

Professional Development Plan

Liberal, USD 480


2022-2027



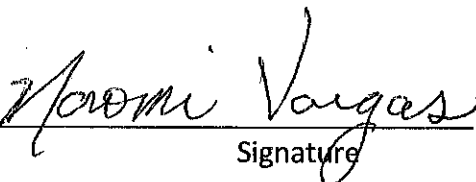
State Board of Education Approval: 7/11/2023
Expiration Date: 7/31/2027

5-year Professional Development Plan Approval

The USD 480 Professional Development Council approved the following plan, at its meeting held on May 30, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  5/31/2023
Signature Date

The USD 480 Board of Education approved the following plan, at its meeting held on June 5, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President:  6-5-23
Signature Date

Plan Updates

[illegible]

Add pages as needed

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Professional Development Council Officers 2022-2023

PDC Chairperson

Lana Evans

Vice-Chairperson

Nancy Lowden

Secretary

Fernanda Peterson



Professional Development Council Membership

2022-2023

91-1-217 (a) (1) (2)

PDC Chairperson Lana Evans	Administrator	Assistant Superintendent of Elementary Education
PDC Vice Chairperson Nancy Lowden	Certified Personnel	Cottonwood Elementary
PDC Secretary Fernanda Peterson	Certified Personnel	Liberal High School
Jamie Downs	Administrator/Pre-K	Bright Start Early Learning Center
Randi Jones	Administrator/Secondary	Eisenhower Middle School
Teresa Childress	Administrator/Elementary School	Sunflower Elementary
Joanna Ruback	Certified Personnel	Bright Start Early Learning Center
Alison Moeller	Certified Personnel	MacArthur Elementary
Rebekah Strand	Certified Personnel	Meadowlark Elementary
Rosa Arellano	Certified Personnel	Prairie View Elementary
Kandice Lee	Certified Personnel	Sunflower Elementary
Irene Kentner	Certified Personnel	Eisenhower Middle School
Taryn Lobmeyer	Certified Personnel	Seymour Rogers Middle School
Ashley Prosser	Certified Personnel	Liberal High School



Professional Development Council Membership Rotation 2022-2023

91-1-217 (a) (1) (2)

ADMINISTRATION

Three Year Term

Teresa Childress

Two Year Term

Jamie Downs

One Year Term

Randi Jones

PDC Chair

Lana Evans

[USD 480 PDC Membership Rotation.xlsx](#)

CERTIFIED PERSONNEL

Three Year Term

Rosa Arellano
Fernanda Peterson
Kandice Lee

Two Year Term

Alison Moeller
Irene Kentner
Joanna Ruback
Rebekah Strand

One Year Term

Taryn Lobmeyer
Nancy Lowden
Ashley Prosser



Building Leadership Teams 2022-2023

BSEL

Tori Garrison
Jodie King
Joanna Ruback
Jamie Downs
Kathe Goodwin

PreK
PreK
PreK/PDC
Principal/PDC
Instruct. Coach

Cottonwood

Nicole Foster
Indira Arredondo
Kaitlyn Ralston
Danielle Brooks
Nancy Lowden
Lindsay Osborn
Shelly Rios
Traci Mettlen

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade/PDC
5th Grade
Elective
Principal

MacArthur

Amy Butler
Sarah Palmer
Michelle Martin
Gina Hill
Jade Gilmore
Allison Moller
Jennifer Workman

Kindergarten
1st Grade
2nd/3rd Grad
4th Grade
5th Grade
Elective/PDC
Principal

Meadowlark

Melissa Miller
Kristina Brady
Jeannett Valdovinos
Morgan Potts
Larrissa Hermreck
Jessica Graham
Rebekah Strand
Shawna Evans

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

Prairie View

Jennifer Hanson
Danica Miles
Kari Sutton
Elizabeth Hoffman
Vera VanPool
Rosa Arellano
Glenda Friesen
Kendra Haskell

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade/PDC
Elective
Principal

Sunflower

Ashley Kiley
Anita Gleason
Daena Rios
Nicole Hougard
Sasha Arganbright
Ruth Caley
Kandice Lee
Jon Schneider

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

EMS

Irene Kentner
Nick Zimmerman
Nancy Hines
Shelby Bennett
Daniel Minde
Tori Dumler
Barb Brond
Chelle Tedrow
Shadra Thomas
Randi Jones

Language Arts/PDC
Math
Science
Social Studies
Elective
Elective
IC
Counselor
Assistant Principal
Principal/PDC

