period of the license being renewed. Points not used for licensure cannot be carried over to the next licensure period.

Validation of Professional Development Points

1. The local professional development council (or a site-based PDC council representatives) will review the documentation of completed activity(ies) and efforts to apply the new learning.
2. The Council will determine if the criteria have been met for awarding professional development points for this part of the plan.
3. The Council may request input from the individual and/or supervisor in this determination.
4. Notification will be given to the participant of actual points approved for the Professional Development Transcript.
5. If the Council does not award the requested professional development points, the participant may appeal in writing and/or personal appearance before the Council.
6. A Council member shall not vote on any action regarding his/her own individual plan.
7. When Individual Professional Development Plan activities are completed and validated, the number of professional development points earned will be entered on the participant's Professional Development Transcript.

Evaluation

1. Evaluations from each activity will be compiled and analyzed by the local PDC as to the relevance, effectiveness, validity, and impact of the activities and the degree to which the objectives were met. Results will be provided the ESSDACK Professional Development Council, if appropriate, to facilitate future planning of professional development.
2. The Local Professional Development Council will conduct ongoing formative evaluation with the participants on the effect of the activity on classroom performance utilizing established criteria.
3. Participants in all staff development activities will report and evaluate the staff development activities.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 444 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

USD 444 has a form is in place for individuals to complete. This document is kept on file by the PDC secretary. A paper copy of the college credit or activity form is available for those licensed professionals who are not employed by the district. The process for approval of points for those individuals is the same as for employees. Copies of all paperwork are then given to the individuals after PDC point approval.

The PDC Secretary 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 sbruce@usd444.com.

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

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

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

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

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

3.9 Appealing the non-approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

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

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

4.0 Introduction

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

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

during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid. The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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

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

KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

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

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

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

Professional Development Points

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal.

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge;
- How it has been applied in practice; and
  What the results of that practice have been.

Awarding Points in Three Levels

Professional development points are awarded at three levels *No limits* means that there are no caps in reference to points 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.

Decision Path for Awarding Professional Development Points

1. a) The individual submits a professional development plan to the district or educational agency Professional Development Council (PDC).
   b) The PDC approves the professional development plan.
2. The individual completes activities related to his or her approved professional development plan and submits documentation/evidence to PDC.

3. The PDC verifies that the activity addresses the goals in the approved professional development plan and awards points.
4. If the PDC has questions about how knowledge level (baseline) points are determined, they are to request additional clarification from the individual. This may be accomplished with a form the PDC uses for such purposes.

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix

Little River Schools Professional Transcript

U.S.D. #444 little River/ Windom Schools
455 Prairie, PO Box 218
Little River, KS 67457
620-897-6325

Name: Renewal Date:

Title of In-service Activity	College Credit Points	School Inservice Points	Non-School Inservice Points	Date Completed
Totals:	0	0	0	0
	College Credi Points	School In-service Points	Non-School In-service Points	

Chairperson, Professional Development Council — Date

Superintendent — Date

Chairperson, Board of Education — Date

Points - Form

You may only apply for 1 type of points (knowledge, application, impact or service to profession) on this form.

Multiple forms will need to be filled out.

Please make sure that your Total Points = school time + non-school time points.

* Indicates required question

1. Email *

2. Your Name: *

3. What do you teach? *

4. Name of the Workshop you attended? *

5. How does this apply to your teaching? *

Check all that apply.

- [ ] Relationships: Staff, Students, Community, Families
- [ ] Responsive Culture: Leadership, Early Childhood, District Climate, Nutrition and Wellness
- [ ] Relevance: Curriculum, Instruction, Student Engagement, Technology
- [ ] Rigor: Career & Technical Ed., Professional Learning, Resources, Data
- [ ] Results: Academic/Cognitive/Technical/Career Specific, Employability, Civic Engagement, SBofE Outcomes
- [ ] KESA: Kansas Education Systems Accreditation
- [ ] STEAM: Science, Technology, Engineering, Arts, & Math
- [ ] Character Education:
- [ ] Career Cruising:

6. Starting Date: *

Example: January 7, 2019

7. Ending Date: *

Example: January 7, 2019

8. Starting Time: *

Example: 8:30 AM

9. Ending Time: *

Example: 8:30 AM

10. What kind of points are you requesting? *

Check all that apply.

- [ ] Level 1 Points: Knowledge: 1 point per seat hour.
- [ ] Level 2 Points: Application: 2 x the points for the portion of the workshop it pertained to.
- [ ] Level 3 Points: Impact: 3x the points for the portion of the workshop it pertained to.
- [ ] Level 4 Points: Service to the Profession: 1 point per hour of work or presentation.

11. How many points are you requesting? *

12. Is this school time or non-school time points *

Check all that apply.

- [ ] School Time
- [ ] Non-School Time
- [ ] Both

13. If Both: How many points are SCHOOL Time? *

14. How many points are NON-SCHOOL Time? *

15. How does this In-service pertain to your PERSONAL IDP goals? *

Please answer the following section that applies to what kind of points you are asking for.

16. For Knowledge Points: State what knowledge you gained from this experience. Type "knowledge" if this question doesn't apply. *

17. For Application Points: Describe in some detail how you have specifically applied the knowledge you gained in your classroom instruction or for student learning. Type "application" if this question doesn't apply. *

18. For Impact Points: Tell how you can show or measure impact in your class from this experience. Type "impact" if this question doesn't apply. *

19. For Service to the Profession Points: Explain how you have served the education profession. Type "service" if this question doesn't apply. *

20. Any other information not able to add to the form... Please tell us now.

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College Credit: Activity Form

PDC Activity Form

* Indicates required question

1. Email *

2. Your Name: *

3. Do you teach in LR or Windom or Both *

Check all that apply.

- [ ] Little River
- [ ] Windom
- [ ] Both

4. What do you teach? *

5. Name of the college class. *

6. How does this apply to your teaching? *

Check all that apply.

- [ ] Relationships: Staff, Students, Community, Families
- [ ] Responsive Culture: Leadership, Early Childhood, District Climate, Nutrition and Wellness
- [ ] Relevance: Curriculum, Instruction, Student Engagement, Technology
- [ ] Rigor: Career & Technical Ed., Professional Learning, Resources, Data
- [ ] Results: Academic/Cognitive/Technical/Career Specific, Employability, Civic Engagement, SBofE Outcomes
- [ ] KESA: Kansas Education Systems Accreditation
- [ ] STEAM: Science, Technology, Engineering, Arts, & Math
- [ ] Character Education:
- [ ] Career Cruising:

7. Starting Date: *

Example: January 7, 2019

8. Ending Date: *

Example: January 7, 2019

9. Starting Time *

Example: 8:30 AM

10. Ending Time: *

Example: 8:30 AM

11. How many college credits? *

12. What college did you get this credit?

13. How does this apply to your personal IDP? *

14. Any other information not able to add to the form... Please tell us now.

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Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license
was issued may obtain one or more additional initial licenses only by meeting the requirements in
S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203
(a)(1)(D) shall have been taken not more than one year before the date of application for the initial
license, or the applicant may verify either eight semester hours of recent credit related to one or
more endorsements on the initial license or one year of recent accredited experience or may meet
the requirements of paragraph (b)(3)(C) or (D) of this regulation.

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

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the teaching performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a
grade of ''B'' or higher.
(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,
earned through the verifying teacher education institution and addressing the deficiencies related
to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual
development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the
following:
(A) Verification of achieving renewal of national board certification since the issuance of the most
recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional
development points under an approved individual development plan filed with a local professional
development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school
specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional
license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license
shall be valid through the remaining validity period of the out-of-state professional license or for five
years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the
following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the
supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional
development center, institution of postsecondary education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other
authorized educational agency for purposes of improving the performance of these personnel in
already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice,
builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) "Professional development plan" means a written document describing the in-service education
activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional
educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a

proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this
regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they
represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency
and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) In awarding professional development points, each educational agency shall designate that one
professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service

activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the
professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan,
but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of
secretarial wages for each certified employee having an approved individual development plan on
file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or
building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or
the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

NORTHEAST KANSAS EDUCATION SERVICE CENTER INTERLOCAL #608 PROFESSIONAL DEVELOPMENT PLAN

2023-2028

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2028

Date of Plan Expiration: 7/31/2028

5-year Professional Development Plan Approval

The Northeast Kansas Education Service Center No. 608 Professional Development Council approved the following plan, at its meeting held on 4/1/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 4/1/25
Signature Date

The Northeast Kansas Education Service Center No. 608 Board of Education or Directors approved the following plan, at its meeting held on 4-16-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____ 4-16-2025
Signature Date

Plan Updates

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

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Section One

Professional Development Council (PDC)

1.1 Introduction

Philosophy

The philosophy of Keystone Learning Services is that professional development is the combination of educational and personal experience which contributes toward competence and satisfaction in the professional role. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level leading to an improvement in student learning.

Service Center Goals

The professional development goals are to provide opportunities for certified Personnel in KLS to develop and/or improve Knowledge and Skills in professional Improvement and/or School Improvement.

Professional Development Procedures

1. All Individual Professional Development Plans (IPDP) will be submitted to the Professional Development Council for approval.
2. All activities will be considered knowledge or application activities. (See appendix B for criteria).
3. Knowledge level points for professional development will be valued at one point/hour. Validations will be made by the PDC members. Once awarded knowledge points, application/impact will be uploaded in the toolbox indicating approval to double or triple points if applicable.
4. Knowledge points for activities outside the service center must be validated through the toolbox. Service center sponsored activities will use the sign-in sheet as validation for knowledge level points. Sign-in sheets from District sponsored activities will be accepted as validation if they include necessary information for awarding points including dates and specific times for the activities.
5. It is recommended that Knowledge level validation requests be submitted within 60 days after completing the activity.
6. All level two or three activities must be validated according to the rubric on appendix B and submitted through the toolbox (Validation for Levels 2-3: Application/Impact)

Note: Level two application/implementation is the process of doubling points of an initial level 1 activity based on application and implementation of knowledge learned. Level three impact is the process of tripling points of an initial level activity based on application and implementation of knowledge learned and the demonstration of positive impact on student learning.

- For all out of District activities, a copy of the agenda/program will be attached as evidence in the toolbox.
- Points for presentations will be valued at one point per hour presenting period multiple presentations over the same topic are permitted.
- All approved points will be entered into the computer on a timely basis.

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 Keystone Learning Services 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 designee 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.

Composition of Professional Developmental Council

- Minimum of three teachers prefer one representative from the elementary level, one from the Middle School level, and one from the high school level and a maximum of five teachers
- One licensed leader member of the Keystone Learning Services Leadership team.

Membership Selection

All members are to be selected from the group they represent for 3-year terms. Selection will take place in August for terms to begin September 1st of the upcoming school year.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary level	0-3
Middle School level	0-3
High School level	0-3
Project/Grant Staff	0-3
Total	4-5

1.22 Licensed Teacher Group Selection Process:

Depending on turnover, but usually in the Fall, the PDC will inform their staff that a new PDC member is needed for the committee. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. The PDC will send out the list of names, even if just one, and each staff member will return his/her choice. Once someone is selected, the PDC Chair will add the documentation to the shared PDC drive.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Keystone Learning Services Leadership	1
Total	1

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the PDC Licensed Leader 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

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.

Responsibilities of Members

1. Participate in annual training related to roles and responsibilities of council members.
2. Develop operational procedures.
3. Develop a five-year plan that may be approved by the governing body of KLS and is based upon criteria established by the state board.

Powers, Duties, and Functions of the Professional Development Council

1. Implement the professional development plan within the guidelines and criteria established by the KDSE.
2. Ensure that KLS professional development plans have been approved by the KLS Board of Education.
3. Review and accept or suggest modification of each individual Professional Development Plan form (IPDP) submitted. Annually review all IPDPs. Staff members will resubmit annually if individual development needs changed. Approved activities must align to individual and or service center goals.

4. Review, validate, and verify the in-service credit points to be awarded for activities

completed as needed.

5. Keep records and communicate the necessary business of the council.
6. Hear and decide appeals for professional development credit.

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.

Keystone Learning Services 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 Toolbox. 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 Directors, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Officers
The officers of the council shall consist of a chairperson and a secretary. It is recommended officers have one year of experience on the Professional Development Council.

Election of Officers
The council will elect officers for the upcoming year in August.

Terms of Office
Chairperson and secretary are elected for 1 year terms and can be re-elected. The terms of office will begin September 1st.

Officer Duties
Officer Title: PDC Chair
Officer Duties

1. Ensure all members of the PDC have completed annual PDC training.
2. Final approval of certified members points

Officer Title: Secretary
Officer Duties

1. Keep minutes of all meetings
2. Schedule meetings and send reminders
3. Submit PDP meeting minutes and time sheets to HR/Payroll

Resignation and Replacement
An officer can resign from the office provided a letter of resignation is submitted to the PDC administrator. This letter should be submitted at least one month prior to the effective date of resignation. Vacancies in officer positions will be filled by a majority vote of the PDC at its next meeting following the submission of the letter of resignation.

1.51 Meetings

Meetings will be held 1 time per month from August through May in person or by zoom if needed. Meeting times and dates will be determined by the PDC members in August of each year. Emergency meetings will be scheduled as needed by the PDC chairperson.

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, with 1 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

PDC documentation will be created and stored in the toolbox by members yearly. The human resource office is responsible for maintaining documentation and records. Staff will be trained on how to use the toolbox in August of each year. Record keeping of all IPDP plans will be recorded and stored under the supervision of the Special Education Administrator. All meeting minutes, agendas and training certificates will be stored in the PDC drive.

1.54 Communications

Procedure for Informing Staff and Board of Directors

The professional Development Council administrator will inform certified staff of any unapproved decisions by the PDC. All other activities of the PDC will be recorded in the minutes of PDC meetings and kept on file at the service center office. The PDC chairperson and/or administrator will make a yearly progress report to the Board of Education.

1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of directors may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education. The five-year district Professional Development Plan is approved by the Board of Education (BOE). These bylaws are subject to review at the beginning of each year. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the standard decision-making protocol.

Individual Professional Development Plans

The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The PDC delegates its authority to the Assistant Special Education Director to approve validations for recertification during the summer. The Assistant Special Education Director will keep the PDC informed of the progress and status of the completion of all IPDPs once regular PDC meetings start again.

Professional Development Points

The PDC reviews and approves all PD activity points during PDC meetings. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in the appeals process at the end of Section 4.1. The PDC delegates its authority to the Assistant Special Education Director to approve validations for recertification during the summer. The Assistant Special Education Director will keep the PDC informed of the progress and status of the types and amounts of PD points once regular PDC meetings start again.

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

Philosophy

The philosophy of Keystone learning services is that professional development is the combination of educational and personal experience which contributes toward competence and satisfaction in the professional role. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level leading to an improvement in student learning.

2.1_ Assessment and prioritization of school improvement needs

The PDC may conduct a yearly needs assessment to determine the staff development needs of KLS and its staff. This assessment may serve as a guide and help determine the service centers long-range and short-range staff development plans. The needs assessment will take into account the organization's professional development goals.

1. Analyze yearly needs assessment.
2. Communicate results of the needs assessment with Keystone Learning Services administrators to aid in the development of professional development activities.
3. The PDC will distribute applicable and appropriate professional development activities to staff via email throughout the year.

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

Service Center Goals

The professional development goals are to provide opportunities for certified personnel in KLS to develop and/or improve Knowledge and Skills in professional Improvement and/or School Improvement.

1. School Improvement : Keystone Learning Services will provide opportunities for educators to increase their knowledge and skills in school improvement.
2. Curriculum & Instruction : Keystone Learning Services will provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.
3. Technology: The LEAs in the Southeast Kansas Regional Staff Development Plan will provide opportunities for educators to increase their skills in the use of technology as an educational tool.
4. Professionalism : Keystone Learning Services will provide opportunities for the development of professionalism.
5. Mentorship : A requirement of K.A.R. 91-1-203, a mentoring program should provide opportunities for new and experienced teachers to grow professionally and improve their teaching.

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

The PDC will ensure that an exit survey is conducted at the end of each professional development activity that is provided by Keystone Learning Services. Goals and objectives will be determined prior to the development of the professional development activity. The information from this exit survey will be used to determine the effectiveness of the activity as well as evaluate total improvement in the school improvement area on which the PD activities were chosen.

The grants/project staff will evaluate their own professional development effectiveness as part of their data collection necessary to continue their projects.

2.4 Reporting results of evaluation of in-service needs

The Licensed Leader Representative will review results of the exit survey from each professional development activity and provide summarized information to the Professional Development Council, Board of Directors and staff.

2.5 Amending the Professional Development Plan

Amending Procedure

This document may be amended in the following manner:

1. If the annual evaluation of the PDP plan each 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 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.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.
3. Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Section Three

Individual Professional Development Plans (IPDP)

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

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

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

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

(3) service to the profession.

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

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

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

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Process for Submitting Individual Plans

All certified staff members will submit their individual professional development plan (IPDP) by September 1st into the Greenbush toolbox. All members must submit 2 personal goals. Updates for subsequent years must be submitted by September 1st of the current year. Employees will have access to their IPDP and goals within the toolbox online. Training will be provided by the PDC during the August staff in-service day. Training will also be available online in the KLS PDC drive. Record keeping of all IPDP will be recorded in the Greenbush toolbox under the supervision of the special education administrator.

Individual Professional Development Plan

The District/Agency Professional Development Plans and Results-Based Staff Development Plans for schools are critical for developing the quality of education in any school community. However, there is perhaps nothing that has a more immediate impact on educators than their personal professional development.

Developing an individual professional development plan requires the same basic steps used in the Results-Based Staff Development Plan and the District/Agency Professional Development Plan. Steps for completing an Individual Professional Development Plan:

1. Collaborate with a designated supervisor.
2. Assess your individual needs.

3. Determine your individual professional development goals.
4. Select appropriate staff development activities or strategies to help you achieve your goals.
5. Write the individual professional development plan.
6. Analyze progress.
7. Revise the plan as necessary.

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. See Section 1.55.

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. See Guiding Concepts When Developing Individual Goals-Appendix C.

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.

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. Descriptions of indicators for each of the three levels are in the chart that appears on the following two pages. Note the lists under *"Verification required."* These lists explain the ways you can earn professional development points. Note also, that points increase as you progress through the three levels.

Instead of attending a professional development activity and gaining only one point per hour spent in the activity, it is now possible to earn six total points for the original professional development by demonstrating that you have progressed from the *Knowledge* Level 1, to *Impact* Level 3.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

3.8 Professional Development Plans for Substitute Teachers/Other Licensed Professionals

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.

Keystone Learning Services does not fall under the requirements of KAR 91-1-206 professional development plans for license renewal.

However, all substitutes/other licensed professionals may participate in the professional development plan of KLS. This will allow them to attend KLS activities as a member at their own expense. Substitutes' plans will be administered by the Professional Development Council.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Procedures for Denial of IPDPs

1. The participant will submit an appeal in writing to the PDC chairperson within 30 days of notification of denial, listing the specific reasons why he/she feels the decision was incorrect.
2. All appeals will be made in person to the PDC.
3. Should the PDC not approve the IPDP during the appeal, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

ACTIVITIES ACCEPTABLE FOR PROFESSIONAL DEVELOPMENT POINTS

1. College courses from accredited institutions
    a. One semester college credit/hour = 20 points
2. Workshops/Seminars/Conferences/Building In-service Activities
    a. Attendance or presentation (service to the profession)
    b. 1 hour attendance = 1 point. (Attach copy of agenda/program for activities outside the district)
3. Attendance at subject area meetings at building or district level outside the paid duty day with administrative approval.
    a. 1 meeting hour = 1 point
4. Attendance at lectures by persons with expertise in an area of education
    a. 1 lecture hour = 1 point
5. Observation of programs related to the educational setting, visits to other schools/school systems (journal required)

    a. 1 hour = 1 point
6. Supervised planning of new educational programs to be used in the schools done at the

direction of administration (use form Appendix E)

a. Developing a new course of study or program and curriculum writing with prior approval by the district PDC.
b. 1 hour = 1 point

7. Committee Work (Service to the Profession)
   a. Service on designated curriculum/subject-area committees, i.e: Student Improvement Team, School Improvement Team, PDC, Media Center Committee outside the paid duty day.
   b. Service on district-wide committees outside the duty day, i.e,: Technology Committee
   c. Service on miscellaneous school district related committees/board, i.e.: District Health/Wellness Committee, building Site Councils, Vocational Parent Advisory Boards, JCASC
   d. 1 meeting hour = 1 point
8. Service to professional associations such as; KNEA, KRA, KSDC, USA, KMEA, etc.
   a. Serving as delegate to governing bodies
   b. Holding office/Board member
   c. Service on designated committees
   d. 1 meeting hour = 1 point

9. Formal m**entoring of teacher (service to profession)**
    a. Advising and mentoring teachers new to their field (log required)
    b. 1 contact hour = 1 point
10. Supervising a student teacher/ educational intern (service to profession)
    a. Time spent in direct contact with student to teach new strategies/ techniques/teaching methods (log required)
    b. 1 contact hour = 1 point
11. Independent Activity (requires advance approval –see Appendix E)
    a. Requests for points for experiences related to educational assignment that do not fall in any other category must have prior approval by the PDC.

Appeal Procedures for Denial of PD Points

1. The participant will submit an appeal in writing to the PDC chairperson within 30 days of notification of denial, listing the specific reasons why he/she feels the decision was incorrect.
2. All appeals will be made in person to the PDC.
3. All decisions about PD points by the PDC are final.

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

LICENSURE RENEWAL REQUIREMENTS

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal. Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge;
- How it has been applied in practice; and,
- What the results of that practice have been.

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

- Content Endorsement Standards
- Professional Education Standards
- Service to the Profession

National Board Certification

A teacher may apply directly to Licensure and Teacher Education at KSDE if the person has completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed.

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour
Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

- Verification required may include one of the following:
- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
- Membership in the school or district PDC.
- Serving as a member of the school's steering team.
- Serving on a curriculum development committee.
- Providing staff development.
- Samples of published articles or newsletters and an explanation of the time spent in writing.
- An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
- Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points
Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points
Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points
Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
- Study habits.
- Improved school attendance.
- Improved homework completion rates.
- Independent observation of positive students' classroom behaviors.
- Increased enrollment in advanced classes.
- Increased participation in school-related activities.
- Decreased dropout rates.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Earned professional development points will apply to horizontal movement on the salary schedule. (20 in-service points = one college hour).

Summer validations must be submitted by September 1st of the current school year for the movement on the salary schedule.

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.De

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Professional Development Regulations

KAR 91-1-205. Licensure renewal requirements.
KAR 91-1-206. Professional development plans for license renewal.
KAR 91-1-211. Licensure review committee
KAR 91-1-215. In-service education definitions.
KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217. In-service education professional development council. KAR 91-1-218. Awarding of professional development points.
KAR 91-1-219. Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in
S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 **(a)**(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment

of a grade of ’’B‘‘ or higher.
(4) A person who does not successfully complete the school specialist or school leadership

performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

(d) This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall

include any planned learning opportunities provided to licensed personnel employed by a school district or other

authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.

(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.
(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.
(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;

(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

Keystone Learning Services
Criteria for Awarding Professional Development Points

Knowledge - Verifies that the educator has learned something as a result of the in-service activity
Application/Implementation is the process of doubling points of an initial knowledge activity based on application and implementation of that knowledge learned. Points awarded based on demonstrated application of the knowledge gained.
Impact is the process of tripling points of an initial Level 1 activity based on application and implementation of knowledge learned and the demonstration of positive impact on student learning.

Level		Points
Level 1 – Knowledge or Service to the Profession Attendance at sessions related to improvement of student learning. These sessions can include workshops. Conferences, seminars, or study groups. Points are also awarded at this level for service to the profession in such things as committee work and attendance at meetings.	1 point per contact hour	
Level 2 – Application/Implementation Implementation of knowledge <u>using three indicators</u> with feedback Indicators include: ● Teaching resources/units ● Review of student product (Pre-K through 12) ● Teacher log/journal ● Student achievement (Pre-K through 12) ● Presentation to BOE, Site Council, conferences ● Teaching teachers ● Formal/informal data collection ● Peer coaching	e p r e s e n t a t i o n (	
● Classroom observation ● Video presentation ● In-service	Form A p p e n d i x	

E
)

2x
Knowledge points or as designated by district PDC with advance approval

Level 3 – Impact

Follow-up indicating long term implementation and benefit to learning process. Within one year or a logical cycle following implementation, <u>use two additional indicators</u> to provide evidence of impact on student learning.

3x
Knowledge points or as designated by district PDC with advance approval

Appendix C

Keystone Learning Services

GUIDING CONCEPTS WHEN DEVELOPING INDIVIDUAL GOALS

Criteria for setting individual goals for Individual Professional Development

Plan Area **Description**

Instruction Practicing instructional strategies that have an impact on student learning. Effective teachers have 25 to 30 teaching strategies at their disposal.

Classroom management Managing and monitoring student learning and behavior as it relates to time on task, following directions, developing respect for routines and consideration for the rights of others.

Technology Incorporating new and innovative uses of technology to assist student learning.

Time Management Using available time efficiently and productively.

Interpersonal Relating to others in a positive way with respect, tolerance and appropriate communication.

Student Evaluation Assessing and reporting student growth fairly and consistently.

Climate Contributing to the overall environment of the school through cooperation and involvement.

Formula for setting goals

S **Specific.** Goals that are specific make the desired outcome better. Avoid generalities and broad sweeping statements.

M Measurable. How will you prove the goal was achieved? Quantitative data such as numbers and statistics are excellent examples of proof, but qualitative data also provides evidence of goal attainment.

A Attainable. Be sure you can really do what you set out to do.

R Relevant. The goal should have some relationship to improving the academic performance of students

T **Time oriented**. Set a deadline for when your goal will be achieved.

Appendix D

Keystone Learning Services
GUIDING QUESTIONS FOR AWARDING POINTS

Below is a list of questions to help the PDC make a fair determination regarding awarding professional development points for training related to such activities.

Definitions of "content, professional and service to profession"
Content – Activity directly related to endorsement
Professional – Activity is pedagogy/teaching related
Service to profession – any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations. Those impacted should be licensed teachers, leaders or the teaching profession.

For awarding knowledge points:

- Is the information provided in the training transferable to the assignment of the provider? If what is learned is transferable to the classroom, how does the provider anticipate it will enhance instruction?

For awarding application level points:

- How is what has been learned been applied over an extended period of time through classroom instruction?

