



ATTICA
USD 511

PROFESSIONAL DEVELOPMENT PLAN

2024-2029

Date Plan Approved by State Board of Education: 7/10/2024
Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 511 Professional Development Council approved the following plan, at its meeting held on May 14, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cristina R. Davis
Signature

5-14-24
Date

Plan Updates

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Add pages as needed

Table of Contents

TABLE OF CONTENTS	3
OPERATIONAL PROCEDURES	6
DEFINITION	6
OFFICES OF THE PROFESSIONAL DEVELOPMENT COUNCIL	9
MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL	10
DEVELOPMENT OF AGENDA FOR MEETINGS	11
PROCEDURE USED TO INFORM EDUCATORS AND BOE OF DECISIONS AND ACTIVITIES	12
PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN	12
NEEDS ASSESSMENT	13
Rationale:	13
Procedure:	14
District:	14
Building:	15
Individual:	15
Analysis:	15
INDIVIDUAL EDUCATION DEVELOPMENT PLANS	17
PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP):	17
CRITERIA FOR APPROVING PLANS	20
APPEALS PROCEDURE	28
EVALUATION	
EVALUATION OF STAFF DEVELOPMENT PROGRAM	28
DEFINITION	28
PURPOSE	28
PROCEDURE	28
PROCESS	28
ANNUAL EVALUATION	28

ATTICA USD 511
PROFESSIONAL DEVELOPMENT COUNCIL

Member	School/Position
Cristina Davis - Counselor - Chair	Attica School District
Lisa Bernsten - Teacher	Attica Elementary
Amber Wood – Teacher	Attica High School-Attica Middle School
Donna Richards - IT	Attica School District
Brandie Waldschmidt- Administration	Superintendent/K-5 Principal
Wyatt Williams- Administration	6-12 Principal

Section One

Professional Development Council (PDC)

1.1 Introduction

DEFINITION

The Professional Development Council (PDC) is a representative group of local district-licensed personnel that advises and informs the USD 511 Board of Education in matters concerning the planning, development, implementation, and operation of the Kansas State Department of Education, Professional Education Plan.

1.2 Membership

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

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

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 511 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.

SELECTION OF PDC MEMBERS

1. Building or district-level elections will include nominations/volunteering, campaigning, and voting.
2. Each building will elect one teacher representative. One teacher representative will be elected as an at-large member, with all the licensed teachers in the entire district voting to select that member.

Licensed leaders in the district will select up to 2 leader representatives to represent them on the PDC.

Total Membership of up to 5 as follows:

- 1 – Elementary Teacher
- 1 – Junior/Senior High Teacher
- 1 – At-large Teacher Member
- 2-- District Leader Members

3. Elections will take place in the Spring of the year with the term beginning in the Fall. Licensed leader positions may opt to select their representative as part of a standing meeting instead of an election.
4. Members will serve a (two) 2-year term

Selection Process

- Those wanting to serve on the committee will send an email to the building principal or superintendent expressing their interest in being a member of the PDC committee. The email is due one week before the elections.
- Certified Staff will be informed via email of the persons who are interested in running for the PDP committee.
- Elections will be held in the Spring during the school day. Results will be made public after the school day is over, by 5:00 pm. Those involved in the selection process will be notified of the results before the results are made public.
- The selection process will be done by paper ballot supervised by the administrator of each building. In a contested race, ballots will be kept on file for six (6) months after the election.
- If no staff either submits their name for election or volunteers, the position will remain open until a volunteer is found. This may take place in the Fall semester. At all times, the PDC Chair will ensure that the number of licensed leaders on the Council is equal to or smaller than the number of teachers.

Resignation and Replacement

A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member and submitted to the Chairperson at least two (2) weeks before the effective date of the resignation.

- A member of the Council may be requested to resign their membership for any one of the following reasons:
 - When more than three (3) consecutive meetings are missed except for extenuating circumstances;
 - Failure to fulfill the minimum duties and/or responsibilities of the position;
 - Other circumstances which the membership of the Council deems to be cause for resignation for the good of the Council.
- Such a vacancy shall be filled according to the procedure outlined above in the Selection Process.

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 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.