SRMS

Jordan Beeson
Taryn Lobmeyer
Barbara Ferraioli
Leah Tatro
Amy Smith
Merle Chesbro
AJ Clay
Jason Diesker

Language Arts
Math/PDC
Science
Social Studies
Elective
Elective
Counselor
Principal

LHS

Caitlin Morgan
Michelle Bremenkamp
Heather Watt
Lisa Owens
Ashley Prosser
Fernanda Peterson
Stacy Scripsick

Language Arts
Math
Science
Social Studies
Library/PDC
Elective/PDC
Counselor

Professional Development Council Executive Meeting Dates 2022-2023

The PDC Chairperson, Vice Chairperson and Secretary will meet once a month prior to PDC meetings.
Meetings will be held in the District Office Conference Room at 4:00 P.M.

August 30, 2022	January 31, 2023
September 27, 2022	February 28, 2023
October 25, 2022	March 28, 2023
November 29, 2022	April 25, 2023

Professional Development Council Meeting Dates 2022-2023

Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M.
Meetings will be held via a virtual link.

September 7, 2022	February 8, 2023
October 5, 2022	March 8, 2023
November 2, 2022	April 5, 2023
December 7, 2022	May 3, 2023

There will not be a January 2023 meeting of the Professional Development Council.
* If needed, a June 2023 meeting will be determined at the May meeting.

Section One

Professional Development Council (PDC)

USD 480 – Professional Development Plan

Philosophy and Purpose of the Professional Development Plan

91-1-216 (b) (2) (3)

It is the philosophy of Liberal USD 480 that a combination of quality professional education and personal experience contribute to the professional growth of our staff. The Professional Development Plan shall promote the instructional, personal, and inter-personal growth of all certified and licensed staff through a variety of experiences.

- ✓ 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. 91-1-206 (b)

The purpose of the USD 480 Professional Development Plan is to facilitate the professional learning of certified/licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- Involve all staff
- Align professional learning with the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research.
- Provide support and staff development to school and district administrators related to their leadership role.

Professional Development Goals

91-1-216 (b) (2) (3) (4)

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
 - ✓ Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.
- Professional Learning include components of knowledge, demonstration, practice, feedback (peer coaching), and transfer of new strategies to the classroom.
- Opportunities for growth are offered in a manner that reflects Learning Forward's seven Standards for Professional Learning as adopted by the Kansas State Department of Education. The standards are:
 - ✓ Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
 - ✓ Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- ✓ Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
 - ✓ Data: Professional learning that increases educator effectiveness and results for all students using a variety of sources and types of students, educators, and system data to plan, assess, and evaluate professional learning.
 - ✓ Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
 - ✓ Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
 - ✓ Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum needs.
- Understanding assessments as:
 - ✓ Data sources for professional learning and action research.
 - ✓ Diagnostic tools for identifying student learning needs.
 - ✓ Identifiers of curriculum alignment or misalignment.

District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
 - ✓ Individual professional development plans.
 - ✓ Applying for professional development points.
 - ✓ Individual Professional Development Transcripts

Professional Development Expenditures

91-1-219

District professional development funds may be, but not limited to the following expenditures:

- Consultant fees and honorariums.
- Travel expenses for consultants.
- Cost of materials used in training.
- 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.
- 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.
- 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.
- Salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

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.

USD 480 – Professional Development Council

Professional Development Council Membership Guidelines

The District Professional Development Council comes together regularly to chart district direction and to do the work of the PDC. This body has developed guidelines and procedures for the operation of the professional development system.

The Professional Development Council includes one certified staff member from each PreK/elementary (6), middle school (2), and two from the high school (2). The PDC is comprised of three administrators and ten teachers. Teachers select teachers and administrators select administrators. The PDC chair will notify members of the council and building administrators when there becomes a vacancy on the council from within their building. Professional Development Council representatives for each building are chosen by staff at the building level. Teachers select teachers during faculty meetings in May of each year to fill any vacancies. The building administrators select administrative representation during administrative meetings in May of each year to fill any vacancies. 91-1-217 (a) (1); 91-1-217 (a) (2)

Licensed Teachers

Group Represented	Number
PreK/Elementary	6
Middle School	2
High School	2
Total	10

Teachers select their PDC representatives in May before the next school year. The PDC Chair runs the process and will ask for volunteers at each building level. Once the lists are compiled, even when there is only one volunteer, the PDC Chair facilitates the selection during faculty meetings at the different buildings.

Licensed Leaders

Group Represented	Number
PreK/Elementary	1
Middle School	1
High School	1
Total	3

The PDC Chair will meet with the licensed leaders from each building level in May and those leaders will select their representatives at those meetings.

