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Michelle Dombrosky District 3
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KANSAS STATE BOARD OF EDUCATION

June 8, 9 & 10, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- Summary (to be revised into minutes) for May 12 and 13, 2026 meeting
- Agenda for June 8, 9 and 10, meeting
- Consent Agenda Items

MONDAY ITEMS (working session on devices in schools) 1 – 4:30

- Overview about Devices in Schools
- Presentation on Higher Ed Teacher Training for using devices in schools
- Presentation on screen time policies in other states
- Research on effect of using technology on student learning and outcomes
- Executive Session Attorney Client about this issue
- Individual thoughts from Board members on "What do we want in classrooms?"
- Next Steps conversation about what needs to happen next

TUESDAY ITEMS

- Commissioner's Report (*the First Report from Dr. Steel)*
- Citizen's Open Forum
- Recap of Monday's meeting on Devices in Schools
- Presentation on Authority for Accreditation of Public and Non-Public schools in Kansas
- Legislative Update: Cell Phone policy certification and student walk out complaint procedures
- Quality Instruction: Reading and Math Corners
- Act on Regulation and Rules
- Act on Licensure Application Fee Changes
- Act on Orion Adult Alternative Education Waiver Application
- Act on Standards and Higher Education
- Receive Standards and Higher Education

- Act on Innovative Assessment Demonstration Authority (IADA) development funding
- Act on Kansas Professional Practices Commission (PPC) cases with oral arguments
- Executive Session on PPC cases

WEDNESDAY ITEMS

- Act on RFP for Universal Screener
- Presentation on School Improvement Update
- Receive Nominations for Professional Standards Board Vacancy
- Act on Code of Ethics for Educators
- Receive KSDE Budget Options for 2027 – 2028
- Receive Public Innovative District
- Board member reports, comments, travel and future requests

Please use the bookmarks. Many of them drop down into attachments that are relevant to the agenda item.

Agenda Number: 2

Meeting Date: 6/8/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
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Item Title: Presentation: Technology in higher education teacher preparation

From: Dr. Catherine Chmidling

Technology in higher education teacher preparation

Teacher Licensure has invited speakers from the independent colleges/universities and public universities to address how teacher candidates are prepared to use technology in P12 classrooms in Kansas. Presenters will speak about how technology use is addressed in preparation courses and clinical experiences.

The presentation will start with a brief overview on how technology use is addressed in higher education accreditation.

Higher Ed Presenters:

Dr. Sara Schwerdtfeger, Emporia State
Dr. Cecil Short, Emporia State
Dr. Shane Kirchner, McPherson College

NOTE: THIS SUMMARY IS A TEMPORARY RECORD OF THE ITEMS AND VOTING IN MAY

The minutes will replace this as soon as possible! Certainly by a few days before the June meeting.

Summary Kansas State Board of Education May 12 and 13, 2026 Meeting

Tuesday:

- Citizens' Open Forum
- Commissioner's Report
- Recommendations on Devices in Schools (Mrs. Haas and Vice Chair Zeck)
- Receive RFP related to Blueprint for Literacy (Universal Screener)
- Williams Elementary students and Mrs. Cluke
- Reading Corner Roesland Elementary (Curtis)
- Receive Regs/Rules Out of State/Interstate Compact (Carter)
- Receive Licensure Application fee changes (Carter)
- Receive Standards and Higher Ed accreditation recommendations (Chmidling)
- Act on CTE Cluster Review and Pathway Credential Recommendations (Chmidling)
- Act on School Breakfast Program Waivers (Chanay)
- Act on Board Policy for Citizens' Forum (Mrs. Haas)
- Legislative Report (Harwood)
- PPC recommendations (Gordon)
- Executive Session (Dr. Steel introducing new division etc.)

Wednesday:

- Presentation from USD 494 Syracuse on K-12 Digital Health and Safety Education
- Presentation on new law about social media (Nugent)
- Receive Code of Ethics for Educators (Gordon/Carter)
- Act on National Student Clearinghouse contract (Watson)
- Receive and Act on MOU between KSD and KNEA (Ferguson and Mrs. Dombrosky)
- Update on Registered Teacher Youth Apprenticeship program (Carter)
- Receive Orion Adult Alternative Education Waiver (Harwood)

TUESDAY & WEDNESDAY ACTIONS

April Minutes
Motion carried 9-0-1, with Mrs. Potter present but not voting.

Agenda
Motion carried 10-0. (as amended with FGIJ pulled for vote by Mrs. Dombrosky, e pulled by discussion and vote by Mrs. O'Brien and h pulled for discussion and separate vote by Mrs. Potter.

CONSENT AGENDA
Consent Agenda passed (without f, g, i. j. e. and h) 10-0
Motion to approve f (RFP for AmeriCorps), g (AmeriCorps grants), l (Preschool Aged At Risk Programs) and j (Kansas Preschool Pilot grants) carried 7-3 with Mr. Zeck, Mrs. Potter and Mrs. Dombrosky voting no.
(later in the day e and h were put on the agenda for discussion and vote)
Motion to approve e (USD 434 Bond and Cap) carried 8-0-2 with Mrs. O'Brien and Mrs. Potter voting no.
Motion to approve h (Commissioner's Salary) carried 10-0.

CTE Cluster Reviews
Motion carried 9-0-1 with Mrs. O'Brien present not voting.

CTE Pathways
Motion carried 9-0-1 with Mrs. O'Brien present not voting.

School Breakfast waivers
Motion carried 10-0

Citizen's Forum Policy
Motion carried 9-0-1 with Mrs. Potter present not voting.

PPC Cases (Denials)
Motion carried 10-0.

PPC Cases (Revocations)
Motion carried 10-0.

Executive session
(new Deputy Commissioner Position and Dr. Conrad's appointment)
Motion carried 10-0.

National Clearinghouse Contract
Motion carried 6-3-1 with Zeck, Potter and Dombrosky voting no, O'Brien present not voting.

MOU with Kansas School for the Deaf
Motion carried 10-0

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Agenda Work Session: Devices in Schools
Monday, June 8, 2026

TIME	ITEM	DURATION	PRESENTER
1:00 p.m.	1. Overview about Devices in Schools	10 min	Melanie Haas Vice Chair Zeck
1:10 p.m.	2. Presentation on Teacher Training for using devices in schools Dr. Sara Schwerdtfeger, Emporia State Dr. Cecil Short, Emporia State Dr. Shane Kirchner, McPherson College	40 min	Dr. Catherine Chmidling (and guests from Higher Ed teacher training schools)
1:50 p.m.	Break	10 min	
2:00 p.m.	3. Presentation on screen time policies in other states	30 min	Commissioner Jake Steel Payton Lynn, Research
2:30 p.m.	4. Research on effect of using technology on student learning and outcomes	30 min	Dr. Zach Conrad
3:00 p.m.	Break	10 min	
3:10 p.m.	5. EXECUTIVE SESSION (Attorney – Client info)	20 min	
3:30 p.m.	6. Board Member individual thoughts about "What do we want in Classrooms?"	30 min	All Board Members
4:00 p.m.	7. Next Steps conversation about what needs to happen, timeline, plans, etc.	30 min	All Board Members
4:30 p.m.	Adjourn		

Kansas Leads the world in the success of each student.

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

Agenda Tuesday, June 9, 2026

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

Policy Committee will meet at 12:15 – 1:15 in room 117 of Landon Building first floor

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	10 min	Chair Hopkins
(AI)	1. Approval of May 2026 meeting minutes		Chair Hopkins
(AI)	2. Approval of Agenda		Chair Hopkins
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Director Wendy Fritz, Human Resources
	b. Act on Local Professional Development Plans		Director Shane Carter, Teacher Licensure
	c. Act on recommendations for Visiting Scholar License		Director Shane Carter, Teacher Licensure
	d. Act on request from USD 400 Smoky Valley, McPherson County a. Bond and b. Capital Improvement		Director Dale Brungardt , School Finance
	e. Act on request from USD 215 Lakin, Kearny County a. Bond and b. Capital Improvement		Director Dale Brungardt , School Finance
	f. Act on Kansas State High School Activities Association (KSHSAA) 500 mile rule for competitions.		Bill Faflick, Exec. Director KSHSAA
	g. Act on recommendations for continued funding of Kansas 21st Century Community Learning Centers for 2026-2027		Christine Macy, Coordinator
	h. Act on recommendations for funding new Kansas 21st Century Community Learning Centers for 2026-2027		Christine Macy, Coordinator
	i. Act to approve Special Education Advisory Council renewal of second term members		Bert Moore, Director, Special Education

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

TIME	ITEM	DURATION	PRESENTER
	j. **Act** on Targeted Improvement Plan awards, Special Education grants		Kerry Haag, Asst. Director, Special Ed
	k. **Act** to supplement current contract for investigation of special education formal complaints (PRISM)		Brian Dempsey, Special Education
	l. **Act** to supplement current contract for investigation of special education formal complaints (5 vendors)		Brian Dempsey, Special Education
	m. **Act** to approve the dissolution of the Wyandotte County Special Ed Coop		R. Scott Gordon KSDE General Counsel
	n. **Notification** to the Kansas State Board of Education of the intention of one participating qualified school to participate in the Tax Credit for Low Income Student Scholarship Program (TCLISSP) – Christ Classical Academy, Manhattan, KS		Dale Brunghart, Director, School Finance
10:10 a.m.	4. Commissioner's Report	30 min	Dr. Jake Steel
10:40 a.m.	5. Citizen's Open Forum	15 min	
10:55 a.m.	Break	10 min	
11:05 a.m. (IO)	6. **Recap** of Special Meeting on Devices in Schools	10 min	Mrs. Melanie Haas Vice Chair Zeck
11:20 a.m. (IO)	7. **Presentation** on Authority for Accreditation of Public and Non Public Schools in Kansas	20 min	Deputy Commissioner Harwood
11:40 a.m. (IO)	8. **Legislative Update:** Cell Phone Policy Certification and Student Walk Out Complaint Procedures	20 min	Deputy Commissioner Harwood
12:00 – 1:30 p.m.	LUNCH BREAK (Policy Committee meets)	1.5 hours	
1:30 p.m. (IO)	9. **Quality Instruction (two presentations)** Reading Corner: Carrie Mugridge, USD 434 Sante Fe Trail district Math Corner: Samantha Wright, Minneola	40 min	Jennifer Hamlet Dr. Laurie Curtis
2:10 p.m. (AI)	10. **Act** on Regulations and Rules: Out of State/Foreign applicants and Interstate mobility compacts	10 min	Shane Carter
2:20 p.m. (AI)	11. **Act** on Licensure Application Fee Changes	10 min	Shane Carter
2:30 p.m.	Break	10 min	

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

TIME	ITEM	DURATION	PRESENTER
2:40 p.m. (AI)	12. **Act** on Orion Adult Alternative Education Waiver Application	10 min	Deputy Commissioner Harwood
2:50 p.m. (AI)	13. **Act (2) Standards & Higher Ed** **a.** Agriculture and Speech/Theatre standards **b.** Evaluation Review Committee recommendations for higher education accreditation approval/program reviews	10 min	Dr. Catherine Chmidling, Teacher Licensure
3:00 p.m. (RI)	14. **Receive (2) Higher Ed and Standards** **a.** Recommendations for Higher Ed Accreditation approval/program Reviews **b.** Math Standards	15 min	Dr. Catherine Chmidling, Teacher Licensure
3:15 p.m. (AI)	15. **Act** on Innovative Assessment Demonstration Authority Item Development Funding	15 min	Deputy Commissioner Frank Harwood
3:30 p.m.	Break	10 min	
3:40 p.m. (AI)	16. **Act** on Kansas Professional Practices Commission (PPC) cases with oral argument	45 min	R. Scott Gordon Chair Ricardo Sanchez
4:25 p.m.	17. **Executive Session** (PPC cases)	30 min	
4:55 p.m.	Recess until Wednesday morning at 9 a.m.		

