Professional Development Plan
USD 466 – Scott County Schools

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

Plan Updates

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

Table of Contents

Topic	Page(s)
Section One – Professional Development Council (PDC)	**5-8**
USD 466 District Mission Statement	5
USD 466 Philosophy Statement	5
USD 466 District Professional Development Purpose	5
USD 466 Professional Development Council	6
USD 466 Professional Development Council: Method of Selection	6
USD 466 Professional Development Council: Membership	6
USD 466 Professional Development Council: Function	7
USD 466 Professional Development Council: Responsibilities	7
USD 466 Professional Development Council: Terms of Office	7
USD 466 Professional Development Council: Annual Training	8
USD 466 Professional Development Council: Operational Procedures	8
USD 466 Professional Development Council: Meetings	8
Section Two –USD 466 Professional Development Plan	**9-12**
Purpose	11
District Professional Development Goals	11
Assessment of Professional Development/In-Service Needs	11
Identification of Goals and Objectives to Achieve the In-service Needs	12
Identification of Activities and Actions to Achieve the Goals and Objectives	12
Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs	12
Reporting Results of Evaluation of In-Service Needs	12
Amending the Professional Development Plan	12
Section Three – Individual Professional Development Plans (IPDP)	**13-19**
Individual Professional Development Plan Development: (IPDP)	13
Information needed to complete your Individual Professional Development Plan	14
Suggestions for Developing Professional Development Goals	14
Steps for completing an Individual Professional Development Plan	15-16
Approval of the Individual Professional Development Plan	16-17
Individual Professional Development Plans for licensed Professionals who live or work in the district but are not employed by the district	17
Appealing the non-approval of the Individual Professional Development Plan by the Professional Development Committee	18
Section Four – Awarding Professional Development Points for Re-licensure	19-28
Professional Development Activities – Definition/Purpose	20
Submitting Professional Development Requests	20
Approving Professional Development Requests	20
Request Approval Process	20
Evaluating Professional Development Activities	21
Licensure	21

The Renewal Process	21
Matrix for Awarding PD Points for Re-Licensure	22
Awarding Points in Three Levels	22-24
Professional Development Points and Semester Credit Hours for Licensure Renewal	24-25
Questions about Awarding PD Points Relative to Renewal Licensing	25-27
Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters	27
Movement on the Salary Scale	27-28
Appendix	29-38
Individual Professional Development Plan Form	29
Frontline Education/My Learning Plan Guidance	30-33
KSDE Professional Development Regulations	33-38

Section One:
Professional Development Council (PDC)

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

USD 466 DISTRICT MISSION STATEMENT

Intentionally Educating Today, Succeeding Tomorrow. We Are SC!

USD 466 PHILOSOPHY STATEMENT

The philosophy of Unified School District 466 is to continue the academic improvement of students through quality professional performance by district staff with a results based professional development program supported by administrators, educators, Board of Education, and the district leadership team.

USD 466 DISTRICT PROFESSIONAL DEVELOPMENT PURPOSE

USD 466 will provide professional development opportunities for all certified personnel to maintain and develop professional skills and knowledge in order to meet the objectives of the district by increasing knowledge and strength skills in:

1. Areas directly and indirectly related to content areas
2. Specialized content areas
3. Non-academic professional knowledge and skills required for effective instruction

PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

The Professional Development Council includes two members from Scott City Elementary School, four members from Scott City Middle School (two from grades 3 – 5 and two members from grades 6 – 8), and two members from Scott Community High School, the superintendent, building principals, and the curriculum director. The PDC will meet quarterly from August through May with special meetings called after notice has been given.

The Professional Development Council will:

1. Design, coordinate, recommend, approve and evaluate professional development activities for professional development credit.

2. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building and individual levels.

3. Communicate procedures and serve as a resource for questions or concerns related to professional development.

4. Makes recommendations about professional development for the district.

PROFESSIONAL DEVELOPMENT COUNCIL:

Method of Selection

The teachers from each attendance center will select their own representatives to the PDC from the teachers within that attendance center. Representatives will be voted upon at each building. Selection of members must be made by the end of the school year in May.