For awarding impact level points:

- Can improved student learning or skills be demonstrated through multiple classroom formative assessments as well as summative assessments or grades? If so, how?

Appendix E

Keystone Learning Service
VALIDATION: APPLICATION/IMPACT

Advanced approval to double or triple points is required by the PDC. Have this form signed **BEFORE** beginning.

Advance approval of intent for 2X or 3X points given on _____by PDC Member_____

Name _____

Assignment_____

Date submitted _____ **Number of Points Requested** _____

Date of Implementation _____ **Grade level(s)** _____

Original number of knowledge points received _____ **Date received** _____

Keystone Learning Services Focus Area

_____

Individual Goal(s) Addressed (circle one or more) 1 2 3 4

Level(s) of Implementation being validated:

Level 2 Application	**Level 3 Impact**
(Three indicators)	(Two additional indicators)

Check the Indicators for Implementation

_____Teaching resources/units
_____Review of student product (attach summary)
_____Teacher log/journal (attach summary)
_____Student achievement (attach results)
_____Teaching teachers or Inservice presentation Date & length of presentation _____
_____Written paper (attach paper)
_____Formal/informal data collection (attach summary)
_____Video presentation
_____Project (attach summary)
_____Peer observation (attach summary)
_____Classroom observation (attach summary)
_____Planning & producing Videos, TV programs,
_____Other (PowerPoint presentations, Web Page development, etc.) _____
_____ Presentation; list type, date, length of presentation, and audience

_____

Student Impact: What learning, behavior change, or impact was realized?

_____

_____

_____

_____ _____

****attach appropriate materials****
****make copy for your records****

_____

Applicant's Signature **Date**

_____

SPED Admin Signature **Date**

For office use only
Number of Points Approved by PDC _____

Signature _____ Date _____

Not approved (explanation)_____

Appendix F

NORTHEAST KANSAS EDUCATION SERVICE CENTER
COMMITTEE INSERVICE FORM
****Use this form for all ongoing committees such as PDC, STAT, CARE TEAM, ETC.****

Committee Name: _____

Committee Chairperson/Supervisor _____

_____

Administrator signature **Date**

Record names, date, and time of each meeting. When completed, return this sheet to the PDC for approval. Please submit a log for each semester.

NAMES	DATE OF MEETING	TIME

Life Prep Academy
Z0066-9929
Five Year Professional Development Plan

August 2022-July 2027

PDC Approved September 2023
Submitted to KSDE on September 20, 2023
Date of Plan Expiration: 08/31/2027

5-Year Professional Development Plan
Approval

The Life Prep Academy Z0066 Professional Development Council approved the following plan, at its meeting held on 5/21/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 5/22/25
Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Initial Approval	09/19/23
Board Approval	01/22/23
PDC Approval	01/19/23

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Section One

Professional Development Council (PDC)

1.1 Introduction

Philosophy and Purpose of the Professional Development Plan

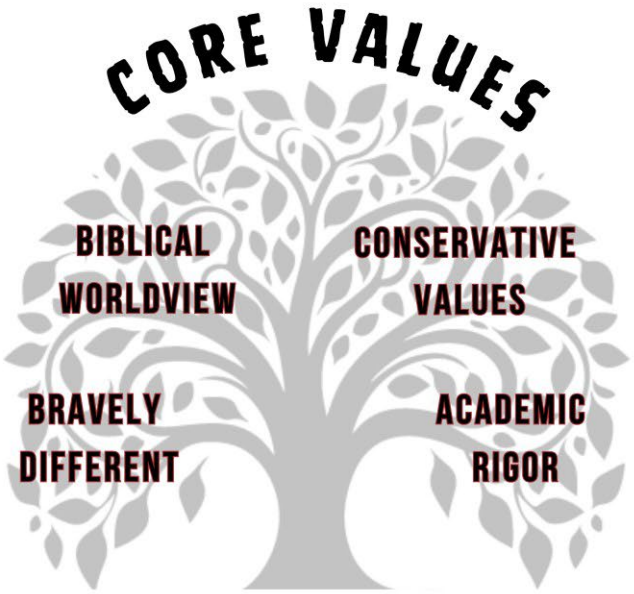
At Life Prep Academy, we believe in fostering an environment where continuous professional growth is intertwined with quality education and hands-on experience. Our commitment extends to ensuring every member of our community, regardless of their role, has access to a tailored and impactful professional development program.

Our guiding principle is to ensure that our staff, both certified and non-certified, are equipped with the necessary knowledge and skills to adeptly meet the dynamic learning requirements of our students. As we navigate the evolving landscape of education, our actions will be driven by:

1. **Diversity:** Every individual associated with Life Prep Academy, whether they work, reside, serve, send students, or are educated here, is an integral part of our professional growth plan.
2. **Alignment with Mission:** Our professional development endeavors will consistently reflect the core mission and academic objectives set by the Life Prep Academy Board. This encompasses graduation mandates, academic benchmarks, as well as emotional and social well-being targets.
3. **Research-Based Learning:** We will champion professional growth through initiatives rooted in evidence-based educational practices, ensuring relevance and efficacy. This involves encouraging job-embedded staff development.
4. **Administrative Leadership:** Recognizing the pivotal role of our administrators, we commit to providing them with the resources and training essential for spearheading a culture of continual learning and progress.

In sum, Life Prep Academy envisions a holistic professional development ecosystem, supported not just by educators and administrators, but also by every stakeholder, ensuring that we cultivate a future-ready, compassionate, and empowered community.

LPA Mission: **EQUIPPING WORLD CHANGERS TO EXEMPLIFY THE CHARACTER OF JESUS.**



GOALS:

Globally Minded
Entrepreneurship
Duty and Honor
College-Style Athletics

LPA Vision:

At Life Prep Academy, we are committed to rooting all of our actions in our faith in Jesus Christ. We have been intentional in cultivating a community that upholds a Biblical worldview and conservative values. Our dedication to academic rigor ensures that students are challenged and prepared for higher education and beyond.
We embrace being bravely different, fostering a culture that celebrates entrepreneurship and innovative thinking. Our globally minded approach equips students to understand the interconnected nature of our lives and encourages them to go forth and positively impact the world.
We teach the importance of duty and honor- preparing students to be informed, responsible citizens who lead others with integrity and responsibility. Our college-style athletic program promotes teamwork, discipline, and excellence.

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 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 as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

The membership of the Professional Development Council (PDC) consists of one elementary (K-5) teacher, one Jr/Sr High School teacher, and one administrator. Teachers may volunteer or be nominated to serve on the PDC. Total membership for the PDC is 3 licensed staff. Any new members or replacement members will be selected by the group of licensed staff that they represent as described below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
K-5	1
Jr./Sr. High	1
Total	2

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair or designee

How long is the term for a teacher/specialist PDC member?
One year

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 at first staff meeting

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
At staff meeting; provide names of licensed teaching staff members will be placed on a ballot for the vote.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Licensed teaching staff will vote by secret ballot for the two representatives.

Who tallies/documents the selections?

PDC Chair or designee

Who reports the results to the PDC Chair or designee?
PDC Chair

List any groups represented with only one member of staff, who is, therefore, the default PDC member:

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Administrator	1
Total	1

1.24 Licensed Leader Group Selection Process:

As the only licensed leader, the Superintendent is, by default, a member of the PDC. If the number of leaders increases, this plan will need to include the answer to the questions below:

Which position/s oversee the process of filling vacancies in the groups represented?

How long is the term for a leader/administrator PDC member?

If any, what are the term limits?

If the terms are staggered, how is that done?

When a group represented has an opening, in what month or timeframe is the position selected?

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?

Who tallies/documents the selections?

Who reports the results to the PDC Chair or designee?

List any groups represented with only one member of staff, who is, therefore, the default PDC member:

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.

Life Prep academy Z0066 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. Current: **Training Video:** PDC Annual Training: Required Training for PDCs (ksde.org) A certificate will be given as poof of completion:

12/17/2024

GREENBUSH
THE EDUCATION SERVICE CENTER

Verification of Completion

Annual Required Training 2024-2025

This document verifies

_____

from USD Other

has viewed the following required training modules:

- Bloodborne Pathogens (Annual: All Staff)
- Emergency Safety Intervention (ESI) and Introduction to De-escalation (Annual: All Staff)
- Preventing Abuse and Mandated Reporting (Annual: All Staff)
- Structured Literacy and Dyslexia Training (Annual: All Staff)
- Suicide Awareness and Prevention (Annual: All Staff)
- Bullying Awareness and Prevention (Annual: All Staff and Students)
- Sexual Harassment (Title IX) (Annual: All Staff and Students)

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 district PDC Committee Meetings Microsoft teams shared drive folder (Annual Trainings) . PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

How long is the term for PDC officers? One year

If the terms are staggered, how is that done? N/A

Term limits? 3 term max.

In what month or timeframe are officers elected? First PDC meeting

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? Should an officer's position become vacant, it will first be attempted to be filled by the remaining officers at the next scheduled meeting.

Chairperson:
- Calls and conducts all meetings
- Calls and conducts special meetings as needed
- Prepares an agenda for all meetings
- Provides notification of meetings
- Receives all resignations for PDC members
- Provides training to those members that are not able to attend the annual training
- Carries out other duties as determined by the PDC
- Works in collaboration with district level school improvement and professional development personnel

Vice Chairperson:
- Acts in the absence of the chairperson
- Carries out other duties as determined by the PDC

Secretary/Recorder:
- Acts in the absences of the chairperson, vice chairperson
- Keeps records and minutes of meetings
- Maintains a file of all minutes in the district office
- Carries out other duties as determined by the PDC Annual Training.

An officer can step down at any given time, as long as they present a formal resignation letter to the PDC.

1.51 Meetings

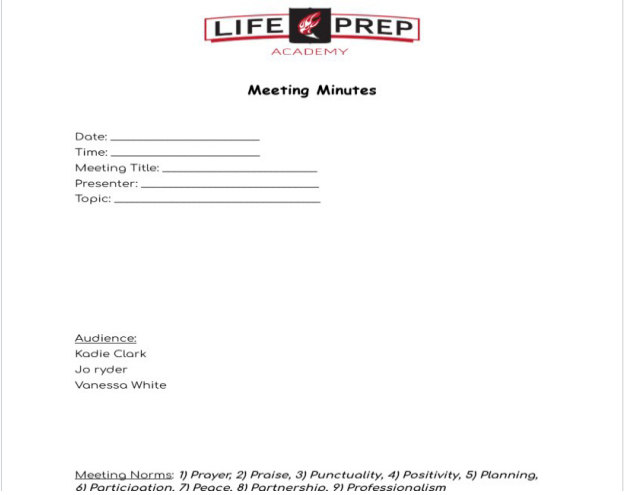
In what months does the PDC operate? The Professional Development Council shall meet monthly from August through May as needed with a minimum of 4 times each academic year.

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?

Professional Development Council Meeting Dates 2024-2025

*9/20/2024; 10/25/2024; 11/15/2024; 1/24/2025 (amendment evaluation); 2/27/2025; 3/27/25; 4/24/2025; 5/15/2025 (amendment evaluation)
*Forming Meeting

PD Meeting Notes



LIFE PREP ACADEMY

Meeting Minutes

Date: _____
Time: _____
Meeting Title: _____
Presenter: _____
Topic: _____

Audience:
Kadie Clark
Jo ryder
Vanessa White

Meeting Norms: *1) Prayer, 2) Praise, 3) Punctuality, 4) Positivity, 5) Planning, 6) Participation, 7) Peace, 8) Partnership, 9) Professionalism*

PDC meeting dates are indicated on the district meeting calendar to inform all district staff.
If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed?
Special meetings may be called by the chairperson or a majority of the PDC

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend?

Anyone not part of the council, may attend the meeting as an observer, unless recognized by the council for a specific question or request for input on a topic.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the

authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.

- To conduct official business at least 2 members, with 50% or fewer of those being leaders, constitutes a quorum.

- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.

- If consensus is not reached, a simple majority of a quorum present will pass a motion.

- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

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. See Appendix 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	Superintendent's Office & TEAMS app	Kadie Clark	Y
IPDP's	X	Superintendent's Office	Kadie Clark; Dr. Paula Rodriguez	Y
Meeting Minutes	X	Superintendent's Office & TEAMS app	Kadie Clark	Y
Member Selection	X	Superintendent's Office & TEAMS app	Kadie Clark; Dr. Paula Rodriguez	Y
Officer Selection	X	Superintendent's Office & TEAMS app	Kadie Clark; Dr. Paula Rodriguez	Y
PD Plan Process	X	Superintendent's Office	Kadie Clark	Y
PD Points	X	Superintendent's Office	Kadie Clark	Y
Staff PD Needs Assessments	X	Superintendent's Office & TEAMS app	Kadie Clark; Dr. Paula Rodriguez	Y

The secretary of the Professional Development Council shall keep minutes of all meetings. Minutes and other documents are stored in the district PDC Committee Meetings Microsoft teams shared drive folder.

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 PDC chair, and to the staff during monthly staff meetings. Select members of the PDC are on the leadership team so there is direct contact with the staff during these leadership meetings.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

District Professional Development Plan will be approved every five years by the following governing bodies, based upon criteria established by the state board: 91-1-217 (b) (3)
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. 91-1-216 (c)

- Professional Development Council

PDC chair will present the district professional learning plan and PDC handbook to the PDC, school president, and school superintendent at the beginning of each year. Approval of plan will be documented in PDC minutes. Approval by KSDE will be documented in the PDC minutes.

If the bi-annual evaluation in January and in May show the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. The PDC will seek input from the superintendent and others as part of the amendment process. Any amendments may be approved using the voting procedures under the Operational Procedures under Decision-making. Once an amendment is approved, the 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. KSDE. 91-1-216 (e)

Individual Professional Development Plans

Delegated Approval-The PDC delegates its authority to allow the designated supervisors 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

Delegated Approval-The PDC delegates its authority to allow the Superintendent/Principal 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

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, Life Prep Academy Z0066 does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

PD Points

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if all district students are meeting 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.

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

ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
Data Review Guide
KESA Student Outcome Data
KESA Compliance '24-'25

In-service needs aligned with district initiatives, building objectives, and the identified KESA goals. This alignment ensures curricular and instructional consistency with our stated mission, vision and state standard/benchmarks.

District Focus:
The district's professional learning goals center on our action plan, mission, and vision.

Building Focus:
Priorities at the building level are rooted in a needs assessment (as determined by assessment data, walkthrough data, teacher survey, team input, and administrative priorities). KansaStar Goals are determined, adopted, implemented and assessed.

Individual Focus:
Personal objectives are framed around unique needs, discerned through a review of competencies linked to student learning and licensure renewal criteria, which encompass professional teaching standards. Individual Professional Development Plans (IPDP) will be formulated at the beginning of the year and reviewed during individual evaluation times.

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.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions able to reduce the number of goals 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 begin 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 be the beginning of 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 ELA/Math state assessment results, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data and KESA Data Review Guide,
- 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.
- walk away with a plan to engage the school community in the development of their Action Plan.
- The following is a link to our School Improvement Plan: School Improvement Plan

In-service needs aligned with district initiatives, building objectives, and the identified KESA goals. This alignment ensures curricular and instructional consistency with our stated mission, vision and state standard/benchmarks.

District Focus:
The district's professional learning goals center on our Four Pillars (See Appendix C). This foundational document was drafted to align with our district mission and vision.

Building Focus:
Priorities at the building level are rooted in a needs assessment (as determined by assessment data, walkthrough data, teacher survey, team input, and administrative priorities). KansaStar Goals are determined, adopted, implemented and assessed.

Individual Focus:
Personal objectives are framed around unique needs, discerned through a review of competencies linked to student learning and licensure renewal criteria, which encompass professional teaching standards. Individual Professional Development Plans (IPDP) will be formulated at the beginning of the year and reviewed during individual evaluation times.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

91-1-216 (b) (3)
91-1-216 (b) (4)

Professional Development activities will be selected and designed to meet the goals and objectives of individual, building and district needs. The school president, principal, and PDC will determine the final PD calendar for each semester.

The process of the district to determine professional learning needs will be determined by analyzing and monitoring the evidence provided through multiple measures at the individual and district levels: These could include:
● Buildings needs assessment data (Team Leader Survey)
● Building walk through data (Administration)
● Building KansaStar goals (PDC)
• Leadership and Decision-Making
• Curriculum, Assessment, and Instructional Planning
• Classroom Instruction
• Parent, School, and Community
• Tiered Support
● District and building KESA accreditation growth, perception, summative, quantitative and qualitative data (ARC)
● School improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes.
(Formative and Summative Data Points: Appendix A); (Strengths and Needs Assessment: Appendix B)
● Professional Learning Communities at each building and/or grade level/department (Team Time)
● Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals. (Staff Survey)

The process will be documented using TEAMS Notebook and the KansaStar Repository (by 2024-2025). The PDC and Leadership Teams will be trained annually on this system.

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.

After obtaining suggestions from the PDC and team leaders regarding the in-service needs (and after reviewing the stated data collection sources), the administrative team will evaluate, prioritize and finalize the list of yearly PD topics. Yearly PD plans must align with the 5-year plan.

- The administrative team will connect with the professional developers to place the PD sessions on the calendar.

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

91-1-216 (b) (2) (3) (5)
Professional Development activities may be evaluated by using a feedback form prepared specifically for the activity by the presenter.

Progress of the building and district in meeting each of the goals may be evaluated during each academic year. This will be done by analysis of all the evidence provided through the measures of impact determined for staff development at the individual, school and district levels: 91-1-216 (b) (5)

These may include:

- Building needs assessment data
- Professional Learning Communities at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.
- State performance data – including both formative and summative assessment data, as well as staff's qualitative analysis of students' progress.
- Evaluations of professional development activities that have been provided.

2.5 Reporting results of evaluation of in-service needs

Stakeholder engagement is vital. Reporting to the board will happen twice per year. Reporting out to stakeholders solidifies this engagement. Results of in-service will be sent out via the WAAG (Friday Fire: Week-at-a-glance) at least four times per year. Copies of the WAAG are held in the TEAMS repository (Administrative folder).

Feedback derived from professional development surveys may also be communicated in the PDC meeting minutes.

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.

This link to Instructions to Writing IPDP Goals: IPDP LPA.docx

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

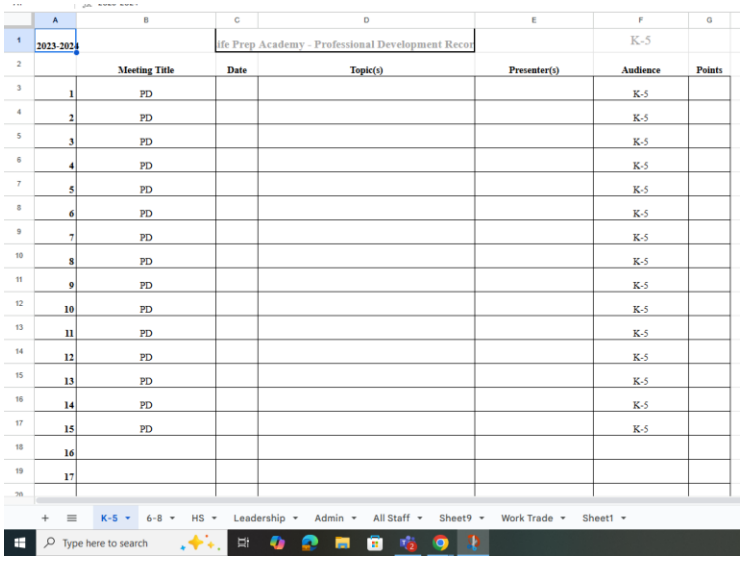
LPA Licensing Administration will use the model described in the above regulation.

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.



	A	B	C	D	E	F	G
1	2023-2024		ife Prep Academy – Professional Development Recor			K-5	
2		Meeting Title	Date	Topic(s)	Presenter(s)	Audience	Points
3	1	PD				K-5	
4	2	PD				K-5	
5	3	PD				K-5	
6	4	PD				K-5	
7	5	PD				K-5	
8	6	PD				K-5	
9	7	PD				K-5	
10	8	PD				K-5	
11	9	PD				K-5	
12	10	PD				K-5	
13	11	PD				K-5	
14	12	PD				K-5	
15	13	PD				K-5	
16	14	PD				K-5	
17	15	PD				K-5	
18	16						
19	17						

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS

KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 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 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.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional

education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Formative and Summative Data Points
ELA Fastbridge, Grades: K-8
Math Fastbridge, Grades: K-8
SEL Fastbridge, Grades: K-8
NWEA/ MAP, Math, Grades: 9-12
Math State Assessment, Grades: 3-8; 10-11
ELA State Assessment, Grades: 3-8; 10-11
Science State Assessment, Grades: 5; 8; 11
Training Video: PDC Annual Training
KESA 2.0, KSDE School Improvement Plan
Handbook
IPDP LPA.docx
Licensure points record.xlsx
Request for PD points.docx

Appendix B
Strengths and Needs Assessment

To identify strengths and needs, correlate district staff's evaluation of professional development to identified gaps in students' learning by answering the following questions:

• How well are all district students meeting the standards? How do you know?
• Does instruction align with state and district curriculum content and standards?
How do you know?
• What is currently being done that is helping district students reach the curriculum standards? • What is not being done?
• Who are the students or student groups that need particular attention?

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/10/2025**
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on renewal of the Interlocal Agreement for Smoky Hill/Central Kansas Education Service Center

Recommended Motion:

It is moved that the Kansas State Board of Education approve the renewal of the Interlocal Agreement for South Central Kansas Education Service Center d/b/a Orion Education and Training.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 12-2901 et. seq. and 72-13,100, two or more school districts may enter into interlocal cooperative agreements for the purpose of jointly and cooperatively performing any of the services, duties, functions, activities, obligations, or responsibilities which are authorized or required by law to be performed by school districts in the state of Kansas.

Seven (7) school districts have completed the process for renewing the Interlocal Agreement for the South Central Kansas Education Service Center.

This Agreement has been reviewed by the Kansas State Department of Education's Office of General Counsel.

INTERLOCAL AGREEMENT

This Interlocal Agreement is made pursuant to the provisions of K.S.A. 12-2901, *et seq.* and K.S.A. 72-13,100. It is made with the sincere desire of all cooperating unified school districts to work together for the mutual benefit of all children we serve and we the undersigned hereby and herein formally join together in an atmosphere of trust and confidence to form a separate legal entity known as the South Central Kansas Education Service Center, doing business as Orion Education and Training (hereinafter referred to as the "Center").

The following unified school districts, by and through their respective boards of education, have each adopted a resolution authorizing the unified school districts to enter into this Interlocal Agreement (hereinafter referred to as "Agreement"):

Unified School District No. 263
Unified School District No. 264
Unified School District No. 357
Unified School District No. 358
Unified School District No. 359
Unified School District No. 385
Unified School District No. 396

PURPOSE

The purpose of the Center shall be to cooperatively provide educational services in the areas of professional development, data processing, vocational education, career education, media service, curriculum development, in-service training for staff, and any other area authorized by law, such member unified school districts desire to provide on a cooperative basis. The provision of special education services by the Center is addressed by separate interlocal agreement.

BOARD OF DIRECTORS AND OFFICERS

The Center shall be governed by a board of directors consisting of at least one member from the board of education at each unified school district entering into the Agreement. Each board of education shall appoint its representative to the board of directors on an annual basis. The term of office of the members of the board of directors shall expire concurrently with their term of office as board of education members. Vacancies in the membership of the board of directors shall be filled within thirty (30) days from the date of the vacancy by appointment of the member by the appropriate board of education. In addition to the board member appointed to serve as a member of the board of directors for the Center, each unified school district may designate an alternate board member to represent their district on the board of directors in the absence of the appointed member. Any replacement so designated shall have the power or authority to act on behalf of the appointing board provided the Executive Director of the Center has been informed of the name of the designated alternate.

The board of directors shall meet at such times and places as may be decided by said board. The board shall elect from its members a president and vice-president who shall serve in the absence or incapacity of the president. The board shall also designate three individuals, one to act as Executive Director of the Center, one as Clerk of the Center, and one as Treasurer of the Center. The Executive Director, Clerk, and Treasurer shall receive compensation and shall perform such duties as prescribed by the board.
The board of directors shall adopt policies, rules, and regulations to implement this Agreement including, but not necessarily limited to, procedures for financing the operation of the Center, acquisition of property, employment of personnel, personnel policies and procedures, student policies and procedures, budget preparation and

administration, establishment of curriculum, and such other polices, rules, and regulations normally adopted by a board of education of a unified school district.

METHOD OF FINANCING

Each unified school district which is a party to this Agreement agrees to finance the operation of the Center in the manner hereinafter specified. The funds required to operate the Center shall be derived from fees charged by the Center for contracted services provided to unified school districts, community colleges, and other educational institutions, districts, and organizations, plus funds anticipated to be received from state and federal projects.

The budget of the Center shall be established by the board of directors on or before August 1 preceding the school year for which said budget is proposed.

Each unified school district which is a party to this Agreement agrees that it will levy, subject to any statutory limitations, each year an amount sufficient to pay its proportionate share of the Center's budget, as determined by the Board, should it become necessary to finance the Center, in whole or in part, from property tax sources. If the amount the board of directors of the Center determines exceeds the amount a member unified school district can legally raise, the board of directors of said Center shall immediately reduce the overall budget of said Center to an amount which will not cause any member unified school district to be assessed an amount beyond its legal authority to raise.

ACQUISITION AND DISPOSITION OF PROPERTY

All property, both real and personal, acquired by the Center shall be taken in the name of the Center and shall be the property of the Center and not the property of a participating unified school district. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of the Center and may be expended in any lawful manner as directed by the board of directors of said Center. Upon complete termination of this Agreement, the board of directors shall have the authority to distribute said property as herein provided, to member unified school districts that have entered into this Agreement. If the distribution of said property cannot be agreed upon by at least two-thirds of the members of the board of directors, the board of directors shall sell such property, at either private or public sale, and the proceeds of said sale shall be paid into the treasury of the Center. All monies in the treasury of the Center at the time of complete termination shall be distributed in equal shares to each member unified school district which has entered into the Agreement and which is a member of the Center at the time of such termination.

COMPLETE TERMINATION OF AGREEMENT

Complete termination of this Agreement may be accomplished by two-thirds of the member districts adopting a resolution seeking termination of this Agreement and upon approval by the Kansas State Board of Education. Upon complete termination of this Agreement, the board of directors shall have the authority to distribute any property to member school districts. A majority of the members of the board of directors may determine the distribution of such property. After payment of all Center's legal obligations, all funds available upon complete termination shall be distributed in equal shares to each member school district which is a member of the Center at the time of termination.