A term is no less than one year and not more than three years. Members may not serve more than two consecutive terms. Membership is updated each year in the handbook to reflect current membership for that school year. So continuity is maintained, membership is rotational. Membership rotation documentation: [USD 480 PDC Membership Rotation.xlsx](#)

Unless a PDC member, the District Assistant Superintendent supports the work of the PDC providing information and support for the process. The district may assign other support staff for the PDC as needed.

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, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Annual Training

91-1-217 (b)(1)

PDC members will participate annually in KSDE approved training for PDC members. Training will consist of roles and responsibilities of council members, including responsibilities under these regulations, 91-1-215 through 91-1-219. (see appendix B) Training Slide Deck: [PDC Annual Training Video Slide Deck .pdf](#)
Training Video: [PDC Annual Training](#)

Operational Procedures

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

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

Professional Development Council Operational Procedures

91-1-217 (b) (2) and 91-1-216 (a) (1)

Officers

Officers include a Chairperson, a Vice-Chairperson, and a Secretary/Recorder. All officers are elected for a term of one year by consensus of the members and begin their terms August 1st. Duties of the officers include:

Chairperson:	Calls and conducts all meetings. Calls special meetings as needed. Carries out other duties as determined by the PDC.
Vice Chairperson:	Acts in the absence of the Chairperson. Carries out other duties as determined by the PDC.
Secretary/Recorder:	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.

- Members may resign from the Council with 2 weeks' notice to PDC Chair.
- Vacancies will be filled using the appropriate process above. The PDC Chair is responsible for ensuring ratio of teacher to leader membership and will act to maintain that ratio.

Procedure for Taking and Maintaining Records of Meetings

91-1-217 (b) (2)

The Professional Development Council shall meet monthly from August through May as needed with a minimum of 4 times each academic year. Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M. unless otherwise indicated. Meetings will be held via a virtual link with each member receiving the link and calendar invite to participate in the meeting. PDC meetings dates are indicated on the district calendar to inform all district staff. Special meetings may be called by the chairperson or a majority of the PDC. Meeting dates are updated in the handbook each year.

Professional Development Council makes recommendations for any revisions to the PDC handbook each May. The PDC votes on recommended revisions, these are documented in the PDC minutes each year. 91-1-216 (e)

All decisions shall be made by a simple majority vote. At least 50% of the voting membership must be present. In the case of a tie, the committee will request any additional information that can be provided, if a majority vote cannot be obtained the committee will request the chairman to make a recommendation to determine a final decision.

The secretary of the Professional Development Council shall keep minutes of all meetings. Minutes will be forwarded to the PDC Chair for distribution to authorized personnel. Minutes and other documents are stored in the district *PDC Committee Meetings* shared drive folder. [PDC Committee Meetings](#)

The Individual Professional Development Plans, External requests for points, individual transcripts and all other professional learning documentation for each certified staff member shall be maintained in the Unified Talent Professional Learning Site in PowerSchool. Supervision of the files by the PDC Chair should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

Process for Utilizing Unified Talent Professional Learning (UTPL)

Certified/Licensed staff will utilize the Unified Talent Professional Learning platform in PowerSchool. (UTPL) to submit and maintain the following documents:

- ✓ IPDP, Individual Professional Development Plan
- ✓ External Request for Points
- ✓ Internal Professional Learning Points
- ✓ Educational Transcript
- ✓ Certification and Licensure Information

Certified/Licensed staff are trained on the system at new educator orientation and can utilize the UTPL app on their device. Staff can download the app from the **Apple App Store** or the **Google Play Store**. During the first login, use the code (jefMvK) to login using the same credentials to log into the UTPL site.

Building Leadership Teams

Each building will have a Building Leadership Team (BLT). The PreK/elementary teams are composed of one teacher from each grade level, one total from specialty/elective areas (ESL, Title I, Special Education, PE, Music, Instructional Coach), and the building principal. The middle and high school teams are composed of one teacher from each core department, two from specialty/elective areas (ESL, Title I, Special Education, Instructional Coach, Foreign Language, PE, Art, Music, and Industrial Arts), one counselor, and the building principal. Each Building Leadership Team is chaired by the PDC representative(s) to that building.

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.

Process by Which Professional Development Needs will be Determined

91-1-216 (b) (3)

The process of the building and district to determine professional learning needs will 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 walk through data
- Building KansaStar goals
- District and building KESA accreditation growth, perception, summative, quantitative and qualitative data
- District Data Consult meetings
- Professional Learning Comminutes 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.