Membership

The members are elected by their representative groups and serve a two-year term. Members are limited to serve two consecutive complete terms; however, they may re-apply after sitting out a minimum of one year. A term begins with an annual training date. A system of overlapping terms will ensure that there will always be experienced members on the council.

Teacher representatives on the Professional Development Council must have at three years of teaching experience with at least one-year teaching within USD 466.

Members may resign at any time. Resignations must be in writing and submitted to the chair at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties. Should there be extenuating circumstances an appeal can be made to the PDC with the person making the appeal abstaining from the vote.

All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.

Council Membership:

SCES – 2 teachers from grades Pre-school – 2

SCMS – 2 teachers from grades 3 – 5

SCMS – 2 teachers from grades 6 – 8

SCHS – 3 teachers from grades 9 – 12

Superintendent

SCES Principal

SCMS Principal

SCHS Principal

Curriculum Director

Function of the Professional Development Council:

- Provide input towards district to identify the in-service education needs of USD 466.
- Approve and award USD 466 certified staff professional development requests and points/credits.
- Elect a Chairperson, Vice chairperson, and a secretary/recorder.

Responsibilities

Chairperson:

- Calls and conducts all meetings
- Calls and conducts special meetings as needed
- Prepares an agenda for all meetings
- Provides notification of meetings
- Receives all resignations for PDC members
- Provides training to those members that are not able to attend the annual training through SWPRSC
- Carries out other duties as determined by the PDC
- Works in collaboration with district level school improvement and professional development personnel

Vice Chairperson:

- Acts in the absence of the chairperson
- Carries out other duties as determined by the PDC

Secretary/Recorder:

- Acts in the absences of the chairperson, vice chairperson
- Keeps records and minutes of meetings
- Maintains a file of all minutes in the district office
- Carries out other duties as determined by the PDC

Terms of Office:

All officers shall hold office for one year. In order to maintain consistency in handling the district in-service needs, officers may be re-elected.

Any officer may resign from office at any time, provided a letter of resignation is submitted to the PDC. Vacancies in officers' positions will be filled by a majority vote of those members of the PDC present at the meeting at which any resignation is effective, provided a quorum is present.

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

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

Annual Training

Members of the Professional Development Council shall participate in the KSDE approved training for PDC members provided by Southwest Regional Service Center in August. If any member is unable to attend the training given by SWPRSC in August, the chair of the PDC will provide the annual training.

SWRSC will provide a certificate of completion to each member that attended the training. Members will give a copy of the certificate to the chair of the PDC to place in their file. PDC members will also record their training in My Learning Plan.

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.

Operational Procedures

Meetings:

- The Professional Development Council shall meet quarterly from August through May with special meetings called after notice given. (Scheduled meeting months: September, November, February, and May)
- Meetings will be held In the board of education room
- Meeting date will be the 2nd Wednesday of the month beginning at 2:00 p.m.
- All meetings of the PDC will be open to all certified staff.
- The meeting agendas and minutes will be sent to all members electronically.
- All decisions by vote shall be made by a quorum of at least 50% of the voting membership in attendance unless otherwise specified. If a tie occurs, the Chairman will break the tie.

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

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.



District Professional Development Plan

Purpose

The Professional Development Council will develop a district plan that will incorporate staff professional development, and provide activities that focus on areas that have been identified as a concern in the needs assessment and align with the Kansas education Systems Accreditation (KESA) goals.