PARTIAL TERMINATION OF AGREEMENT

Any member district may withdraw from this Agreement by adopting a resolution stating its intent to withdraw from the Agreement and obtaining consent from the Center's Board of Directors. Any school district that withdraws from this agreement prior to complete termination shall not be entitled to any property of the Service Center or any cash refund.

INDEMNIFICATION

Pursuant to K.S.A. 72-1146, each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this Agreement.

MANDATORY PROVISIONS

This Agreement shall be governed by and interpreted in accordance with the laws of the state of Kansas, as required by K.S.A. 72-1147. In accordance with K.S.A. 72-1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

TERM

Upon approval by the Attorney General and the State Board of Education and the filing of this Agreement with the register of deeds in the county in which the center is located and with the Secretary of State, this Agreement shall be effective on July 1, 2025. The term of this Agreement for all purposes other than the provision of special education services is for five (5) years. As stated above, the provision of special education services by the Center is addressed by separate interlocal agreement.

This Agreement is subject to change or termination by the Legislature.

This Agreement may be changed by affirmative vote of not less than two-thirds of the contracting school districts.

This Agreement shall not be effective unless and until approved by the State Board of Education and filed with the register of deeds in the county in which the Center is located and with the Secretary of State.

EXECUTED THIS 12th day of February, 2025, by the presidents and clerks of the following unified school districts.

State of Kansas
Department of Administration DA-146a
(Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 12th day of February, 20 25.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.

3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

4. **Disclaimer Of Liability**: No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).

5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

7. **Arbitration, Damages, Warranties**: Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.

8. **Representative's Authority to Contract**: By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

9. **Responsibility for Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

10. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

11. **Information**: **No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.***

12. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. **263**, **Sedgwick** County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it RESOLVED that the Unified School District No. **263**, **Sedgwick** County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. **263**.

President, Board of Education

Attest:

Clerk, Board of Education

Jeff Ellis 3-10-25

President, Board of Education Date
Unified School District No. 263,
Sedgwick County, Kansas

Jeff Ellis

Jeff Ellis

ATTEST:

Sonya Schifferdecker 3-10-25

Clerk of the Board Date

Sonya Schifferdecker

Sonya Schifferdecker

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. 264 Sedgwick County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it **RESOLVED** that the Unified School District No. 264, Sedgwick County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. 264.

President, Board of Education

Attest:

Jennifer Nixon

Clerk, Board of Education

3-10-25

President, Board of Education — Date
Unified School District No. 264,
Sedgwick County, Kansas

Layne Pike

Layne Pike

ATTEST:

Jennifer Nixon 3/10/2025

Clerk of the Board — Date

Jennifer Nixon

Jennifer Nixon

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. 357, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it **RESOLVED** that the Unified School District No. 357, Sumner County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. 357.

Stephanie Scott
President, Board of Education

Attest:

Becky Shivers
Clerk, Board of Education

Stephanie Scott 3-10-2025

President, Board of Education Date
Unified School District No. 357,
Sumner County, Kansas

Stephanie Scott

Stephanie Scott

ATTEST:

Becke Shivers 03/10/2025

Clerk of the Board Date

Becke Shivers

Becke Shivers

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. 358, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it **RESOLVED** that the Unified School District No. 358, Sumner County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. 358.

President, Board of Education

Attest:

Kristina Hoover

Clerk, Board of Education

Derek Totten 3-10-2025

President, Board of Education Date
Unified School District No. 358,
Sumner County, Kansas

Derek Totten

ATTEST:

Kristina Houser 3-10-2025

Clerk of the Board Date

Kristina Houser

Kristina Houser

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. 359, Sumner County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it **RESOLVED** that the Unified School District No. 359, Sumner County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. 359.

President, Board of Education

Attest:

Clerk, Board of Education

3-10-25

President, Board of Education — Date
Unified School District No. 359,
Sumner County, Kansas

Shawn White

Shawn White

ATTEST:

3-10-25

Clerk of the Board — Date

Christy Gonzales

Christy Gonzales

RESOLUTION 24-25-10

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No.385, Butler County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it RESOLVED that the Unified School District No. 385, Butler County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10 day of March, 2025 by the Board of Education Unified School District No. 385.

Jennifer L Sugmar

President, Board of Education

Attest:

Jenni Bahm

Clerk, Board of Education

Jennifer L Seymour 3/10/2025

President, Board of Education Date
Unified School District No. 385,
Butler County, Kansas

Jennifer L Seymour

Jennifer Seymour

ATTEST:

Jamie Bohannon 3/10/2025

Clerk of the Board Date

Jamie Bohannon

Jamie Bohannon

RESOLUTION

WHEREAS, K.S.A. 12-2901, et seq., and K.S.A 72-13,100 authorize the board of education of two or more unified school districts to enter into a school district Interlocal cooperative agreement; and

WHEREAS, the Board of Education of Unified School District No. 396, Butler County, Kansas believes it would be in the best interest of said school district to enter into the attached school district Interlocal cooperation agreement establishing the South Central Kansas Education Service Center, doing business as Orion Education and Training.

NOW THEREFORE, be it **RESOLVED** that the Unified School District No. 396, Butler County, Kansas shall enter into the attached school district Interlocal cooperation agreement pursuant to K.S.A. 12-2901, et seq., and K.S.A 72-13,100; and

BE IT FURTHER RESOLVED, that the board of education of said unified school district hereby authorizes the president of the board to sign said Interlocal agreement on behalf of the school district.

Approved this 10th day of March, 2025 by the Board of Education Unified School District No. 396.

President, Board of Education

Attest:

Clerk, Board of Education

Brent E. Nispel 3/10/25

President, Board of Education Date
Unified School District No. 396,
Butler County, Kansas

Brent E. Nispel
Brent E. Nispel

ATTEST:

Carrie L. Shores 3/10/25

Clerk of the Board Date

Carrie L. Shores
Carrie L. Shores

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 d.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Christine Macy	Bert Moore	Randy Watson

Item Title:

Recommendations for Funding New Kansas 21st Century Community Learning Centers for 2025-2026

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding New Kansas 21st Century Community Learning Centers Grants for 2025-2026

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members when school is not in session. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in a rural community.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The 2025-2026 new grant applicants included in the attached list are recommended for funding for a total amount not to exceed $2,000,000.

	State Fiscal Year		FY26
	USD	Grantee Name	Award Amount
1		Boys & Girls Club of Kansas City (Breidenthal Unit)	$124,981
2		Boys & Girls Club of Lawrence (Cordley Elementary)	$150,000
3		Boys & Girls Club of Lawrence (New York Elementary)	$150,000
4		Boys & Girls Club of Topeka (Logan Elementary)	$150,000
5	216	Deerfield	$150,000
6	457	Garden City (Wilson/Ornelas Elementary Schools)	$125,000
7	500	Kansas City (Schlagle High School)	$151,000
8	501	Topeka (Meadows Elementary)	$151,000
9	234	Uniontown (Elementary K-3)	$124,834
10	259	Wichita (Linwood Elementary)	$149,967
11	259	Wichita (Washington Elementary)	$125,000
		Total Year 1 Award	$1,551,782

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 e.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Christine Macy	Bert Moore	Randy Watson

Item Title:

Recommendations for Continued Funding of Kansas 21st Century Community Learning Centers for 2025-2026

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for continued funding of Kansas 21st Century Community Learning Centers Grants for 2025-2026.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members when school is not in session. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in a rural community.

The current 21st CCLC grantees included in the attached list are recommended for continuation of funding for a total amount not to exceed $7,900,000 for 2025-2026.

	State Fiscal Year		FY26
	USD	21st CCLC Grantee Name	Award Amount
1	435	Abilene	$65,000
2	387	Altoona-Midway	$86,122
3		BGC Hutch (Avenue A)	$125,000
4		BGC Hutch (Middle School)	$79,868
5		BGC Hutch (Shadduck Park)	$116,760
6		BGC Lawrence (Hillcrest)	$70,000
7		BGC Lawrence (Prairie Park)	$125,000
8		BGC Lawrence (Schwegler)	$150,000
9		BGC Lawrence (Sunflower)	$80,000
10		BGC Lawrence (Teen Center)	$125,000
11		BGC Lawrence (Woodlawn)	$70,000
12		BGC Manhattan (Bluemont)	$150,000
13		BGC Manhattan (Eisenhower)	$125,000
14		BGC Manhattan (High School)	$150,000
15		BGC Manhattan (Lee)	$70,000
16		BGC Manhattan (Northview)	$150,000
17		BGC Manhattan (Roosevelt)	$80,000
18		BGC Manhattan (Woodrow Wilson)	$150,000
19		BGC Topeka (Tecumseh North)	$65,000
20	244	Burlington	$69,074
21	286	Chautauqua	$144,022
22	397	Clay County (Lincoln/Garfield)	$70,000
23	445	Coffeyville (Elementary)	$70,000
24	445	Coffeyville (Preschool)	$67,360
25	315	Colby	$138,097
26	283	Elk Valley	$104,435
27	495	Ft. Larned	$109,511
28	499	Galena	$69,831
29	457	Garden City (Brown/Wilson)	$79,893
30	457	Garden City (Gertrude Walker)	$69,994
31	475	Geary County (Eisenhower)	$69,326
32	475	Geary County (Grandview)	$65,000
33	475	Geary County (Lincoln)	$72,822
34	475	Geary County (Milford)	$62,678
35	475	Geary County (Seitz)	$110,000
36	475	Geary County (Sheridan)	$70,000
37	475	Geary County (Ware)	$125,000
38	475	Geary County (Washington)	$65,000

39	475	Geary County (Westwood)	$110,000
40	248	Girard	$79,216
41	352	Goodland	$65,000
42	390	Hamilton	$125,986
43	261	Haysville	$67,313
44	446	Independence	$69,512
45	257	Iola (Jefferson)	$70,000
46	257	Iola (McKinley/Lincoln)	$80,000
47	500	Kansas City (Banneker)	$71,000
48	500	Kansas City (Emerson)	$150,000
49	500	Kansas City (ME Pearson)	$150,000
50	500	Kansas City (New Chelsea)	$65,000
51	500	Kansas City (West Park)	$70,000
52	506	Labette County (Meadow View)	$125,000
53	506	Labette County (Mound Valley)	$148,740
54	480	Liberal	$98,852
55	386	Madison-Virgil	$72,472
56	383	Manhattan-Ogden (Bergman)	$70,000
57	383	Manhattan-Ogden (Ogden)	$70,000
58	209	Moscow	$88,071
59	461	Neodesha	$63,405
60	294	Oberlin	$79,724
61	290	Ottawa (Garfield)	$75,762
62	290	Ottawa (Lincoln/Sunflower)	$77,084
63	250	Pittsburg	$149,177
64	407	Russell	$70,000
65	466	Scott County	$80,000
66	349	Stafford (Elementary)	$77,640
67	349	Stafford (MS/HS)	$70,000
68	374	Sublette	$148,832
69	501	Topeka (Chase MS)	$70,000
70	501	Topeka (McCarter)	$151,000
71	501	Topeka (Quincy)	$70,000
72	501	Topeka (Robinson)	$70,000
73	214	Ulysses	$58,363
74	235	Uniontown (4-6)	$149,833
75	498	Valley Heights	$90,876
76	108	Washington (Elementary)	$90,000
77	282	West Elk	$89,390
78	259	Wichita (Adams)	$69,950
79	259	Wichita (Anderson)	$70,000
80	259	Wichita (Gordon Parks)	$64,997
81	259	Wichita (Ortiz)	$69,972
			$7,516,960

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	6
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Shane Carter	Shane Carter	Randy Watson

Item Title:

Act on New Appointments to the Professional Standards Board

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint (Libby Devin, Leona Engelcke, or Kelly Hogelin to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028.

It is moved that the Kansas State Board of Education act to appoint (Libby Devin, Leona Engelcke, or Kelly Hogelin to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2028.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill the two Public Teacher At-Large vacancies are:

- Libby Devin, Elementary School Teacher, Auburn Washburn USD 437, (SBOE District 1,4,6).
- Leona Engelcke, Middle School Science Teacher, Kiowa County USD 422, (SBOE District 7)
- Kelly Hogelin, Middle School English Language Arts Teacher, Pittsburg USD 250, (SBOE District 9).

Nomination forms and candidate resumes are attached as well as the PSB roster.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Dr. Kelly Hogelin	District 9	250 Pittsburg	N/A	N/A	Professional Standards Board	2501-5000

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	7th grade ELA	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I am currently certified to teach under many certifications in Kansas and have been practicing for 20 years total.

Work experience - Please state, briefly, your working and educational experience which might...

I have served as an educator for 20 years, have a bachelor's degree in early childhood, elementary certification, art pk-12, and middle level English. I have a master's degree as a reading specialist and a doctorate in leadership with an emphasis in reading.

Dr. Kelly Hogelin

SKILLS

Qualitative and Quantitative Research Methods experience/implementation, Schedule management, Performance metrics and data analysis, Reporting and documentation, Task evaluation and facilitation, Organization, Project planning, Custom solutions and stakeholder management, Technology/tool implementation (Google suites, Excel, Powerpoint, Slides), Stakeholder meeting facilitator, Process improvement/program development, Conflict resolution, Team leadership, Facilitator of high stakes engagements with stakeholders

Developed and delivered comprehensive training programs for middle school teachers/students, including facilitator guides, participant workbooks, and e-learning modules, resulting in increased improvement in teaching/learning effectiveness.

Certifications

Early Childhood Education, Elementary Education, Middle level ELA, Pk-12 Art, Trauma Informed course completion, Reading Specialist, Literacy Leader, CITI training and certification for human subjects research, Presentation creation and design

EXPERIENCE

Pittsburg Community Schools- USD 250, Pittsburg Kansas - *Middle Level ELA/Head Tennis Coach*

August 2020 - PRESENT

- Evaluation of individual academic skills through verbal assessments, graded assignments, and standardized tests.
- Instruct classes of up to 30 students, both in person and online, in principles and strategies of English Language Arts.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.
- Academic team leader for planning and implementations of lessons and standards.
- Head tennis coach- strategy and planning as well as resource management.

Parsons District Schools- USD 503, Parsons Kansas - *Middle Level ELA*

August 2019 - May 2020

- Evaluation of individual academic skills through verbal assessments, graded assignments, and standardized tests.

- Instruct classes of up to 30 students, both in person and online, in principles and strategies of English Language Arts.
- Utilized multimedia strategies and technology to convey information in fresh and interesting ways.
- Academic team leader for planning and implementations of lessons and standards.
- Grade Level leadership representative
- Presenter at building wide Professional Development

Grandview School District- Tahlequah Oklahoma - *Middle Level ELA, Building Test Coordinator, Data Collection/Analysis*

August 2012 - May 2019

- Administered assessments and standardized tests to evaluate student progress.
- Evaluated academic skills of each student through verbal assessments, assignments, and standardized tests.
- Facilitated student development in academic, social, and emotional skills for long term success.
- Taught age appropriate spelling techniques, grammar usage, and language skills.
- Maintained an organized, clean, and safe learning environment for all stakeholders.
- Completed inservice training and additional training to maintain professional growth.
- Presenter at district Professional Development.
- Guest Presenter at other school districts Professional Development.
- Recorded presentation for *PD on Your Plan* for the Oklahoma State Department of Education website.
- Prepared and implemented curriculum and plans covering required course content.
- Promoted effective verbal and written communication through listening, speaking, reading, and writing practice as well as communication to stakeholders.
- Scheduled, trained teachers/staff and collected/organized required materials for state assessments for the district.
- Analyzed data from assessments for future use during Professional Developments or collaborative meetings.

EDUCATION

University of Houston (Remote) - *Doctorate in Education: Professional Leadership*

August 2022 - September 2024

Pittsburg State University - *Master of Science: Reading Specialist*

August 2019 - December 2021

Northeastern State University - *Bachelor of Science: Early Childhood Education*

August 1998 - December 2005

AWARDS/ACCOMPLISHMENTS

Member of Phi Sigma Pi, Phi Kappa Phi, Honors for Academic Achievement, CITI Training, Dissertation Completion, Professional writing collaboration for reading journals.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Leona Lynn Engelcke	District 7	422 Kiowa	N/A	N/A	Professional Standards Board	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	Teacher, Science (Grades 6, 7, 8, and 9)	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

- Certified Professional Teaching Licensure since 2019. - KSDE license endorsement, ESOL (2019) and Building Leadership (2024). - Actively teaching since 2016. - Active service on District Leadership Team (Teacher member) - Extensive experience facilitating or working as a team member on accreditation, compliance and regulatory committees, in private industry and in education.

Work experience - Please state, briefly, your working and educational experience which might...

- Teaching and administrative experience. - Licensure in both, including an ESOL endorsement. - Nominated to USD443 Professional Standards and Development committee in 2022. - Experience in various committees, both in public education and private industry. - Excellent listening, communication, and teamwork skills.

LEONA ENGELCKE, MSE, MS, MHA

Continuous Learning and Improvement | Compliance and Accreditation | Student and Staff Growth

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Education leader with demonstrated success in building teams, academic program growth and development, cultural and community advocacy and project management. Proven coach, mentor, collaborator, and flexible facilitator.

SPECIALIZATION

Continuous learner	Team building, engagement, and collaboration
Strategic planning & continuous improvement	Regulatory, Quality program design, facilitation
Financial/budget management, analysis	Program improvement, academic excellence
Professional Development, Standards, Compliance	Culture and community building

EDUCATION EXPERIENCE

Kiowa County Public Schools (USD422), Greensburg, KS August 2023 – Present

Middle School, High School Science Teacher

- Earth, Physical, Life Science, and Biology (6th – 9th grade): Build and teach curriculums for all 4 grades.
- KESA Team, District Leadership Team member
- Assistant Coach, Girls Basketball.
- Mentoring and co-teaching for new teachers in the building.
- Volunteering year-round (all sporting, Forensics, and Scholars Bowl events).
- K-State LEAPES Summer STEM camp facilitator, summer 2024, 2025.

Cimarron Ensign Public Schools (USD102), Cimarron, KS July 2022 – June 2023

Principal, Junior and Senior High School + Part time science teacher

- Earth and Physical Science teacher and JH, HS substitute as needed.
- Conduct all building leadership duties as assigned, collaborating with staff, district, and administrative staff.
- Collaboratively plan and facilitate staff events, trainings, and special events for students and staff.
- Facilitate district-wide KESA goal setting and JH/HS action plans to meet or exceed goals.

Dodge City Public Schools (USD443), Dodge City, KS August 2016 – June 2022

Middle School Science Teacher, PLC Leader, After School STEM Program Coordinator

- Demonstrate excellence in classroom management and student success
- Network with peers, administrators, and the community to enhance education programs
- Facilitate planning for 2019, 2020 school STEAM Fair
- Coordinate CMS EXITO STEM program (grant-funded after school program), 2019-2022
- Mentor others in goal setting, data capture, and simplifying / integrating new, added tasks
- CMS KESA Team, PLC Leader, and grade level Team Leader
- ***Kansas Master Teacher of the Year Nomination, 2021***

KSDE Teaching Licensure + Endorsements:

- Professional: Middle School Science, 2019-2024, 2024-2029
- Building Leadership, K-12 2024-2026 (Initial)
- ESOL, PreK-12, 2019-2029

Related Education Degrees:

- Master of Science, Education. Fort Hays State University, 2019 (4.0 GPA)
- Master of Science, Building Leadership Fort Hays State University, 2021 (4.0 GPA)

Education-related Accomplishments:

- STEM Program facilitation, assessment and improvement, 2019-2024.
- Volunteering: Athletics, Scholastics, and Community events.
- KESA goal setting, data collection, and reporting to KSDE in USD443, USD102, and USD422.
- Facilitate PLC budget management and data collection via online budgeting tools (USD443).
- Member, USD 443 District Professional Learning Steering Committee
- Mentoring volunteer, FHSU Transition to Teaching Program. Summer, 2021.
- Volunteer: Migrant Program Newcomer's night, August 2019, 2020, 2021.

Education reference contact information below.*(removed for privacy)*

Name	Position	E-mail	Cell / Phone
Martha Mendoza	Principal, USD 443 Dodge City High School		
Mark Clodfelter	Superintendent, USD422, Greensburg, Kansas.		
Mark Woofter	Superintendent, USD268, Kansas.		
April Baugh	Principal, USD381, Spearville, Kansas.		
Kathy Barnett	Teacher, USD 613 Alternative Education		

HEALTHCARE and PRIVATE INDUSTRY EXPERIENCE

Kaiser Permanente, Portland, OR March 2014 – July 2016

Assistant Department Administrator, Ophthalmology

- Manage two Ophthalmology clinics, supervising 26 employees (Clackamas and Salem, Oregon)
- Lead regional performance improvement programs, moving 4 clinics to Level 5; "High Performing" teams
- Secure 2nd place, Passport to Excellence Performance Improvement competition; 2014, 2015
- Manage 2016 planning and go-live, patient education video service for two specialty departments
- Partner with Surgery Schedulers to design a backlog reduction plan with sustained wait time reduction
- Facilitate "first man up" staffing model with sustained "Informed of Delays" scores >6 months
- Provide project management leadership - Business Readiness Eye Care PACS MERGE planning and deployment region-wide (July 2016)
- Design and submit for leader review a $735K cost-reduction proposal and related strategies

Salem, Oregon Ophthalmology Unit Team Recognition & Award, 2015

Community Health Plan of Washington, Seattle, WA July 2013 – March 2014

Operations Management & Project Consulting

- Design and implement the Plan's care coordination enhancements (care management internal plan and external care delivery components) impacting 1700 clinicians, 150 clinics and affiliated hospitals and 400K members. Establish resource cost, service utilization, patient engagement and health outcomes measures, targets and reporting. Program founded on principles of Medical Home and IHI Triple Aim.

- Organizational planning and training, LEAN and process improvement/change management skills. Develop organizational tools, structures and visual, linked checking systems across the organization.
- Develop, implement and PDCA business intelligence reporting for 20 community health clinic agencies across Washington State.

GROUP HEALTH COOPERATIVE, Seattle, WA January 2004 – May 2013

Manager, Strategy Deployment - Strategic Planning & Services Director, 2011 - 2013

Service line analysis and facilitation of process change/improvement efforts to reduce external care delivery cost and improve patient access and satisfaction.

- Prepare financial proposals representing 500K/year in external delivery system cost reduction
- Manage project life cycles and budgets. Direct multiple cross-functional service enhancements including change management, labor negotiations, service access improvement (Specialty, Primary Care and Ancillaries), internal and external communications and marketing
- Direct and launch Tacoma Urgent Care/Observation services expansion, realizing Q1 external delivery system cost reduction and ED visit/short stay volume reduction targets (20% each)
- Develop visual systems to track strategic success in cost, satisfaction and impact on care demand
- Facilitate cross-functional team development of standard work process flows using LEAN
- Co-direct and achieve subdivision's targeted 2012 cost reductions ($11M)
- Direct service reconfiguration and consolidation, Primary, Urgent Care/Observation and Ancillary/administrative services in Snohomish County, saving $680K/yr. in external care delivery costs
- Develop/implement provider and nurse staff modeling tools used to monitor productivity and cost
- Officially mentor project management staff in affordability projects and initiatives
- Develop/launch affordability metrics tracking system for six (6) service lines at six geographic locations tracking cost, quality, people and growth performance to target

Senior Project Manager, Acute, Post-acute and Ancillary Services 2008 - 2011

Analytically defined multiple service expansions and improvements. Directed cross-functional LEAN workshops to reduce wait time, remove waste and reduce cost.

- Direct two (2) Urgent Care/Observation service expansions including Seattle, a 16-hour/day unit to 24/7/365 (June 2009) and Tacoma, an 8-hour/day unit to 24/7/365 (scheduled go-live 10/2012). Included expansion of all ancillaries and administrative support services.
- Maintain reporting tools and communication following closure of Eastside Hospital and relocation of several service units (2008)
- Develop and maintain subdivision's tiered metrics reporting system in cost, quality, growth
- Analytically defined the opportunity and directed the 24/7 expansion of 16 hour/day Seattle Urgent Care + 23:59 Observation unit, reducing external care costs by $210K/year (2009)
- Improve the annual capital replacement plan, saving $25K/year in Emergency Services
- LEAN-based consulting for multiple clinical service areas.

2010 "Team Award": Tacoma 24/7 Urgent Care expansion team award conferred by Medical Center leaders
2009 "Celebrating Excellence": Employee performance award conferred by CEO Scott Armstrong

Project Manager, Emergency Services/Hospital 2004-2008

Mid-scale service projects including physical plant, service flows, cost containment, and quality of care.

- Facilitate large Primary Care practice relocation to new clinic, within timeline and budget.
- Develop and manage related project and communications plans, including process flow redesign.
- Partner with Labor Relations, Administration and Stakeholders to ensure plan engagement, support.

- Develop budget and plan, propose, and then manage two Urgent Care service expansions (Olympia, Tacoma). Resulted in 325K/year in reduced operating costs.
- Facilitate hospital compliance committee and liaisons with risk management and legal departments
- Design initial capital request process for newly established service lines including emergency services
- Lead expansion of King County dermatology clinics and services, including bricks/mortar planning

UNIVERSITY OF WASHINGTON NEIGHBORHOOD CLINICS, Seattle, WA 10/2002 - 11/2003

Project and Operations Manager for 8-clinic primary care arm of UW Medicine

- Designed and led UWPN HIPAA Privacy training for all organizational staff and at eight (8) clinics
- Developed and conducted Quality Assessment and Improvement program exceeding quarterly targets
- Conducted routine and project-specific vendor review subject to company and regulatory protocols
- Facilitated marketing and communications plan for eight (8) primary care clinics
- Project supported clinic lease negotiations for two clinics in Belltown and Federal Way.

2003 "Quality, Excellence and Dedication" conferred by CEO to leader of UWPN Quality Improvement team

EMI PRECISION, Arlington, WA 2/2002 - 9/2002

Vice President, Operations and Finance

Co-directed all preparations for the sale of the family business. Improved business plan, directed IT systems upgrade. Created utilization reporting for manufacturing units. Supervised three (3) staff.

UW BOTHELL / VIRGINIA MASON, Lynnwood, WA 2000-2001

Held short-term paid and unpaid positions while attending UW Bothell full time (20-24 credits/quarter).