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

Agenda Wednesday, June 10, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (AI)	1. **Act** on RFP (Universal Screener) related to the Blueprint for Literacy	10 min	Deputy Commissioner Nugent
9:10 a.m. (IO)	2. **Presentation** School Improvement: End of the year report and plans for the future	50 min	Deputy Commissioner Nugent Dr. Jay Scott
10:00	Break	10 min	
10:10 a.m. (RI)	3. **Receive** Nominations for Professional Standards Board Vacancy	10 min	Shane Carter Director, Teacher Licensure
10:20 a.m. (RI)	4. **Receive** Nominations for Licensure Review Committee Vacancy	10 min	Shane Carter Director, Teacher Licensure
10:30 a.m. (AI)	5. **Act** on Code of Ethics for Educators	20 min	R. Scott Gordon Shane Carter
10:50 a.m.	Break	10 min	
11:00 a.m. (RI)	6. **Receive KSDE Budget** Options for 2027 - 2028	50 min	Deputy Commissioner Harwood Dr. Hess
12:50 p.m. (RI)	7. **Receive and Act** on Public Innovative District application from USD 329 Wabunsee.	20 min	Deputy Commissioner Harwood
12:10 p.m.	Break	10 min	
12:20 p.m. (IO)	8. Chair Report and Committee Reports	15 min	Chair Hopkins and All Board members
12:35 p.m. (AI)	9. **Act** on Travel Approvals	5 min	
12:40 p.m.	10. Board Comments	5 min	All Board members
12:45 p.m.	11. Future Agenda Requests	5 min	All Board members
12:50 p.m.	Adjourn until next meeting on July 14, 2026		

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

Agenda Number: **3 a**

Meeting Date: **6/09/2026**

KANSAS STATE DEPARTMENT OF EDUCATION

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Topeka, Kansas 66612-1212
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Item Title: HR Board Materials

From: Grace Keating

Item Title: Personnel Report

From: Grace Keating, Wendy Fritz

Personnel Report:

Total employees 281 as of pay period ending 5/9/2026. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

See attachment for details.

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From: Grace Keating, Wendy Fritz

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Total employees 281 as of pay period ending 5/9/2026. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	4	3	4	0	0	1	2	0	2	0	
Unclassified	4	4	3	4	0	0	1	2	0	2	0	
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	
Total Separations	5	1	4	2	1	2	0	0	5	4	4	
Classified	0	0	0	0	0	0	0	0	0	0	0	
Unclassified	4	1	3	2	1	1	0	0	5	4	4	
Unclassified Regular (leadership)	1	0	1	0	0	1	0	0	0	0	0	
Recruiting (data on 1st day of month)	2	3	5	3	1	1	0	0	2	2	9	
Unclassified	2	3	5	3	1	1	0	0	2	2	7	
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	2	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 b.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 232 De Soto

USD 242 Weskan

USD 267 Renwick

USD 314 Brewster

USD 369 Burrton

USD 445 Coffeyville

USD 483 Kismet-Plains

USD 512 Shawnee Mission

Z0067 Wellington Christian

Explanation of Situation Requiring Action:

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

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

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

State department staff have reviewed five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend they be

approved.

Unified School District #232 De Soto

Professional Development Plan

Faculty Handbook
2024-2029

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

5-year Professional Development Plan Approval

The USD 232 Professional Development Council approved the following plan, at its meeting held on 5-6-26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  5-11-26

Signature Date

Plan Updates

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

Add pages as needed

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Section 1:
Professional Development Council (PDC)

1.1 Unified School District #232 Professional Development Council Faculty Handbook

The mission of the U.S.D. 232 Professional Development Council is to ensure that our educational team, personally and collectively develop the capacities necessary to achieve our district's mission.

District Goal
The district will provide professional staff development opportunities that coincide with Kansas Education Systems Accreditation (KESA) and the Strategic Plan of USD 232.

PDC Goals
- Support staff development opportunities that align with the district mission, academic focus and school improvement plans.
- Support staff development opportunities based on needs at the individual, building and district levels that impact student learning.
- Streamline PDC paperwork.
- Communicate staff development information to the school board.

Professional Development Council Members
- Dr. Joseph Kelly, Administrative Representative
- Amanda Sweet, De Soto High School Representative
- Nicole Porter, Mill Valley High School Representative
- Angie DalBello, Mill Valley High School Representative
- Renee Graham, Lexington Trails Middle School Representative
- Stacia Walters, Mill Creek Middle School Representative
- Erin Oliver, Monticello Trails Middle School Representative
- Coleen Marney, Starside Elementary School Representative
- Colby Sullivan, Mize Elementary School Representative
- Christy Hale, Horizon Elementary Representative
- Cristi Smith, Prairie Ridge Elementary School Representative
- Martha Allison Coats, Clear Creek Elementary School Representative
- Traci Seyb, Riverview Elementary School Representative
- Emily Stiles, Belmont Elementary School Representative
- Lisa Miller-Best, Cedar Trails Exploration Center School Representative

Professional Development Council Members' Support
- Janet Hopkins, Academics Representative
- Jes Luther, Academics Representative
- Rachel Mikel, Academics Representative
- Cheryl Ochs, Academics Representative
- Dr. Kristin Chasteen, Academics Representative
- Isabel Zarate, Human Resources Representative

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

Members will comprise a PDC Chair, who is also the administrative representative, and PDC representatives.

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 below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented

Groups Represented	#	6-Year cycle
Belmont Elementary	1	2027
Cedar Trails Exploration Center	1	2027
Clear Creek Elementary	1	2031
De Soto High School	1	2027
Horizon Elementary	1	2031
Lexington Trails Middle School	1	2031
Mill Creek Middle School	1	2027
Mill Valley High School	2	2027
Mize Elementary	1	2031
Monticello Trails Middle School	1	2027
Prairie Ridge Elementary	1	2031
Riverview Elementary	1	2031
Starside Elementary	1	2027
Total	14	

1.22 Licensed Teacher Group Selection Process

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

Election Process
After the winter PDC meeting, any current representative who is retiring or concluding their 6-year term will initiate the election process by sending an email to all eligible teachers to solicit interest.

Current representatives may also choose to run for another term.

Licensed teachers interested in joining the PDC may register with the building administrator when there is an opening for a position. The current PDC building representative or building administrator will set a deadline for nominations no later than March 31st and notify the district-level representative of all PDC nominees.

Voting Procedure
The district-level administrative representative will create, distribute, and announce the results of the vote. The election will occur prior to the last day in April.

The district-level administrative representative will set a deadline for nominations and a deadline for when the election must be completed. Building teachers will cast their votes via an electronic form sent through email by a district-level representative. The volunteer receiving the most votes will serve as the building representative for the next 6-year cycle and will attend the spring PDC meeting alongside the current PDC building representative.

Term Resignation
Terms will be staggered by building in 6-year cycles. If a building representative resigns during a term, a new representative will be elected as outlined above for the remainder of the term.

1.23 Licensed Leader Groups Represented

Groups Represented	Number
District-wide	1
Total	1

1.24 Licensed Leader Group Selection Process

The administrative representative, or PDC Chair, will oversee the process of filling vacancies in the groups represented.

The term for a leader/administrator PDC member is 6 years. When a group represented has an opening, the position will be selected by March 31.

Staff can nominate and/or volunteer (with the permission of the nominee) for a membership slot after the winter PDC meeting. Any current representative who is retiring or concluding their 6-year term will initiate the election process by sending an email to all eligible leaders to solicit interest.

Google forms will be used to collect/discuss the selections.

Administrative representatives or PDC Chair will tally/document and share the selection results.

1.25 Approved process for PDC member selection when no candidates

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

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

1.3 Responsibilities

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

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

1.4 Annual PDC Training

USD 232 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored PDC folder PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

1. The PDC Chair will serve a term of 3 years, with an opportunity to serve a maximum of one additional term.
2. An election will be held at the final meeting of the term to determine the PDC Chair.

Chair Duties

1. 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
2. The PDC Chair will oversee the process of filling vacancies in the groups represented
3. PDC Chair will tally/document and share the selection and final nominee.
4. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action if a group member is not chosen from the available list of group candidates.
5. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.
6. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification.
7. Meeting agenda will be prepared by the Chair and meeting notes will be taken by the district support staff.
8. 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.
9. If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
10. The following items are stored in the PDC folder and shared with the PDC by the PDC Chair:
    - Meetings
    - Communications
    - Decision-Making
    - Member selection
    - Officer Selection
11. Information regarding meetings and results and other PDC activities are communicated to the building PDC representative, Human Resources and the Executive Cabinet following the meetings by the PDC Chair.
12. Once an amendment is approved, the PDC Chair and/or designee 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.
13. 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.

14. The PDC Chair and/or Secretary is the liaison between non-employee licensed teachers and leaders and the PDC.
15. PDC Chairperson will provide pre-approval of the College Course Request Form.
16. College Course Request Form: This is the form you use to apply for points from college courses that are not part of a degree program. You will receive prior approval from the PDC chairperson and final approval from Human Resources.

Support staff assigned to the PDC from the district/system, such as the Secretary, are not eligible to be officers or members unless selected using the process in Section 1.1. Other Officers may be added as needed.

1.51 Meetings

The PDC operates during the academic year. Meetings will be set in August (in person), and January and May (On Zoom). Calendar invitations and email will be provided to members of the PDC to schedule the events. Meetings will be held virtually unless otherwise stated. Members of the Executive Cabinet, Human Resources, DTA or other staff members necessary to the discussion may attend.

Emergency meetings will be organized by finding consensus of date and time and then set by email and a calendar invite. Meeting agenda will be prepared by the Chair and meeting notes will be taken by the district support staff.

Meetings will include the following topics:

1. PD Points
2. IPDP's
3. 5 Year Renewal Plan

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 8 members, with 50% or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

Documentation for the above areas will be included in the electronic documentation management system, Frontline. New Staff is trained by their building PDC representative by at least August to use the system and also assigned a friend for informal help and training.

The following forms are available in the Frontline System.

1. PD Plan
2. Knowledge Level Form PD Points
3. IPDP Form
4. College Course Request Form
5. PD Activity Log Entry Form
6. Mentor/Mentee Logs

The following items are stored in the PDC folder and shared with the PDC by the PDC Chair:

1. Meetings
2. Communications
3. Decision-Making
4. Member selection
5. Officer Selection

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

1.54 Communications

Information regarding meetings and results and other PDC activities are communicated to the building PDC representative, Human Resources and the Executive Cabinet following the meetings by the PDC Chair.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review
The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 232 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation in August shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair and/or designee will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Principal
2nd-	Bldg. PDC Rep

Delegated Approval
The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 232. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

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

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st	Building Principal
2nd	Bldg. PDC Rep
3rd	PDC Chair (college credit)

Delegated Approval
The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

Appealing the non-approval of an IPDP by the PDC
All decisions about the type and amount of PD points that the PDC awards are final.