POWERS, DUTIES AND FUNCTIONS

- Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.
- Review and approve or reject the Individual Professional Development Plan submitted by each participating staff member.
- Periodically, but not less than once a year (on or before June 1st), review, validate, and verify the staff development credit points to be granted for activities completed on the Individual Professional Development Plan of each participating staff member. The Superintendent or Board Clerk will keep a record when all licenses expire for certified staff. It is the responsibility of the district to notify teachers of their license expiration date, 6 months before the license expires. It is the responsibility of the certified staff member to contact the PDP committee and ask for a review of their points.
- Review and approve the full PD Plan for the district. This will be done annually in the Spring of each year to help determine any needs for the upcoming school year. The PCD Committee will determine the most efficient way to assess the needs for the upcoming school year. All updates or changes will be shared with the teachers and at the next meeting the changes will be voted on by the committee and become final. The Vice-Chair will share any changes with the BOE in their annual report. Every 5 years the BOE will review and approve the updated PDP. Updates will be documented at the beginning of the document. An updated copy of the full Professional Development Plan will be on file in the BOE Clerk's office, the Superintendent's office, and online for all teachers to access.

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.

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

- One member of the PDC will receive training and then be responsible for training the rest of the PDC or each member will be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered.
- Training will be provided by the district using training available from a local service center. If possible, all certified staff will receive PDC training. The training will be documented via Frontline. This will allow all certified staff to record their training and documentation will be accessible at any time. Frontline training will be provided to all new staff during their new staff orientation. Each new teacher will have a mentor who will also be able to assist them with any questions about Frontline and/or PDC points.
- Necessary clerical and accounting staff and facilities for meetings, record keeping, communication, and other necessary business functions of the council shall be furnished by the district office staff.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

- Officers of the Council shall consist of a Chairperson, Vice-Chairperson, and Secretary. It is recommended that officers have one year of prior experience on the PDC.
- The members of the Council shall elect all officers in the spring of each year for the coming year, and the term of office shall begin August 1st.
- All officers are elected for two (2) years and may be re-elected for 2 successive terms.

Duties

- Chairperson
 - Preside at all regular meetings.
 - Prepares an agenda for all meetings to be distributed at least two (2) days in advance.
 - Provides for notification of all meetings.
 - Calls and presides at all special meetings.
 - Appoints PDC members to subcommittees.
 - Receives resignations from PDC members.
 - Establishes yearly council tasks and timelines and carries out any other duties as described in this document or assigned by the Council.
 - Ensures that Individual Professional Development Plans are completed and safely and accurately kept in a centralized file.
- Vice-Chairperson
 - Fulfills all the duties of the Chairperson in the Chairperson's absence.
 - Prepares an annual report on the action of the PDC.
 - The report should include (but is not limited to) the following items, a summary of staff activities to earn points, those teachers who have a renewal coming up in the following year, a summary of planned activities for the upcoming year, and any changes to the full PDP.
 - Works with the Chairperson to outline yearly PDC tasks and timelines.
 - Carries out all other duties assigned by the Chairperson.
- Secretary
 - Keeps minutes of all meetings and distributes them to all members of the local PDC for posting in each attendance center.
 - Provides all local PDC minutes, individual development plans, correspondence, and all other pertinent documents to the clerk of the Board of Education for recording and storing.

1.51 Meetings

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

- Monthly meetings will be held from August through May as necessitated by an agenda.
- All meetings will be posted on the District Master Calendar.
- The chairperson or a majority of the PDC, with one (1) week's prior notice may call special meetings.
- A majority of the PDC membership shall constitute a quorum.
- All decisions by vote shall be by simple majority.
- All meetings will be "public" and "open" to whomever wishes to observe. The PDC may adjourn to executive session if the need arises.
- The PDC committee will provide a written report to the Board of Education once a year which will

document current staff who have or are needing to renew their license within the next year and their progress. This report will also document proposed professional development activities for the school year and any other pertinent information. The PDC committee will also report on any changes that were made to the Professional Development Plan (PDP) and the reasons for those plans.

DEVELOPMENT OF AGENDA FOR MEETINGS

- Items for consideration by the PDC may be proposed by the members of the PDC of licensed personnel of USD 511.
- Items must be submitted in writing to the chairperson of the council one (1) week before the scheduled meeting of the council.
- The agenda and notification of the meeting shall be distributed to members of the PDC, one (1) copy per building for posting, and one (1) copy for the Superintendent of Schools.
- 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, 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 topic will be put on the next agenda when all members can be present.