VIRGINIA MASON MEDICAL CENTER, Seattle, WA 1999-2000

Medical Staff Coordinator

Conducted credentialing and recredentialing for 1700 hospital-based and network providers. Medical Staff Liaison for Virginia Mason's Risk Management, Quality and Compliance offices. Provided project management support for Radiology and Dermatology compliance projects. Supervised two (2) clerks.

VALLEY GENERAL HOSPITAL, Monroe, WA 1997-1999

Medical Staff Office Manager

Developed and implemented this Hospital's first Medical Staff credentialing management program, formerly a contracted function. ***Achieved perfect JCAHO score, Medical Staff credentialing 1998***

Related Business Education Degrees

- Master of Healthcare Administration. University of WA, Seattle. 2005 (3.8 GPA)
- Bachelor of Arts, Business/Finance. University of WA, Bothell. 2003 (3.83 GPA)

TECHNICAL SKILLS

- Google Apps (Classroom, Sheets, Docs, Slides, Forms)
- Microsoft Word, PowerPoint, Outlook, Excel, Access, Visio, MS Project
- Canva, PowToon, Lucid Chart, Vimeo, ScreenCast-O-Matic, others
- SharePoint, Essbase, Hyperion, Kronos
- ASQ LEAN Six Sigma Black Belt Processes, PDCA, Total Quality Management

MEMBERSHIP | VOLUNTEERING

American College of Healthcare Executives | Urgent Care Association of America
Beta Gamma Sigma | City of Bothell | UW Bothell | President/Treasurer, HOA Association (2011-2014)

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Libby Devin	District 6	437 Auburn Washburn	N/A	N/A	Professional Standards Board,Licensure Review Committee,TVSC	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Elementary	I am on the Board of Directors	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...
I hold a professional K-6 generalist license. I am 18 year teaching veteran and currently teach 3rd grade.

Work experience - Please state, briefly, your working and educational experience which might...
I am completing my 18th year of teaching. I have spent time teaching in all grade levels k-5. In addition to teaching for 15 years in in Kansas, I spent 3 years teaching in Florida. Having taught in different states and school districts, I have seen the impact of teacher licensure and teacher vacancies. I also have first hand experience with licensure in different states and how transferring from state to state may work.

Libby Devin

Professional Summary

Dedicated K-6 certified teacher with nearly two decades of experience in elementary education. Committed to continuous professional development and effective communication with colleagues and parents.

Professional Experience

Pauline Central Primary, Topeka, KS
Teacher: 3rd Grade, 2nd Grade, 1st Grade
August 2017 - Present

- Align curriculum objectives with state standards as part of the district curriculum committee.
- Implement a CI3T model of prevention to support academic, social, and behavioral growth.
- Engage in PLCs to focus on student data and achievement.

Harns Marsh Elementary School, Lehigh Acres, FL
Teacher: 4th Grade English Language Arts, Title I Resource, 1st Grade
August 2014 - May 2017

- Developed scope and sequence for standards and assessments.
- Created standards-based assessments and analyzed data to tailor instruction.

Scott Dual Language Magnet School, Topeka, KS
Teacher: 1st Grade, 3rd Grade
August 2007 - May 2014

- Employed Kagan Cooperative Learning and PBIS strategies to enhance student engagement.
- Collaborated with special education teachers to ensure inclusive education.

Education

Baker University, Baldwin, KS
Master of Arts in Education
September 2008 - May 2010

Emporia State University, Emporia, KS
Bachelor of Science in Elementary Education
August 2003 - May 2007

Leadership and Committees

- Elementary ELA District Curriculum Committee
- Phonics District Curriculum Committee- Developed phonics curriculum for district-wide implementation.
- Contributed to various committees including School Safety, Sick Leave Pool, and Appraisal.

Certifications & Professional Development

- LETRS Modules 1-3
- Handwriting Without Tears
- Kagan Cooperative Learning (5 Days)
- Marzano Teaching Strategies
- Kansas Migrant and English Language Learner Academy

Professional Standards Board

KSBE Liaison

Cathy Hopkins
KSBE District 5
2026

Higher Ed (1 KBOR, 1 Private)

Amy Hogan
Ottawa U.
2027
KSBE District 4

Paul Adams
FHSU
2028
KSBE District 5

Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)

John Wyrick
USD 506
2025
KSBE District 9
Admin-District

Stacey Green
USD 271
2027
KSBE District 5
Admin-Middle

Kerri Lacy
USD 489
2027
KSBE District 5,7
Admin-Elem

Michelle Smotherman
USD 232
2027
KSBE District 4
Admin-SPED

Kristin Schmitz
Wichita Catholic Diocese
2027
KSBE District 7,8,9,10
Admin-Private

Kelly Whittaker
USD 290
2027
KSBE District 9
Admin-HS

Vacant
USD ###
20## (5)
KSBE District #
Admin-CTE

KS PTA Member (1)

Patty Jurich
2026

Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)

Karen Wilson
USD 489
2026
KSBE District 5
Teacher

Elizabeth "Libby" Schmitz
Private
2025
KSBE District #
Private

Jill Bergerhofer
USD 229
2027
KSBE District 2,3
Secondary

Vacant
USD ###
20##
KSBE District #
Teacher

Kim Raeazin
USD 101
2026
KSBE District 9
Teacher

Michael Reed
USD 361
2027
KSBE District 7,10
CTE

Phillip Wrigley
USD 501
2026
KSBE District 1,4,6
Secondary

Candace Landers
USD 260
2027
KSBE District 8
Teacher

Roy Freeman
USD 308
2025
KSBE District 7
Middle

Sara McCarter
USD 320
2025
KSBE District 1,6
SPED

Board of Education of a School District

Emily Riner
USD 343
2025
KSBE District 1,6
School Board

KANSAS STATE DEPARTMENT OF EDUCATION

Individuals second term is up or they are stepping down after June 2025

Individuals first term is up and will start second term July 2025

Individuals that have 2025 as an end date are finishing their partial term and start first full term July 2026

As of 4/22/2025

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	7
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Shane Carter	Shane Carter	Randy Watson

Item Title:

Act on Recommendations for Modified Emergency Substitute License

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the Modified Emergency Substitute License as a permanent option with regulations.

OR

Permanently terminate the Modified Emergency Substitute License as an option.

OR

Temporarily approve the Modified Emergency Substitute License through June 30, 2027.

Explanation of Situation Requiring Action:

Timeline summary of the emergency substitute license modifications in Kansas:

January 12, 2022 – The Kansas State Board of Education authorized a Temporary Emergency Authorized License (TEAL) due to the COVID-19 substitute teacher shortage. Requirements included being at least 18 years old, passing a background check, and providing verification of hire. This authorization was valid from January 13 through June 1, 2022.

June 15, 2022 – The Board modified the emergency substitute qualifications to require a high school diploma, completion of online training, and verification of hire. Applicants could serve no more than 15 consecutive days in the same assignment. This provision expired on December 31, 2022.

November 10, 2022 – The Board extended the temporary modification through June 30, 2023. License holders could serve up to 15 consecutive days without requiring new forms if they already held the license.

May 10, 2023 – The Board extended the temporary modification for two years, now expiring June 30, 2025. Changes included increasing the consecutive days limit to 25 and allowing up to 75 school days per semester. The license remained non-transferable, but applicants could apply for multiple districts.

Substitute License Data

The current breakdown of substitute license holders is as follows:

Emergency Substitute License: 14,154 (of which 703 or 4.9% are modified emergency substitute license holders).

Standard Substitute License: 3,266

Total Substitute Licenses: 17, 420 (4% are modified emergency substitute license holders).

A total of 213 school districts and five private accredited Local Education Agencies employed a modified emergency substitute license holder since January 2022. Once district employed 96 modified emergency substitute license holders while (132) districts only employed one modified emergency substitute license holder.

Superintendent and Building Administrator Survey Data

Teacher Licensure sent out a survey in January 2025 to capture district and building leader feedback about the Modified Emergency Substitute License. The survey received 153 responses of the responses (123) administrators were in favor of keeping the license options and 10 were not in favor. Twenty did not answer the question. Below is the summary of their responses as why to keep the license option:

"The Modified Emergency Substitute License is an essential tool for Kansas school districts, particularly in rural and high-need areas. By providing flexibility, increasing the pool of qualified individuals, and ensuring students have consistent instruction, MESL has proven to be a successful solution to the substitute teacher crisis. District leaders strongly support making this license a permanent option to sustain and improve education across the state."

Below is the summary of the responses for those who were not in favor of keeping the license option.

"Those administrators not in favor have a strong belief that maintaining current emergency substitute license standards is essential for upholding the integrity of the education system and ensuring positive student outcomes."

<u>Professional Standards Board Recommendation</u>

After a thorough discussion at its April 18, 2025 meeting, the Professional Standards Board recommending to temporarily approve the Modified Emergency Substitute License for another two years.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 a.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/10/2025**
Sherry Root	Frank Harwood	Randy Watson		

Item Title:

Act on Finance Issues - State Board Compensation

Recommended Motion:

It is moved that the Kansas State Board of Education set the rate of pay for its members at $88.66 per day.

Explanation of Situation Requiring Action:

As part of Senate Sub for HB 2382, the rate of compensation for state board members has been disconnected from that of state legislators. As of July 1, 2025, the state board can set the rate of compensation for its members. Before state board members can receive compensation in FY 2026, a rate must be set. Unlike with other state level elected officials, the legislature did not appropriate any additional funding for increased compensation. Based on the discussion during the May 2025 state board meeting, it is recommended that the state board set the rate of pay for its members at $88.66 per day. This is the same rate of pay that has been in place since at least 2009.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	8 b.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Sherry Root	John Hess	Randy Watson

Item Title:

Act on Finance Issues - Putting Request for Proposal (RFP) process for the State Board Attorney in Board Policy

Recommended Motion:

It is moved that the Kansas State Board of Education direct the policy committee to draft proposed language to establish a policy for the Request for Proposal (RFP) process of designating an attorney for the State Board.

Explanation of Situation Requiring Action:

It is recommended that the State Board direct the policy committee to draft proposed language to establish a policy for the Request for Proposal (RFP) process of designating an attorney for the State Board.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **8 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/10/2025**
Sherry Root	Frank Harwood	Randy Watson		

Item Title:

Act on Finance issues - Raising the threshold for grants or contracts that have to be approved by the state board from $10,000 to $25,000.

Recommended Motion:

It is moved that the Kansas State Board of Education direct the policy committee to draft proposed language for a policy that would raise the threshold from $10,000 to $25,000 for discretionary grants or contracts that are required to have state board approval.

Explanation of Situation Requiring Action:

Currently KSDE has a practice of bringing any discretionary contract or grant of $10,000 or more to the state board for approval. Recently, the Department of Administration increased the amount of a KSDE procurement that requires the approval of the office of procurement to $25,000 (this is called KSDE's delegated authority). It is recommended that the state board create a policy that requires state board approval of a discretionary contract or grant that is the same dollar amount as KSDE's new delegated authority from the office of procurement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	**9**
Meeting Date:	**6/10/2025**

Staff Initiating:	**Director:**	**Commissioner:**
Deborah Bremer		Randy Watson

Item Title:

Act on Bullying Prevention procedure to be prominent on all district/school websites or handbooks

Recommended Motion:

(chose one motion)

It is moved that the Kansas State Board of Education **require** all districts and schools place a clear and concise procedure for recognizing and reporting bullying on their websites and/or in handbooks. Further, the Kansas State Department of Education staff and the School Mental Health Advisory Council will be tasked with developing materials incorporating the most helpful information for students and parents and recommend to the Board a method to ensure all districts and schools share this information in the most effective way.

It is moved that the Kansas State Board of Education **strongly recommend** all districts and schools place a clear and concise procedure for recognizing and reporting bullying on their websites and/or in handbooks. Further, the Kansas State Department of Education staff and the School Mental Health Advisory Council will be tasked with developing materials incorporating the most helpful information for students and parents and recommend to the Board a method to ensure all districts and schools share this information in the most effective way.

Explanation of Situation Requiring Action:

Board member Betty Arnold, Chair of the School Mental Health Advisory Council, recommends that students and families need to have accessible, clear and concise information for recognizing and reporting bullying. This information needs to be available on all websites and/or in handbooks.

Each district would develop their own document and manner of presentation of the information. The Kansas Department of Education and the School Mental Health Advisory Council would be tasked with developing recommendations to districts on what information needs to be included.

Agenda Number: **10**

Meeting Date: **6/10/2025**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Reading Corner

From: Dr. Laurie Curtis

The Reading Corner is a new monthly item that will highlight READING events, stories, and statistics. Dr. Laurie Curtis will present different items each month. This will be a brief (10 min) item each month.

At the June Reading Corner, on Tuesday, June 10th:

Dr. Curtis will introduce this new opportunity to learn more about reading throughout the state- the hard work our students do and the dedicated professionals who teach ALL students to achieve their potential.

Jeri Powers, from the Early Literacy/ Dyslexia Team will introduce our guests.

Hayden Hoskins, a recent 2025 DeSoto High School Graduate, will read a tribute/ letter he wrote.

Mrs. Janet Morgenstern, Special Education Teacher/ Reading Teacher for USD 232 is the educator he wrote about.

Agenda Number: **11**

Meeting Date: **6/10/2025**

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: State Assessment Update

From: Beth Fultz

Beth Fultz, Director, Career, Standards, and Assessment Services will provide an update on state assessments and standard setting (cut scores) June 9 – 13, 2025. Over 150 teachers and curriculum leaders across Kansas will be in Topeka to work through the process of recommending cut scores on the revised and enhanced state assessments as explained last month by Dr. Karla Egan. Kansas State Board of Education members will be asked to sign Certificates of Appreciation for participating educators from their respective districts.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	12
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Catherine Chmidling	Shane Carter	Randy Watson

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for program approvals for Emporia State University, Kansas State University, and Washburn University.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding program approvals for Emporia State University, Kansas State University, and Washburn University.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations

regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented in May as a Receive item.

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April 11, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program progress reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following programs through December 31, 2031:

Elementary Unified, I, K-6, new program progress report
Areas for Improvement:
Standards 1-11, Sci Reading
None

Innovative Elementary I, PreK-6 LERP, new program progress report
Areas for Improvement:
Standards 1-7, Science of Reading
None

Next continuing programs' review: Spring 2031

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April 14, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas State University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed an application for program approval for Kansas State University.

Documents that were received and considered include the program progress report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2028:

Innovative Elementary I, PreK-6 Residency LERP new program progress report
Areas for Improvement:
Standards 1-7, Science of Reading
None

Next continuing programs' review: Fall 2028

KANSAS STATE DEPARTMENT OF EDUCATION
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April 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Washburn University

Introductory Statement:

On April 07, 2025, the Evaluation Review Committee reviewed an application for program approval for Washburn University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Washburn University program through December 31, 2030.

World Languages, I, PreK-12, continuing
Areas for Improvement
Standards 1-8
None

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
• New Program Approved with Stipulation
• Not Approved.

Renewal program decisions are:
• Approved
• Approved with Stipulation
• Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	13
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Natalie Clark	Beth Fultz	Randy Watson

Item Title:

Act on Career and Technical Education Pathway Credential Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve

(1) List of industry-sought credentials, that career and technical education students may request school districts pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(2) List of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials.

Explanation of Situation Requiring Action:

Background Information
There are three separate pieces of law and compliance responsibilities that relate to career and technical education credentials.

Excel in Career Technical Education Initiative (SB-155)
Senate Bill 155 was the enacting legislation, and beginning with the 2012-2013 school year, Kansas high school students qualified for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

Occupations on the Excel in CTE (SB155) qualifying industry recognized credentials list are identified by the Kansas Department of Labor as High Demand Occupations with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey. Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

The Technical Education Authority votes yearly on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

KSA 72-3825 Industry-Sought Credential List SB 123 New Sec. 10

The Governor approved SB 123 April 20, 2023 and it was signed into law. The Kansas State Department of Education was asked to survey each school district to ask which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential".

The Career Technical Education Credential and Transition Incentive for Employment Success Act Survey

New Sec. 10. (a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act. (b) Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(c) (1) *On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of ''industry-sought credential" under subsection (d).*

(2) On or before July 31, 2023, and each July 31 thereafter, the State Board of Education and State Board of Regents, after consultation with the Secretary of Labor, the Secretary of Commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.
(d) As used in this section
(1) "College" means any community college, technical college or the Washburn institute of technology; and
(2) "industry-sought credential" means a career technical education credential that is:

(A) Repeatedly referenced in job postings; and
(B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

The Kansas Board of Regents will be asked to take action to approve the list of industry-sought credentials. The Technical Education Authority (TEA) will also review the Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) List.

KSA 72-3821 Substitute for HB 2466 (New Section 7)
In 2022, Substitute for HB 2466 (page 3, new section 6) required the Kansas State Department of Education to conduct a survey of high-value and standard value credentials and career and technical education courses offered to students enrolled in public high schools for the purpose of determining the needs for secondary career technical education credentialing.

Substitute for HB 2466 (New Sec. 7) (a) On or before July 31, 2023, and each July 31 thereafter, the state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.

There is overlap in the lists presented. For simplicity we are providing you with four lists.

1. Excel in CTE (SB 155) Qualifying Industry Recognized Credentials List 2025-2026.

Two recommendations for addition:
NCCER Heavy Equipment Operations Level 1
KDHE - Water and Wastewater Operator Certification - Small Systems 1

2. High Value List (Based on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List).

3. Standard Value List. The credentials listed on the K-PAC (Kansas Pathway Assessments and Credentials) that are not already listed on the high-value credential list.

4. Career Technical Education (CTE) Credential and Transition Incentive for Employment Success (SB 123) Industry-Sought List 2025-2026.

Two recommendations for addition:
NCCER Heavy Equipment Operations Level 1
KDHE - Water and Wastewater Operator Certification - Small Systems 1

2025-2026 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2024
53-3032	49.0205	Truck Drivers, Heavy and Tractor-Trailer	Commercial Driver License (CDL)	$55,620
53-3033, 53-3051	49.0205	Truck Drivers, Light or Delivery Services and Bus Drivers, School	Commercial Driver License (CDL)	$45,250
31-1131	51.3902, 51.2601	Nursing Assistants**	Certified Nurse Aide (CNA)	$36,020
15-1232	01.0106, 11.1006, 51.0709	Computer Support Specialists	*Cisco* -- Cisco Certified Support Technician; *CompTIA* - A+; *CompTIA* - Network +; *CompTIA* - Server +; *CompTIA* - Security +	$53,510
49-3023	47.0600, 47.0604, 47.0614, 47.0617	Automotive Service Technicians and Mechanics	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – *OR ASE Student Certification in at least one of the following areas: Maintenance and Llight Repair (MLR), Automobile Serive Technician (AST) or Master Automobile Service Technician (MAST)*	$48,710
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	*American Welding Society* (AWS) -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); *American Society of Mechanical Engineers (* ASME) Section 9 Standards (6G level)	$50,530
47-2031	46.0201	Carpenters	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1	$52,430
47-2111	46.0302	Electricians	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Electrical Level 1	$62,080
49-9041, 49-9043	47.0303	Industrial Machinery Mechanics and Maintenance Workers, Machinery	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; *Society of Maintenance & Reliability Professionals*-- Certified Maintenance & Reliability Technician (CMRT)	$54,650
49-3031	47.0605, 47.0613	Bus and Truck Mechanics and Diesel Engine Specialists	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$56,420
51-9161	48.0510	Computer-Controlled Machine Tool Operators	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1	$49,770
47-2152	46.0502, 46.0503, 46.0599	Plumbers, Pipefitters, and Steamfitters	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1	$62,930
49-9021	47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	*ICE* - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; *North American Technician Excellence (NATE)* - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; *HVAC Excellence* - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; *National Center for Construction Education and Research (NCCER)* - Core + HVAC Levels 1 & 2	$55,770
51-4041	48.0501, 48.0503	Machinists	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1	$50,320
11-9013	01.0102, 01.0104, 01.0301, 01.0302, 01.0304, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105, 01.9999	Farmers, Ranchers, and Other Agricultural Managers **	*Kansas Department of Agriculture (KDA)* - KS Commercial Pesticide Applicators Certificate, *Kansas Department of Agriculture (KDA)* - Agriculture Skills and Competencies Certificate, *Kansas Department of Agriculture (KDA)* -Plant Systems Skills and Comptencies Certificate, *Kansas Department of Agriculture (KDA)* - Animal Science Skills and Competencies Certificate	$80,470
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	$45,680
11-9051	12.0504	Food Service Managers	*National Restaurant Association Educational Foundation* - ProStart National Certificate of Achievement; *ServSafe* - Food Protection Manager	$68,720
31-9091	51.0601	Dental Assistant	Certified Dental Assistant Certification	$41,140
29-2042	51.0810, 51.0904	Emergency Medical Technicians and Paramedics**	*EMT-Basic National Registry* - EMT Certification, national Registry-Paramedic - Paramedic Certification	$33,310
29-2052	51.0805	Pharmacy Technicians	*Kansas Board of Pharmacy* - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	$39,820

2025-2026 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2024
31-9097	51.1009	Phlebotomists	*American Medical Technologist (AMTE)* - Registered Phlebotomy Tech*, American Society for Clincal Pathology (ASCP)* - Phlebotomy Technician, *National Healthcareers Association (NHA)* - Certified Phlebotomy Technician*, National Phlebotomy Association Certification (NPCE)* - Certified Phlebotomist Technologist.	$39,570
29-2072	51.0707, 51.0713	Medical Records Specialists	*American Health Information Management Association (AHIMA)* - Registered Health Information Technician, or Certifed Coding Associate*, American Academy of Professional Coders (AAPC)* - Certified Professional Coder	$49,560
49-3042	47.0302	Mobile Heavy Equipment Mechanics, Except Engines	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	$61,820
49-3021, 51-9124	47.0603	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	*Automotive Service Excellence (ASE) - ASE Student Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; Inter-Industry Conference on Auto Collision Repair (I-CAR)--Refinish Technician ProLevel 1*	$45,300
51-2011, 49-3011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	*Federal Aviation Administration (FAA)* - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technican-Powerplant	$56,560
47-2073	49.0202	Operating Engineers and Other Construction Equipment Operators	*National Center for Construction Education and Research (NCCER)* - NCCER Heavy equipment operations Level 1	$51,940
51-8031	15.0506	Water and Wastewater Treatment Plant and System Operators	*Department of Health and Environment (KDHE), Water and Wastewater Operator Certification* - Small System Class I	$47,140

** Stackable Credentials

Occupations on the qualifying credentials list were identified by the Kansas Department of Labor as High Demand Occupations, having an overal demand score between 10 and 30 (possible score of 10 on each report): Long-Term Projections (2022-2032), Short-Term Projections (2023-2025), and 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov); with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey ($39,389 for 2024).
Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

*** 2026 Watch List Occupations: Occupations on the 2025 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria**
(Only for students who started courses in 2024-2025 Credential must be earned before December 2026)

No occupations meet the criteria for the 2026 Watch List.

*** 2025 Watch List Occupations: Occupations on the 2024 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria**
(Only for students who started courses in 2023-2024 Credential must be earned before December 2025)
No occupations meet the criteria for the 2025 Watch List.

Occupations remain on the Watch List for a minimum of two years prior to an occupation being removed from the listing.