USD 466 District Professional Development Plan is designed to provide quality staff development through the following:

- Provide Staff Development that will:
  - Improve the Quality of Instruction
  - Improve Methods of Delivery of Information
  - Improve the Quality of Student Learning
  - Improve Chances of Student Success

District Professional Development Goals

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

- State and District Curriculum Standards
- Using Researched-based Strategies
- Job-embedded Professional Development and Classroom Action Research
- Provide Opportunities to Strengthen and Develop Teaching Skills

Assessment of Professional Development/In-Service Needs

The District will access the needs of professional development in the following ways:

- Surveys will be provided to staff to collect feedback on needs. Surveys will also be given after professional development is provided to assess effectiveness. Each survey may ask:
  - Was the content of the professional development provided relevant to your role?
  - Will the information provided positively affect your daily role?
  - Does instruction align with state and district curriculum content and standards:
  - Did this in-service help us meet curriculum standards?
  - What topics should be considered for future in-service
  - Are all student needs being met with professional development?
- PLC conversations will be conducted between teachers and administrators to collect feedback and input.
- KSDE Needs Assessment will encompass the ideas from staff and the Professional Development Committee.
- District Strategic Planning will use the information collected to develop visions moving forward.

During quarterly meetings, the PDC will evaluate feedback and discuss future professional development needs.

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

The PDC will review the input from the assessment of professional development opportunities to set district goals for future professional development.

Identification of Activities and Actions to Achieve the Goals and Objectives

The PDC will select methods of delivery to achieve the objectives.

- Majority Needs
- Mandated Trainings

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

Professional development decisions will be supported with data collected from student assessments.

- FastBridge
- Kansas Assessment Program (KAP)
- Kansas English Language Proficiency Assessment (KELPA)
- Post-Secondary Preparation

Reporting Results of Evaluation of In-Service Needs

Results from professional development feedback will be shared with the teaching staff by the PDC. Justification of future professional development will be indicated after sharing the feedback.

Amending the Professional Development Plan

The District Professional Development Plan may be amended at any time. The Professional Development Council must approve the amendment with at least 51 percent of the voting membership in attendance. Once the amendment has been approved, it will be submitted to the USD 466 Board of Education for approval. Last, the amendment will be recorded on the plan update page.

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.

Individual Professional Development Plan Development: (IPDP)

The Individual Professional Development Plan is a plan describing the professional development of goals and activities to be completed by an individual during a specified period of time. The purposes of the IPDP are to establish continuity and specificity in the job related training of an individual:

- To enrich individual knowledge, skill, and attitudes
- To provide growth in the professional educator's grade/discipline
- To assess individual needs
- To determine individual professional development goals
- To expand the options for renewal of licensure; to improve job performance

All certified staff members must have an IPDP plan on Frontline Education/My Learning Plan. The plan can be amended at any time during the school year. The IPDP plan must be updated every five years or when your current teaching license has expired. These plans should be developed in collaboration with the immediate supervisor or the Director of Curriculum and Instruction. Certified substitutes on the USD 466 substitute list may also file an IPDP plan. All IPDP plans are written on-line and submitted for approval first by the immediate supervisor, followed by the USD 466 superintendent, and last by the PDC committee.

Any person who resides in the school district will be eligible to file a professional development plan with USD 466 Professional Development Council. Certified substitutes on the USD 466 substitute list may file an IPDP plan.

Information Needed to Complete Your Individual Professional Development Plan:

- Date Hired
- Effective date of license
- Expiration date of license
- Three personal goals
    - Goals should focus on increasing knowledge, skills, and implementation related to improvement/support of student learning.

Suggestions for Developing Professional Development Goals:

Individual professional development goals should be tailored to meet personal professional development needs. This includes acquiring professional development points for license renewal. The plan can be developed with a focus on individual, building, and district level goals.

- **Individual:** Focus based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held. Goals address three levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

- **Building:** Focus based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of particular student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps. Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.

- **District:** Focus district priorities flow directly from the mission and academic goals approved by the Board of Education. These include graduation requirements and exit outcomes. District goals are based upon identified standards of performance for students at each academic level.



Steps for Completing an Individual Professional Development Plan:

1. Collaborate with a designated supervisor

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

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

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

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal

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

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

5. Write the Individual Professional Development Plan

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and question-answer relationship (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 are not showing improvement.

Approval of the Individual Professional Development Plan

- Building Principal
  - Provides initial approval for IPDP for staff in their building
  - If an IPDP is not approved, the building principal will meet with the individual to address and correct concerns in the IPDP
- Superintendent
  - If an IPDP is not approved at this level the superintendent will meet with the building principal and individual to address and correct concerns in the IPDP
- Professional Development Committee
  - Provides final approval of all IPDPs considering the building principal and superintendent recommendations.