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

Any licensed person who is not employed by but who works or resides within USD 232 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

As a community re-licensure applicant, what district professional development may I participate in?
Participation in district and building-level professional development can be directed to the

Director of Curriculum & Instruction. Priority will be given to district staff.

The PDC Chair and/or Secretary is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not eligible to participate in district in-service activities. To begin this process, non-employees may call 913-667-6200.

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

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

Section 2:
The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources
Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

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

The USD 232 Local Education Plan
Who creates the Local Education Plan?
A Professional Development Council (PDC) develops and recommends a five-year professional development plan that includes District Professional Learning Goals to the De Soto Unified School District #232 School Board. The PDC is responsible for approving all Individual Professional Development Plans and points for all activities for staff development credit. The committee also aids schools in planning Professional Development activities and evaluates the Professional Development education program. The PDC meets as needed to accomplish these tasks.

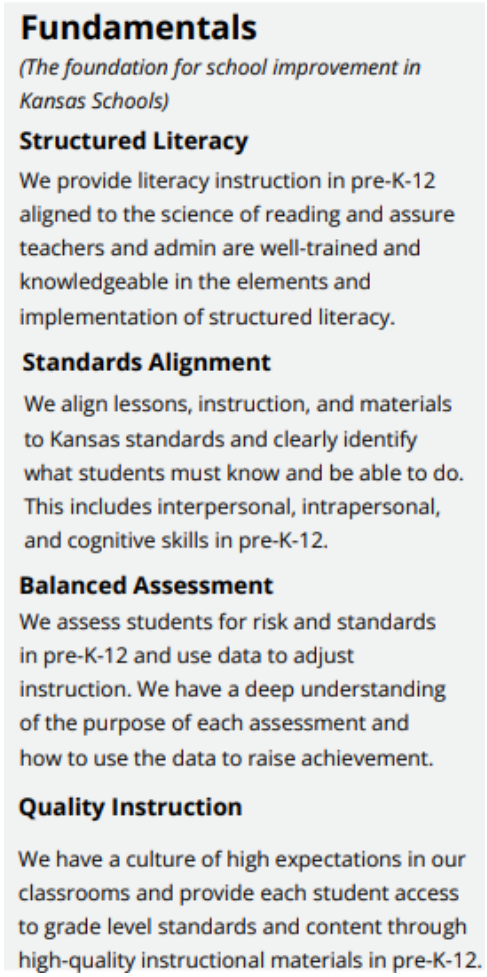
What is the local professional development education plan?
The Local Professional Development Education Plan is a means to approach change and professional growth systematically for the individual teacher, the building staff, and the district. It is the intent of this district to improve employee performance and provide staff members with opportunities to earn Professional Development education points that can be used for license renewal.

District Professional Development Goals

1. District staff will improve the quality of teaching through gaining knowledge and skills related to:
    - District and state curriculum standards.
    - Using research-based strategies and developmentally-appropriate instruction.
    - Job-embedded professional development and classroom action research.
    - Understanding assessments as:
        - Data sources for professional learning and action research.
        - Diagnostic tools for identifying student learning needs.
        - Identifiers of curriculum alignment or misalignment.
        - Guides to tailoring instruction to meet the needs of all learners.

2. District staff will understand:
    - The requirements for earning professional development points for the purpose of licensure renewal including those earned through college credits.
    - The procedures and appropriate forms for:
        - Individual professional development plans (IPDPs).
        - Applying for professional development points.
        - Professional development transcripts.

Measures of the impact of staff development or professional learning



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

Impact is measured at the building and district level through:

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

How results are reported:

- Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
- PDC representatives report results to the PDC body annually.

2.1 Assessment and prioritization of school improvement needs

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will:

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

Measures of the impact of staff development or professional learning

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

Impact is measured at the building and district level through:

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

2.2 Identification of goals and objectives to achieve professional development needs

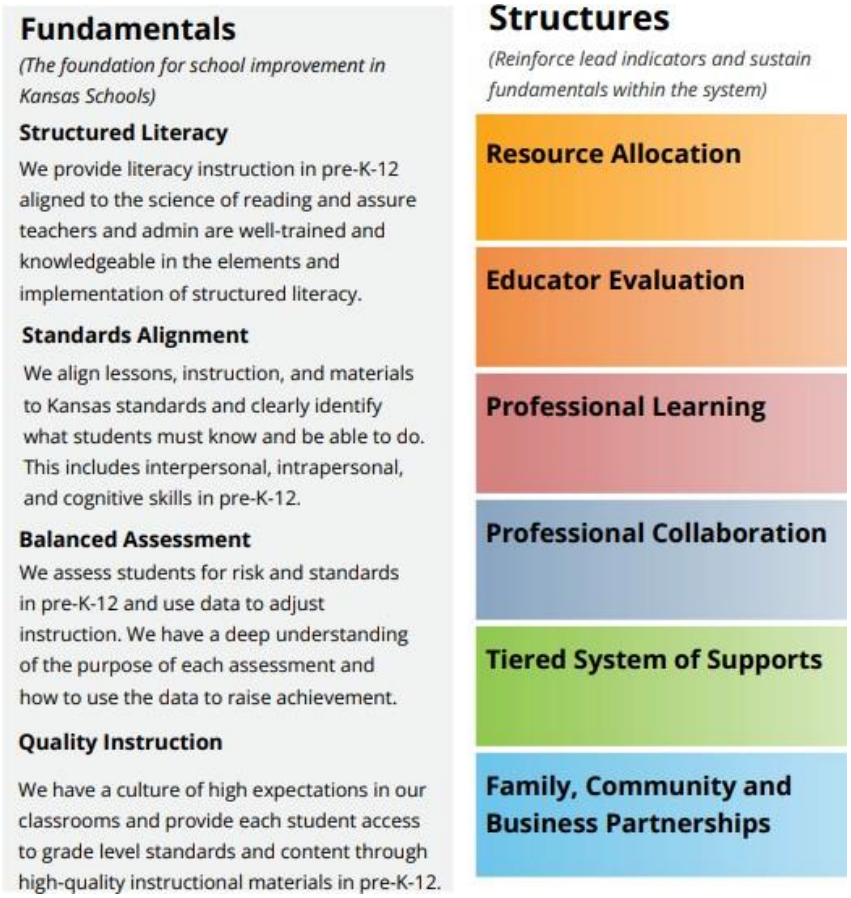
In KESA 2.0, structures shape the professional behaviors of the educators within the school system.

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

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

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

Goals should also focus upon teachers' knowledge and skills related to specific curriculum



areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

2.5 Reporting results of evaluation of in-service needs

How results are reported:

- Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation.
- PDC representatives report results to the PDC body annually.

Section 3:
Individual Professional Development Plans (IPDP)

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

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

3.0 Introduction

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

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

How do I participate in the district's plan?
Each year all teachers must complete an Individual Professional Development Plan. All Professional Development Plans must be approved by the building principal. Staff members will receive Professional Development (PD) points for attending district and building professional development activities. They may also use out-of-district activities for PD points. The process to earn points begins before the professional development activity, when staff apply for knowledge-level points and is completed when they complete a Knowledge Validation form. The professional development year is defined as August 1st to July 31st.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 232 uses the following seven steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

Step 1: Collaborate with a designated supervisor
The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

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

Step 2: Assess individual needs
This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

Step 3: Determine individual professional development goals
These should be based upon identified needs, including the need for professional development points for licensure renewal.

Step 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.

Step 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.

Step 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.

Step 7: Revise the plan as necessary
Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Section 4:
Awarding Professional Development Points for Re-licensure

4.0 Introduction

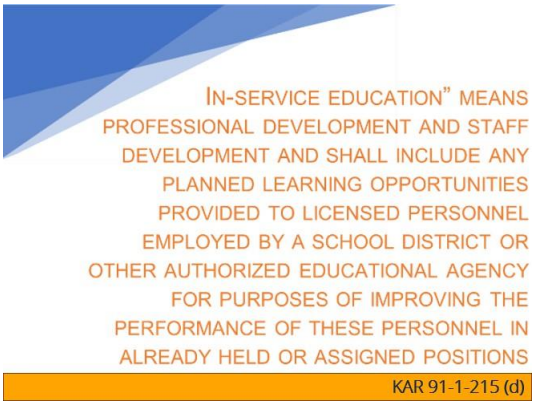
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

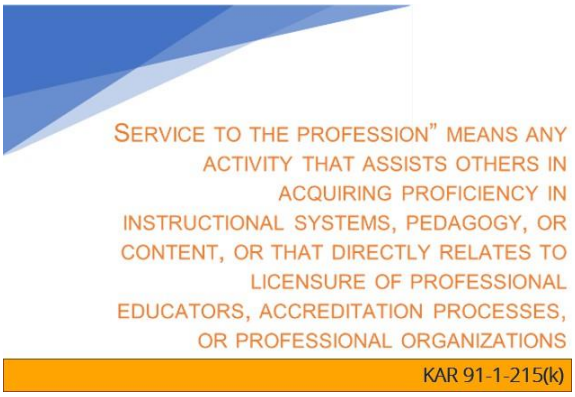
One PD point is earned for every one clock-hour of in-service activity and there are no limits on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving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

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

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

of college credit before awarding points.

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

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

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

How do I earn points?
You earn one point for every clock hour spent doing professional development activities. The professional development points used for renewal of a license must be earned in at least one of three areas: content standards, professional standards and service to the profession. These categories are defined below:

Content Standards	Activities that provide learning on specific subjects or contents (e.g. math, writing, reading, etc.)
Professional Education Standards	Activities that provide learning on topics that improve your ability to instruct (e.g. differentiation, classroom management, technology integration, etc.)
Service to the Profession	Activities that benefit or enhance the teaching profession (e.g. committee work, curriculum collaboration, etc.)

What do the points count towards?
All points count towards relicensure and some points also count towards movement on the salary scale. Knowledge-Level points earned from the following activities count towards horizontal movement on the salary schedule:

- College Coursework
- Presenting at In-services/Workshops/Conferences
- National Board Certification Activities
- Conferences/Workshops/Seminars (not provided by USD #232)

How are points awarded?
Points are awarded according to:

- How professional development has led to increased knowledge;
- How it has been applied in practice; and
- What the results of that practice have been.

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 1.5.

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.

Points	1 clock hour = 1 point
Applying for Points	Use the “Knowledge Level Form” in Frontline.
Verification	Complete the “Knowledge Verification Form” in Frontline after the activity is complete.

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

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

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

Application points are earned when a staff member documents how their professional practice has changed as a result of professional learning. These points count for relicensure only.

Points	Points are based on the Knowledge Level points earned for that activity. If the Knowledge Points are part of a longer event (e.g. conference), only that part of the activity (e.g. one-hour session of a workshop) can be multiplied. A maximum of 2x the Knowledge Level points can be earned.
Applying for Points	Use the “Application Level Form” in Frontline. This can only be completed after the Knowledge Level form is complete.
Verification	Teachers will be required to provide documentation and attend a planning meeting with their administrator in order to earn Application Level points. Documentation could be in the form of lesson plans, student work and/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 original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Impact points are earned when a staff member documents the impact on student learning as a result of a professional learning experience. Such impact must be documented over a longer period of time, typically 2-4 months. At this level teachers are essentially completing an action research project based on a professional learning experience. These points count for

relicensure only.