SB123 Credential Listing 2025-2026

2019 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2024	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
53-3032	Truck Drivers, Heavy and Tractor-Trailer	$55,620	49.0205	Commercial Driver License (CDL)
53-3033, 53-3051	Truck Drivers, Light or Delivery Services and Bus Drivers, School	$45,250	49.0205	Commercial Driver License (CDL)
31-1131	Nursing Assistants**	$36,020	51.3902, 51.2601	Certified Nurse Aide (CNA)
31-9099	Certified Medication Aide	$46,750	51.2603	Certified Medication Aide (CMA)
15-1232	Computer Support Specialists	$53,510	01.0106, 11.1006, 51.0709	*Cisco* -- Cisco Certified Support Technician; *CompTIA* - A+; *CompTIA* - Network +; *CompTIA* - Server +; *CompTIA* - Security +
49-3023	Automotive Service Technicians and Mechanics	$48,710	47.0600, 47.0604, 47.0614, 47.0617	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – *OR ASE Student Certification in at least one of the following areas: Maintenance and Llight Repair (MLR), Automobile Serive Technician (AST) or Master Automobile Service Technician (MAST)*
51-4121	Welders, Cutters, Solderers, and Brazers	$50,530	15.0614, 48.0508	*American Welding Society* (AWS) -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); *American Society of Mechanical Engineers (* ASME) Section 9 Standards (6G level)
47-2031	Carpenters	$52,430	46.0201	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1
47-2111	Electricians	$62,080	46.0302	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Electrical Level 1
49-9041, 49-9043	Industrial Machinery Mechanics and Maintenance Workers, Machinery	$54,650	47.0303	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; *Society of Maintenance & Reliability Professionals*-- Certified Maintenance & Reliability Technician (CMRT)
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	$56,420	47.0605, 47.0613	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension
51-9161	Computer-Controlled Machine Tool Operators	$49,770	48.0510	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1
47-2152	Plumbers, Pipefitters, and Steamfitters	$62,930	46.0502, 46.0503, 46.0599	*National Center for Construction Education and Research (NCCER)* - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$55,770	47.0201	*ICE* - Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; *North American Technician Excellence (NATE)* - Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; *HVAC Excellence* - Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; *National Center for Construction Education and Research (NCCER)* - Core + HVAC Levels 1 & 2
51-4041	Machinists	$50,320	48.0501, 48.0503	*National Institute for Metalworking Skills (NIMS)* - Machining Level 1
11-9013	Farmers, Ranchers, and Other Agricultural Managers **	$80,470	01.0102, 01.0104, 01.0301, 01.0302, 01.0304, 01.0307, 01.0308, 01.0601, 01.1004, 01.1102, 01.1105, 01.9999	*Kansas Department of Agriculture (KDA)* - KS Commercial Pesticide Applicators Certificate, *Kansas Department of Agriculture (KDA)* - Agriculture Skills and Competencies Certificate, *Kansas Department of Agriculture (KDA)* -Plant Systems Skills and Comptencies Certificate, *Kansas Department of Agriculture (KDA)* - Animal Science Skills and Competencies Certificate

SB123 Credential Listing 2025-2026

2019 Standard Occupational Codes (SOC)	Occupation	Average Annual Wages 2024	Classification of Instructional Program (CIP) Code	Credentials/Certifications Qualifying for Incentive Payment
33-2011	Fire Fighter	$45,680	43.0203	National Firefighter I Certification
11-9051	Food Service Managers	$68,720	12.0504	*National Restaurant Association Educational Foundation* - ProStart National Certificate of Achievement; *ServSafe* - Food Protection Manager
31-9091	Dental Assistant	$41,140	51.0601	Certified Dental Assistant Certification
29-2042	Emergency Medical Technicians and Paramedics**	$33,310	51.0810, 51.0904	*EMT-Basic National Registry* - EMT Certification, national Registry-Paramedic - Paramedic Certification
29-2052	Pharmacy Technicians	$39,820	51.0805	*Kansas Board of Pharmacy* - Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician
31-9097	Phlebotomists	$39,570	51.1009	*American Medical Technologist (AMTE)* - Registered Phlebotomy Tech, *American Society for Clincal Pathology (ASCP)* - Phlebotomy Technician, *National Healthcareers Association (NHA)* - Certified Phlebotomy Technician, *National Phlebotomy Association Certification (NPCE)* - Certified Phlebotomist Technologist.
29-2072	Medical Records Specialists	$49,560	51.0707, 51.0713	*American Health Information Management Association (AHIMA)* - Registered Health Information Technician, or Certifed Coding Associate, *American Academy of Professional Coders (AAPC)* - Certified Professional Coder
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	$61,820	47.0302	*Automotive Service Excellence (ASE)* - ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension
49-3021, 51-9124	Automotive Body and Related Repairers, and Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	$45,300	47.0603	*Automotive Service Excellence (ASE) - ASE Student Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; Inter-Industry Conference on Auto Collision Repair (I-CAR)--Refinish Technician ProLevel 1*
51-2011, 49-3011	Aircraft Mechanics and Service Technicians, and Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	$56,560	47.0607, 47.0608	*Federal Aviation Administration (FAA)* - General Exam, and Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technican-Powerplant
47-2073	Operating Engineers and Other Construction Equipment Operators	$51,940	49.0202	*National Center for Construction Education and Research (NCCER)* - NCCER Heavy equipment operations Level 1
51-8031	Water and Wastewater Treatment Plant and System Operators	$47,140	15.0506	*Department of Health and Environment (KDHE), Water and Wastewater Operator Certification* - Small System Class I

The SB123 2025-2026 Credential List was developed based on the 2025-2026 Excel in CTE (SB155) Qualifying Industry recognized Credential Incentive list with the addition of Certified Medication Aid (CMA).
Occupations on this list have a Standard occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

Standard Credentials - 24-25

AAFCS – pre-PAC – Broad Field Family & Consumer Sciences - 1002
AAFCS – pre-PAC – Culinary Arts - 1003
AAFCS – pre-PAC – Early Childhood Education - 1004
AAFCS – pre-PAC – Family & Community Services - 1005
AAFCS – pre-PAC – Fashion, Textiles and Apparel - 1001
AAFCS – pre-PAC – Nutrition, Food & Wellness - 1006
AAFCS – pre-PAC – Personal & Family Finance - 1007
AAFCS – pre-PAC Education Fundamentals - 1008
AAFCS- Interior Design Fundamentals - 1142
ADDA – Certified Drafter - 1010
Adobe Campaign - 1011
Adobe Digital Publishing Suite - 1012
Adobe Dreamweaver - 1013
Adobe Frame Maker - 1015
Adobe Illustrator - 1016
Adobe In-Design - 1017
Adobe Media Optimizer - 1018
Adobe Photoshop - 1019
Adobe Premier Pro - 1020
AHRI – HVAC Certifications - 1021
Apple Swift App Development Certification - 1140
ASE - Student Certification (2 areas) - 1148
ASK – Concepts of Entrepreneurship/Management - 1135
ASK – MBA Research – Concepts of Entrepreneurship and Management Certification - 1031
ASK – MBA Research – Concepts of Finance Certification - 1032
ASK – MBA Research – Fundamental Business Concepts Certification - 1033
ASK- MBA Research- Fundamental Marketing Concepts Certification - 1126
Auto Desk – Certification Program for: User, Professional, Specialist - 1035
AWS SENSE Certification - 1037
Beef Quality Assurance - 1038
BCSI - Aseptic Technique (Lab Bench Level) - 1168
BCSI - Essential 5 - 1169
BCSI - Numeracy - 1170
BCSI - Safety Hazard Assessment - 1171
BCSI - Small Volume Metrology - 1172
Biotility - Applied Biotech Training - Biotechnician Assistant Credential (BACE) - 1167

Cardio Pulmonary Resuscitation (CPR) - 1039
CareerSafe – CyberSafe Safety Awareness Training - 1040
Certified Med Aide (CMA) - 1041
Certified Protection Officer - 1043
Child Development Associates- CDA - 1141
Cisco Certified Design Expert – CCDE - 1048
Cisco Certified Internetwork Expert – CCIE - 1047
Cisco Certified Network Associate – CCNA - 1045
Cisco Certified Network Professional – CCNP - 1046
Cisco Certified Entry Networking Technician CCENT - 1044
Citrix Certified Associate – Networking - 1049
cPass Animal Systems - 1116
cPass Comprehensive Agriculture - 1114
cPass Plant Systems - 1117
Dog Handler - 1144
DOT - Hazardous Mateials Transporation 1173
EKG Technician - 1055
Emergency Medical Responder (EMR) (First Responder) - 1056
Energy Industry Fundamentals (CEWD) - 1058
EPA – Section 608 Certification - 1059
EPA – Section 609 Certification - 1060
Facebook Blueprint Certification - 1152
First Aid - 1062
Foundations for Safe & Healthy Early Care Facilities- Module 1 (4 Certifications) (Must get all
Fundamental Payroll Certification (FPC) - 1174
Google Analytics - 1151
Home Health Aide - 1063
ICC Certification for Building Construction - 1124
ISCET ASSOCIATE-LEVEL CET EXAM - 1149
ISCET ELECTRONICS SYSTEMS ASSOCIATE (ESA) EXAM - 1150
Local Fire Departments - Fire Fighter - Level 2 - 1165
Master Teacher- ParaEducator Assessment Parts 1 & 2 (Must take both) - 1137
Microsoft Access Certification - 1129
Microsoft Excel Certification - 1127
Microsoft Office Specialist – Associate A combination of three certificates (Word - 1130, Exce
Microsoft Office Specialist – Expert A combination of two certificates (Word - 1130, Excel - 11
Microsoft PowerPoint Certification - 1128

Microsoft Word Certification - 1130
MSSC - Certified Production Technician (CPT) - 1079
National Health Science Assessment - 1085
National Safe Tractor and Machinery Operation Program (NSTMOP) (tractor safety) - 1086
NC3 - Data Analytics/Harnessing the Power of Data - 1147
NCCER Core & Carpentry Level 2 - 1125
NCCER Core & Concrete Finishing - 1088
NCCER Core & Construction Laborer - 1089
NCCER Core & Masonry Level 1 - 1093
NCCER Core & Sheet Metal Level I - 1095
NIMS - Metal Forming I - 1097
NHA, AMCa: Certified Patient Care Technician (CPCT/A) - 1166
OSHA Safety Certification (10 Hour) - 1098
QuickBooks Certification - 1123
Red Cross or American Heart Association - Basic Life Support - 1153
Red Cross or American Heart Association - Advanced Life Support (ACLS/ALS) - 1161
Red Cross or American Heart Association - Automated External Defibrillator (AED) - 1162
Red Cross or American Heart Association - Cardiopulmonary Resuscitation (CPR) - 1163
Red Cross or American Heart Association - Pediatric Advanced Life & Support (PALS) - 1164
ServSafe – Food Handlers - 1106
Solid Works Software Certification - 1110
YQCA- Youth for the Quality Care of Animals - 1136

High-Value Credentials 25-26 (draft)

ASE – Automobile Service Technician - 1022
ASE – Maintenance & Light Repair - 1023
ASE – Master Automobile Service Technician - 1024
ASE – Mechanical & Electrical - 1025
ASE – Non-Structural Analysis & Damage Repair - 1026
ASE – Non-Structural Analysis & Damage Repair - 1027
ASE – Structural Analysis & Damage Repair - 1028
ASE – Student Certification (4 areas) - 1029
ASE – Student Certification Diesel (4 areas) - 1030
ASME – Section 9 Standards (6G Level) - 1034
AWS Certification - 1036
Aviation Technician
Certified Nurse Aide (CNA) - 1042
Commercial Driver's License - 1050
CompTIA A+ - 1051
CompTIA Network+ - 1052
CompTIA Security+ - 1054
CompTIA Server+ - 1053
Dental Assistant - 1122
Emergency Medical Technician (EMT) - 1057
Fire Fighter Level 1 - 1061
Health Coder Certification - 1157
Health Information Technician - 1158
HVAC Excellence – Core and Air Conditioning, Gas Heat & Electrical - 1064
HVAC Excellence – Core and Lt. Comm. Air Cond, Gas Heat & Electrical - 1065
HVAC Excellence – Core and Lt. Comm. Refrigeration & Electrical - 1066
I-CAR – Refinish Technician ProLevel 1 - 1067
ICE Core & Commercial Refrigeration - 1068
ICE Core & Light Commercial Air Cond. & Heating - 1069
ICE Core & Res. Air Cond. & Heating - 1070
Kansas Agriculture Skills and Competencies Certificate - 1071
Kansas Animal Science Skills and Competencies Certificate - 1143
Kansas Plant Systems Skills and Competencies Certificate - 1072
KDHE - Water and Wastewater Operator Certification - Small Systems I
NATE Core & Air Conditioning - 1080
NATE Core & Air Distribution - 1081
NATE Core & Air-to-Air Heat Pumps - 1082
NATE Core & Gas or Oil Furnaces - 1083
NATE Core & Light Commercial/Commercial Refrigeration - 1084

NCCER Core & Carpentry Level 1 - 1087
NCCER Core & Electrical Level 1 - 1090
NCCER Core & HVAC Levels 1 & 2 - 1091
NCCER Core & Industrial Maintenance Level 1 - 1092
NCCER Core & Plumbing & Pipefitting Level 1 - 1094
NCCER Heavy Equipment Operations Level 1
NIMS Machining Level 1 - 1096
Paramedic Certification - 1159
Pesticide Applicator Certification, Personal or Commercial - 1100
Pharmacy Technician - 1101
Phlebotomy Technician - 1102
Pro-Start - 1104
ServSafe – Manager - 1107
SMRP – Certified Maintenance & Reliability Technician - 1109

Possible additions

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	14 a.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Scott Gordon	Scott Gordon	Randy Watson

Item Title:

Act on Recommendations of the Professional Practices Commission (censure)

Recommended Motion:

It is moved that the Kansas State Board of Education censure the Licensee in 24-PPC-17

Explanation of Situation Requiring Action:

A Complaint was filed by the Kansas State Department of Education seeking revocation of the license in 24-PPC-17 following Licensee's criminal diversion after having been charged in Coffee County District Court with two drug-related felonies (unlawful possession of a controlled substance and unlawful use of a communication facility for drug transactions). Licensee testified before the Professional Practices Commission that following a spinal injury in 2020, he had become addicted to the use of pain medicine – specifically hydrocodone. In 2022, he was arrested after calling his employee to ask to buy hydrocodone for which he did not have a prescription. Licensee testified to having completed both inpatient and outpatient drug treatment programs. Licensee provided hair follicle drug testing to show negative test results. Based on his criminal actions and the subsequent rehabilitation, the PPC recommends the Licensee be censured by the Kansas State Board of Education.

ELECTRONICALLY FILED 01/24/2025 14:07:18 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

OAH Case No.: 25ED0004 ED
KSDE Case No.: 24-PPC-17

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education (State Board) that the complaint seeking to revoke the teaching license issued to [redacted] be denied, subject to [redacted] being publicly censured for his criminal conduct.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [redacted] concerning a complaint filed by the KSDE on July 15, 2024, seeking revocation of [redacted] Kansas teaching license.

The hearing was held on November 15, 2024.

[redacted] appeared in person and without an attorney. Also appearing with [redacted] were Mike Haire (Haire), Principal at Washburn Rural Middle School, and Chelsea Clark (Clark), Executive Director at Auburn-Washburn School District. All three individuals provided testimony on [redacted] behalf.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Darrin San Romani, Carla Breckenridge, Kori Lopez, Anita White and Erica Shook

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through C and requested they be admitted as evidence. [redacted] had no objection. Exhibits A through C were admitted.

[redacted] offered documents marked as Artifacts 1 through 10 and requested they be admitted as evidence. KSDE had no objection. Artifacts 1 through 10 were admitted.

Findings of Fact

1. [redacted] was issued a Kansas Teacher License by the State Board in 1996, and was still licensed as of July 15, 2024, the date KSDE filed the complaint. [Exhibit C].

2. [redacted] was a Kansas licensed teacher during the period of time covered by the allegations set forth in the KSDE complaint. [Exhibit C].

3. On October 12, 2022, a Complaint was filed in Coffee County District Court, in which [redacted] was charged with one (1) felony count of unlawful possession of a controlled substance and one (1) count of felony use of a communication facility for drug transactions, case number CF-2022-CR-000138. [Exhibit A].

4. On or about October 5, 2023, [redacted] entered into a Diversion Agreement with the Coffee County Attorney's Office. [Exhibit B]. Within the Diversion Agreement, [redacted] stipulated to the facts alleged by the Coffee County Attorney's Office.

5. According to the stipulated facts, [redacted] did possess hydrocodone, a controlled substance, that was not prescribed to him and utilized a personal cellular phone to participate in the distribution of the hydrocodone. This all occurred on September 6, 2022. [Exhibit B].

6. On August 28, 2024, an Order of Dismissal was filed in Coffee County District Court, case number CF-2022-CR-000138, dismissing the charges filed against [redacted] due to [redacted] successful completion of the terms of the Diversion Agreement. [Artifact 9].

7. [redacted] provided testimony regarding the events that occurred that led to his felony charges. [redacted] took responsibility for the actions that led to his criminal charges and provided his explanation of the events that led to the charges.

8. [redacted] testified that due to a mower accident in the summer of 2020, he suffered damage to his spine that resulted in surgery. [redacted] testified that he also suffered from back pain, and that was how he started using pain medications. Eventually he started using the pain medication to numb the physical, emotional and mental pain he was suffering from. [redacted] acknowledged he had started to develop a tolerance and so he began using more medication than had been prescribed for him. He started getting extra medication from an employee of a tree service [redacted] owned. The employee got in trouble and agreed to participate in an operation to provide drugs to [redacted] for which [redacted] was charged on September 6, 2022.

9. [redacted] testified to the experience of being held in jail and that he checked into Cottonwood Springs Hospital in Olathe, Kansas, on September 8, 2022, to seek treatment.

10. [redacted] was admitted to an inpatient level of care at Cottonwood Springs Hospital from September 8-14, 2022. [Artifact 5]. [redacted] was successfully discharged from Cottonwood Springs Hospital.

11. [redacted] was a participant in outpatient treatment at Cottonwood Springs Behavioral Health Hospital from September 15, 2022, through October 5, 2022, when he was successfully discharged. [Artifact 5].

12. [redacted] offered test results from hair follicle drug testing he had undergone between October 10, 2023, and July 23, 2024. [Artifact 6]. The results of each test result provided was negative.

13. According to an email provided by [redacted] dated July 23, 2024, he had been a regular participant in AA Zoom meetings that began in October of 2023. [Artifact 7].

14. [redacted] provided letters of support from various individuals, including the Coffee County Attorney who was responsible for the criminal charges on September 6, 2022. [Artifacts 1, 2, 3, 4 and 8].

15. [redacted] testified to the impact these events had on his life and the changes he had made as a result.

16. Haire testified on behalf of [redacted] Haire was principal at Jardine Middle School when [redacted] worked there and was also principal at Washburn Rural Middle School when [redacted] applied to work there. Haire acknowledged having knowledge of [redacted] criminal conduct. [redacted] contacted him on the day the conduct occurred. Haire testified that Auburn-Washburn School District was made aware of [redacted] criminal matters when he applied.

17. Clark testified that [redacted] disclosed his criminal situation to the School District when he applied. Clark testified that a criminal background was conducted, and the results disclosed the information [redacted] provided. Auburn-Washburn School District Board of Education approved [redacted] hire.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

[1] Kan. Const., Art. VI and K.S.A. 72-255.

"A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a)."[2] Conduct for which a license may be suspended or revoked includes, but is not limited to: "(1) Conviction of any crime punishable as a felony."[3]

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.[4]

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining if [redacted] license should be revoked. The factors considered were:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[5]

The Commission noted there was no evidence offered to suggest [redacted] testimony was not credible, and the Commission, having considered the testimony offered by [redacted] found him to be credible.

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[2] K.A.R. 9122-1a(b).
[3] K.A.R. 91-22-1a(a).
[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).
[5] *Lacy v. Kansas Dental Board*, 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

The Commission noted that [redacted] age at the time of the offense(s), 48 years old, was a concern, believing that he should have known better. It was also noted that the conduct occurred while [redacted] was licensed as a teacher. [redacted] did reveal his criminal conduct to the school district at the time he applied for his current position with Washburn Rural Middle School.

The Commission acknowledged that [redacted] criminal conduct was serious; however, felt that [redacted] acknowledged the wrongfulness of his criminal conduct and took responsibility. The Commission felt [redacted] had taken steps to rehabilitate himself and separate himself from the conduct that led to his criminal conduct. The Commission noted that [redacted] had been discharged from the Diversion Agreement and the criminal matter had been dismissed after successful compliance with the terms and conditions. The Commission noted [redacted] had maintained a position of trust in his current position of employment, and that his employer had been supportive of him.

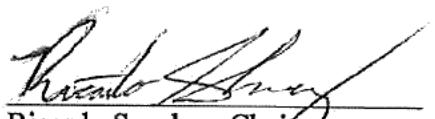
The Commission felt that [redacted] had recognized the wrongfulness of his criminal conduct, taken responsibility for it, and made efforts to change to avoid the same conduct in the future.

The Commission feels [redacted] past criminal conduct is not reflective of the person he is now. The Commission feels [redacted] past conduct has ceased to be a factor in his fitness for licensure and he is suitable, to be a role model for students.

Nonetheless, the Commission recognized the seriousness of the conduct [redacted] had engaged in and felt that a public censure was warranted.

On a vote of 7 in favor and 0 opposed the Commission recommends to the State Board that [redacted] teaching license not be revoked, but that he be subject to a public censure for his criminal conduct.[6]

IT IS SO ORDERED.



Ricardo Sanchez, Chair
Professional Practices Commission

Prepared by:
Loren F. Snell, Jr.,
Presiding Officer
Office of Administrative Hearings.

[6] Carey Spaulding recused herself from the matter and did not participate in the deliberations or vote.

Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On January 3rd, ~~2024~~ 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

[redacted]

and I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Kaley Taylor

Kaley Taylor, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	14 b.
Meeting Date:	6/10/2025

Staff Initiating:	Director:	Commissioner:
Scott Gordon	Scott Gordon	Randy Watson

Item Title:

Act on the recommendations of the Professional Practices Commission (Deny)

Recommended Motion:

It is moved that the Kansas State Board of Education deny the applications for licensure in cases 24-PPC-06, 24-PPC-35, and 25-PPC-04.

Explanation of Situation Requiring Action:

24-PPC-06 – Deny by default

The Applicant applied for an emergency substitute teaching license. Applicant has held an emergency substitute teaching license since December 2020. On or about February 10, 2021, Applicant unlawfully and feloniously communicated a threat to commit violence with the intent to place another in fear. The victim of Applicant's behavior was a minor child. Her action constituted a felony for which she was charged in Osage County District Court on March 17, 2021. Applicant was licensed by the Kansas State Board of Education at the time of her conduct. KSDE filed a complaint requesting the denial of her application for an emergency substitute teaching license. Although the Applicant initially filed an Answer and sought a hearing before the Professional Practices Commission, she has since rescinded her request for a hearing and acquiesced to the State Board denying her pending application by default.

25-PPC-04—Deny by default

A Complaint was filed by the Kansas State Department of Education seeking denial of Applicant's application for an emergency substitute teaching license. On or about February 11, 2022, the Applicant was convicted of felony Driving Under the Influence. The complaint was mailed to Applicant's last known address first class and by certified mail. The Applicant did not respond to the Complaint by either filing an Answer or seeking a hearing.

24-PPC-35 -- Deny

Applicant has been licensed by the Kansas State Board of Education as an emergency substitute teacher since 2023. Applicant had previously been convicted of one count of assault of a child. Applicant's conviction was based on her knocking a small child off of a table while she was employed at a childcare facility. During a hearing before the Professional Practices Commission, Applicant testified that she falsely documented on an incident report that the child had been jumping on the table and jumped down when she saw the Applicant approaching. The PPC found that although the Applicant had acknowledged the wrongfulness of her conduct, she had not taken any steps necessary to avoid similar situations in the future. The PPC also found that she was not fit to be a teacher and recommends that her application be denied.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

Applicant

OAH Case No.: 25ED0009 ED
KSDE Case No.: 24-PPC-35

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 6 to 0 recommends to the Kansas State Board of Education (State Board) that the application by Applicant (Carriaga) for a an emergency substitute license be denied.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by Applicant concerning a complaint filed by the KSDE on November 6, 2024, seeking denial of Applicant application for an emergency substitute teaching license.

The hearing was held on March 28, 2025.

Applicant appeared in person and without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Carla Breckenridge, Kori Lopez, Anita White and Erica Shook.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents identified as Exhibits A through K and requested they be admitted as evidence. Applicant had no objections. Exhibits A through K were admitted.

Exhibits E, F and G were sealed, as they involve video footage of children and could not be redacted to protect the identity of the children. Moreover, when the videos were shown to the Commission, the proceedings were temporarily closed to the public. All other portions of the hearing remained open to the public.

Applicant offered documents identified as Exhibits 1 through 4 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 4 were admitted.

Findings of Fact

1. Applicant has been licensed by the State Board as an emergency substitute teacher since 2023. [Exhibit K]. It was noted by KSDE that the emergency Substitute license issued to Applicant in 2023 was issued in error. [Exhibit J].

2. According to records obtained by KSDE, Applicant was charged with one (1) count of assault on a child in United States District Court for the District of Kansas on February 23, 2022, case number 22-mj-90015-KGG. [Exhibit B]. Applicant participated in a bench trial and was found guilty of one (1) count of assault on a child, a Class A Misdemeanor, on or about October 24, 2022. [Exhibit C].

3. The charge stemmed from an incident that occurred on or about January 13, 2022, in which Applicant pushed a child, who shall be identified only as "The Child", off of a table at the Forsyth Child Development Center (FCDC) located at the Fort Riley Army Garrison. [Exhibits I and K].

4. The Child had climbed onto a table in the classroom. As Applicant was walking through the room, she can be seen pushing The Child off of the table with enough force to cause The Child to fall, hitting The Child's lip on the edge of the table. The Child then landed on the floor, after which Applicant picks up The Child and goes to get something to wipe The Child's lip. [Exhibits E, F, G and I].

5. On the day of the incident, Applicant completed an incident report in which she falsely stated The Child was jumping on the table and jumped down when Applicant came to help The Child down, at which time The Child bit their lip. [Exhibit H].

6. Applicant acknowledged the events of January 13, 2022, stating that she pushed the Child with a little more force than she meant to use. Applicant testified that she only meant to get The Child off of the table, and that The Child had climbed on the table several times that day.

7. Applicant acknowledged she knew the room was under video surveillance.

8. Applicant acknowledged she had lied on the incident report, despite knowing the room was under video surveillance.

9. Applicant testified that she was attending school at Missouri State University, working towards a degree in teaching.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

"Any application for a license issued by the state board may be denied for any of the following reasons: (1) Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed, or upon proof of such conduct provided during a hearing of the professional practices commission: (B) any crime involving a child under the age of 18, other than the accused, as an element or instrumentality of the crime;... (2) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation..."[2]

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.[3]

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[4]

The Commission, in listening to the testimony offered by Applicant felt that while Applicant acknowledged the wrongfulness of her conduct, Applicant had not demonstrated that she had taken steps necessary to avoid similar situations in the future, or that she was fit to be a teacher.

Applicant provided letters of reference; however, the Commission questioned whether the individuals who wrote the letters had full knowledge of the events of January 13, 2022.

The Commission felt that while Applicant acknowledged the conduct engaged in was wrong, the emergency substitute license she sought would place her in a position to be responsible for a vulnerable population as she sought to provide special education services. Based upon her actions on January 13, 2022, and her failure to demonstrate the rehabilitation necessary to establish she was fit to be a teacher, the Commission did not believe Applicant should receive her emergency substitute license, despite having mistakenly been granted one by KSDE in 2023.

On a vote of 6 in favor and 0 opposed the Commission recommends to the State Board that Applicant application for an emergency substitute teaching license be denied as a consequence of her criminal conduct.

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[1] Kan. Const., Art. VI and K.S.A. 72-255.

[2] K.A.R. 91-22-1a(a). This regulation was amended on April12, 2024; however, the previous version is applicable to these proceedings.

[3] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

[4] *Lacy v. Kansas Dental Board,* 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

IT IS SO ORDERED.

Ricardo Snachez, Chairperson
Professional Practices Commission

Prepared by:
Loren F. Snell, Jr.,
Presiding Officer
Office of Administrative Hearings.

Notice

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Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

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Certificate of Service

On April 3rd, 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

[redacted]

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

R. Scott Gordon, Attorney
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Marisa Steele
Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

Agenda Number: 15

Meeting Date: 6/10/2025

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on Kansas Health Standards and Embryology

From: Kent Reed, Counseling Program Manager
Stephanie Alderman-Oler, Science Program Manager

Mr. Reed, KSDE Counseling Program Manager and Mrs. Alderman-Older, KSDE Science Program Manager, will present an overview of the present Kansas Health Model Standards (2018) and review the recent legislation passed by the Kansas State Legislature, Senate Sub for HB2382, concerning prenatal development/embryology. They will also review the process by which recommendations could be developed to advise local districts on relevant curriculum and/or develop Kansas Health Standards that incorporate age appropriate Human Development and Human Sexuality.

The language of Senate Sub for HB2382 states:

"Any school district that offers any course or other instruction that addresses human growth, human development or human sexuality shall include, as part of such course or instruction, a presentation of a high-quality, computer-generated animation or high definition ultrasound of at least three minutes in duration that shows the development of the brain, heart and other vital organs in early human fetal development."