1.53 Documentation

PROCEDURE FOR MAINTAINING PERMANENT RECORDS

- Records of meetings and all materials submitted to PDC, once approved by the chairperson shall be forwarded to the clerk of the Board of Education.
- The secretary of the PDC and the clerk of the Board of Education shall retain minutes of all meetings.
- The program Frontline will be used to facilitate the process of all Individual Education Development Plans and Professional Development Points. New teachers will receive training on its use as part of the new teacher orientation and that training will be reinforced as part of the mentoring checklist. This training will include that of the following Frontline forms: IPDP Goals, Historical Professional Development, Impact Level 3, College Credit Request Knowledge Skills Level I, and Service to the Profession.

- Prudent supervision of the files by the USD 511 District Office should guarantee the confidentiality of information through a system of monitoring those having access to personnel records.
- Professional Development information shall be available to employees subject to the following stipulations:
 - All PDC minutes shall be available at reasonable times in the District Office except records of a confidential nature.
 - Individual professional educators will have access to their files.
 - The BOE while in session may have access to all PDC materials but shall respect the confidentiality of such files.
 - Original PDC files may not be taken out of the USD 511 District Office.
 - Records must be maintained for five (5) years. Records will be destroyed or returned to the educator at their request.

1.54 Communications

PROCEDURE USED TO INFORM EDUCATORS AND BOE OF DECISIONS AND ACTIVITIES

- The secretary of the PDC shall prepare minutes of all meetings and distribute them to all members of the PDC.
- Staff development education points earned will be recorded continuously in the USD 511 District Office as approved by the PDC.
- Each educator with an Individual Professional Development Plan shall have a log-on and be able to access their Professional Development points. There is a catalog available for them to access online so that they can record any points that they have earned. During a teacher's initial onboarding to the district, they will be trained in how to use the current documentation system provided by the district.

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.

Individual Professional Development Plans

Delegated Approval-PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 511. 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.

Professional Development Points

Delegated Approval-PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 511. 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.")

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

Section Two

The District/System Professional Development Plan

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

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

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

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

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

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

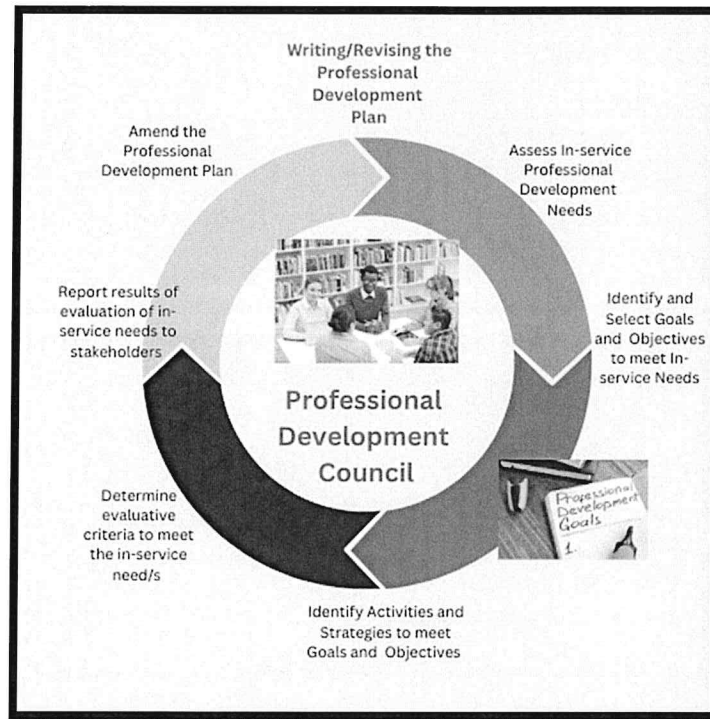
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

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

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

(b) Each council shall have the following responsibilities:

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



2.1 Assessment and prioritization of school improvement needs Zoom 24:30

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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 staff development needs assessment for the District Professional Development Plan in Section 2.2 should include the identified school improvement targets and any related results-based staff development goals. This could coincide with a KESA goal, which comes from the results of a needs assessment, but it doesn't have to.

To ensure that the needs of all district students are being addressed, the Professional Development Council should review each school's School Improvement Plan goals (needs) and other district/system goals that may improve student outcomes.