Points	Points are based on the Knowledge Level points earned for that activity. If the Knowledge Points are part of a longer event (e.g. conference), only that part of the activity (e.g. one-hour session of a workshop) can be multiplied. A maximum of 3x the Knowledge Level points can be earned.
Applying for Points	It is recommended that a teacher considering earning impact level points contact his/her PDC representative and/or principal to discuss the plan for completion. Use the "Impact Level Form" in Frontline. This can only be completed after the Application Level form is complete.
Verification	Teachers will be required to provide evidence and attend a planning meeting in order to earn Impact Level points. Evidence of organizational change could include school or district policy changes, application of the learning by others, revision of district curriculum, etc. Evidence of impact on student learning includes, but is not limited to samples of student work pre-and post, increased enrollment in advanced placement courses, improved assessment scores, etc.

Points from activities
For all listed activities you must complete Knowledge Level validation form, receive prior approval from your principal, complete the Knowledge Validation form after the activity and mark it complete.

4.4 Applicable for Horizontal Salary Schedule Movement

- Professional Development Education Points for College Courses
    - 1 semester credit hour = 20 points
    - 1 quarter hour = 13 points
    - 1 semester hour non-credit audited course = 15 points
    - 1 quarter hour non-credit/audited course = 10 points
- Presentations for Initial Presentation of Material in a School Year during Designated PD Time
    - Presenter = 5 points per hour for the initial presentation.
    - Co-presenter = 3 points per hour for the initial presentation.
    - Only on designated PD days or during PD-focused staff meetings (These presentations need to be at least 30 minutes in length)
    - Presenters will receive participation points for subsequent presentations on designated PD days.
- Apple Teacher Certification
    - 10 points = 8 badges & 2 pts will be given for a 1 hour share out for iPad, same for Mac
    - 10 points = Completion of Apple Teacher Portfolio & Apple Teacher Swift Playgrounds
- Microsoft Badge (Certified MIE)
    - 4,000 Microsoft Innovative Educator Points = 20 PD Points or 1 credit hour
- Professional Book Clubs
    - Facilitator – receive 3 points per hour of discussion
- Online Courses/Workshops/Seminars
    - Can be eligible for salary movement if taken for college credit
- Department Collaboration Facilitator
    - 3 points per hour of district scheduled collaboration (typically bulk enrolled)

4.5 Applicable for Re-licensure

The following are applicable for re-licensure and require a Frontline Education log:

- Observation of Programs and/or Teaching Strategies Related to the Goals of an IPDP
    - 1 point per hour visited
- Viewing/Listening to a Multimedia Presentation (e.g. VHS, DVD, PowerPoint, Audio Book, Webinar, etc)
    - 1 point per hour of viewing/listening
- One-Time or Infrequent Committee Meetings
    - 1 point per hour of district committee and professional organization committee meetings that meet the definition of service to the profession.
- District Mentoring Program Participation (typically bulk enrolled)
    - School Improvement Specialists do not receive professional development points for serving as mentors.
- Online Courses/Workshops/Seminars
    - 1 point per hour of viewing/listening/working
- Professional Development Education Points for College Courses
    - 1 semester credit hour = 20 points / 1 quarter hour = 13 points
- College Course Taken for Non-Credit
    - If they meet the definition of in-service education and are part of the content endorsement area or professional education standards and are on an official transcript, they can be used for renewal.
- National Board Certification Activities
    - 1 point per hour of work on portfolios
- Conferences/Workshops/Seminars/Interactive Webinars (not provided by USD #232)
    - Attendee = 1 point per hour. Lunch and break times are not to be included
    - If the daily hours exceed six (6), please provide documentation (e.g. agenda)
- Interactive Webinars: Submit knowledge gained from instruction, application of learning, certification or work component.
- Published Articles in Professional Resources
    - 1 point per hour for writing if you are NOT receiving monetary compensation.
    - Send articles to PDC Chair.
- Professional Book Clubs
    - Participant – receive 1 point for hour of discussion
- Reading a professional level research-based document (i.e. book, journal, article, website, etc.)
    - 1 point per hour of reading - Book may not be required reading for a college course
- Student Teacher
- 1 point per hour of collaborative conversation with student teachers.
    - Log Possibilities: one-on-one meetings, professional development for the student teacher (meaning things that help improve student learning), lesson pacing, reflections or evaluations of student teacher observations. Planning a lesson doesn't count. Recommended increments of 30 minutes to one hour.
- Building-Based Mentoring Program Participation
    - 1 point per hour of mentoring provided
- Prep Time for Presentations

- 1 point per hour of prep time for initial presentation
- Reoccurring Committee Meetings
- 1 point per hour of district committee and professional organization committee meetings that meet the definition of service to the profession.

Other activities may be utilized for points on an individual basis, if the activity is by PDC

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

Horizontal movement points may be earned only if the activities are not part of a stipend or extra-duty pay. Questions should be directed to your building PDC representative.

4.7 Questions about awarding PD points relative to license renewal

1. Do I have to have professional development points to renew my five-year professional license?
   - Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   - Exceptions:
     - You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. Regulation 91-1-205(b)(3)(D)
     - You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree AND have at least three years of accredited experience during the validity of the professional license being renewed. Regulation 91-1-205(b)(3)(E)
     - You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. Regulation 91- 1-205(b)(3)(A) or (B)

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

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?
   - No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. (Regulation 91-1-205(b)(3)(F))

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

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

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

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

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

- No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please note that many colleges and universities, particularly those on the West Coast and in the Pacific Northwest, use a quarter credit hour system rather than semester hours. Quarter credits are equivalent to 0.67 semester credit hours. Staff should be advised that if they complete coursework using quarter credit hours, they may need to take additional credits to meet the four (4) semester credit hour renewal requirement. These institutions often advertise as "fast, cheap, and easy," in part because they do not award full semester credit hours.

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

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

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

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

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

- The two areas for licensure renewal listed in the question above are addressed here:
    - Content Standards: Coaching clinics or courses are content appropriate only for

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

4.8 Frontline Education

Logging on Frontline Education
Frontline Education is the website where you manage and store a record of your professional development activities. To access your account:

- You will receive an email from Frontline Education with instructions for logging into your account. The website address is www.frontlineeducation.com.

What is located on Frontline Education?
All forms are electronic and accessible on Frontline Education under the "Forms" section on the left of the screen. These include:

IPDP Form	Individual Professional Development Plan Form. Staff must fill out their IPDP form by September 1st of each school year.
Knowledge Level Form	This is the form that you use to apply for Knowledge-Level points. Fill this form out before doing an activity to ensure that you will receive points. This form is pre-approved by the building principal and gets final approval by the PDC representative.
College Course Request Form	This is the form you use to apply for points from college courses that are not part of a degree program. You will receive prior approval from the PDC chairperson and final approval from Human Resources.
PD Activity Log Entry Form	This is used to make an entry into a PD Activity log. You will fill out this log entry form for each time you complete a portion of a logged activity (e.g. reading a chapter of a book, meeting with a student teacher, etc.) See page 14 for more information on when to use a PD log.
Mentor/Mentee Logs	These forms are used to keep track of mentoring points required by the state.

Other items of interest on the Frontline Education homepage are:

Form Library	All directions for Frontline, the PDC Handbook and other informational documents can be found in the Form Library.
My Portfolio (Transcripts)	This is a listing of all your PD activities. You can also print an unofficial transcript from this screen.
News & Info	Important announcements and information about how to get help will be listed here.

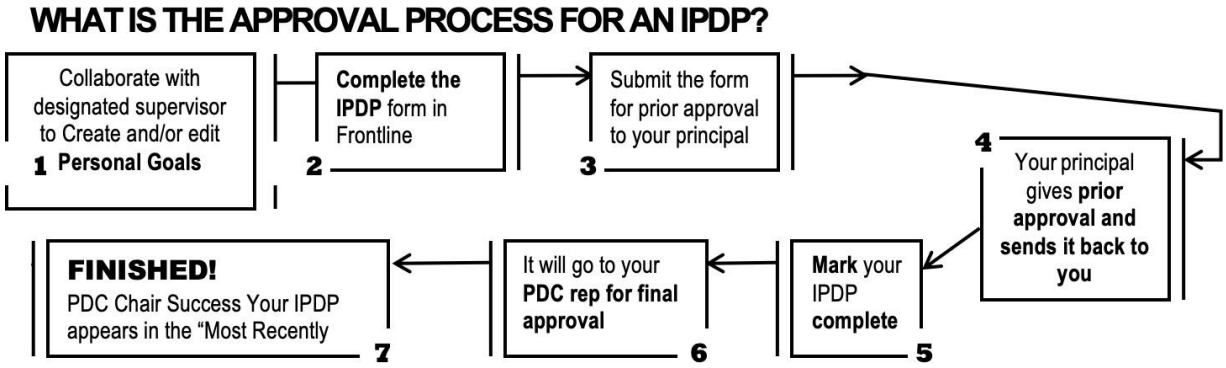
What if I have trouble using Frontline Education?
There are three options if you have having difficulty:

1. Consult the HELP link on your Frontline Education homepage.
2. Consult your PDC Handbook for information specific to our processes.
3. Consult your PDC building representative.
4. Consult Janet Hopkins

4.9 The Individual Professional Development Plan

4.91 What is an Individual Professional Development Plan?

An Individual Professional Development Plan (IPDP) is an individual's professional goals. The goals and activities must be aligned with the district's and building's goals. Each individual's IPDP is reviewed and approved by the building principal and PDC building representative to ensure goal alignment.This should be completed by September 1st of each year.



How do I complete my IPDP in Frontline Education?

1. Create and/or revise your personal goals (Step #1 above).
    a. On your Frontline Education home page, click on "My Personal Goals" under the "My Info" Section on the left-hand side.
    b. Click "Add New" to add a new goal. Give the goal a name and provide a description. Click "Save".
    c. To edit an existing goal, click on the goal's name and edit the information on the following screen. Click "Save" when finished.

2. Complete and submit the IPDP form (Step #2 above).
    a. On your Frontline Education home page, click on "IPDP Form" under the "Fill-In Forms" Section on the left-hand side.
    b. Fill out the general information. If you need information about your license, it can be found on the KSDE licensure look-up page.

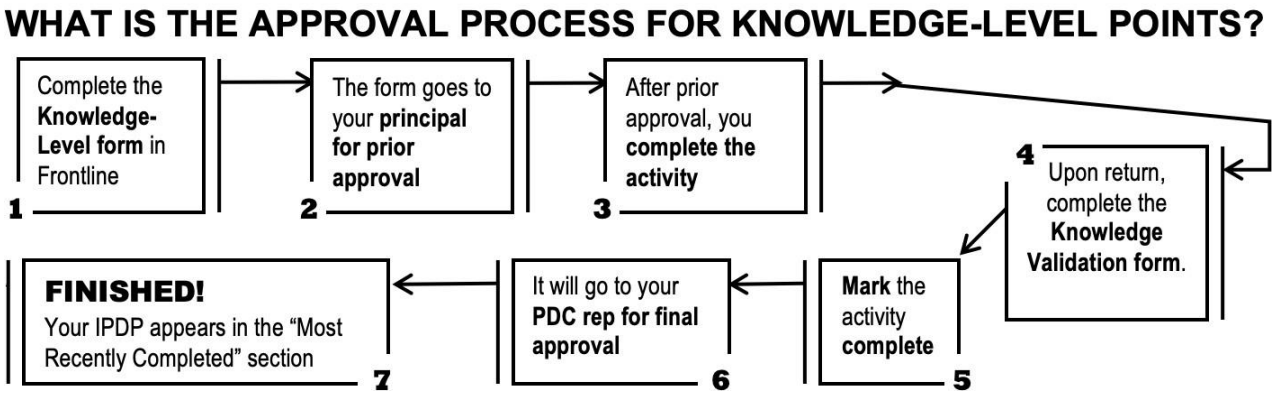
c. Select all of your personal goals and the district goals on which you may pursue professional learning this school year.
d. Submit the IPDP for prior approval by clicking “Submit”.