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

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

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

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

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

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

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

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

3. 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.

Appealing the Non-Approval of an IPDP by the PDC

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

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

Appeal Process:

The Individual Professional Development Plan is directly tied to the renewal of a teacher's license, it is important that everyone feel that there is a fair and accurate process for the approval of plans and awarding of points.

In the event that the PDC committee disapproves the Individual Professional Development Plan, in-service request, or college credit(s), the administrator or teacher may:

1. Submit an appeal in writing to the PDC Chairperson within thirty days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. At a scheduled review session, the appeal will be made in person to the PDC.
3. Following the final PDC action on an appeal, the PDC chairperson will inform the participant of their decision.
4. After all local PDC appeals of a non-approval for an individual development plan are exhausted; licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask the Licensure Review Board Coordinator to begin the process.

\

Section Four:

Awarding Professional Development Points for

Relicensure

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.

"In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions
KAR 91-1-205(d)

"Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations
KAR 91-1-205(k)

Professional Development Activities

Definition/Purpose

Professional Development Activities are the processes and experiences designed to accomplish the objectives of the district and individual professional development plan. These activities will align with individual, building, and district goals.

Submitting Professional Development Requests

Professional development requests will pertain to content, professional education and/or service to the profession standards Requests must be entered into My Learning Plan prior to the activity, in-service, workshop, and/or class. See Appendix for a sample copy of the form to complete.

Approving Professional Development Requests

The Professional Development Council will approve professional development request that are consistent with the goals and objectives of the individual, building, and/or district professional development plans.

Requests Approval Process

The following approval process will be used:

- Building Principal (prior)
- Superintendent (Prior)
- Professional Development Committee (Final approval once activity, in-service, workshop, or class
- has been completed)

Evaluating Professional Development Activities

After participating in the activity, in-service, workshop or class, participants will evaluate the activity within 30 days of the completion date. Evaluation comments will be made when completing the knowledge validation section in My Learning Plan. See Appendix for a sample copy to complete. Once the knowledge validation has been completed, the participant must mark the activity complete.

Licensure

License Requirements	
Application for Renewal	
Bachelor's Degree	**Advanced Degree**
160 Points Earned under an approved IDPD Plan 80 of the 160 points must be a college or university credit 1 college credit/hour = 20 points	120 Points Earned under an approved IDPD Plan An educator can renew on points only or a combination college/university credits and points
If the educator is retired and participating in an educational retirement system the point requirement is half the required points for the Bachelor and Advanced Degree Level.	

Licensure is the responsibility of the employee. It is also the employee's responsibility to secure transcripts for college/university credit and professional development points.

The Renewal Process:

Educators will need to look at their current license to see the renewal requirements for their license. The renewal information is found on the front of your current license.

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	2 X Original	2 X Original	Not applicable

expect will improve student outcomes or behavior?	Knowledge Level points	Knowledge Level points	
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level 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.
- Signature on sign-in sheet for a district in-service

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 application, including, but not limited to, the length of time the application will take.

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

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

Evidence such as:

- Logs/journals
- Pre and post samples of students' work
- Presentation at conference(s) – must submit a copy of the program
- Written paper
- Other preapproved activities

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 points
Verification required may include one of the following:

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

Verification required may include one of the following:

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

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, she/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, she/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

Certified/Licensed Staff

Highest Degree Earned	Total Professional Development Points	Locally-awarded Professional Development Points	College Credit
Bachelors	160 Points	80 Points Maximum	80 Points minimum, (1 college credit hour = 20 points) OR 8 credit hours in an approved program
Masters	120 Points	120 Points Or	1 college credit = 20 points

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.