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. It should concentrate on the questions below:

- *Describe process for determining if all district students are meeting standards.*
- *Describe process for assessing how instruction align with state and district curriculum content and standards.*
- *Describe current activities that are helping to ensure that district students reach the curriculum standards.*
- *Describe what is not being done and who the students or student groups are that need particular attention.*

The PDC may be responsible for deciding the area/s, but each district may do it differently.

Section 2.2 introduces what the PDC needs for professional development to be able to meet the goal areas chosen in this section.

Documentation:

- *Describe how this process is documented if not already described in Section 1.53 or 2.0.*
 - *Provide forms used and from where they are available. If they are entered into an electronic system such as Frontline or PDP Toolbox, describe how staff is trained to use the system.*
 - *If there are processes you use in a different plan that you use for this, such as your school improvement plan, please feel free to provide a link to or include that process in this section or in an appendix.*
-

2.2 Identification of goals and objectives to achieve professional development needs

- Professional development is a continual process, and the goal of the District Plan is to provide for the professional learning needs of all educators.

Rationale:

- A needs assessment will be conducted to determine both the continuing appropriateness of the primary purpose and the kinds of professional development programs best suited to meet that purpose. The PDC will be responsible for sponsoring needs assessments; implementation of assessments will be the responsibility of the PDC. Results of annual needs assessment surveys will be included in the annual update.
- In addition to assessments, the council will periodically conduct informal surveys to better understand colleagues' perspectives on various issues and educational initiatives. Support personnel, administrators, and BOE members may be included in such surveys.
- A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between "what is" and "what should be." The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs assessment.

Procedure:

- Before writing/revising a plan, the PDC must determine the staff development needs of the district or educational agency. Staff development must meet the needs of an education community and be an efficient or effective use of resources.
- The staff development needs assessment for the District Professional Development Plan should include the identified school improvement targets and any related results-based staff development goals. The PDC will determine what type of instrument is best to use for developing a needs survey each year, ensuring that it aligns with the goals the district has set for KESA.
- To ensure that the needs of all district students are being addressed, the Professional Development Council should review each school's School Improvement Plan goals (needs) and other district/system goals that may improve student outcomes.
- The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes.
- The plan should identify strengths and needs, and 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?
 - Does instruction align with state and district curriculum content and standards?
 - What is currently being done that is helping district students reach the curriculum standards?
 - What is not being done?
 - Who are the students or student groups that need particular attention?

District:

- District professional development goals shall be adopted annually following a needs assessment of licensed staff, input from the community, and/or in conjunction with the BOE. These goals should align with the goals the District has set for KESA.

Building:

- The individual assessment will be compiled by the PDC members in each building. These needs assessments will then be used to determine and implement staff development programs for building-level needs. The total grouping of individual needs assessments will then be utilized to determine district needs. Each building representative will bring to the meeting the results of the building needs assessment. These results will be recorded in the minutes. Using the results and other data the professional plan for the upcoming school year will be developed. This plan will take into account teachers' needs and desires, instruction, KESA, student needs, and alignment with district goals.

Individual:

- Based on the results of the needs assessment process, Individual Development Plans may reflect any or all of the following areas: content, professional education, and service to the profession.

Analysis:

- The PDC will address high-need areas for the district in the analysis of the results of the needs identification process. The needs shall be prioritized from those having the highest priority to those having the lowest priority. Consideration shall be given to long-term individual, building, and district needs. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives were met.

Goal 1: Attica USD 511 will increase math skills by implementing evidence-based strategies as shown by scores from 58% to 95% of all students K-12 meeting or exceeding grade-level benchmarks.

Goal 2: Attica USD 511 will increase reading skills by implementing evidence-based strategies as shown by scores from 57% to 95% of all students K-12 meeting or exceeding grade-level benchmarks.

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

Being in our second year in the KESA 2.0 cycle, our teachers noticed their data was showing them gap areas. Through the district Deep Data Dive, it became apparent that our students have some gaps in their core subjects. The district made the decision to have educators focus on core reading and math instruction. Additional training and facilitation will be provided in the alignment of standards to the curriculum provided.

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

Goal 1: The level of success will be determined through the evaluation of our student Fastbridge data as well as our student state assessment scores. We will monitor the Fastbridge scores through the individual/Group Growth Reports for mathematics.