3. Mark your IPDP complete (Step #5 above).
    a. Its “name” will be your name in your activity queue in the “Approved and In Progress” section.
    b. Click on your name, then “Mark Complete” in the “Actions” section and finally “Submit”.

4.92 Applying for Knowledge Level Points

When do I apply for Knowledge Level Points?
Any time you would like to receive PD points for your professional development activities other than college courses. Every activity must begin with Knowledge-Level points. The process begins before you do the activity.

You typically do not need to fill out a Knowledge Level form for activities that are coordinated by the building or district. Normally your PDC representative will enroll all participants in bulk for those activities. When in doubt, ask your PDC representative about points.



How do I complete the Knowledge Level Points Process in Frontline Education?

1. Complete the “Knowledge Level” form (Step #1 above).
    a. On your Frontline Education home page, click on “Knowledge Level” under the “Fill-in Forms” Section on the left-hand side.
    b. Fill out the information on the form. Please familiarize yourself with the points system as detailed in the PDC Handbook (available under “My File Library”).
    c. You must align your activity with at least one district goal.

2. Upon completion of the activity, fill out the Knowledge Validation Form (Step #4 above).
    a. On your Frontline Education home page, click on the activity under the “Approved and In Progress” Section in the middle of the page.
    b. Under the “Actions” section, click on “Knowledge Validation Form”.
    c. Complete the form and click “Save”.

3. Immediately mark your activity complete (Step #5 above).
    a. This signifies that you have completed all forms and sends it on for final approval.
    b. Click on “Mark Complete” in the “Actions” section.

c. Review the information (disregarding the expense section) and click “Submit”.

4.10 College Courses: Points and Frontline Education

How many points do you earn from college courses?
One semester college credit is worth 20 professional development points. Points or credit earned from non-education degrees or programs may not be counted for salary movement.

Points earned for horizontal movement must be earned prior to the start of the current school year, must be job related, and will be reviewed by your building PDC representative.

Do I need to fill out forms on MLP for all college courses?
YES. You need to fill out the college request form for all college course work. Teachers working towards a new degree need to file a Plan of Study through the college or university. Questions should be directed to the licensing officer at the college or university.

How can I ensure my college hours are worth points?
There are two things that you need to do before beginning the course to make sure that your college credits translate into points:

1. Make sure that your college/university is an approved institution by KSDE. This website has the most up-to-date list of approved institutions: https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Approved-Educator-Preparation-Programs
2. Obtain pre-approval by the PDC Chairperson by filling out the College Course Request Form on Frontline Education.

You are not guaranteed to receive points for your college course unless you have done these two steps before beginning the course.

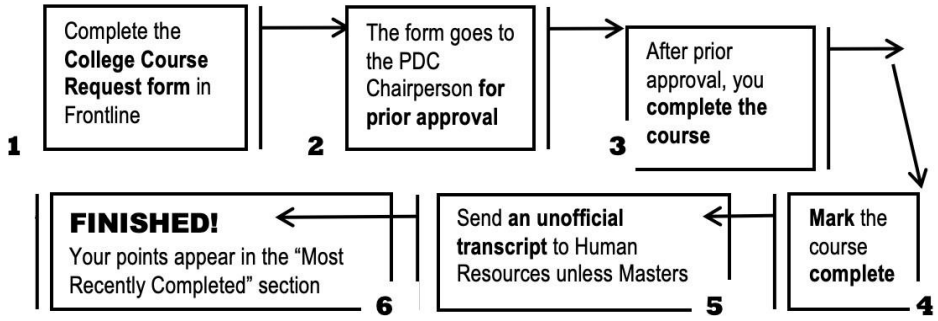
How do I get my professional development points to count for movement on the salary schedule?

1. Complete the Request for Horizontal Movement form online (found in Frontline under My File Library) and submit it by September 1st. If the request is received after that date, it will not become effective until the next school year.
2. You may use points earned during the five previous years. Starting in the 2016-17 school year points you earn will not expire.
3. Professional Development points earned while employed by another school district cannot be used to move horizontally on the salary schedule. However, they may be used to renew your license.

Who should I contact for more information?
For questions about…

- Horizontal movement: Isabel Zarate, Human Resources
- Re-licensure: Isabel Zarate, Human Resources
- Approved institutions: KSDE
- Frontline Education: Your Building PDC Representative

WHAT IS THE POINTS PROCESS ON FRONTLINE EDUCATION (MLP) FOR MY COLLEGE COURSES?



How do I complete the college course process in Frontline Education?

1. Complete the "College Course Request" form.
    a. On your Frontline Education home page, click on "College Course Request" under the "Fill-in Forms" Section on the left-hand side.
    b. Fill out the information on the form. Please confirm that your course is provided by an approved institution by going to KSDE.org and verifying. Community continuing education courses are not accepted.
    c. You must align your course with at least one district goal and/or personal goal.

2. Upon completion of the course, immediately mark your course complete.
    a. This signifies that you have completed all forms and sends it on for final approval.
    b. Click on "Mark Complete" in the "Actions" section.
    c. Review the information and click "Submit".

4.11 Using the Professional Development Activity Log

When do I use a PD activity log?

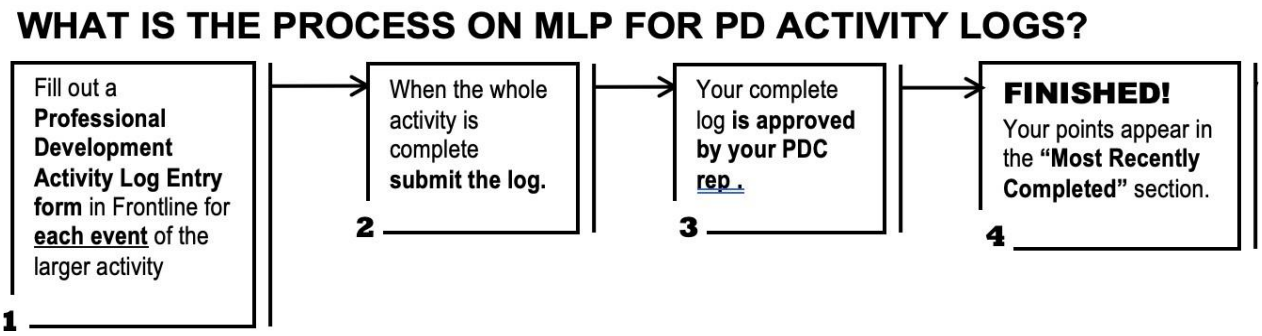
For those activities that are reoccurring, but part of one activity, use the PD activity log. The PD activity log allows you to enter multiple events that make up one activity without filling out a new Knowledge Level form for each event. Examples of these types of activities include, but are not limited to:

- Writing and editing professional articles
- Book study/club meetings
- Reading a professional level research-based document
- Hosting a student teacher
- Participating in building-based mentoring programs
- Reoccurring committee work that meets the definition to service to the profession.

How does the PD activity log work?

The activity log allows you to record the professional learning events that make up a larger activity and submit those events as one activity. When the log is submitted, you will complete the Knowledge Verification for the entire activity, rather than each individual event. You can have more than one larger activity going on at any one time and are able to choose which smaller

events in the log add up to the specific larger event.



How do I make entries into my PD activity log?

1. Complete the "Professional Development Activity Log" form for each event that is part of the larger learning activity (Step #1 above).
    a. Click on "PD Activity Log Entry" on the left under "Fill-In Forms". Name the events that go with one larger activity all the same name.
    b. Click "Save". This saves the event in your Professional Development Log under the "My Requests" section on your Frontline home page.
2. Submit the events that comprise the larger PD activity (Step #2 above).
    a. Under "My Requests", click on "Submit Log" next to the heading for your Professional Development Log.
    b. Select those events that comprise the larger PD activity. Click "Review & Submit".
    c. Review your log and click "Submit for Approval".

4.12 Teaching License Renewal Information

What do I need to do to renew my teaching license?
All the steps to renew your license are included in the application for renewal off the KSDE licensure website:
https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application

Requirements for Professional License Renewal
To renew your professional teaching license, typically you must have fulfilled one of the following requirements during the given five years preceding renewal of license:

- For holders of Master's or other advanced degree – 120 district Professional Development points These points can be all district Professional Development points, all college/university credit, or any combination of the two.
- For holders of Bachelor's degree- 160 district Professional Development points. At least 80 of the 160 points must be college/university credit.
- If completing a program to add a new teaching, school specialist or leadership endorsement, apply eight college credit hours of the approved program towards renewal.
- Complete all components of the National Board for Professional Teaching Standards assessment for National Board Certification
- To move to an accomplished teaching license, achieve National Board Certification

Using Professional Development Points

You will need to submit an application and provide a professional development transcript to KSDE. You will start this process online via the KLAS – Kansas Licensure Application System: https://appspublic.ksde.org/AuthenticationPublic/login.aspx

- After you have submitted your online application via the KLAS system, Human Resources will receive a notification requesting your transcript be uploaded to the state. You will receive an email with a copy of your transcript that was uploaded to the state on your behalf when the process has been completed.
- If you need a copy of your transcript for another purpose you can email Isabel Zarate, Human Resources (izabel.zarate@usd232.org) to request a copy.

PDC Approval Signatures

Colby Sullivan Mize Elementary	Approve: ☐ Yes ☐ No
Emily Stiles Belmont Elementary	Approve: ☐ Yes ☐ No
Martha Allison Coats Clear Creek Elementary	Approve: ☐ Yes ☐ No
Traci Seyb Riverview Elementary	Approve: ☐ Yes ☐ No
Coleen Marney Starside Elementary	Approve: ☐ Yes ☐ No
Cristi Smith Prairie Ridge Elementary	Approve: ☐ Yes ☐ No
Christy Hale Horizon Elementary	Approve: ☐ Yes ☐ No
Renee Graham Lexington Trails Middle School	Approve: ☐ Yes ☐ No
Wendy Ping Monticello Trails Middle School	Approve: ☐ Yes ☐ No
Stacia Walters Mill Creek Middle School	Approve: ☐ Yes ☐ No
Nicole Porter Mill Valley High School	Approve: ☐ Yes ☐ No
Angie DalBello Mill Valley High School	Approve: ☐ Yes ☐ No
Amanda Sweet De Soto High School	Approve: ☐ Yes ☐ No
Lisa Miller-Best Cedar Trails Exploration Center	Approve: ☐ Yes ☐ No
Joseph Kelly Administrative Representative	Approve: ☐ Yes ☐ No

Appendix A: Kansas Professional Development Program Regulations

91-1-206. Professional development plans for license renewal
(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in at least two 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) 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.
(c) Each individual submitting a professional development plan shall ensure the plan meets the following requirements. The plan shall:
(1) Result from cooperative planning with a designated supervisor;
(2) be signed by the individual submitting the plan;
(3) be signed by the individual's supervisor, if the supervisor agrees with the plan; and
(4) be 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.
(e) This regulation shall be effective on and after July 1, 2003.