Process by Which Professional Development Activities will be Determined

91-1-216 (b) (4)

Professional Development activities may be planned/designed/selected to meet the goals and objectives of individual, building and district needs. [Process for Requesting Professional Learning Opportunities](#) (Appendix C)

Procedures by Which Professional Development will be Evaluated

91-1-216 (b) (2) (3) (5)

Professional Development activities may be evaluated by using the Local Professional Development Evaluation Form or any other 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 could include:

- Building needs assessment data
- Professional Learning Communités 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.

Amending the Professional Development Plan

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 may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. 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)

Professional Development Plan Approval Process

District 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
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

Section Three

Individual Professional Development Plans (IPDP)

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

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

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

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

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

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

PROCEDURE FOR DEVELOPMENT AND APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

91-1-206 (b)

1. 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 the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b)
2. The Individual Professional Development Plan (IPDP) is a plan describing the professional goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the Professional Development Council. The IPDP should be tailored to meet personal professional development needs. These include acquiring professional development points for licensure renewal.
3. Certified/Licensed staff members are to complete the IPDP form stressing areas of their certification. A summer grace period, lasting through September 1st, shall be observed to allow new teachers and teachers whose plans expired during the summer to file a plan in order to receive points for beginning of the year and summer in-services. The summer grace period will not apply to any IPDP that is submitted over the summer for an expired plan during the previous school term. These plans will be submitted to the council for approval during the September meeting. Points will not be granted for the summer under the expired plan. The participant is responsible for meeting all time lines. Employees joining the staff after August shall be given a one-month grace period from their reporting date to turn in a plan.

4. The individual in cooperation with a designated supervisor (in most cases the building principal) will write an IPDP ensuring the plan meets the following requirements. 91-1-206 (c)(1)
The plan shall:
 - Include activities in one or more of the following area: (91-1-206 (a)(1-3)
 - Content endorsement standards as adopted by the state board
 - Professional education standards as adopted by the state board; or
 - Service to the profession
 - Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
 - Is written for the term of an individual's license – with the option to revise annually based upon changing needs.
 - May or may not include specific titles of courses, seminars, conferences or workshops.
 - Is written using the official USD 480 Individual Professional Development Plan form within the Unified Talent Professional Learning Site in PowerSchool.
5. The procedure for approval of the IPDP includes:
 - The individual completes, signs (electronically) within the Unified Talent Professional Learning Site in PowerSchool. [IPDP Individual Professional Development Plan, USD 480 How To Instructions](#)
 - The designated supervisor reviews the plan, signs the plan if he/she approves. 91-1-206 (c) (2)
 - The IPDP is submitted to the PDC for approval, disapproval, or modification.
 - The individual receives notification of the decision of the PDC, if the plan is approved, the PDC Chair will sign the plan which is then housed in the individuals Unified Talent Professional Learning account. 91-1-206 (c) (3)
6. If the IPDP is not approved by the PDC:
 - The plan is returned to the individual with recommendations for revision.
 - The individual may appeal in writing or in person to the entire PDC at a designated time during one of the Professional Development Council's regularly scheduled meetings.
 - If the individual is unable to attain approval of an individual development plan through the local Professional Development Council, the individual may appeal to the licensure review committee for a review of the proposed plan. The individual staff member may call KSDE Licensure at 785/296-2288 and ask for the Licensure Review Board Coordinator to begin the process. 91-1-206 (d), 91-1-211
7. Each participant may amend his or her plan during the term of the plan with the approval of the PDC. Participants should amend their plan when changing name, building assignment, or position. The PDC shall be able to make friendly amendments involving dates and certification status for temporary certificates that become permanent during the first year and for certificates/licenses that are renewed each year.

Individual Professional Development Plan

Liberal USD 480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Name: _____

Building: _____

Social Security Number: _____ (last 4 digits)

Highest Degree Attained: _____

Teaching Assignment: _____

Re-certification Date: _____

Service to the Profession Commitments:

- 1.
- 2.
- 3.

School Improvement Plan Goals:

- 1.
- 2.
- 3.

My goals for professional development are listed below. These goals focus on increasing my knowledge/skills and implementation related to improvement of student engagement/learning. Goals can be content and/or professional education.

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

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

Personal Professional Development Goals:

- 1.
- 2.
- 3.

Applicant Signature

Date

Supervisor Signature

Date

PDC Chairperson Signature

Date
Approved

Note: License Renewal

*Master's or other advanced degree:
120 in-service points
Baccalaureate degree: 160 points
(at least 80 must be college or
university credit)*

** One (1) college credit is equal to 20 professional
development points.*

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.