Goal 2: The level of success will be determined through the evaluation of our student Fastbridge data as well as our student state assessment scores. We will monitor the Fastbridge scores through the individual/Group Growth Reports for reading.

Goal 1 & 2:

PURPOSE

- The purpose of staff development program evaluation is:
 - To facilitate data-driven decision-making.
 - To measure the impact on student achievement and teacher performance on assessed needs.

PROCEDURE

- The staff development program shall be evaluated relative to the objectives set forth in the Staff Development Plan. The evaluation will be the responsibility of the PDC. All information will be recorded in the minutes.

PROCESS

The evaluation will involve:

- Needs
 - Periodic review of needs assessment.
 - Periodic review of appropriateness of activities to specific objectives.
 - Periodic review of activities offered to ensure they are appropriate to the educator's level of development.
- Activities
 - The PDC shall evaluate the Professional Development Plan and its effectiveness by surveying teachers and administration to determine the progress of the Professional Development Program toward its goals and objectives.

2.5 Reporting results of evaluation of in-service needs

The evaluation of the Staff Development Plan will be part of the annual report to the BOE, in which the public can attend to hear any information.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

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

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

ANNUAL EVALUATION

The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation, and resources.
- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.

PDC performance- a review of the PDC itself.

Evaluation – A review of the evaluation process and instruments.

- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE.
- If changes are necessary to the PDC, they will be submitted in writing to the PDC. At the next meeting, the PDC will discuss the changes and vote to adopt the changes. If more information is needed, another meeting will be held at an appropriate time to obtain that information and then adopt the changes. The changes will be recorded at the front of the plan, updated in the plan and PDC Chair will have the new plan posted online.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation and resources.
- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.
- PDC performance- a review of the PDC itself.
- Evaluation – A review of the evaluation process and instruments.
- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE and the State Department of Education for approval.

Section Three

Individual Professional Development Plans

(IPDP)

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

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

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

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

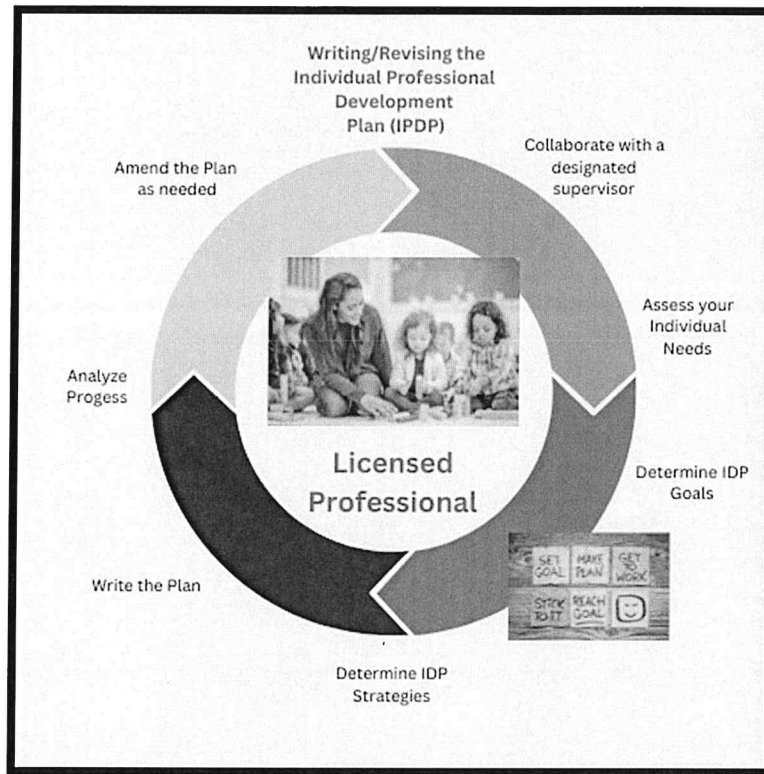
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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



PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP):

- An individual staff member in conjunction with the superintendent or principal will include consideration for the following steps:

1. Collaborate with a designated supervisor

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

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

2. Assess your individual needs

Educators will conduct an annual review of professional development activities tracked within the Frontline system and identify needs in coordination with designated supervisors based on the building report card data as specified by district's goals.

3. Determine your individual professional development goals

These should be based on 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 and professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

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

5. Write the Individual Professional Development Plan

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

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

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

6. 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 is not showing improvement.