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

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

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

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

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

Movement on the Salary Scale

- You must have 20 PD points to equal ONE college credit
- Professional Development points must be related to your teaching assignment and goals
- Professional Development points must follow KSDE's requirements
- Coaching clinics or courses are appropriate only for teachers teaching physical education

Movement Across the Salary Scale

MOVEMENT ON THE SALARY SCHEDULE - ACROSS

Bachelor's Column

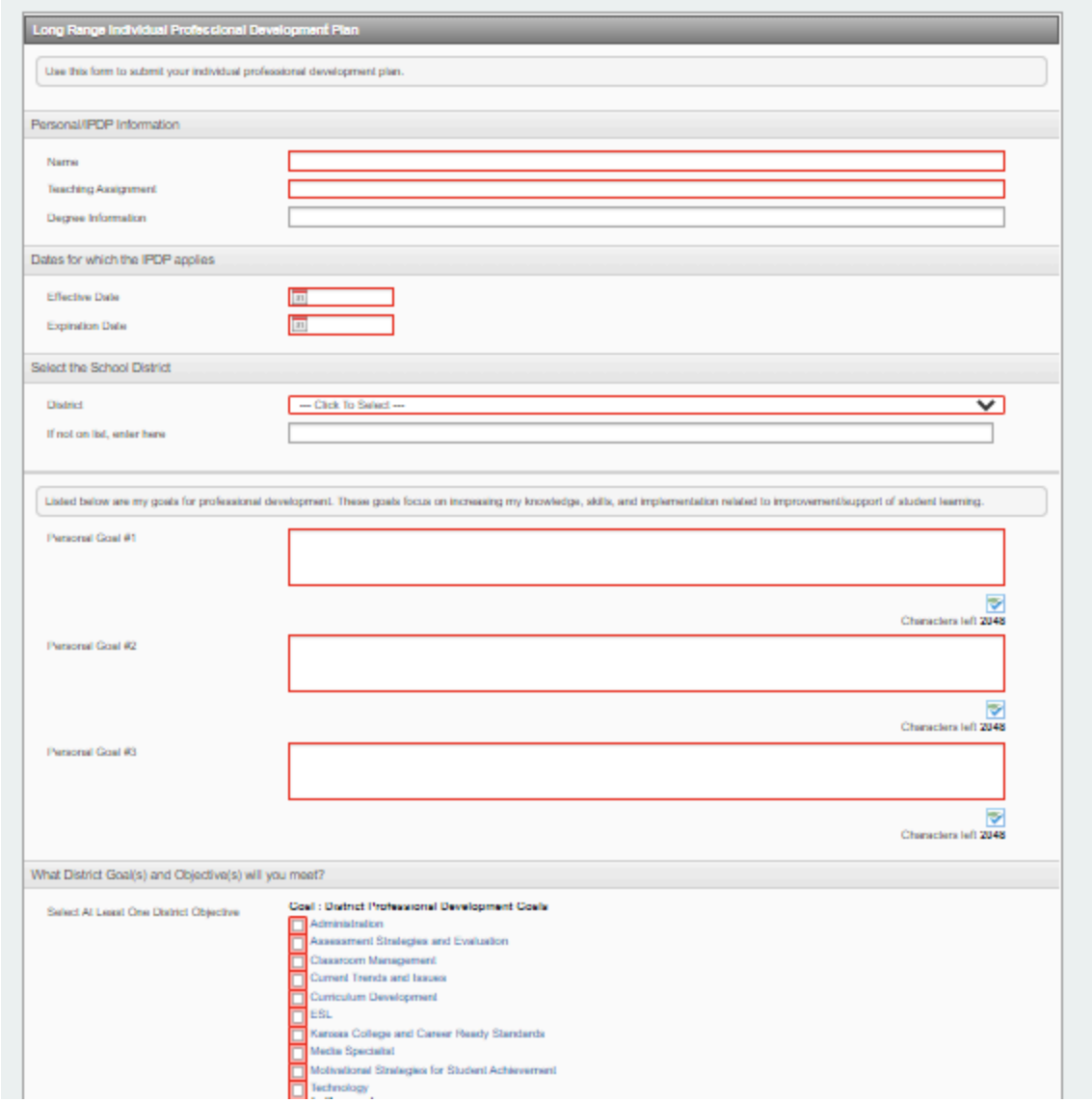
- **Across**
  - **Must Equal 10 College Hours**
    - Combination of college hours and points
      - It takes 20 Professional Development points to equal ONE college credit
  - **Remember, to move across the salary scale:**
    - All college hours
    - All Professional Development points OR
    - A combination of college hours and PD points