Process by Which Non District Employees Submit Individual Plans and Requests Points.

91-1-206 (b)

- Any person who works or resides within any Kansas unified school district 480, shall be eligible to file a professional development plan with the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b).
- USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.
- Applicants can submit and IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).
- Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

How to Earn Professional Development Points –

If You Are Not Currently Employed by a School or District

91-1-206 (b)

Any person 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.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is *not required to provide non-employees access to district professional learning activities*.

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

Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in at least 2 of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

Determine professional development goals that are based upon identified needs.

USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.

Applicants can submit an IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).

Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

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.

See the previous section, *Individual Professional Development Plan*, for a complete description of what should be included in the plan and also how professional development points may be awarded.

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.

Professional Development Plan Approval Process

District 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
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

The approved plan may be amended at any time by following procedures specified in regulation. When revisions occur, the PDC will vote and approve any revisions and document in minutes and revised handbook. These revisions will be submitted to KSDE. 91-1-216 (e)

Process for Renewing Teaching License

Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

Professional Development Points and Semester Credit Hours For Licensure Renewal			
<p>If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their 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.</p> <p>If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their 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 for completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.</p> <p>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 two of three areas: 91-1-206 (a) (1-3)</p> <p style="text-align: center;">Content Endorsement Standards; Professional Education Standards; or Service to the Profession.</p>			
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?	1pt. = 1 contact hr.	1 pt. = 1 contact hr.	1 pt. = 1 contact hr.
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
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.

Professional Development Transcripts

When professional learning activities are completed and validated, the number of professional development points earned will be entered on the participant's professional learning *Educational Transcript*. Transcripts can be viewed at any time using the staff's account within the Unified Talent Professional Learning Site in PowerSchool.

It is the responsibility of the individual participant to submit proper application for license renewal to the Kansas State Department of Education. Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

USD 480 will award salary scale adjustments to certified/licensed staff for professional development points, earned in accordance with the established steps for salary increased within the district. Points awarded for Level I – Knowledge as established with the District Professional Development Plan will be considered for salary increases. Advancement on the salary schedule through the use of approved points will be at the rate of twenty (20) point's equal's one (1) credit hour. It is the teacher's responsibility to verify that points have been awarded appropriately for salary scale adjustment.

INDIVIDUAL PROFESSIONAL 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 limit means that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level I - Knowledge

- A. Requests for Professional Development Points: All requests for Professional Development points for Level I – Knowledge, shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request How to Instructions](#). Activities not received within the UTPL system **within 10 school days** after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.
- B. All professional learning points must be obtained by July 1st for salary enhancement for the current contract year. Any professional learning points obtained during the summer must be received by September 1st.
- C. College credit can be obtained throughout the summer for salary enhancement for the current contract year. Any college credit obtained during the summer must be received by September 1st. All college credit hours must be submitted with an OFFICIAL transcript to transcripts@usd480.net
- D. Each request for points will be submitted and reviewed by the Professional Development Council. The PDC shall be able to make friendly amendments as needed. The participant shall be notified in writing of reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting a legitimate appeal to the PDC. Legitimate appeals must be received within 10 school days of the date of notification of disapproval. The appeal should be sent via email to the director/chair of the PDC committee. 91-1-206 (d), 91-1-211
- E. Points may not be requested by individuals sponsoring student activities.
- F. Staff Development Points may be requested for in-services paid by the district for other outside agencies.
- G. Professional Development Points requested for videos must have proof and be relevant to field and cannot exceed 5 hours per year. Proof must be approved by Professional Development Council.
- H. Professional Development Points will be granted for Webinar sessions organized by district or building administration. Attendance will be documented utilizing the Unified Talent Professional Learning Site in PowerSchool Participants will be notified by administration to attend such webinars based on the topic and relevance to the participant's needs.
- I. Collaboration meetings, Professional Learning Communities, Student Intervention Team meetings, Faculty and Back to School meetings, and other meetings held during contract time will not be awarded Professional Development points.
- J. Book Studies: Book studies at the building level will be permitted if the plan for accountability of points are submitted and approved by the Professional Development Council prior to the building starting the book study. Accountability for book studies will include attendance and participation in group discussion sessions, logs for each participant to document reading time. Book studies may not exceed 20 hours.

Level I – Knowledge

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

Learning and/or Service to the Profession = 1 point per clock hour.

Complete the Level I – Knowledge form. Form must be typed and printed or copied on yellow paper.

Level I – Knowledge Level Points Provide the Baseline

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

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

Higher Education: One (1) semester of college/university credit = 20 in-service points.