91-1-215 Inservice Education Definitions
(a) "Content endorsement standards" mean those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.
(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) "Inservice education" means professional development and staff development and includes any planned learning opportunities provided to certificated personnel employed by a school district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
(d) "Inservice education plan" or "plan" means a detailed program for provision of professional or staff development, or both.
(e) "Non-contractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development point" means one clock hour of inservice education. One semester hour of college credit shall count as 20 professional development points.
(g) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria.
(1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) It positively impacts the individual or the individual's students, school or school district.
(h) "Professional development council" or "PDC" means a representative group of certified or 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.
(i) "Professional development plan" means a written document describing the inservice education activities to be completed during a specified period of time by the individual filing the plan.
(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 goals of a school or school district.
(m) "State board" means the state board of education.
(n) This regulation shall be effective on and after July 1, 2003.

91-1-216 Inservice Plans

(a) 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 certified or licensed personnel who will be affected, may design and implement an inservice education plan to be offered by the educational agency or agencies.
(b) Procedures for development of an inservice plan shall include the following:
(1) establishment of a professional development council;
(2) an assessment of inservice needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b) of this regulation, the educational agency shall prepare a proposed inservice 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 state board shall approve the plan or approve the plan subject to modifications, or disapprove the plan, and notify the educational agency of the decision within 60 days of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Area professional development centers providing inservice education for licensure renewal shall provide the inservice education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency which has a state-approved inservice education plan.
(g) This regulation shall be effective on and after July 1, 2003.

91-1-217 Professional Development Council

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's certified or licensed personnel; and
(2) include at least as many teachers as administrators and both shall be 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 implementing these regulations, K.A.R. 91-1-215 through 91-1-220;
(2) to develop operational procedures; and
(3) to develop a five-year plan which shall be approved by the governing body of the educational

agency and be based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003.

91-1-218 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 inservice education.
(b) If a person documents completion of an inservice 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 inservice activity later verifies that he or she 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 inservice activity. Evidence of application of the knowledge gained through the inservice activity shall be presented to the professional development council and may include 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 inservice activities verifies that application of the knowledge or skills has had an 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 inservice activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include 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 certificate or 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.

91-1-219 Inservice Education
(a) Education agencies may receive inservice 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 inservice education expenditures;
(5) registration fees for, and travel expenses to, inservice 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 inservice education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending inservice workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003.

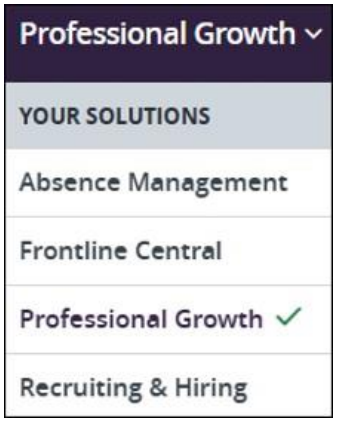
Appendix B: Frontline Education

Instructions for UseThe District utilizes Frontline Education as the management system for professional development activities supportive of license renewal for certified staff. Please contact your building PDC Representative, Janet Hopkins x2373 and/or Human Resources if you have questions about license renewal or professional development points.

I. Logging in to Frontline Education

When you are hired with the district, you will receive an email from Frontline Education with instructions on how to log into the system. Once you have registered yourself in the system then you should bookmark the site for quick reference. The link below will also take you to the site: https://login.frontlineeducation.com/login?signin=9dae145b557935933459fb19d6f0fd41&clientId=superSuit#/login

1. Once you have logged into the system, at the top left hand corner of the program you will see a drop down menu. From there you can choose what application you need. *Depending on your position with the district will determine how many programs you will have access to.



2. If you have problems logging in or did not receive an email then contact the Human Resource Department.

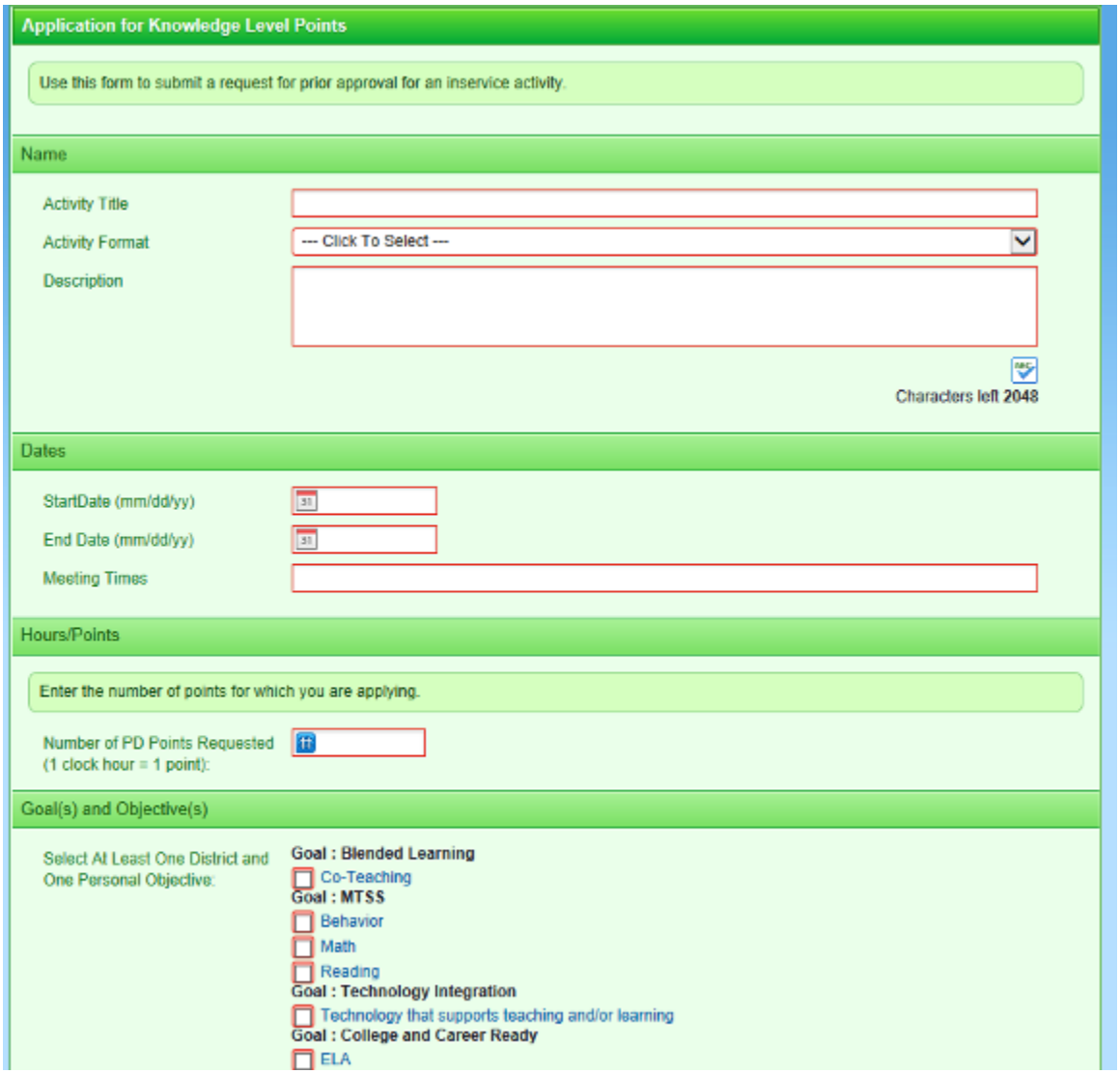
II. Submitting a Workshop, Conference, Activity

If attending any workshops or conferences outside of the district, please follow these steps at least **2 weeks in advance** of the activity start date.

1. Enter the Activity Title.
2. Complete the “Activity Format” and description information.
3. Complete the Date section (make sure start and end dates are accurate).
4. Points Requested: Enter the number of hours/points for this activity. Please remember to subtract meal times if they were not part of the conference session.
5. Goals and Objectives: Select as many district, building and personal goals that apply to the activity, but you must select at least one goal. All activity requests must correspond to at least 1 district, building or individual goal.
6. Purpose: You must choose the purpose of the activity. If you don’t choose Movement on

Salary Schedule, the activity points will not appear on your documentation when requesting salary schedule movement. If you do not select “Relicensure”, the activity will not show up on your transcript for relicensure.

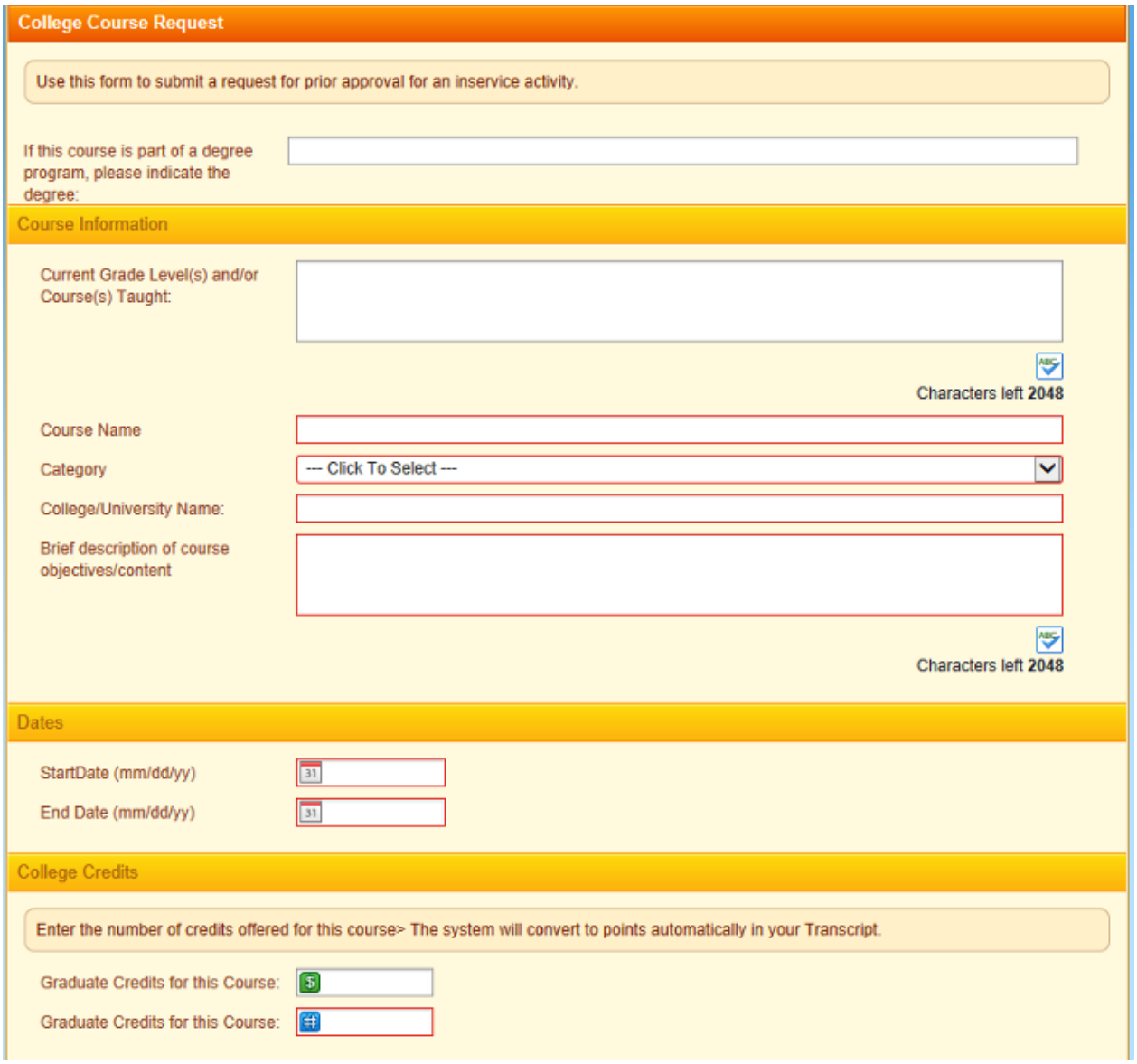
7. Submit the form. This form will be sent to your principal and the PDC Representative for approval. **Once prior approval has been granted, you’ll need to work with the building principal and/or secretary to complete the workshop/activity registration.**
8. Activity Completion: After the activity has been completed, you will log back into Frontline Education and complete the Knowledge Validation form and click the link “mark complete”. This will then be approved by your building PDC representative or principal.