Master's Column

- **Across**
  - **Must Equal 10 College Hours**
    - Combination of college hours and points
      - It takes 20 Professional Development points to equal ONE college credit
  - **Remember, to move across the salary scale:**
    - All college hours
    - All Professional Development points OR
    - A combination of college hours and PD points

Appendix

IDPD Form

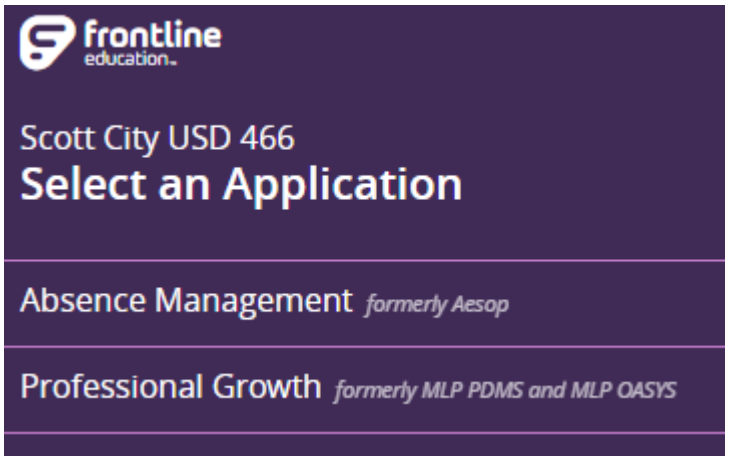


Frontline Education/My Learning Plan

Getting Started with Frontline Education/My Learning Plan

Step-By-Step Guide

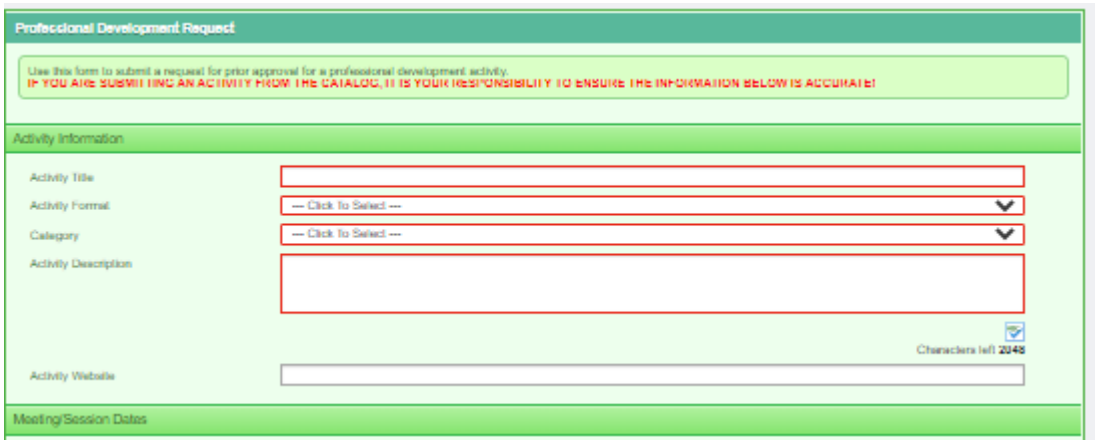
1. Open the internet and go to https://www.frontlineeducation.com and choose Professional Growth