- Copy of enrollment form, class syllabus or transcript for college/university must be submitted with request for points. (College transcripts will be kept confidential and in the PDC office. Official transcripts will be used only to verify points, these must be submitted to transcripts@usd480.net)

In-service Activities: One (1) point per clock hour. Documentation required (agenda, program or registration with date, times and location)

- Workshops/Seminars/Clinics
- Conventions/Conferences
- Observation of programs related to the educational setting (e.g., visits to other school(s) systems.

District Committees: One (1) point per clock hour for service on approved District Committees.

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

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level II – Application

- A. Requests for Professional Development Points: All requests for Professional Development points for Level II – Application, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level II – Application

What am I doing now that is different than what I did before?

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

Complete the Level II – Application form. Form must be typed and printed or copied on green paper.

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.

Verification required may include one of the following:

Independent observation such as:

- Direct observation using trained observers or video/audio tapes made at several intervals throughout at least one semester.
- Structured interviews with feedback from trained mentor or supervisor that takes place throughout at least one semester. (Mentor: certified staff who has completed TESA training)

Documentation:

- Lesson plans from throughout at least one semester.
- Pre and post samples of students' work from throughout at least one semester.

Projects: Approval needed prior to the project completion. Points awarded upon completion of the project.

- Independent study
- Travel related assignment
- Independent project research
- Publication of professional articles in professional journal or other recognized education publication
- Professional presentations

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level III – Impact

- A. Requests for Professional Development Points: All requests for Professional Development points for Level III – Impact, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his or her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level III – Impact

What are the results of my professional changes?

Organizational Change = 3 X's Level I points.

Complete the Level III – Impact form. Form must be typed and printed or copied on blue paper.

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.
- Evidence of improved student academic performance over a period of at least two semesters (or 1 academic year).
- Samples of positive changes in students' behaviors over a period of at least 1 academic year, including:
 - ✓ Study habits
 - ✓ Improved school attendance
 - ✓ Improved homework completion rates
 - ✓ Independent observation of positive student classroom behaviors
 - ✓ Increased enrollment in advanced classes
 - ✓ Increased participation in school-related activities
 - ✓ Decreased dropout rate

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

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

Impact is measured for individual classroom teacher's level through:

- Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

Impact for individuals who are applying what is learned to a district or school program:

- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Request for Professional Learning Education Points

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Submit within 10 School Days from last day of event

Section 1:

Name: _____
Activity Title: _____
Activity Date: _____

Building: _____
Date Submitted: _____

Section 2:

Points Requested:

_____ College Credit (20 points per credit hour)
(Submit to transcripts@usd480.net)

_____ Application (2X points)

_____ Knowledge (1 point per hour)

_____ Impact (3X points)

Indicate (✓) the appropriate area:	
Content Endorsement Standards	
Professional Education Standards	
Service to the Profession	

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

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

Section 3:

In the space below, describe the following two items:

- How does this activity meet the goals of your Individual Professional Development Plan?
- How could you implement this in your classroom?

Section 4:

Please attach an agenda from the activity to this form. If there was no agenda, please attach a copy of the registration or certificate.

Applicant Signature

Date

Supervisor Signature

Date

Professional Development Council Use Only

Date Approved: _____

Signature of PDC Chairperson: _____

Revised 2022

Professional Learning Activity Evaluation Form

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Activity Title	Presenter	Date

Rated Area	Low High				
	1	2	3	4	5
Was the training/presentation informative?					
Were there opportunities for questions and answers?					
Were the materials useful to you?					
Rate the pace of the activity.					
Overall rating of this professional learning.					

How will you use what you have learned to enhance student engagement/learning?	
What would be appropriate for follow-up from this training?	
What content from today's training was most valuable?	
What could the trainer have done differently that would have enhanced your learning?	

Questions & Answers

Provided by the Kansas State Department of Education Licensure and Teacher Education Staff

Questions about awarding PD points relative to renewal licensing (Teacher Licensure updated as of 9/28/22)

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. 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?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