III. College Course Activity Request

1. Complete the Degree section.
2. Complete the Current Grade Level(s) and/or Course(s) Taught section
3. Complete the Course Information section (example: Course Number and Title-908 Leadership. Add Description of course and if available provide a website linked to college course catalog).

4. Complete the Course Dates, Course Provider, Graduate/College Credits sections.
5. Choose Goals and Objectives.
6. Submit the form for initial approval **2 weeks prior** to beginning of class. This form will be sent to the District PDC Representative for initial approval and then final approval will come from the MLP Coordinator at the district office.
7. Activity Completion: After the college course has been completed, you will send your unofficial transcript to the district office representative and then mark the course Complete. This course will then be approved by the district office representative.



IV. Finalizing Points after Completing an Out-of-District Activity

After submitting your Professional Activity Request form and attending the activity, you will log in to Frontline Education and click on the “Learning Plan” tab. This activity should be in the “Approved and in Progress” section.

1. Click on the activity link that you just attended.
2. Click on the “Knowledge Validation” form, under Actions.
3. Complete all the fields in this form.
4. Submit the form.

Click on the “Learning Plan” tab. Select the activity for which you just submitted the Knowledge Validation form. Mark the activity complete. The activity will go to the PDC Representative and then the PDC Chair, or Administrative Representative, for final activity completion. It will show up under “Most Recently Completed” when the final approver acted on the activity.

V. How to Record Building and District Level Activities

District Level Activities: District Level Activities will be entered by district office employees. Make sure you sign the attendance sheet provided at the meeting.

Building Level Activities: Building Level Activities will be entered by the building PDC Representative. The PDC Representative will also include the attendance sheets and minutes or scope of work.

My Portfolio: This shows you all of the activities that you have completed conveniently grouped by school year. Choose “View All” and review the activities listed for you. If you feel that your points are not correctly entered, please contact your building PDC Representative for follow-up.

Requesting your Transcript

You will need to submit an application and provide a professional development transcript to KSDE. You will start this process online via the KLAS – Kansas Licensure Application System: https://appspublic.ksde.org/AuthenticationPublic/login.aspx

After you have submitted your online application via the KLAS system, Human Resources will receive a notification requesting your transcript be upload to the state. You will receive an email with a copy of your transcript that was uploaded to the state on your behalf when the process has been completed.

If you need a copy of your transcript for reasons other than for a license renewal you can email Human Resource to get a copy sent to you.

Salary Movement

Complete the paperwork provided in the Negotiated Agreement for requesting salary schedule movement and submit this to Janet Hopkins, jhopkins@Usd232.org, at the District Office. The deadline for turning in paperwork is August 15th of each school year. Any request turned in after August 15th will not become effective until the following school year.

If you have any questions about use of Frontline Education, please contact your building PDC Representative for assistance.

Appendix C: Frontline Education Q&A

1. College Course Prior Approval:
    - Each college course completed is worth 1 credit (which equals 20 pts. Per credit)
    - Enter course 2 weeks before starting class
    - Remember to list course # first, the course name
    - When entering college courses in Frontline Education, remember to check both licensure and salary movement boxes.
    - After a college course is completed, choose “mark complete” on the activity and then send in your transcript for final approval.
    - Courses must be related to advancement of teaching practice or toward degree/certification completion.
2. Remember to fill out Knowledge Validation for all workshops attended.
3. Summer workshops or non USD #232 workshops:
    - These points can be used for licensure and salary movement if a participant is not compensated through the district.
4. Transcript request:
    - Employees should review Frontline Education before requesting copies of their transcript.
5. Salary Movement
    - All application questions for salary movement should be directed to Janet Hopkins, x2373, jhopkins@usd232.org. All salary movement requests will be for the next contract year. August 15th is the deadline for submitting your request.
6. Does collaboration with your team count as “new knowledge” if it’s during plan time?
    - No, only if it is considered district level Professional Development.

Professional Development Plan

Weskan Schools
USD 242

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

5-year Professional Development Plan Approval

The USD 242 Professional Development Council approved the following plan, at its meeting held on 4-30-2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Linsey Bussen
Signature

5-11-26
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The USD 242 Professional Development Plan (PDP) and procedures were developed in accordance with the regulations and policies of the Kansas Legislature and the Kansas Department of Education regulations (July 1, 2003).

The local Professional Development Plan is a means of systematically approaching change and professional growth for the individuals across our district. The intent is to improve employee performance and provide staff members with the opportunity to earn professional development education points that can be used for license renewal and/or salary advancement.

Professionally licensed employees are provided 4 options for renewing their teaching license every 5 years:

1. Professional development points
2. College credit (credit converted to professional development points)
3. A combination of professional development points and college credit
4. "Renewal by experience" (See "Points for License Renewal")

Professional Development Council (PDC)
The district Professional Development Council (PDC) oversees the implementation of the USD 242 Professional Development Plan.

The PDC is responsible for approving all Individual Professional Development Plans and approving district professional development points, aiding schools in planning professional development activities, and evaluating the Professional Development Plan.

1.2 Membership

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

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

Members of the USD 242 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations, and to be invalid.

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

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number	Year selected
District Position 1	1	Odd years
District Position 2	1	Even years
Total	2	

1.22 Licensed Teacher Group Selection Process:

Which position(s) oversee the process of filling vacancies in the groups represented? WTA Leadership Group

How long is the term for a teacher/specialist PDC member? 2 years

If any, what are the term limits? None

If the terms are staggered, how is that done? See the table above

When a group represented has an opening, in what month or timeframe is the position selected? Representatives shall be elected in **Apri**l of each year during a faculty meeting and take office on June 1 of each year.

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? Superintendent or designee.

How long is the term for a leader/administrator PDC member? **5 years**

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

When a group represented has an opening, in what month or timeframe is the position selected? **April**

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?
Administrators select their member at an April leadership meeting.

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

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

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.

1.4 Annual PDC Training

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

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

USD 242 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in PDC Chair's paper folder. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers? 5-year cycle

If any, what are the term limits? None

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

In what month or timeframe are officers selected? Fall PDC meeting

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? As soon as possible.

Officer Title: Chair

Duties

1. Signs forms once PDC or its designated approver approves credits and points
2. Documents PD activities/in-service
3. Provides yearly PDC training

Although not an officer, the District Office secretary provides administrative service to the PDC.

1.50 Meetings

In what months does the PDC operate? Typically, academic school year. Occasionally summer.

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? The council will meet at least two times each year.

If there is no set schedule, how will a meeting be scheduled? What is the process for scheduling extra meetings, if needed?
Informal communication.

Can meetings be online or electronically? No

Besides the PDC, who is expected or allowed to attend? Typically, members only.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 2 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: PDC folder in Google

2. When are staff trained to use the system? N/A

3. List the names of the forms used in the system for PDC activities and business: N/A

4. All forms are paper or self-created forms and are included in the included in appendix.

   Appendix A:Individual Certification Form
   Appendix B: Individual Professional Development Plan
   Appendix C: Inservice Hours Data

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	N/A			
IPDP's	X	PDC folder/google	Employee	Y
Meeting Minutes	N/A			
Member Selection	N/A			
Officer Selection	N/A			
PD Plan Process	N/A			
PD Points	X	PDC folder/google	Employee	Y
Staff PD Needs Assessments	N/A			

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

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

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair or designee will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

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

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an IPDP by the PDC

> **KAR 91-1-206. Professional development plans for license renewal.**
> (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

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

Professional Development Points

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

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 242 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Superintendent or designee is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at 785-923-5222.

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

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

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

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

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

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

Professional Development Needs Assessment
District and building evaluations are completed throughout each school year. Results of assessments and activity evaluations are used in planning the district and building-level goals and in writing the district Five-Year Professional Development Plan. The district Five Year Professional Development Plan is approved by the Board of Education and submitted to the Kansas State Department of Education. Needs assessments are to be completed during each school year.

Evaluation of the RBSD Plan
The PDC will evaluate the Results-Based Staff Development Plan yearly. This will include information regarding staff development at the district, building, and individual levels. The purpose is to gather data about the plan's effectiveness and provide information about any needed changes.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

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

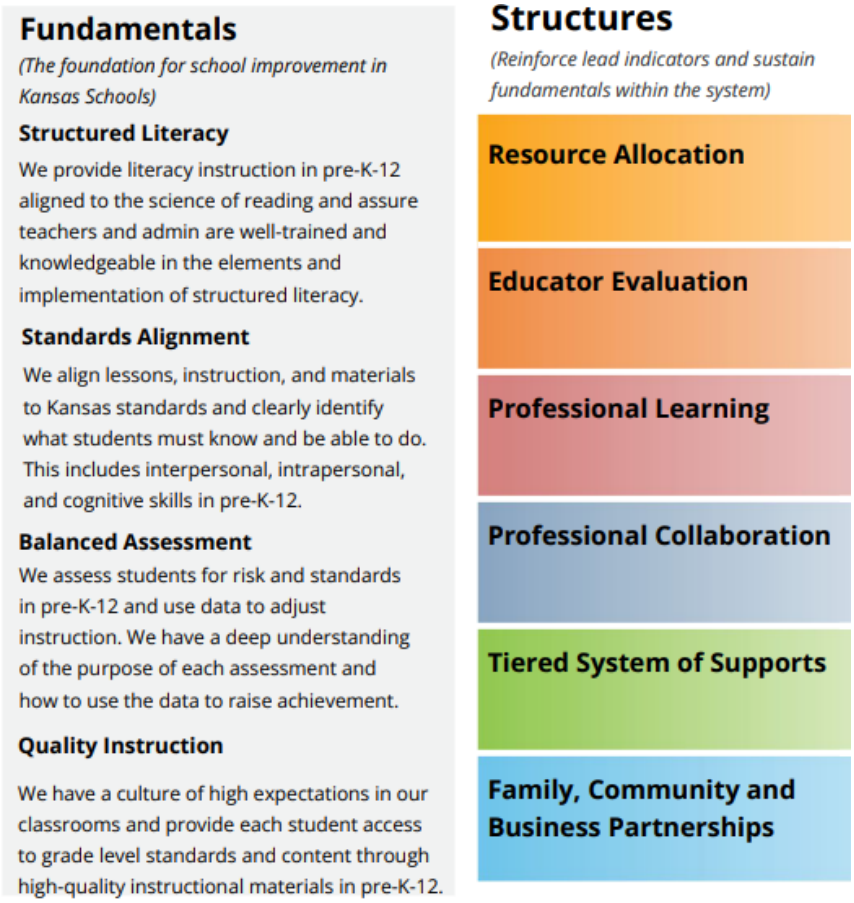
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

- Each District Leadership Team (DLT) will
- Review KESA Student Outcome Data,

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

2.5 Reporting results of evaluation of in-service needs **N/A**

Section Three

Individual Professional Development Plans (IPDP)

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

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

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

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

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

(1) The plan results from cooperative planning with a designated supervisor.