2. Complete the Log In information on the main screen and click the "LogIn" button to enter site. (Username = school email, Password = changeme)
3. You will be prompted to complete your "user Profile" to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a "Form Saved" message confirming success. You must then fill out an IPDP form, which is listed on the left side of the screen under "Forms" then submit it.
4. From the main "Welcome to your new dashboard" screen, you can also:
    a. Submit a Form
        i. Click the appropriate form on the left side
        ii. Complete the form. Submit the form
    b. View your Requests
        i. Click the Learning Plan tab to view all of your requests submitted, what is pending, approved and in progress, and what might need to be evaluated and marked complete.
    c. Complete the Evaluation
        i. Click on the title of the activity after you have attended it.
        ii. Click the evaluation and then **mark it Complete** (the evaluation needs to be completed within 30 days of attending the in-service/workshop)
5. For further details on using this and other functions of Frontline Education, you can access tutorials, how-tos and other resources in the Help Section. The Help Section is a circled ? located at the top right beside your name. Click on it and it will show Frontline Support which has a place to ask questions, view webinars, etc.

Frontline Education/My Learning Plan Reminders

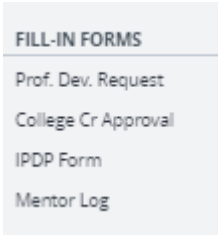
1. Whenever you are going to attend an in-service/workshop, remember that you need to fill out the request for it on the Frontline Education app **BEFORE** you attend. This is the same for college hours. All college hours **MUST** be approved prior to taking them.



2. After attending your professional development or taking your college hour(s), you must **evaluate it by completing the Knowledge Validation**. The Knowledge Validation needs to be completed within **30 days** of the professional development or college class. Once you have completed the Knowledge Validation, **mark complete**. If it is not marked complete, it will never come to the PDC Committee for final approval.

3. It is recommended that you review your IPDP plan every year and check to see if you need to update your personal goals. Your goals should be specific, measurable, attainable, results-oriented, and time-bound. Example: instead of saying "to communicate better with parents", say "I will produce a weekly letter that includes current topics of study and ideas for improving parent communications."

4. Any teacher that has applied for a new license needs to write a new Individual Professional Development Plan (IPDP) or your plan will not be current. You will find the IPDP form under the "FORMS" tab. If your job assignment has changed, you will need to update and change your current plan.



5. When attending an all-district in-service, the Director of Curriculum and Instruction will enroll everyone for the in-service. He/She will provide a sign-in sheet for you to sign to s how you attended the in-service. You will need to complete the Knowledge Validation for the in-service. The Director of Curriculum and Instruction will confirm the attendance for everyone from the attendance roster and mark the activity complete. If the in-service happens to offer college credit, you will need to let me know, so he/she doesn't enter you for points. **YOU** will need to complete the College Credit form to receive college credit.

6. When you choose the Purpose for which you are attending an activity, you need to make sure

you mark all three boxes: Relicensure, Salary Points, and Professional Growth.



7. Usually when you attend an in-service, it is for Content Standards or Professional Standards. Remember, these are the only two that can be taken to the next level. Service to the Profession is only worth points.

    a. **Content Standards:** Training related to the subject you teach
    b. **Professional Standards:** Training that cuts across all content areas
    c. **Service to the Profession:** Meetings, committees (ex. SIT meetings, KESA meetings, Staff meetings, etc.) These points can never be taken to the application or Impact levels. You only receive one point per hour of attendance. (5 hours = 5 points)

8. Any teacher who chooses to take an in-service or workshop to the next level may choose the Application Level to double the points awarded from the original in-service. You have one year from the date you attended the in-service to complete the goals and outcomes you list on the Application form. You will be required to turn in your documentation to me at the end of that year and it will be reviewed before you are awarded those points.

9. When you take an in-service or workshop for College Credit, there is a section that says "Provider". The provider is **NOT** USD 466 or Southwest Plains Regional Service Center. The provider is the college or university from which you are earning the credit.



10. When you are ready to renew your license, you will need to have college transcripts sent to the Board Clerk at the Board of Education office electronically or have an official transcript sent to you. If you have the official transcript sent to you, you will need to bring it into the board office and give to the Board Clerk where it will be copied for your file and then scanned and uploaded to the state department.

11. Your IPDP plan is good for five years or until your license has to be renewed. Once you have renewed your license, you will need to complete a new IPDP form. (see #4 ☺

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 inservice education plan.
(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the

school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the

profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)