Kansas Model Curricular Standards for Health Education
2018

Acknowledgements

Writers & Editors

Chairs

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Amy McClure, MS	**USD #232 De Soto**

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Merri Copeland	**USD #259 Wichita Public Schools**
Krystle Gaswick	**USD #443 Dodge City**
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Taylor Scott	**USD # 358 Oxford**
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Diane Titterington	**USD #464 Tonganoxie**

Special thanks are extended to the above list of committee members. The extensive hours spent on this document reflects the dedication and commitment this group has to the youth of Kansas.

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Introduction to the Kansas K-12 Health Education Standards

Background

Kansas schools have a long history of providing health education to students. While some schools offer more health curricula than others, most offer some type of health education during grades K-12, most notably puberty education for grades 4-6, and a required health class, usually in grades 7, 8, 9, or 10.

Research studies show that healthy kids do better in school and score higher on achievement tests. In the 1990s, educators nationwide realized the need for a set of national health education standards that states could use as a template. In 1995, the National Committee for Health Health Education Standards created seven national health education standards with K-12 benchmarks that covered the ten content areas of health and the Centers for Disease Control's (CDC) six risk behaviors for adolescents.

In 2004, the Kansas State Department of Education (KSDE) recognized the need for Kansas to have its own set of health education standards. The standards were then approved by the Kansas State Board of Education in 2006.

In January of 2018, a committee of K-12 health and physical educators and higher education health professionals convened to revise the current health education standards. In September of 2018, the proposed revisions were presented to the State Board of Education and were then approved in November of 2018.

How to Use the Standards

The Kansas Health Education Standards are to be used to plan and implement K-12 health education in Kansas schools. Although health education is non-assessed in the Kansas Education Systems Accreditation (KESA) guidelines, it is an important content area. This document provides an outline of recommendations for quality health education instruction for Kansas students.

The Health Education Standards Committee believes that parents should be involved with the health education of their children. Parents are encouraged to visit with their schools' health teachers about the health topics that will be covered in class and to talk with their children about these health issues.

The Kansas Health Education Standards are divided into four sections: K-2, 3-5, 6-8, 9-12. They were created using the national standards as a template (available at www.shapeamerica.org) , but the benchmarks were edited to make the standards more user-friendly for Kansas teachers. Research shows that elementary students who are given nutrition, physical activity, and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance abuse. Students in grades 5-12 who receive health education focused on the CDC's adolescent risk behaviors also eat healthier, exercise more, resist substance abuse, avoid intentional and unintentional injury, and also delay sexual activity.

The Kansas Health Education Standards Revision Committee feels strongly that health education for Kansas students should be implemented throughout grades K-12 and we encourage teachers to dialogue with their administration regarding ways to strengthen health education in Kansas schools. While the Kansas State Department of Education does not endorse any particular curricula, there are a number of affordable, researched based, K-12 health education curricula currently available to school districts at reasonable costs.

Conclusion

The Health Education Standards Revision Committee hopes these standards will be helpful to you and we applaud your commitment to providing quality health education for Kansas children and teens. If you have questions regarding these standards, please contact: Mark Thompson, Education Program Consultant, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, Kansas 66612 (785) 296-6823

Kansas Health Content Areas

- **Community Health**
- **Consumer Health**
- **Environmental Health**
- **Family Life, Relationships and Human Sexuality**
- **Injury Prevention and Safety**
- **Mental and Emotional Health**
- **Nutrition**
- **Personal Health**
- **Prevention and Control of Disease**
- **Substance Use, Abuse and Addiction**

Kansas Health Education Standards
Content Standards for Community Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Community Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.) **2.2** Local community needs/issues/events **2.3** Healthy Communities (home, neighborhoods, school, etc.)
3-5	**5.1** Community helpers and their roles within communities **5.2** Local community needs/issues/events **5.3** Structure of communities **5.4** Individual roles in maintaining a healthy community
6-8	**8.1** Resources in the community for improved health **8.2** Local community needs/issues/events **8.3** Local/state laws, ordinances, and policies for a healthy community **8.4** Impact of participation and engagement within the community **8.5** Global health issues
9-12	**12.1** Local community needs/issues/events **12.2** Local/state laws, ordinances, and policies for a healthy community **12.3** Value of community interactions **12.4** Strategies to maintain a healthy community **12.5** Personal service for the betterment of the community **12.6** Global health issues

Kansas Health Education Standards
Content Standards for Consumer Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Consumer Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Reliable health-care products, safety professionals, and services **2.2** Safety rules for using medicines and health-care products **2.3** Interpersonal and intrapersonal influences on health choices
3-5	**5.1** Validity of information on health care products and services **5.2** Hazards and benefits of medicines and health-care products **5.3** Interpersonal and intrapersonal influences on health choices **5.4** Validity of product claims
6-8	**8.1** Validity of information on health care products and services **8.2** Adolescent health care product information **8.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **8.4** Informed consumer choices regarding health **8.5** Seek reliable consumer health advice **8.6** Importance of local and state health policies
9-12	**12.1** Availability and accessibility of health-care services **12.2** Adolescent health-care products and services **12.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **12.4** Characteristics of informed consumers **12.5** Seek reliable advice regarding consumer health choices **12.6** Role of media in disseminating health information **12.7** Basic health insurance terminology

Kansas Health Education Standards
Content Standards for Environmental Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Environmental Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Healthy and clean communities **2.2** Reduce, reuse, recycle, and alternatives **2.3** Types of pollution **2.4** Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)
3-5	**5.1** Healthy and clean communities **5.2** Reduce, reuse, recycle, and alternatives **5.3** Types and effects of pollution **5.4** Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)
6-8	**8.1** Personal responsibility for community environmental issues **8.2** Reduce, reuse, recycle, and alternatives **8.3** Types and effects of pollution **8.4** Environmental influences on health **8.5** Local and state environmental issues **8.6** Laws, ordinances, and policies
9-12	**12.1** Personal responsibility for community environmental issues **12.2** Reduce, reuse, recycle and alternatives **12.3** Relationship between environment, disease, and health **12.4** Local, state, and global environmental issues **12.5** Laws, ordinances, and policies

Kansas Health Education Standards
Content Standards for Family Life, Relationships and Human Sexuality

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards

Content Standards for Family Life, Relationships and Human Sexuality

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Stages of growth and development **2.2** Body parts and their functions **2.3** Five senses **2.4** Similarities and differences as individuals and families **2.5** Adapting to changes within families **2.6** Responsibilities/roles of family members
3-5	**5.1** Building healthy relationships **5.2** Changes associated with puberty **5.3** Respect yourself and others **5.4** Adapting to changes within families **5.5** Stages of development
6-8	**8.1** Changes during puberty **8.2** Refusal skills **8.3** Responsible behaviors within relationships (communication, abstinence, etc.) **8.4** Male and female reproductive systems **8.5** Potential outcomes of sexual activity **8.6** Seeking reliable adult advice regarding relationships, dating, and sexual activity **8.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)
9-12	**12.1** Adapting to changes associated with puberty **12.2** Adapting to change within the family **12.3** Changing responsibilities from adolescence to adulthood **12.4** Responsible behaviors within relationships (communication, abstinence, etc.) **12.5** Potential outcomes of sexual activity (STIs, pregnancy, etc.)

	12.6 Impact of media and technology on sexual behaviors **12.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.) **12.8** Differences between individual, family, culture, community, and global values

Kansas Health Education Standards
Content Standards for Injury Prevention and Safety

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Injury Prevention and Safety

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.) **2.2** Emergency and non-emergency situations **2.3** Refusal skills and decision making, to reduce accidents and injuries **2.4** Responding to unwanted, threatening, or dangerous situations **2.5** Strategies to report verbal, mental and physical harm **2.6** Conflict resolution steps **2.7** Dangers of poisons
3-5	**5.1** Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.) **5.2** Regularly and properly use safety equipment **5.3** Proper responses to emergency situations **5.4** Refusal skills and decision making, to reduce accidents and injuries **5.5** Basic first aid (including when to call 911, etc.) **5.6** Resources for injury prevention **5.7** Safety when using the internet and other technology **5.8** Non-violent strategies to manage or resolve conflicts
6-8	**8.1** Basic first aid skills (including bloodborne pathogens) **8.2** Injury prevention at home, school and community **8.3** Prevention for sports, physical activity and recreation related injury **8.4** Resources for safety and injury prevention and response (school, work, community, home, etc.) **8.5** Intentional and unintentional injury **8.6** Prevention and response to physical violence (guns and/or weapons and bullying) **8.7** Prevention and response to mental violence (bullying and abuse)

	8.8 Prevention and response to sexual violence (harassment, assault, rape, and abuse) **8.9** Prevention and response to social violence (relationships, conflict resolution, and cyber) **8.10** Media safety (social media, cyber, TV, music, advertising, etc.) **8.11** Weather related safety (supplies, shelter, etc.)
9-12	**12.1** Basic first aid skills **12.2** Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines **12.3** Resources to prevent and avoid violence **12.4** Prevention and response to physical violence (guns and/or weapons and bullying) **12.5** Prevention and response to mental violence (bullying and abuse) **12.6** Prevention and response to social violence (relationships, conflict resolution, and cyber) **12.7** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **12.8** Media safety (social media, cyber, TV, music, advertising, etc.) **12.9** Causes of conflict and non-violent conflict resolutions **12.10** Consequences of violence (school policies, laws, etc.)

Kansas Health Education Standards
Content Standards for Mental and Emotional Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards

Content Standards for Mental and Emotional Health

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Healthy ways to communicate needs, wants, and feelings **2.2** Communicating care, consideration, and respect **2.3** Development of coping skills **2.4** Positive body images and self-esteem **2.5** Bullying/harassment prevention
3-5	**5.1** Appropriate methods of expressing feelings **5.2** Expressing wants and needs in a productive and healthy manner **5.3** Care, consideration, and respect to self and others **5.4** Stress management and coping skills **5.5** Interpersonal and intrapersonal motivation for self-efficacy **5.6** Relationship between body image and self-esteem **5.7** Techniques to prevent bullying
6-8	**8.1** Importance of expressing emotions in a productive and healthy manner **8.2** Character development **8.3** Mental health terminology **8.4** Stress management and coping skills **8.5** Coping with loss and grief **8.6** Characteristics of healthy and unhealthy relationships **8.7** Relationship between body image and self-esteem **8.8** Impact of media on self-esteem **8.9** Bullying/harassment prevention
9-12	**12.1** Importance of expressing emotions in a productive and healthy manner **12.2** Mental illnesses **12.3** Stigmas associated with mental illness **12.4** Avoiding negative self-talk, self-harm, and suicide

	12.5 Coping skills (grief, stress, depression, bullying, anxiety, etc.) **12.6** Characteristics of healthy and unhealthy relationships **12.7** Healthy versus unhealthy body image

Kansas Health Education Standards
Content Standards for Nutrition

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Nutrition

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Digestion **2.2** Role of food and nutrients in providing energy **2.3** Balanced diet **2.4** Impact of food choices **2.5** Food groups **2.6** Daily requirements for water **2.7** Safe food-handling practices **2.8** Relationship between exercise and nutrition
3-5	**5.1** Digestive system (basic function and organs) **5.2** Calories **5.3** Food groups **5.4** Healthy nutrition guidelines **5.5** Nutritional needs through stages of development **5.6** Food labels **5.7** Energy and nutrients **5.8** Food health policies **5.9** Eating disorders/dysfunctions **5.10** Links between nutrition and illness **5.11** Energy drinks **5.12** Informed food selection **5.13** Impact of food choices
6-8	**8.1** Nutritional needs through stages of development **8.2** Meal planning and budgeting

	8.3 Safe storage and food handling **8.4** Nutritional goals **8.5** Community nutrition efforts **8.6** Food labels **8.7** Eating disorders/dysfunctions **8.8** Dietary guidelines **8.9** Establishing and maintaining healthy eating practices **8.10** Factors in weight control **8.11** Food packaging and advertising **8.12** Nutritional supplements **8.13** Impact of food choices
9-12	**12.1** Nutritional needs through stages of development **12.2** Meal planning and budgeting **12.3** Food safety **12.4** Nutritional value of foods **12.5** Cultural and ethnic food choices **12.6** Food labels **12.7** Eating disorders/dysfunctions **12.8** Healthy eating patterns **12.9** Essential nutrients **12.10** Performance enhancing beverages/supplements **12.11** Impact of food choices

Kansas Health Education Standards
Content Standards for Personal Health

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards
Content Standards for Personal Health

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Functions of major body organs **2.2** Maintaining clean skin, hair, teeth and clothes **2.3** Heart-healthy activities and the benefits of exercise **2.4** Importance of personal health and to seek health care **2.5** Healthy and unhealthy behaviors impact personal health and self-worth
3-5	**5.1** Function and anatomy of the body systems **5.2** Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.) **5.3** Benefits of exercise **5.4** Importance and strategies to seek personal health care **5.5** Relationship between emotional, mental, social, and physical health **5.6** Value and impact of sleep on the body
6-8	**8.1** Major body systems, anatomy, functions, relationships between systems **8.2** Proper adolescent hygiene habits **8.3** Purpose, examples, and benefits of daily exercise **8.4** Importance and strategies to seek personal health care **8.5** Develop positive relationships **8.6** Recommended sleep amounts
9-12	**12.1** Major body systems, anatomy, functions, relationships between systems and connection to disease **12.2** Proper adolescent hygiene habits **12.3** Leading causes of death and risk behaviors **12.4** Traits and skills of lifelong learners **12.5** Components of wellness

Kansas Health Education Standards
Content Standards for Prevention & Control of Disease

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards

Content Standards for Prevention & Control of Disease

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Health plan for germ protection for disease prevention **2.2** Common childhood illnesses and symptoms **2.3** Communicable and non-communicable illnesses **2.4** Roles of the body and medicines in preventing germs **2.5** Relationship between nutrition, exercise and disease prevention **2.6** Types of germs and transmissions **2.7** Purpose of immunizations **2.8** Importance of routine check-ups
3-5	**5.1** Health plan for germ protection for disease prevention **5.2** Common allergies and illnesses, symptoms and management **5.3** Communicable and non-communicable illnesses **5.4** Roles of the body and medicines in protecting against germs **5.5** Relationship between lifestyle choices and disease prevention **5.6** Bacterial, viral, and fungal infections **5.7** Structure and functions of the immune system
6-8	**8.1** Disease prevention skills **8.2** Common causes of death, illness and disorders **8.3** Communicable and noncommunicable diseases **8.4** Medical resources, health screenings and treatment methods for disease **8.5** Relationship between lifestyle choices and disease prevention **8.6** Differences between bacterial, viral and fungal infections **8.7** Structure/function of the immune system
9-12	**12.1** Disease prevention skills **12.2** Common causes of diseases, illness and disorders

	12.3 Influence of heredity and diseases **12.4** Medical resources, health screenings and treatment methods for disease **12.5** Relationship between lifestyle choices and disease prevention **12.6** Current healthcare issues

Kansas Health Education Standards
Content Standards for Substance Use, Abuse and Addiction

Standard #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

Standard #3: Students will demonstrate the ability to access and analyze valid information and products and services to enhance health.

Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.

Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health or reduce health risks.

Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health or reduce health risks.

Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors to enhance health or reduce health risks.

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Education Standards

Content Standards for Substance Use and Abuse & Addiction

Grade Level	Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
K-2	**2.1** Drug types and dangers of each (alcohol, tobacco, other illegal drugs) **2.2** Helpful and harmful drugs **2.3** Appropriate use of medicine **2.4** Safe choices with medicines and drugs **2.5** Effects of medicines and drugs **2.6** Refusal skills
3-5	**5.1** Types of tobacco products and the risks of using these products **5.2** Dangers of misuse and abuse of drugs **5.3** Proper use of over the counter and prescription medicines **5.4** Short-term and long-term effects of drugs **5.5** Rules and laws for medicines and drugs **5.6** Physical and psychological addictions **5.7** Values and social behaviors in preventing drug use **5.8** Resources and trusted experts on drugs and medicines **5.9** Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living
6-8	**8.1** Effects and consequences of nicotine use (all forms) **8.2** Effects and consequences of alcohol use **8.3** Effects and consequences of illegal drug use **8.4** Cumulative risk behaviors (patterns, gateway drugs, etc.) **8.5** Correct use, misuse and abuse of drugs **8.6** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **8.7** Addiction and tolerance **8.8** Addictive substances and effects on all dimensions of health **8.9** Media, social influences, and peer pressure of drug usage

	8.10 Rules and laws for medicines and drugs **8.11** Safe alternatives to medicine **8.12** Treatment, intervention and prevention of drug overdose, dependency, and abuse
9-12	**12.1** Effects and consequences of nicotine use (all forms) **12.2** Effects and consequences of alcohol use **12.3** Effects and consequences of illegal drug use **12.4** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **12.5** Cumulative risk behaviors (patterns, gateway drugs, etc.) **12.6** Unsafe situations involving drugs, including alcohol **12.7** Helpful and harmful use of prescription and non-prescription drugs **12.8** Strategies to resist peer pressure to engage in substance abuse **12.9** Media, social influences, and societal pressure of drug usage **12.10** Rules and laws for medicines and drugs **12.11** Safe alternatives to medicine **12.12** Government policies and global issues in drug trends

Kansas Health Education Standards
Content Standards for K-2

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**2.1** Community helpers (police, firefighters, nurses, sanitation, doctors, EMT, etc.) **2.2** Local community needs/issues/events **2.3** Healthy Communities (home, neighborhoods, school, etc.)
Consumer Health	**2.1** Reliable health-care products, safety professionals, and services **2.2** Safety rules for using medicines and health-care products **2.3** Interpersonal and intrapersonal influences on health choices
Environmental Health	**2.1** Healthy and clean communities **2.2** Reduce, reuse, recycle, and alternatives **2.3** Types of pollution **2.4** Environmental health hazards (air, soil, sun, water, noise, food, chemicals, etc.)
Human Sexuality and Relationships	**2.1** Stages of growth and development **2.2** Body parts and their functions **2.3** Five senses **2.4** Similarities and differences as individuals and families **2.5** Adapting to changes within families **2.6** Responsibilities/roles of family members
Injury Prevention and Safety	**2.1** Safety rules and laws (ex. - seat belts, helmets, crossing the street, sunscreen, fire safety, etc.) **2.2** Emergency and non-emergency situations **2.3** Refusal skills and decision making, to reduce accidents and injuries **2.4** Responding to unwanted, threatening, or dangerous situations **2.5** Strategies to report verbal, mental and physical harm **2.6** Conflict resolution steps **2.7** Dangers of poisons

Mental and Emotional Health	**2.1** Healthy ways to communicate needs, wants, and feelings **2.2** Communicating care, consideration, and respect **2.3** Development of coping skills **2.4** Positive body images and self-esteem **2.5** Bullying/harassment prevention
Nutrition	**2.1** Digestion **2.2** Role of food and nutrients in providing energy **2.3** Balanced diet **2.4** Impact of food choices **2.5** Food groups **2.6** Daily requirements for water **2.7** Safe food-handling practices **2.8** Relationship between exercise and nutrition
Personal Health	**2.1** Functions of major body organs **2.2** Maintaining clean skin, hair, teeth and clothes **2.3** Heart-healthy activities and the benefits of exercise **2.4** Importance of personal health and to seek health care **2.5** Healthy and unhealthy behaviors impact personal health and self-worth
Prevention & Control of Disease	**2.1** Health plan for germ protection for disease prevention **2.2** Common childhood illnesses and symptoms **2.3** Communicable and non-communicable illnesses **2.4** Roles of the body and medicines in preventing germs **2.5** Relationship between nutrition, exercise and disease prevention **2.6** Types of germs and transmissions **2.7** Purpose of immunizations **2.8** Importance of routine check-ups

Substance Use and Abuse & Addiction	**2.1** Drug types and dangers of each (alcohol, tobacco, other illegal drugs) **2.2** Helpful and harmful drugs **2.3** Appropriate use of medicine **2.4** Safe choices with medicines and drugs **2.5** Effects of medicines and drugs **2.6** Refusal skills

Kansas Health Education Standards
Content Standards for 3-5

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**5.1** Community helpers and their roles within communities **5.2** Local community needs/issues/events **5.3** Structure of communities **5.4** Individual roles in maintaining a healthy community
Consumer Health	**5.1** Validity of information on health care products and services **5.2** Hazards and benefits of medicines and health-care products **5.3** Interpersonal and intrapersonal influences on health choices **5.4** Validity of product claims
Environmental Health	**5.1** Healthy and clean communities **5.2** Reduce, reuse, recycle, and alternatives **5.3** Types and effects of pollution **5.4** Environmental hazards and their health risks (air, soil, sun, water, noise, food, chemicals, etc.)
Human Sexuality and Relationships	**5.1** Building healthy relationships **5.2** Changes associated with puberty **5.3** Respect yourself and others **5.4** Adapting to changes within families **5.5** Stages of development
Injury Prevention and Safety	**5.1** Behaviors to prevent physical injury (ex. - fire safety, exercising, bicycle safety, car safety, etc.) **5.2** Regularly and properly use safety equipment **5.3** Proper responses to emergency situations **5.4** Refusal skills and decision making, to reduce accidents and injuries **5.5** Basic first aid (including when to call 911, etc.) **5.6** Resources for injury prevention

	5.7 Safety when using the internet and other technology **5.8** Non-violent strategies to manage or resolve conflicts
Mental and Emotional Health	**5.1** Appropriate methods of expressing feelings **5.2** Expressing wants and needs in a productive and healthy manner **5.3** Care, consideration, and respect to self and others **5.4** Stress management and coping skills **5.5** Interpersonal and intrapersonal motivation for self-efficacy **5.6** Relationship between body image and self-esteem **5.7** Techniques to prevent bullying
Nutrition	**5.1** Digestive system (basic function and organs) **5.2** Calories **5.3** Food groups **5.4** Healthy nutrition guidelines **5.5** Nutritional needs through stages of development **5.6** Food labels **5.7** Energy and nutrients **5.8** Food health policies **5.9** Eating disorders/dysfunctions **5.10** Links between nutrition and illness **5.11** Energy drinks **5.12** Informed food selection **5.13** Impact of food choices
Personal Health	**5.1** Function and anatomy of the body systems **5.2** Responsible care of the body (ex. - nutrition, hygiene, exercise, etc.) **5.3** Benefits of exercise **5.4** Importance and strategies to seek personal health care **5.5** Relationship between emotional, mental, social, and physical health **5.6** Value and impact of sleep on the body

Prevention & Control of Disease	**5.1** Health plan for germ protection for disease prevention **5.2** Common allergies and illnesses, symptoms and management **5.3** Communicable and non-communicable illnesses **5.4** Roles of the body and medicines in protecting against germs **5.5** Relationship between lifestyle choices and disease prevention **5.6** Bacterial, viral, and fungal infections **5.7** Structure and functions of the immune system
Substance Use and Abuse & Addiction	**5.1** Types of tobacco products and the risks of using these products **5.2** Dangers of misuse and abuse of drugs **5.3** Proper use of over the counter and prescription medicines **5.4** Short-term and long-term effects of drugs **5.5** Rules and laws for medicines and drugs **5.6** Physical and psychological addictions **5.7** Values and social behaviors in preventing drug use **5.8** Resources and trusted experts on drugs and medicines **5.9** Personal strategies (assertiveness, resistance, refusal skills, and goal setting) for drug free living

Kansas Health Education Standards
Content Standards for 6-8

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**8.1** Resources in the community for improved health **8.2** Local community needs/issues/events **8.3** Local/state laws, ordinances, and policies for a healthy community **8.4** Impact of participation and engagement within the community **8.5** Global health issues
Consumer Health	**8.1** Validity of information on health care products and services **8.2** Adolescent health care product information **8.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **8.4** Informed consumer choices regarding health **8.5** Seek reliable consumer health advice **8.6** Importance of local and state health policies
Environmental Health	**8.1** Personal responsibility for community environmental issues **8.2** Reduce, reuse, recycle, and alternatives **8.3** Types and effects of pollution **8.4** Environmental influences on health **8.5** Local and state environmental issues **8.6** Laws, ordinances, and policies
Human Sexuality and Relationships	**8.1** Changes during puberty **8.2** Refusal skills **8.3** Responsible behaviors within relationships (communication, abstinence, etc.) **8.4** Male and female reproductive systems **8.5** Potential outcomes of sexual activity **8.6** Seeking reliable adult advice regarding relationships, dating, and sexual activity **8.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, etc.)