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

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

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

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

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

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

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

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

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal

- on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

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

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

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

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

Glossary

Certification:	The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. <i>See also licensure.</i>
Certified:	All employees of a school or district or an authorized educational agency required to be licensed (certified) by the state board of education. <i>See also licensure.</i>
Content endorsement 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.
Content standards:	Standards that address equity, quality teaching, and family involvement.
Context standards:	Standards that address learning communities, effective leadership, and effective use of resources.
Criteria:	Objective specifications or requirements that are referenced to make judgments.
Curriculum:	All the courses of study offered by an educational institution; or a particular course of study within a specified subject, content area, or field.
Dropout:	Any student, grades 9-12, who leaves school for any reason, except death, before graduation or completion of a program of studies and who does not transfer to another school.
Dropout rate:	The ratio of the number of dropouts at each grade level in the school calendar year divided by the number of students at that grade level in the Kansas September 20 (FTE or full time equivalency) count. An individual student is counted as a dropout only one time during each academic year.
Education (educational) agency:	A public school district, accredited nonpublic school, area professional development center, or institution of postsecondary education authorized to award academic degrees, the Kansas State Department of Education and any other organization that serves school districts.
Graduation rate:	The proportion of a student group that started in the ninth grade year and completed a prescribed program within the period of time designated for that program.
Individual Professional Development Plan:	A plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.
Individual professional development transcript	A record of an individual educator's professional development that is signed by the individual, a designated supervisor, the PDC chairperson, and one other PDC member prior to being submitted to the Kansas State Department of Education for purposes of licensure renewal.
Kansas State Board of Education (KSBE):	An elected ten-member board that has general supervision over the public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. The State Board of Education appoints a Commissioner of Education who serves at the pleasure of the Board as its executive officer.
Kansas State Department of Education (KSDE):	The staff that administers education policies set by the State Board of Education and the Kansas Legislature. The Commissioner of Education serves as the executive officer of the department.

Leadership:	Here <i>leadership</i> refers to those who guide continuous instructional improvement.
Levels of implementation:	<p>A three-point rubric used by schools to report progress on staff development goals. These are:</p> <p>Level 1 – Knowledge: Teachers know something that was not known before.</p> <p>Level 2 – Application: Teachers consistently use this knowledge and skill on the job.</p> <p>Level 3 – Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.</p>
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 (certified) professional. See also certification.
Local board of education:	The board of education of any unified school district or the governing body of any nonpublic school. Local public schools under the general supervision of the State Board shall be maintained, developed, and operated by locally selected boards.
Local educational agency (LEA):	Any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and state institution.
Mentoring:	<i>See teacher mentoring.</i>
Pedagogy:	The art, profession, or science of teaching.
Professional development/learning:	Continuous learning that is based on individual needs and meets both of the following criteria: (1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency. (2) It positively impacts the individual or the individual's students, school, or school district.
Professional Development Council:	A representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's professional development plan.
Professional development education:	Professional development and staff development that includes any planned learning opportunities provided to licensed personnel employed by a school or district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
Professional development plan:	A detailed program for provision of a school district's or education agency's staff development. <i>See Individual Professional Development Plan.</i>
Professional development point:	One clock hour of professional development education. One semester hour of college credit counts as 20 professional development points.
Professional education standards:	Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
Service to the profession:	Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
Staff:	Group of employees that includes teachers, administrators, instructional, and non-instructional support personnel who are charged with working together toward the goals of the school and district.

Staff development:	Continuous learning offered to groups of professionals that develops the skills of education professionals to meet common goals, or targets of a school or school district.
Standard:	A clearly defined goal statement specifying the acceptable level of knowledge, skills, and behaviors, the achievement of which moves the individual toward expected outcomes or desired goals.
Student performance:	The demonstration of a student's knowledge, skills, or attitudes as related to a school's desired student outcomes.
Substitute teaching license:	A type of Kansas State Board of Education license issued to an individual that allows access to practice as a substitute. Individuals holding a substitute-teaching license are allowed to teach in a single school district throughout the school year, but are limited to 125 days in a single assignment. A district may request a waiver from the state board to allow teachers to remain in the same assignment in an emergency situation.
Teacher mentoring:	Activities that consist of structured guidance and regular and ongoing support of teachers (especially beginning teachers) that are designed to help the teachers continue to improve practice and develop instructional skills. These activities involve the assistance of an exemplary teacher or other appropriate individual from a school, education agency, or institute of higher learning. Mentoring may include coaching, classroom observation, team teaching, and may include the establishment of a partnership by a local education agency with an institute of higher education, another local education agency, teacher organization, or another organization.
Teaching endorsement:	The official recognition by the Kansas State Board of Education that an individual has met state requirements in an acknowledged specialization.
Transcript:	<i>See individual professional development transcript.</i>
Unified Talent Professional Learning (UTPL):	Platform utilized by USD480 in PowerSchool system that houses all certified/licensed employee's professional development plans, requests for points, certifications, and educational transcripts. All USD 480 professional learning opportunities are created and housed in the UTPL.
Valid credit:	A semester hour credit earned or validated in a college or university on the accredited list of the State Board of Education. Where credit is required in licensure regulations, it shall be interpreted to mean valid credit.