- Be given a user ID and password for the website Frontline. The plan will be recorded on the forms that are located within Frontline. Each teacher is responsible for entering their information and reporting the completion of the plan to the building principal.
- All staff development and professional development plans shall be submitted on the IPDP in Frontline. The supervisor shall approve the plan in Frontline IPDP indicating the receipt and review of the plan. If the plan is not approved or approved with reservation, a statement providing reasons will be provided. In any eventuality, the Council will forward the forms to the chairperson of the PDC for consideration. A plan may be withdrawn if the submitting individual decides to do so.

- All plans, professional development points requests, and college course requests shall be made using the appropriate forms on Frontline.
- Plans will be considered in the order in which they are received by the chairperson.
- Notification of approval or disapproval of the plan will be made to the participating staff member within ten (10) days of the Council meeting.
- Once the PDC has approved the IPDP it becomes effective.
- Administration will oversee the Individual Professional Development Plans of non-staff licensed individuals residing or living within the district, as described in the process below.

CRITERIA FOR APPROVING PLANS

- Plans will be acted upon by the PDC using the following criteria:
 - Each activity meets needs as expressed in the goals/activities of the 398 Professional Development Plan, which support the philosophy and goals of the district, building, and individual plans.
 - Annual goals and objectives are clearly stated and results based.
 - Staff development activities are directly related to one or more of the following areas:
 - Content
 - Professional Education
 - Service to the Profession
 - The plan provides for a process of evaluation and/or documentation.

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 not employed by or who works or resides within USD 511 is eligible to file an Individual 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 in-service activities.
- 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 at crisitinad@usd511.org.
- The steps the individual must take to complete the plan are:
 - Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3

areas: content endorsement standards, professional education standards, and service to the profession.

- Determine professional development goals that are based on identified needs.
- Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
- 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 Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IPDP and how professional development points may be awarded.

➤

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

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

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

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

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

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

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

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

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

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The 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.


- Teachers can claim PDP points located in the District Catalog in Frontline as long as the points are still available. Points will expire five (5) years after they have been posted. Teachers can only claim points that were valid during their current licensing period.
- Please follow the state guidelines for the minimum hours and/or college credits required to renew a license.
- Additional information may be requested from the teacher to clarify the request or reason for requesting points at the knowledge level. This can happen in an email between the teacher and PDC committee with proper documentation attached. This documentation should also be attached when putting the request into Frontline.

APPEALS PROCEDURE FOR AWARDING POINTS:


- All PDC decisions shall be in writing and should be sent to the participants within ten (10) working days of the decision.
- Any participant who is aggrieved by a decision of the PDC may appeal said decisions to the Council. Such appeal shall contain a copy of the notice from the PDC advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
- The appeal and its accompanying materials must be mailed or hand-delivered to the chairperson of the Council no later than 30 working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
- Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five (5) working days prior to the regularly scheduled meeting.
- Within five (5) school days of making its decision on the appeal, the PDC shall deliver to the grievant in writing, its decisions on the appeals.
- If, upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the PDC at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.

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 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 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 points during the same licensure period that application or impact level points are earned.

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

Level I Knowledge Indicators:

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

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

➤ Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post-assessments of the individual staff person's learning.
- Completion certificate with clock hours included

Service to the Profession = 1 point per clock-hour

➤ Verification required may include one of the following:

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

➤ Level II – Application

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

Level II Application Indicators:

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

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

- Verification required may include one of the following: Independent observation such as:
 - Direct observation using trained observers or video/audio tapes.
 - Structured interviews with participants and their supervisors.
 - Evidence such as:
 - Lesson plans.
 - Pre and post samples of students' work.
 - Examination of participants' journals, portfolios or other artifacts.
- Level III – Impact
 - Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

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

- Organizational Change = 3 X Level I point
 - 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 point
 - 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.

Per the Negotiated agreement, additional hours used for advancement on the Salary Schedule shall be graduate level courses in the teacher's assigned field of teaching. Any other hours must be approved by the Superintendent. Twenty inservice hours, equivalent to 1 college credit hour, may be used for movement on the Salary Schedule, provided these hours are not paid for by the USD #511. Any teacher planning to advance on the Salary Schedule must notify the Superintendent and the Board of Education in writing on or before June 1st of the upcoming contract year.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

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?

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.

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.)