Injury Prevention and Safety	**8.1** Basic first aid skills (including bloodborne pathogens) **8.2** Injury prevention at home, school and community **8.3** Prevention for sports, physical activity and recreation related injury **8.4** Resources for safety and injury prevention and response (school, work, community, home, etc.) **8.5** Intentional and unintentional injury **8.6** Prevention and response to physical violence (guns and/or weapons and bullying) **8.7** Prevention and response to mental violence (bullying and abuse) **8.8** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **8.9** Prevention and response to social violence (relationships, conflict resolution, and cyber) **8.10** Media safety (social media, cyber, TV, music, advertising, etc.) **8.11** Weather related safety (supplies, shelter, etc.)
Mental and Emotional Health	**8.1** Importance of expressing emotions in a productive and healthy manner **8.2** Character development **8.3** Mental health terminology **8.4** Stress management and coping skills **8.5** Coping with loss and grief **8.6** Characteristics of healthy and unhealthy relationships **8.7** Relationship between body image and self-esteem **8.8** Impact of media on self-esteem **8.9** Bullying/harassment prevention
Nutrition	**8.1** Nutritional needs through stages of development **8.2** Meal planning and budgeting **8.3** Safe storage and food handling **8.4** Nutritional goals **8.5** Community nutrition efforts **8.6** Food labels **8.7** Eating disorders/dysfunctions **8.8** Dietary guidelines **8.9** Establishing and maintaining healthy eating practices

	8.10 Factors in weight control **8.11** Food packaging and advertising **8.12** Nutritional supplements **8.13** Impact of food choices
Personal Health	**8.1** Major body systems, anatomy, functions, relationships between systems **8.2** Proper adolescent hygiene habits **8.3** Purpose, examples, and benefits of daily exercise **8.4** Importance and strategies to seek personal health care **8.5** Develop positive relationships **8.6** Recommended sleep amounts
Prevention & Control of Disease	**8.1** Disease prevention skills **8.2** Common causes of death, illness and disorders **8.3** Communicable and noncommunicable diseases **8.4** Medical resources, health screenings and treatment methods for disease **8.5** Relationship between lifestyle choices and disease prevention **8.6** Differences between bacterial, viral and fungal infections **8.7** Structure/function of the immune system
Substance Use and Abuse & Addiction	**8.1** Effects and consequences of nicotine use (all forms) **8.2** Effects and consequences of alcohol use **8.3** Effects and consequences of illegal drug use **8.4** Cumulative risk behaviors (patterns, gateway drugs, etc.) **8.5** Correct use, misuse and abuse of drug **8.6** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **8.7** Addiction and tolerance **8.8** Addictive substances and effects on all dimensions of health **8.9** Media, social influences, and peer pressure of drug usage **8.10** Rules and laws for medicines and drugs **8.11** Safe alternatives to medicine **8.12** Treatment, intervention and prevention of drug overdose, dependency, and abuse

Kansas Health Education Standards
Content Standards for 9-12

Grade Level	**Benchmark:** The students will know, comprehend, apply, analyze, synthesize and/or evaluate:
Community Health	**12.1** Local community needs/issues/events **12.2** Local/state laws, ordinances, and policies for a healthy community **12.3** Value of community interactions **12.4** Strategies to maintain a healthy community **12.5** Personal service for the betterment of the community **12.6** Global health issues
Consumer Health	**12.1** Availability and accessibility of health-care services **12.2** Adolescent health-care products and services **12.3** Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) **12.4** Characteristics of informed consumers **12.5** Seek reliable advice regarding consumer health choices **12.6** Role of media in disseminating health information **12.7** Basic health insurance terminology
Environmental Health	**12.1** Personal responsibility for community environmental issues **12.2** Reduce, reuse, recycle and alternatives **12.3** Relationship between environment, disease, and health **12.4** Local, state, and global environmental issues **12.5** Laws, ordinances, and policies
Human Sexuality and Relationships	**12.1** Adapting to changes associated with puberty **12.2** Adapting to change within the family **12.3** Changing responsibilities from adolescence to adulthood

	12.4 Responsible behaviors within relationships (communication, abstinence, etc.) **12.5** Potential outcomes of sexual activity (STIs, pregnancy, etc.) **12.6** Impact of media and technology on sexual behaviors **12.7** Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.) **12.8** Differences between individual, family, culture, community, and global values
Injury Prevention and Safety	**12.1** Basic first aid skills **12.2** Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines **12.3** Resources to prevent and avoid violence **12.4** Prevention and response to physical violence (guns and/or weapons and bullying) **12.5** Prevention and response to mental violence (bullying and abuse) **12.6** Prevention and response to social violence (relationships, conflict resolution, and cyber) **12.7** Prevention and response to sexual violence (harassment, assault, rape, and abuse) **12.8** Media safety (social media, cyber, TV, music, advertising, etc.) **12.9** Causes of conflict and non-violent conflict resolutions **12.10** Consequences of violence (school policies, laws, etc.)
Mental and Emotional Health	**12.1** Importance of expressing emotions in a productive and healthy manner **12.2** Mental illnesses **12.3** Stigmas associated with mental illness **12.4** Avoiding negative self-talk, self-harm, and suicide **12.5** Coping skills (grief, stress, depression, bullying, anxiety, etc.) **12.6** Characteristics of healthy and unhealthy relationships **12.7** Healthy versus unhealthy body image
Nutrition	**12.1** Nutritional needs through stages of development **12.2** Meal planning and budgeting **12.3** Food safety **12.4** Nutritional value of foods **12.5** Cultural and ethnic food choices **12.6** Food labels

	12.7 Eating disorders/dysfunctions **12.8** Healthy eating patterns **12.9** Essential nutrients **12.10** Performance enhancing beverages/supplements **12.11** Impact of food choices
Personal Health	**12.1** Major body systems, anatomy, functions, relationships between systems and connection to disease **12.2** Proper adolescent hygiene habits **12.3** Leading causes of death and risk behaviors **12.4** Traits and skills of lifelong learners **12.5** Components of wellness
Prevention & Control of Disease	**12.1** Disease prevention skills **12.2** Common causes of diseases, illness and disorders **12.3** Influence of heredity and diseases **12.4** Medical resources, health screenings and treatment methods for disease **12.5** Relationship between lifestyle choices and disease prevention **12.6** Current healthcare issues
Substance Use and Abuse & Addiction	**12.1** Effects and consequences of nicotine use (all forms) **12.2** Effects and consequences of alcohol use **12.3** Effects and consequences of illegal drug use **12.4** Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.) **12.5** Cumulative risk behaviors (patterns, gateway drugs, etc.) **12.6** Unsafe situations involving drugs, including alcohol **12.7** Helpful and harmful use of prescription and non-prescription drugs **12.8** Strategies to resist peer pressure to engage in substance abuse **12.9** Media, social influences, and societal pressure of drug usage **12.10** Rules and laws for medicines and drugs **12.11** Safe alternatives to medicine **12.12** Government policies and global issues in drug trends

Sample Opt-In Letter

PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION

Course:_____ Teacher(s):_____

School:_____ Phone:_____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

NOTE: Opt-in letters work differently than opt-out letters you may have worked with before, in this or other school districts. The school must have a signed form from every student's parent/guardian indicating that the student has permission to participate in the human sexuality curriculum. Failure of a parent/guardian to return a signed form means the student will attend study hall and will not attend class sessions which are identified as addressing puberty or human sexuality.

If your preference is for your child to "opt-in" the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, you are giving permission for your child to receive information on puberty and human sexuality.

Student's Name:_____

_____ I GRANT permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature:_____ Date:_____

Please sign and return this form to the school on or before (date set by school).

Sample Opt-Out Letter

PARENT/GUARDIAN CONSENT FORM
HUMAN SEXUALITY EDUCATION

Course:_____ Teacher(s):_____

School:_____ Phone:_____

Dear Parent/Guardian:

As a part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality education. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time.

If your preference is for your child to "opt-out" of the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating the form. By so doing, your child will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

Student's Name:_____

_____ I DO NOT grant permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature:_____ Date:_____

Please sign and return this form to the school on or before (date set by school).

SENATE Substitute for HOUSE BILL No. 2382

AN ACT concerning education; requiring school districts to include a human fetal development presentation as part of the curriculum for any course that addresses human growth, human development or human sexuality; authorizing the state board of education to establish the rate of compensation for members of the state board; amending K.S.A. 72-253 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

New Section 1. Any school district that offers any course or other instruction that addresses human growth, human development or human sexuality shall include, as part of such course or instruction, a presentation of a high-quality, computer-generated animation or high-definition ultrasound of at least three minutes in duration that shows the development of the brain, heart and other vital organs in early human fetal development.

Sec. 2. K.S.A. 72-253 is hereby amended to read as follows: 72-253. *(a)* The state board of education may authorize members thereof to attend in-state meetings for participation in matters of educational interest to the state of Kansas, and when attending a meeting so authorized, members shall receive ~~compensation and~~ travel expenses and subsistence expenses or allowances as provided in K.S.A. 75-3212*, and amendments thereto,* for members of the legislature. Whenever under any provision of law, a member of the state board of education is authorized to attend an out-of-state meeting, or whenever the state board of education authorizes one of its members to attend an out-of-state meeting for participation in matters of educational interest to the state of Kansas such members, when attending a meeting so authorized, shall receive ~~compensation and~~ travel expenses ~~and~~ *or* subsistence expenses as provided in K.S.A. 75-3212*, and amendments thereto,* for members of the legislature.

(b) Notwithstanding the provisions of K.S.A. 75-3212, and amendments thereto, during any fiscal year, each member of the board of education shall receive compensation in an amount established by the state board of education for the member's service at regularly scheduled meetings of the board of education and any other in-state meeting for participation in matters of educational interest to the state of Kansas.

Sec. 3. K.S.A. 72-253 is hereby repealed.

Sec. 4. This act shall take effect and be in force from and after its publication in the statute book.

I hereby certify that the above BILL originated in the HOUSE, and was adopted by that body

_____

HOUSE adopted
Conference Committee Report_____

_____
Speaker of the House.

_____
Chief Clerk of the House.

Passed the SENATE
as amended _____

SENATE adopted
Conference Committee Report_____

_____
President of the Senate.

_____
Secretary of the Senate.

APPROVED _____

_____
Governor.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/10/2025**
Ben Proctor		Randy Watson		

Item Title:

Act on Evidence-Based At-Risk List

Recommended Motion:

It is moved that the Kansas State Board of Education approve any programs that are accredited through the International Dyslexia Association (IDA) for the At-Risk Evidence-Based Programs List.

Explanation of Situation Requiring Action:

This action will allow KSDE staff to add literacy programs that are aligned to the science of reading and structured literacy, as accredited through IDA, to the At-Risk Evidence-Based Programs List, allowing school districts to utilize at-risk funds for these programs.

Agenda Number: **17**

Meeting Date: **6/10/2025**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Kansas State Department of Education budget recommendations for 2026-2027

From: Sherry Root for Deputy Commissioner Frank Harwood

KSDE Budget Recommendations:

Every state agency is required to submit budget requests to the Governor's office by September 15th of each year. As part of that process, the State Board approves the budget enhancement requests. Board members will be presented information about the FY 2027 budget requests to the Governor and possible enhancement requests. The Board will be asked to approve this recommendation at the July meeting.

Agenda Number: 1

Meeting Date: 6/11/2025

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation: Board Goals Discussion

From: Commissioner Watson

Dr. Watson will lead a discussion with the Board on their 2025-2026 Board Goals.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 2

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/11/2025**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Receive Item: act to approve updates to the Kansas Registered Teacher Apprenticeship and approve MeadowLARK Grant Funds

Recommended Motion:

It is moved that the Kansas State Board of Education approves the additions of a graduate degree route and a Youth Apprenticeship route within the Kansas Teacher Apprenticeship Program and approves grant awards for the Kansas Registered Teacher Apprenticeship Program Districts for the 2025-2026 School Year.

Explanation of Situation Requiring Action:

Apprenticeship Program Background: The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. The Kansas Apprenticeship Council approved an update to the application to include a graduate degree apprenticeship route and approved a youth apprenticeship route to the program in April 2025. Currently, there are 161 apprentices in the Registered Teacher Apprenticeship program. Districts have until June 1, 2025, to submit applications to add apprentices to the Fall 2025 cohort. Upon receipt of applications, the licensure team will provide the board with an updated excel spreadsheet that details grant funding per district.

Apprenticeship Program Requirements:

1. Program Approval by Kansas Apprenticeship Council (Department of Commerce).
2. Employment as an apprentice.
3. Assigned a mentor.
4. On the Job Learning provided by the employer.
5. Related Technical Instruction.
6. Progressive Wage Scale.
7. Leads to a Nationally Recognized Credential.

Summary of Changes to Registered Teacher Apprenticeship Program to address graduate degree route and Youth Apprenticeship Route:

1. Graduate degree route.

a. Updated Work Process Schedule included with materials.

b. Program Competencies: no change.

c. Wage Scale: no change

d. Related Technical Instruction: Degree plan examples added to the program application that include a sample plan for

i. Restricted License program.

ii. Limited Residency License Program.

iii. Limited Residency Elementary Program.

e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for tuition, fees, and cost of books and materials.

f. Pilot: No pilot needed to add a graduate degree route.

2. Youth Apprenticeship Program route.

a. Youth Apprenticeship Work Process Schedule included with materials.

b. Program Competencies: New competencies developed by KSDE's Career and Technical Education team, KSDE's licensure team and Topeka Public Schools, Center for Advanced Learning and Careers (TCALC). Youth program will allow movement into the adult Registered Teacher Apprenticeship program.

c. Wage Scale: Minimum of $7.50.

d. Related Technical Instruction:

i. Must be enrolled in KSDE's CTE Teaching and Learning Pathway program.

ii. College Credit courses are available through the school district's approved higher education partners.

e. Funding. This route is not eligible for MeadowLARK grant funding. Kansas Teacher Apprenticeship Act Grant funds eligible only. Limited to $2,750 per apprentice per year for

tuition, fees, and cost of books and materials to pay for dual credit

f. Pilot: A small pilot will be initiated before the Youth Apprenticeship program is offered statewide. Teacher Licensure would like to add five districts to the pilot program. Currently, the following school districts are projected to participate in pilot pending State Board approval.

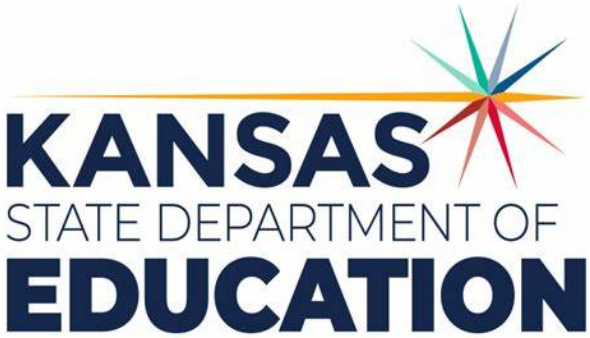
i. USD 501 Topeka Public Schools.

ii. USD 480 Liberal.

MeadowLARK Grant Funding Background: To sustain the Registered Teacher Apprenticeship program, funding sources are required. The teacher licensure team collaborated with the Department of Commerce's Office of Registered Apprenticeships and other state agencies to participate in the MeadowLARK – (Leading Apprenticeship Results in Kansas) initiative to expand the state's Registered Apprenticeship opportunities. The Kansas Office of Registered Apprenticeships was awarded a grant from the Department of Labor for a total of $6,331,847. The Kansas Office of Registered Apprenticeships awarded the Registered Teacher Apprenticeship program a total of $3 million to use through June 2026.

MeadowLARK Grant Funding Request: The Teacher Licensure Team requests grants be approved for School Year 2025-2026. The grant awards cover tuition costs and mentor teacher stipends for the Spring 2025 cohort. Districts will receive up to a total of $5,000 per apprentices to cover two semesters of tuition, and up to $1500 per apprentices to cover School Year 2025-2026 mentor stipend payments. An excel spreadsheet that details grant awards by district breakdown will be provided after June 1, 2025, when the Fall 2025 cohort application window closes.

Appendix A



(Sponsor(s) with multiple occupations must complete an Appendix A for each occupation)

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Appendix A

WORK PROCESS SCHEDULE
Teacher

O*NET-SOC CODE : 25-3099 **RAPIDS CODE: 3024**

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is 4 years with an OJL attainment of # hours, supplemented by the minimum required 1800 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 3 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $20/hr.

Term: hrs.	Start	1yr 6m	2yr	2yr 6m	3yr	3yr 6m	4yr	4yr 6m
Wage: $/ %	14.00	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise	2% raise

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of *12 months*

6. SELECTION PROCEDURES

Kansas Department of Education (KSDE) will work with each school district to ensure public notification of the apprenticeship, the application period, and that a review of the applications is conducted to determine qualified candidates. It will be up to the district to interview and hire the apprentice based on the qualifications of the individual and the needs of the school district. Ideally, the apprentice is currently employed as a para-professional in a school district or is interested in being employed as a licensed teacher in a school district but does not have a bachelor's degree to become a licensed teacher. Individual must be at least 18 years old and must be fingerprinted and pass a KBI background check. KSDE nor the sponsor school district will discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex, (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. The sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

WORK PROCESS SCHEDULE

Teacher

O*NET-SOC CODE: 25-3099 **RAPIDS CODE:** 3046

Instructions for entering the Work Process Schedule:

Time-Based Occupation: Please provide the Work Process Schedule below to include the Job Tasks (left column) required to complete the apprenticeship program with the approximate amount of time (right column) the apprentice will spend in each task.

Hybrid Occupation: Please include the minimum/maximum number of hours (right column) with the breakdown of the Job Tasks and the successful demonstration of competencies described in the WPS (left column), required to complete the apprenticeship program and identify an appropriate means of testing and evaluation for such competencies.

Competency-based Occupation: Please describe competencies required for the apprenticeship (left column and identify an appropriate means of testing and/or evaluating for such competencies (right column).

Work Process Schedule: **Approximate Hours:**

See below for complete list of compentencies

TOTAL MINIMUM HOURS _____

Work Process Schedule

Teacher

O-Net/SOC Code: 25-3099

Required On-the-Job Learning Competencies

On-the-job–learning (OJL) work process competencies are a list of areas in which an apprentice must demonstrate proficiency to successfully complete their apprenticeship and become a licensed teacher. The individual will perform training and tasks under the supervision of a mentor to eventually meet the level "proficient in task" in each category, before completing the apprenticeship. In all cases, the apprentice is required to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction.

Below is an overview and detailed breakdown for each area an apprentice must demonstrate proficiency. In the detailed breakdown of each competency, a "possible evidence" section provides a variety of options for the district to introduce and track/monitor competencies. The districts are not required to use "possible evidence" tasks, however, they will need to list out all the tasks they used to introduce, monitor, and demonstrate proficiencies for each apprentice in boxes provided below each section.

Areas of Competencies:

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development

- The teacher planned instruction based on the learning and developmental levels of all students.
- *Key indicators: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.*

1.2 Learner Differences

- The teacher recognized and fostered individual differences to establish a positive classroom culture.
- *Key indicators: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.*
-

1.3 Learning Environment

- The teacher established a classroom environment conducive to learning.
- *Key indicators: collaborating with students, establishing a safe, respectful and academically challenging environment.*

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge

- The teacher demonstrated a thorough knowledge of content.
- *Key indicators: encouraging use of multiple representations, explanations and a wide variety of*

experiences building student understanding.

2.2 Innovative Applications of Content Knowledge

- The teacher provided a variety of innovative applications of knowledge.
- *Key indicators: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.*

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction

- The teacher used methods and techniques that are effective in meeting student needs.
- *Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.*

3.2 Assessment

- The teacher used varied assessments to measure learner progress.
- *Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.*

3.3 Instructional Strategies

- The teacher delivered comprehensive instruction for students.
- *Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.*

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth

- The teacher engaged in reflection and continuous growth.
- *Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.*

4.2 Collaboration and Leadership

- *The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.*

1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	• Teacher lesson plans	• Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	• Teacher lesson and/or unit plans • Student work samples • Learning style inventories • Observations (by peers or evaluators)	• Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	• Teacher reflection • Samples of student work • Conference notes with colleagues	• The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	• Student surveys • Student writing • Parent surveys • Student attendance data	• The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	• Student reflections/contributions of personal experience • Classroom rules • Behavior and/or office referrals	• Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	• Classroom rules developed collaboratively • Student surveys • Student developed rubrics	• The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	• Lesson plans • Classroom expectations • Observations (by peers or evaluators) • Student work samples • Feedback to students	• Student work provided consistent evidence that students are being academically challenged at their appropriate level.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.
Sources of Evidence for Showing Knowledge of Content

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	• Lesson plans aligned to content standards • Curriculum committee work documentation • Observations of strategies used to deliver content (by peers or evaluators)	• Evidence observed shows the teacher consistently provided a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	• Student work samples • Student feedback and reflection pieces • Teacher developed assessments and rubrics • Student involvement in content contests	• Student work, judged according to a rubric, consistently showed understanding of key content area topics.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	• Problem-solving based assignments with student responses • Student created videos	• Evidence consistently showed effective use of critical thinking skills in developing content- based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	• Portfolio of materials associated with real world application of topics of study • Feedback from community member regarding a project tied to a real-world activity	• A collection of student work over a period of time consistently showed practical application of content
Collaborated to provide cross curricular learning opportunities	• Co-Curricular performances tied to the subject area • Unit plans from collaborative planning	• Evidence from lesson plans showed students making use of a variety of content areas within one activity.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.
Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	• Formative and summative assessments • Observations (by peers and evaluators) • Student work samples showing the rigor of the assignments • Teacher and student reflections	• Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	• Lesson plans noting relevant standards • Assessment data	• Assessment data consistently showed students meeting district, state, and national standards.
Met needs of all students	• Student need inventory • Individual assessment data including portfolios	• Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.2 Assessment: The teacher used varied assessments to measure learner progress.

Sources of Evidence for using varied assessments to measure learner progress

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	• Scored rubrics from performance assessments • Assessment samples (formative and summative) • Portfolios • Student presentations	• Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	• Teacher reflection • Lesson plans linking activities to assessment results	• Teacher consistently provided rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	• Written feedback on student work • Observations (by peers or evaluators) • Teacher/student conferences	• Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Sources of Evidence for Delivering Comprehensive Instruction for Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	• Professional growth log • Lesson plans • Observations	• Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	• Teacher reflection • Lesson plans showing how strategies were used for scaffolding/differentiation	• Teacher consistently developed assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	• Student work samples that reflect use of higher level thinking skills	• Teacher consistently provided students with problem solving activities related to the classroom content.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.1 Sources of Evidence for Engaging in Reflection and Continuous Growth

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	• Professional development log noting connections to classroom application of learning • Written evaluation of a professional learning experience • Professional portfolio	• Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	• Lesson plans with reflections on effectiveness of lesson and ideas for future improvements • Video recording of a lesson with feedback from a peer or evaluator	• Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	• Formative and summative assessments • Data collection device for use over an extended period of time to see student growth	• Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Sources of Evidence for Participation in Collaboration and Leadership Opportunities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	• Minutes of meetings: IEP, PLC, Student Improvement Team meetings • Notes from meetings with mentor • Contact logs	• Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	• Copies of communication: emails, letters, newsletters • Log of phone calls	• The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	• Agendas generated by the teacher in a team leadership role • Portfolio of leadership activities	• Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

RELATED INSTRUCTION OUTLINE

Teacher

O*NET-SOC CODE: 25-3099 **RAPIDS CODE:** 3046

Instructions for entering the Related Instruction Outline for all occupation approaches:

Please provide the Related Instruction Outline to include a list of the anticipated courses, the learning objectives, and the estimated number of hours that each course will last.

Related Instruction Descriptions: **Approximate Hours:**

See below for full description of RTI

TOTAL MINIMUM HOURS 1800

Work Process Schedule

K-12 Teacher
O-Net/SOC Code: 25-3099

The goal of the Teacher Apprenticeship RTI is for an individual to be able to attain an initial teaching license based on Kansas Regulator Requirements. An individual who does not have a bachelor's degree will be pursuing that bachelor's degree as part of a teacher preparation program at either a community college (if they do not have an associates) or a four-year university.

If an individual has a bachelor's degree but not in education, multiple non-traditional pathways exist for that individual to receive their initial teaching license, however, in all the pathways they must attend a four-year university for additional course work. Nearly all of the non-traditional pathways lead to a master's degree in education, however, despite leading to a master degree, once they complete their degree and testing requirements, they will be granted an initial teaching license by KSDE, which is the end goal of the apprenticeship.

Tradition Pathway to an Initial Teaching License

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in a teacher education program.** Before moving into to a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

Total hours 1,800 (120 credit hours)

	Credits	*Hours*
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

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Below is a sample 120 Credit Hour (1800 Clock Hour) Bachelors in Education for anyone pursing an initial teaching license without a Bachelors Degree.

First Year

Fall Semester		**Hours**
ENGL 101	College English I	3
MATH 111	College Algebra (C or better required)	3
GEN ED - FYS	First Year Seminar - See list	3
PSY 111	General Psychology	3
SOC 111 (or) ANTH 102	Intro to Sociology (or) Cultural Anthropology	3
	Credit Hours	**15**
Spring Semester		**Hours**
ENGL 102	College English II	3
COMM 111	Public Speaking	3
GEN ED - Fine Arts	Fine Arts Gen. Ed - See list	3
STAT 370	Elementary Statistics (Fulfills a three-hundred level general education course)	3
CI 270	Intro to Education Profession (B- or better required)	3
	Credit Hours	**15**

Second Year

Fall Semester		**Hours**
HIST 131 (or) HIST 132	U.S. Colonial to 1865 (or) U.S. since 1865	3
MATH 501	Elementary Mathematics (C or better required)	5
CI 345	Integrated Learning through the Arts (B- or better required)	2
CESP 334	Intro to Diversity: Human Growth and Development (B- or better required. Also fulfills a three-hundred level general education course)	3
BIOL 106	Human Organism	3
	Credit Hours	**16**

Spring Semester		**Hours**
CI 519	Mathematical Investigations (C or better required)	3
CI 416	Classroom Management (B- or better required)	2
CI 401	Family Collaboration in Schools and Community (B- or better required)	3
GEOL 300 (or) BIOL 370	Energy, Resources and Environment (or) Intro to Environmental Science (Fulfills a three-hundred level general education course)	3
GEOG 125 (or) GEOG 210	Principles of Human Geography (or) Intro to World Geography	3
CI 203	Self-Care for Today's Educator (B- or better)	1
	Credit Hours	**15**

Year Three

Fall Semester		**Hours**
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2
CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		**Hours**
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		**Hours**
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		**Hours**
CI 446	Elementary Teaching Internship and Classroom Management Seminar (B- or better required)	2

CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

Non-Traditional Pathways to an Initial Teaching License

Restricted Teaching License

The Restricted Teaching License nontraditional pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. It is designed to recruit mid-career professionals who have a bachelor's, master's degree, or equivalent coursework in a content area they want to teach and are seeking a career change.

Heritage language speakers with a bachelor's degree or higher can also utilize the restricted licensure to teach their native languages.

This pathway provides an opportunity for these individuals to have immediate access to start teaching under restricted license while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. The degree or equivalent coursework must be in a regular education content area (endorsement area) you want to teach, OR be a heritage language speaker,
C. GPA of 2.75, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
D. Passing score for the Praxis II content assessment in the content area, AND
E. Supervised practical training experience must be completed under the collaboration of the supporting institution and hiring school district before restricted teaching license can be issued.
F. Accepted into an approved restricted program
G. Employed with a KSDE accredited school district

Sample Degree Plan Restricted License:

YEAR 1

- ALTC 800 Induction 2 cr. hrs.
- ALTC 801 Introduction to Teaching 3 cr. hrs.
- ALTC 804 Understanding the Learner 3 cr. hrs.
- ALTC 809 Supervised Practicum I 1 cr. hrs.

- ALTC 802 Planning for Instruction Or BUED 802 (Business Ed Students Only) 3 cr. hrs.
  ALTC 810 Supervised Practicum II 1 cr. hrs.

YEAR 2

- ALTC 803 Understanding Foundations of Education 2 cr. hrs.
- ALTC 806 Improving Instruction through Reading/Writing 2 cr. hrs.
- ALTC 805 Working with Diverse and Exceptional Learners, 3 cr. hrs.
- ALTC 811 Supervised Practicum III 1 cr. hrs.
- ALTC 807 Becoming a Reflective Teacher 2 cr. hrs.
- ALTC 812 Supervised Practicum IV 1 cr. hrs.

T2T Licensure Classes Total Credits: 24 cr. hrs.