Glossary of Acronyms

AAC:	Augmentative/Alternative Communication
ASHA:	American Speech-Language Hearing Association
AVID:	Advancement via Individual Determination
AWS:	Athletic Web Service
BLT:	Building Leadership Team
CBM:	Curriculum Based Measurement
CEC:	Council for Exceptional Children
CPS:	Classroom Performance Systems
ESL:	English as a Second Language
ESOL:	English, Second and Other Languages
FACES:	Foundation for Advanced Character Enrichment in Students
FBA:	Functional Behavioral Assessment
IDEA:	Individuals with Disabilities Education Act
IPDP:	Individual Professional Development Plan
KAAC:	Kansas Assessment Advisory Council
KACTE:	Kansas Association of Career and Technical Educators
KAHPERD:	Kansas Association of Health, Physical Education, Recreation, & Dance
KAL-Tech:	Kansas Academy for Leadership in Technology
KASB:	Kansas Association of School Boards
KASEA:	Kansas Association of Special Education Administration
KASFAA:	Kansas Association of School Financial Aid Administrators
KASSP:	Kansas Association of Secondary School Principals
KATESOL:	Kansas Association of Teachers of English to Speakers of Other Languages
KATM:	Kansas Association of Teachers of Mathematics
KBEA:	Kansas Business Education Association
KBOR:	Kansas Board of Regions
KDEC:	Kansas Division of Early Childhood

KDHE:	Kansas Department of Health and Environment
KELPA:	Kansas English Language Proficiency Assessment
KESA:	Kansas Education Systems Accreditation
KIDS:	Kansas Individual Data on Students
KISN:	Kansas Instructional Support Network
KMEA:	Kansas Music Educators Association
KNCA:	Kansas North Central Association
KPA:	Kansas Performance Assessment
KRA:	Kansas Reading Academy
KSDE:	Kansas State Department of Education
KSHA:	Kansas Speech and Hearing Association
KSIA:	Kansas Student Information Association
KSLHA:	Kansas Speech-Language Hearing Association
KSN:	Kansas School Nurses
KSTARS:	Kansas Statewide Technical Assistive Resource System
LEAMIS:	Local Education Agency Management Information Systems
MACE:	Mid-America Association for Computers in Education
MAP:	Measures of Academic Progress
MIS:	Management Information Systems
NABE:	National Association Bilingual Education
NASP:	National Association of School Psychologists
NCA:	North Central Association
NCLB:	No Child Left Behind
NEA:	National Education Association
NSBA:	National School Board Association
PDC:	Professional Development Council
QPA:	Quality Performance Accreditation
RED:	Renaissance Education Division
RISK:	Response to Intervention Solutions for Kids
SAP:	Student Achievement Plan

SENSE: Schools Excelling through National Skill Standards Education

SFA: Success For All

SIOP: Sheltered Instruction Observation Protocol

SWPRSC: Southwest Plains Regional Service Center

TIME: Technology in Math Education

UTPL: Unified Talent Professional Learning (PowerSchool)

WIDS: Worldwide Instructional Design System

Appendix A

KANSAS LICENSURE RENEWAL REGULATIONS

91-1-205. Licensure Renewal Requirements.

- (b) Professional and substitute 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; or
 - (D) Has completed a minimum of eight credit hours in an approved program or completed an approved program.

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

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

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

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

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

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

Appendix B

KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS

91-1-215. Professional Development Definitions.

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

91-1-217. Professional development council.

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

91-1-219. Expenditures for professional development program.

91-1-215. Professional development definitions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

91-1-217. Professional development council.

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

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

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-219. Expenditures for a professional development program.

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

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

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

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

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix C

Process for Requesting Professional Learning Opportunities

Professional Learning Opportunity must meeting one of the following to be considered:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
- Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.

Internal Professional Learning:

- Distinct administrator, building administrator, or instructional coach will submit requests for professional learning within the Unified Talent Professional Learning (UTPL) site within PowerSchool.
- District administration will review the request for professional learning and approve, revise or deny the request.
- Attendance rosters will be documented within the course document within UTPL.
- Approved courses will be reviewed by the PDC council for approval, once approval has been granted, rosters will be converted to each staff member's personal educational transcript.

External Professional Learning:

- Requests for professional learning must align with the USD 480 Professional Development Goals.
- Upon approval from supervisor, certified staff will submit the district leave request Form [USD 480 Leave Request Form](#)
- All requests for External Professional Development points shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request, How to Instructions](#). Activities not received within the UTPL system within 10 school days after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.