Education (Secondary and PK-12 Transition to Teaching) Masters – MSE

Master's Classes:

- AEP 803 Educational Research 3 cr. hrs.
- AEP 859 Curriculum Planning and Evaluation 3 cr. hrs.
- AEP 800 Innovative Technology Integration 3 cr. hrs.
- AEP 855 Educational Leadership 3 cr. hrs.

MSE Courses: 12 cr. hrs.
MSE Degree Total: 36 cr. hrs.

Limited Residency License (LRL)

The Limited Residency License (LRL) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teachers in the Special Education content area. It is designed to recruit individuals that have working experience, usually as a para educator, in the Special Education field or equivalent experience in a noneducation setting.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Residency License while completing professional education pedagogy and Special education course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,

C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LRL program

Sample Degree Plan

Course	Title	Credits	Grade	Estimated Date of Completion	Date of Completion
SPED 801	Legal/Professional Issues in Special Education	3		Semester 1	
SPED 806	Methods/Materials for Exceptional Students	3		Semester 1	
Apply for KSDE Limited Residency License					
SPED 802	Theories of Exceptionalities	3			
SPED 804	Behavior Management in Schools/Practicum & KEEP	3			
SPED 832 or READ 851	Teaching Reading in Special Education & KEEP OR Science of Language and Literacy I (if you have completed LETRS training)	3			
SPED 805	Assessment/Lab in Special Education	3			
SPED 867	Consult. / Collab. In High Incidence SPED	3			
SPED 803	Special Education Research	3			
	SPED Elective	3			
SPED 860	Transition: Early Childhood to Adulthood & KEEP	3			
	SPED Elective	3			
SPED 839	Practicum in Special Education II	3			

Six hours of Electives are required

Electives	Length
SPED 810: Technology in Special Education	8 weeks
SPED 823: Foundation in Autism Spectrum Disorder and Leadership	8 weeks
SPED 824: Strategies for Leaders and for Working with Individuals with Autism Spectrum Disorder	8 weeks
SPED 825: Assessment in Autism	8 weeks
AEP 800: Innovative Technology Integration	8 weeks
AEP 855: Educational Leadership	8 weeks
AEP 859: Curriculum and Evaluation of PK-12 Schools	8 weeks
AEP 866: Fostering Engagement in Today's Learners	8 weeks
AEP 867: Instructional Design and Assessment	8 weeks
AEP 880: Cultural Diversity	8 or 16 weeks
READ 852: Science of Language and Literacy II (if you have completed LETRS Volume 2)	

Limited Elementary Residency Program (LERP)

The limited Elementary Residency Program (LERP) is a nontraditional pathway intended to respond to school districts' need to hire qualified, licensed teacher for elementary positions. It is designed to recruit mid-career professionals who have a bachelor's or master's degree and are seeking a career change.

This pathway provides an opportunity for these individuals, after they have completed a minimum or six (6) credit hours in the program, to then have access to start teaching under a Limited Elementary Residency License while completing professional education pedagogy course work to become fully licensed.

Eligibility - (Must meet all eligibility requirements)

A. Bachelor's degree or higher from a regionally accredited university,
B. GPA of 2.50, on a 4.0 scale, from the last 60 semester credits hours of college coursework completed,
C. Completed the first semester (minimum of 6 credit hours)
D. Employed with a KSDE accredited school district.
E. Accepted into an approved LERP program

Sample Degree Plan

MASTERS OF SCIENCE IN EDUCATION (MSE)

Elementary Education (PreK-6) Transition to Teaching (T2T) - Track 1 Limited Elementary Registered Program (LERP)

ELED (PreK-6) Certification Courses (27 hours)

Semester Offered	Preliminary Semester (8 credit hours)	Cr. Hrs.
(1st 8 weeks) F, S	TEEL 836 Introduction to Teaching in the Elementary Grades	2
(2nd 8 weeks) F, S	TEEL 842 Advanced Mathematics for Elementary Grades	2
F, S, U	TEEL 860 Advanced Classroom Management	3
F, S	TEEL 870 Mentoring Seminar I	1
Semester Offered	**1st Semester Teaching** (9 credit hours)	**Cr. Hrs.**
(1st 8 weeks) F, S	READ 853 Advanced Science of Reading 1 (SoR 1)	3
(2nd 8 weeks) F, S	TEEL 857 Advanced Science of Reading 2 (SoR 2)	3
(2nd 8 weeks) F, S	TEEL 843 Advanced Science for Elementary Grades	2
F, S	TEEL 878 Supervised Practicum / Mentoring Seminar II (Starting Fall 2025)	1

Semester Offered	2nd Semester Teaching (7 credit hours)	Cr. Hrs.
F, S, U	TEEL 859 Advanced Diverse & Exceptional Learners	3
F, S, U	TEEL 837 Curriculum Integration in the Elementary Grades for Holistic Learning	3
F, S	TEEL 872 Mentoring Seminar III	1
	.	
	Before enrolling in Semester 3, students should complete the Elem Educ Praxis Exams	
Semester Offered	**3rd Semester Teaching** (3 credit hours)	**Cr. Hrs.**
F, S	TEEL 876 Apprenticeship in Education / PPAT	2
F, S	TEEL 873 Mentoring Seminar IV	1
	Students seeking additional hours for financial aid should contact the Teacher Education Chair for more information.	

****MSE Degree Completion Courses** (9 hours)

Semester Offered	Courses	Cr. Hrs.
F, S, U	TEEL 820 Research Methods in Educ.	3
F, S, U	AEP 858 Data Analysis and Assessment	3
F, S, U	AEP 867 Instructional Design and Assessment	3

**Students will be eligible for the MSE degree after successful completion of the 9 hours above and passing a comprehensive examination.

Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

Youth Teacher/Instructor

Appendix A

WORK PROCESS SCHEDULE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021 **RAPIDS CODE: 3077**

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is 4 years with an OJL attainment of 8000 hours, supplemented by the minimum required 1800 hours of related instruction. (Note: The competency-based training approach does not require hours.)

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 Apprentice(s) to 1 Journeyworker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: $ 16.25 .

Term: hrs.	Year 1	Year 2	Year 3	Year 4				
Wage: $/ %	$7.50/hr	8.50/hr	14.00/hr	14.25/hr				

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 30 days

6. SELECTION PROCEDURES

Youth Teacher/Instructor Apprentice must be enrolled in a public school district pursuing a high school diploma. They must also meet the following qualifications:

Qualifications

- **Education:**
  - Actively enrolled in an accredited teacher preparation at a community college or four-year university program.
- **Progress Requirements:**
  - Demonstrate consistent progress in the teacher preparation program by providing evidence of passing scores each semester.
- **Skills and Competencies:**
  - Strong communication and interpersonal skills.
  - Ability to collaborate effectively with students, teachers, and administrators.
  - Willingness to learn and implement new teaching methods.
  - Organized, dependable, and committed to professional growth.

Preferred Qualifications

- Previous experience working with children or in an educational setting is a plus.
- Familiarity with classroom technologies and educational tools.

WORK PROCESS SCHEDULE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021 **RAPIDS CODE: 3077**

Description:

See below attachment

Work Process Schedule: **Approximate Hours:**

TOTAL MINIMUM HOURS _____

Teaching Apprenticeship Evaluation Rubric

Criteria	Exemplary Achievement (4)	Proficient Achievement (3)	Limited Achievement (2)	Inadequate Achievement (1)
Punctuality	Always arrives on time, showing respect for schedules.	Usually arrives on time, with occasional delays.	Frequently late, showing a lack of regard for time.	Often late or absent without valid reason.
Dress and Appearance	Consistently dressed in professional attire suitable for the classroom.	Usually dressed appropriately, with minor lapses.	Occasionally dressed inappropriately for the setting.	Rarely dresses appropriately for the internship.
Receptiveness to Feedback	Actively seeks and implements feedback with enthusiasm.	Accepts feedback and makes efforts to improve.	Shows limited willingness to accept feedback.	Dismisses feedback and shows no desire to improve.
Maturity and Professionalism	Demonstrates high levels of maturity and professionalism in all interactions.	Generally displays maturity, with minor lapses.	Occasionally shows unprofessional behavior.	Frequently acts immaturely or unprofessionally.
Teacher Persona	Fully embodies the role of a teacher, engaging with students effectively.	Generally presents as a teacher, with some engagement.	Struggles to engage with students or assume a teacher role.	Rarely presents as a teacher and lacks engagement.
Ambition and Desire to Learn	Shows exceptional ambition and a strong desire to learn and grow.	Displays a good level of ambition and willingness to learn.	Limited ambition and desire to improve skills.	Shows no ambition or desire to develop professionally.
Instructional Planning	Creates comprehensive lesson plans that align with educational outcomes.	Develops lesson plans that meet basic requirements.	Lesson plans are incomplete or lack alignment with outcomes.	Fails to create lesson plans or align with educational outcomes.
Classroom Management	Effectively manages classroom dynamics, promoting a positive learning environment.	Generally maintains classroom order with minor disruptions.	Struggles to manage classroom behavior, leading to frequent disruptions.	Unable to manage classroom dynamics, resulting in a chaotic environment.

Teaching Apprenticeship Evaluation Rubric

Criteria	Exemplary Achievement (4)	Proficient Achievement (3)	Limited Achievement (2)	Inadequate Achievement (1)
Engagement with Learners	Consistently engages students with interactive and meaningful activities.	Engages students in learning with some interactive elements.	Limited engagement with students, relying heavily on lectures.	Rarely engages students, leading to disinterest in learning.
Professional Development	Actively seeks out and participates in professional development opportunities.	Participates in some professional development activities.	Shows little interest in professional development.	Does not engage in any professional development activities.

Date Reviewed:

Cooperating Teacher:

Supervising Teacher:

Student:

_____ _____ _____

Student Supervising Teacher Cooperating Teacher

RELATED INSTRUCTION OUTLINE
Youth Teacher/Instructor

O*NET-SOC CODE : 25.2021 **RAPIDS CODE: 3077**

Related Instruction Descriptions: Bachelors Degree in Education
Approximate Hours: 120 credit hours (1800 clock hours)

The following related training outline identifies subject matter which must be mastered by the apprentice in order to successfully complete the program: 144 hours of Related Technical Instruction is required for every 2,000 hours of the program.

Community Colleges:

- Allen Community College
- Barton Community College
- Butler Community College
- Colby Community College
- Cowley Community College
- Dodge City Community College
- Garden City Community College
- Hutchinson Community College
- Independence Community College
- Johnson County Community College
- Neosho County Community College
- Washburn Institute of Technology

Four Year Universities

- Emporia State University
- Fort Hays State University
- Kansas State University
- MidAmerica Nazarene University
- Newman University
- Ottawa University
- Southwestern College
- Sterling College
- University of St. Mary

- Washburn University
- Western Governors University

See program outline attached below. All courses are outline for high school and college credit.

TOTAL MINIMUM HOURS 1800

Work Process Schedule

Youth Teacher/Instructor

O-Net/SOC Code 25-3099

Related Technical Instruction

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in a teacher education program.** Before moving into to a full- time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

Total hours 1,800 (120 credit hours)

	Credits	*Hours*
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

For the first two years of the program, the youth apprentice will be pursuing using dual credit courses as part of the districts CTE pathway. The RTI provider will be both their high school and the community college/tech school/university who provides dual credit courses. As noted in the below course outline, all high school courses and college level courses are aligned to provide the best possible opportunity for dual credit courses to count towards college credit, while at the same time fulfilling all high school graduation requirements and CTE requirements.

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

Sample pathway for youth apprentices to complete graduate high school/complete Teacher/Trainer CTE pathway in High School/Dual Credit Courses/Bachelors Degree in Education

It is essential to note that this is just a sample outline of a pathway that includes dual credit courses and the Teacher/Training CTE pathway. All districts are free to create their own version. All districts are also required to follow the Kansas Career Guidance Handbook, the Post Secondary Readiness Digital Resource Guide (for work-based learning requirements), and the Enrollment Handbook based on the current fiscal year to ensure they meet all the requirements for weighted CTE funding, are prepared for fiscal auditing, and all requirements for high school graduation are met.

Semester 1

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 101	First Year Composition	3	English 11A	.5	
CN 150	Public Speaking	3	Speech	.5	
PO 106	Government of the United States	3	US Government	.5	
ED 165	ED 1 Examining Teaching as a Profession	3	Intro to Teaching	.5	19199
ED 275	ED 2 Exploring Teaching as a Profession	3	Teaching as a Career	1	19151
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 2

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
HI 111	U.S. History through the Civil War	3	U.S. History	.5	
GG 101, AN 112, SO 100, PY 100, or PY 209	Introduction to Geography, Cultural Anthropology, or Introduction to Sociology, Basic Concepts in Psychology, or Psychological Development through the Life-Span	3	SS Elective	1	
MU 100	Enjoyment of Music	3	Fine Arts	.5	
ED 155	Teaching, Learning, and Leadership	3	Coaching & Leadership	.5	19154
ED 285	Educational Psychology	3	Lifespan Development	.5	45014
	Apprenticeship Time		Teaching Internship	.5	19152

Semester 3

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
EN 200	Intermediate Composition	3	English 11B	.5	
MA 112	Contemporary College Mathematics	3	Math	1	
HI 100	Early World History	3	U.S. History B	.5	
ED 290	Whole Child	3	Human Growth & Development	.5	45004
ED 302	Teaching Exceptional Learners	3	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

Semester 4

College Course #	Course Title	College Credits	High School Course	High School Credit	KCCMS
BI 106*	Everyday Biology	5	Science	1	
EC 100	Introduction to Economics	3	SS Elective	.5	
ED 474*	Special Topics	3	Elective	.5	
ED 335*	Creative Experiences	3	Elective	.5	
TBD	Introduction to Teaching Field Experience	1	Elective	.5	
	Apprenticeship Time		Teaching Internship	.5	Local course

* indicates a course that may need to be substituted if a student is interested in secondary education.

Year Three – Transition to Teacher Preparation program at four year university

Fall Semester		**Hours**
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2
CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		**Hours**
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		**Hours**
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		**Hours**
CI 446	Elementary Teaching Internship and Classroom Management Seminar (B- or better required)	2
CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

Agenda Number: 3

Meeting Date: 6/11/2025

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Presentation on Licensed Personnel Report

From: Shane Carter

Background: K.S.R 91-31-34 Governing body requirements.

K.S.R. 91-31-34(b)(6) states, "Each education system shall report the name of each licensed or certified staff member on the personnel report, or the supplemental personnel report required by the state board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state board within 30 days after the staff change."

To meet this requirement, teacher licensure requires districts to submit the Licensed Personnel Report (LPR) through the Educator Data Collection System (EDCS). The LPR collects professional and demographic characteristics of district staff across the state. The collection period opens after July 1 of the school year, and the collection period ends on March 1 of the school year.

In addition to collection of the LPR, teacher licensure collects the Fall Vacancy Report and the Spring Vacancy report. These two reports are embedded within EDCS and require districts to report any vacancies during the Fall semester of the school year and report any changes in vacancies during the Spring semester of the school year. The Spring Vacancy report must be completed for districts to submit their LPR.

Update: The update will share district reported professional and demographic characteristics of staff across the state of Kansas and provide an update on the current vacancies reported by districts during the Spring 2025 semester.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	4
Meeting Date:	6/11/2025

Staff Initiating:	Director:	Commissioner:
Shane Carter	Shane Carter	Randy Watson

Item Title:

Receive recommendations for regenerated Licensure Tests Scores

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows: Early Childhood Education Foundational Knowledge and Content (Test #5534) with a recommended cut score of 163; Middle School Social Studies (Test #5589) with a recommended cut score of 149.

Explanation of Situation Requiring Action:

Kansas statute 72-2162 requires the State Board of Education to prescribe and examination designed to ensure that the licensure of a person as a teacher is a reliable indicator the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in the state.

Licensure Regulation 91-1-203 require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required. In addition, any new tests generated by ETS and implemented for Kansas licensure must be adopted with a cut score. The Early Childhood Education Foundational Knowledge and Content is a new test that replaces the Education of Young Children test and the Interdisciplinary Early Childhood Education test. The Middle School Social Studies is a regenerated content test.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS' national standard-setting studies comprised of two sets of panelists from multiple states. Kansas was represented by two panelists for the Middle School Social Studies test national standard-setting studies. Kansas was not represented on the national standard-setting study for the Early Childhood Education Foundational Knowledge and Content test. The Professional Standards Board recommended approval of the cut scores unanimously.

Upon approval, the regenerated tests and cut scores will go into effect as September 1, 2025.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/11/2025**
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Receive Career Technical Education (CTE) Cluster Review Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

Explanation of Situation Requiring Action:

The Kansas Advisory Committee for Career and Technical Education (KACCTE) is scheduled to vote on the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations during their June 4, 2025 Quarterly Advisory Committee Meeting. The KACCTE received their information during their April 10, 2025 Quarterly Meeting and a May 15, 2025 Meeting. Cluster Review Committees began work in the fall of 2024 and were made up of Secondary Educators representing different sizes of school districts and different geographic locations across the State of Kansas, Post-Secondary Educators representing two and four-year colleges and business/industry representatives reflective of the Cluster/Pathways under review. The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed Cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant. Once final approval is received, changes will begin with the 2026-2027 school year.

Career and Technical Education 2024-2025 Cluster Reviews:

Human Services
Marketing
Transportation

Cluster Review Timeline

March 1, 2025 - April 4, 2025
Pathways Posted for Public Comment for Thirty (30) days and sent out on the CTE ListServs
Kansas State Department of Education > Agency > Division of Learning Services > CTE_RecommendationsForPublicComment

April 10, 2025
Kansas Advisory Committee for Career and Technical Education
Receive Item

May 15, 2025

Kansas Advisory Committee for Career and Technical Education

June 4, 2025
Kansas Advisory Committee for Career and Technical Education
Action Item

June 11,2025
Kansas State Board of Education
Receive Item

July 8-9, 2025
Kansas State Board of Education
Action Item

The following information was reviewed by the Cluster Review Committees:
Kansas Labor Market Information, Kansas Labor Information Center (KLIC) - LMI Home Page
Business/Industry Feedback Regarding Trends and Skills
Kansas Chamber Competitiveness Analysis
Kansas Commerce Report
Sector Development | Kansas Office of Innovation
Framework for Growth Report by Kansas Department of Commerce - Issuu

Kansas Career and Technical Education Comparison Report
Kansas Board of Regents Program Alignment, Program Alignment
Common Career Technical Core
Pathway Course Competencies and Indicators, Kansas Career Guidance Handbook 2025-2026 and Common Career Technical Core and CTE Course Competencies
Reviewed Industry Standards and Certifications
Reviewed the Industry Recognized Certifications (IRC) and Assessments, Kansas Pathway Assessments, Credentials, and Certifications (K-PAC) List - 2023-2024
Pathway Inclusion of Work-Based Learning (WBL) Elements, Postsecondary Readiness Digital Resource Guide WBL Pages 174-235.
Modernized National Career Clusters Framework, Guidebook: National Career Clusters Framework - Google Docs

Human Services Cluster
Early Childhood Development and Services Pathway
Family, Community and Consumer Services Pathway

Marketing Career Cluster
Marketing Pathway
Facilitated by Kathy Camarena

Transportation Career Cluster
Mobile Equipment Maintenance Pathway
Aviation Maintenance Pathway
Facilitated by Kevin Bronson

Agenda Number: 6

Meeting Date: 6/11/2025

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider accreditation for Tabor College and program approvals for Emporia State University, Fort Hays State University, Haskell Indian Nations University, and Kansas State University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations and assessment instruments.

Following the institutional application and receipt of accreditation materials or program reports, review teams of trained evaluators were appointed to review the educator preparation provider or programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School

Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation provider's unit accreditation, license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations will be submitted in July as an Action item.

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May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Tabor College

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Tabor College Education Department.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, EPP Visit evidence, institution's Rejoinder to the Visitation report, and Team Lead's response to the Rejoinder.

ACCREDITATION RECOMMENDATION

Recommend "Full Accreditation" status through June 30, 2032:

Areas for Improvement
Standards R1-R3, R5
None

AFI R4.1: The EPP provides insufficient systematic and representative evidence demonstrating program completers' impact on K-12 student learning growth.
Rationale R4.1: While the EPP collects data through employer satisfaction surveys, focus groups, and other qualitative measures, the evidence remains limited in scope, consistency, and comparability. The provided data primarily reflects perceptions of completer's contribution to their P-12 students' growth rather than objective, measurable student learning outcomes. Additionally, the EPP has presented only one cycle of data, making it unclear how program completers' impact is assessed over time. A structured plan with rationale for data collection and analysis going forward is needed.

AFI R4.3: The EPP provided minimal evidence across three data cycles of completer satisfaction.
Rationale R4.3: While the EPP collects data on completer satisfaction through program completer surveys, issues with data duplication raise concerns about the accuracy of reported data cycles and the reliability of conclusions drawn from the results. Despite the submission of a corrected data file, unexplained duplications persist, making it unclear how many actual data cycles are available for analysis. Without a systematic approach to ensure data integrity and representation, it is difficult to determine whether the survey results accurately reflect the satisfaction of all program completers.

Stipulations
Standard R1-R5
None

Standards	Initial
R1: Content and Pedagogical Knowledge	Met
R2: Clinical Partnerships and Practice	Met
R3: Candidate Quality, Recruitment, and Selectivity	Met
R4: Program Impact	Met
R5: Provider Quality Assurance and Continuous Improvement	Met

Next Visit: Spring 2032

Previous Areas for Improvement (AFI)
December 08, 2020 KSBE Decision

Areas for Improvement (AFIs)
Standard 1-5
None

Stipulations
Standards 1-5
None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.
When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program review submissions, rejoinders, and final team reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Emporia State University programs through December 31, 2032:

Biology 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

Early Childhood Unified B-Gr3, A, continuing
- Areas for Improvement
- Standards 1-8, Science of Reading
- None

Earth and Space Science 6-12, I, continuing
- Areas for Improvement
- Standards 1-9
- None

English Language Arts 5-8, I, continuing
- Areas for Improvement
- Standards 1-7
- None

High Incidence, K-6, 6-12, A, continuing
- Areas for Improvement
- Standards 1-8, Science of Reading
- None

History, Government, Social Studies 6-12, I, continuing
- Areas for Improvement

Standards 1-10
None

Mathematics 5-8, I, continuing

Areas for Improvement
Standards 1-7
None

Mathematics 6-12, I, continuing

Areas for Improvement
Standards 1-7
None

Physics 6-12, I, continuing

Areas for Improvement
Standards 1-10
None

Reading Specialist PreK-12, A, continuing

Areas for Improvement
Standards 1-7, Science of Reading
None

Restricted PreK-12, I, continuing

Areas for Improvement
Standards 1-10, Science of Reading (ELA)
None

School Counselor, A, PreK-12 continuing

Areas for Improvement
Standards 1-8
None

School Psychologist Birth-Grade 3, PreK-12, A, continuing

Areas for Improvement
Standards 1-11
None

Science 5-8, I, continuing

Areas for Improvement
Standards 1-10
None

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May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Fort Hays State University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, KSDE Team Report, and program progress reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for the following Fort Hays State University program through December 31, 2027:

Innovative High and Low Incidence, I, K-6, 5-8, 6-12, PreK-12, new program

Areas for Improvement:
High Incidence Standards 1-8, Science of Reading
None
Low Incidence Standards 1-7
None

Recommend removing the new-program stipulation and extending "Approved" status for the following Fort Hays State University programs through December 31, 2029:

Innovative Elementary I, PreK-6 LERP

Areas for Improvement:
Standards 1-7, Science of Reading
None

Low Incidence A, PreK-12

Areas for Improvement:
Standards 1-7
None

Innovative Low Incidence I, PreK-12 Residency LRL

Areas for Improvement:
Standards 1-7

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May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Haskell Indian Nations University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed an application for program approval for Haskell Indian Nations University.

Documents that were received and considered include the program review submission, rejoinder, and final team report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Haskell Indian Nations University program through December 31, 2032:

Elementary PreK-6, I, continuing

Areas for Improvement

Standards 1-8 [Science of Reading embedded in 2024 Elementary standards]

None

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May 22, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas State University

Introductory Statement:

On May 19, 2025, the Evaluation Review Committee reviewed an application for program approval for Kansas State University.

Documents that were received and considered include the program progress report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2028:

Restricted, I, 6-12, PreK-12

Areas for Improvement:
Standards 1-10, Science of Reading
None

Next continuing programs' review: Fall 2028

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
• New Program Approved with Stipulation
• Not Approved.

Renewal program decisions are:
• Approved
• Approved with Stipulation
• Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.
(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified

intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.
(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.
(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review

committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six

months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time,

may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Agenda Number: 7
7. On Wednesday
June 11th, 2025

6/11/2025

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Item Title: Federal Issues with Possible Executive Session

Deputy Commissioner Frank Harwood and R. Scott Gordon, KSDE General Counsel, will provide an update to the State Board about the ESSER/EANS federal funds that the U.S. Department of Education has stopped reimbursement for.

The discussion may require an executive session and could result in action.

Agenda Number: 8

Meeting Date: 6/11/2025

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Presentation on Summer Lunch Programs (with lunch being served)

From: Director Kelly Chanay

Kelly Chanay, Director, KSDE Child Nutrition and Wellness, will give a presentation on the summer lunch programs around Kansas, which are offered in schools, churches, community centers and other local venues, to support the wellness of children through the summer.

In addition, the Child Nutrition and Wellness division will provide a sample summer lunch to the Board members during the presentation.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/11/2025**
Deborah Bremer		Randy Watson		

Item Title:

Act to approve Kansas State Board of Education meeting dates for 2026-2027

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended 2026-2027 dates for Board meetings.

Explanation of Situation Requiring Action:

The dates for the next two years need to be approved by the Board. These dates are then shared and other events can be planned without interfering with the approved schedule.

Board Dates for 2026

January 13 & 14 (adopt annual resolution for 2026)

February 10 & 11

March 10 & 11 (KSD/KSSB) Spring Break 3/16 – 3/22

April 14 & 15 (Easter is April 5)

May 12 & 13

June 9 & 10

July 14 & 15

August 11 & 12

September 8 & 9

October 13 & 14

November 10 & 11

December 8 & 9

Board dates for 2027

January 12 & 13 (annual resolution for 2027)

February 9 & 10

March 9 & 10 (KSD/KSSB) Spring Break 3/15 – 3/21

April 13 & 14

May 11 & 12

June 8 & 9

July 13 & 14

August 10 & 11

September 14 & 15

October 12 & 13

November 9 & 10

December 14 & 15