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development

points for licensure renewal.

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

Throughout the time the learning is being applied, check whether 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 identifying students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

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

IPDP Procedures

- All licensed staff shall submit an annual Individual PDP (IPDP) by September 1st of each school year. The plan may be updated at any time.
- Professional Development Plans will include a goal(s) for the consortium, district, building, or an individual. Individual goals must be submitted to the PDC for approval.
- Requests to participate in an activity will be submitted to the principal and PDC. The definition(s) of professional development provided by KSDE in regulation 91 1-215 (C) and (g) will guide all activity requests.
- IPDP activities will be aligned to one of the following areas and will directly correspond to results-based professional learning:
    - Content Professional Education
    - Service to the Profession
- After approval of the PDP, activity points may be requested at the following levels and in this progression, with evidence documented.
- Knowledge (immediately following activity)
- Application (with evidence of use after 1 semester or more)
- Impact (with supporting evidence after 2 semesters or more)
- September 19 is the deadline for submitting point requests since May of the prior school year. May 15 is the deadline for submitting point requests since September 1st of the current school year.
- The PDC verifies that the activity addresses the goals in the IPDP and awards or denies points. Denials may be appealed by request.
- Activities that do not qualify for PD points:
- Record keeping - Meetings not addressing school/district goals
- Activities that do not provide professional growth toward increasing student achievement
- Supervision activities - Grading days, Lunch, travel time
- There will be an online procedure for Professional Development Planning - www.mylearningplan.com.
- Every staff member is responsible for retaining individual PD documentation.
- Hard copies of all transactions are recommended.

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.

Points are awarded not just for attendance in a training but require reflection of the learning (LEVEL 1) and evidence of application and impact of the learning (LEVELS 2 &3). Professional development points may be used for licensure renewal and salary advancement.

Level 1:

- 1 clock hour = 1 point
    - Knowledge or Service to the Profession
    - College Credit: 1 semester credit hour = 20 PD points

Level 2:

- Application

Level 3:

- Impact
- 3 X Knowledge level points
- PD Points for License Renewal

ALWAYS FOLLOW THE REQUIREMENTS FOR RENEWAL PRINTED ON THE CERTIFICATE/LICENSE

- For license renewal, individuals must file an IPDP and document all in-service and
- college credits via MyLearning Plan.com
- To renew a license if the individual holds:
    - **Master's or other advanced degree - 120 district Professional Development points (These points can be all district Professional Development points, all college/university credit, or a combination of the two.**
    - **Bacc**alaureate degree—160 district Professional Development points (At least 80 of the 160 points must be college/university credit).
- Staff applying for renewal under the licensure regulations will submit the state application and a PD transcript with the name of the regionally-accredited college on it. This may be done no more than 6 months prior to the expiration of the current license.
- Renewal requirements must be completed within the term of the license
- College Credit
    - All professional development points, including college credit courses,s must be approved by the PDP process for re-licensure and/or salary advancement. This is a requirement by the Kansas Board of Education.
    - Exceptions:
        - You may apply for college credit with the approval of the PDC ONLY if the credit is part of an approved licensure program for an added endorsement area or for a school specialist or leadership program for an additional endorsement area.
        - Certification and Licensure website. (www.ksde.org) 2. You may renew a professional license by completing the entire National Board Certification assessment process. If you achieve National Board Certification, you may apply for a 10-year accomplished license.
        - Activity Validation: The definition(s) of professional development provided by KSDE in regulation 91-1-215 (c) and (g) will guide all activity requests.
        -
- 1 HOUR = 1 POINT "What do I know that I didn't know before?"
    - LEVEL 1 Service to the Profession
- Building/District committee membership, Published articles or newsletters, Professional meetings or presentations
- Minutes noting instructional and/or curricular topics and time spent at meetings
- 1 HOUR = 1 POINT
- How have I served others in the profession based on the definition of “service to the profession”?"
    - Professional presentations
    - LEVEL 2 Application
    - Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease
    - Explanation/results of committee work
    - ELIGIBLE 1 SEMESTER FOLLOWING KNOWLEDGE LEVEL ACTIVITY (EXCEPTIONS APPROVED BY PDC) Observations of participant implementing application-level

activities. Lesson plans implemented over what knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

- Professional Development Transcript
- Transcript requests should be made to the building's Professional Development Council Representative when needing to renew teaching credentials with the State of Kansas. The final transcript from USD 242 to KSDE must be reviewed, confirmed, and signed off on by the PDC Chair, one other PDC member and the district secretary.

4.0 Introduction

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

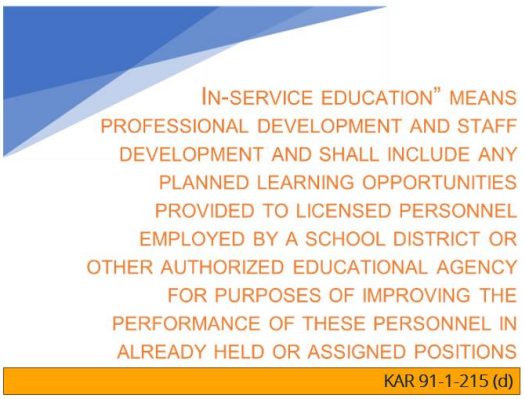
One PD point is earned for every one clock-hour of in-service activity, and there are no limits on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving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

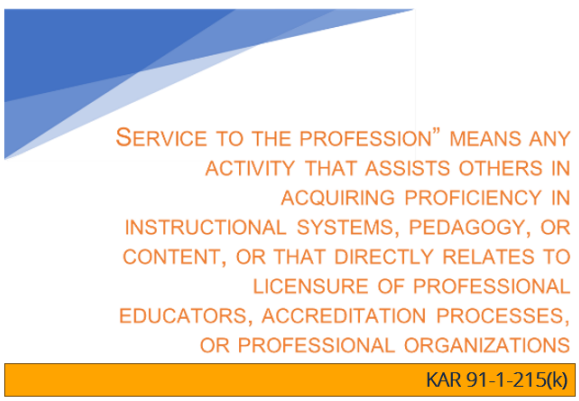
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on the type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards
Professional Education Standards
Or
Service to the Profession

The points may be used for licensed The points may be used for licensed individuals should contact their previous district for official transcripts of points earned for renewal.

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 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

Knowledge level pointsApplication and Impact levels:

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

<u>In-service Education = 1 PD point per clock-hour</u>

Verification required may include one of the following:

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

<u>Service to the Profession = 1 point per clock-hour</u>

- Verification required may include one of the following:
- Minutes noting contributions to meetings and time spent at meetings.
    - An explanation of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the school's steering team.
    - Serving on a curriculum development committee.
    - Providing staff development.

- Samples of published articles or newsletters and an explanation of the time spent in writing.
- An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.
- Serving on an on-site team for another school or district, and an explanation of the time spent.

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios, or other artifacts.

Level III Impact Indicators:
How has student performance improved?
What has positively changed about the program?

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

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

Verification required may include one of the following:

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

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

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

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

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

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

Approved State PD points that may be used for re-certification may also be used for advancement on the salary schedule unless monetary compensation was received per section 2 (N) (of the Negotiated Agreement). Twenty approved and completed points are the equivalent of one credit hour. Approved points may be used to advance from Class 1 to 2 to 3 to 4 in the same manner as approved hours may be used.

To qualify for horizontal salary schedule movement, the professional employee must have an approved Individual Development Plan on file and meet the recertification guidelines as set forth by the Kansas State Department of Education.

- College credit may be used for additional horizontal advancement in the same contract year.
- The deadlines for applying for Salary Movement are **September 1st of each school year. The application and supporting materials (professional development and official college transcripts) must be submitted to the Office by 4:00 p.m. on the given dates.**

POINTS MAY BE EARNED ONLY IF RESPONSIBILITIES ARE NOT PART OF A USD 242 STIPEND OR PAY ARRANGEMENT.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

   Exceptions:

   - You may apply directly to Teacher Licensure at KSDE if you are completing a program for

an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**

- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree AND have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

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

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

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

   The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in the 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 that 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 the motivation of children or developing leadership skills would be appropriate. PDCs should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations
91-1-205 Licensure Renewal Requirements
91-1-206 Professional Development Plans
91-1-211 Licensure Review Committee
91-1-215 Inservice Education Definitions
91-1-216 Inservice Plans
91-1-217 Professional Development Council
91-1-218 Professional Development Points
91-1-219 Inservice Education

Kansas Professional Development Statutes
72-2544 to 2553 Professional Development Statutes

Professional Development Points
Content Endorsement Standards
Kansas Professional Education Standards
Fact-Sheet-PD-Does this Count as In-service Education?
PDC Membership Selection (2/14/23)
Verifying College Credit

Appendix A:

Individual Certification Form

Kansas State Department of Education
Certification and Teacher Education
120 SE 10th Ave
Topeka, KS 66612-1182

INDIVIDUAL PROFESSIONAL DEVELOPMENT TRANSCRIPT

EDUCATION AGENCY	**Legal Name of School District**			**District #**	**Telephone**	
	Weskan School			242	(785) 943-5222	
Name of Applicant				**Social Security Number**		
Title of Professional Development Education Activities	Date Completed	Professional Development Points Awarded	Content Endorsement Standards	Professional Education Standards	Service to the Profession	College / University Credit
Total Professional Development Points						

VERIFICATION:

Chairperson, Professional Development Council (signature)	Date
Member of Professional Development Council (signature)	Date

Appendix B:

Individual Professional Development Plan

REQUIRED

Name	School	Highest Degree Obtained	Certificate Expiration Date
	Teaching Assignment		
Employee Signature	Date	Supervisor Approval	Date
PDC Chair Signature			Date

District and Building Goal

I will attend district and school professional development activities as required.

Individual Goal 1 (required)

Level One (Knowledge) Activities for Individual Goal 1 (required; check all that apply)

District Inservices	Other (specify)		
Committee Work			

Level Two (Application) and Level Three (Impact) Activities are OPTIONAL

OPTIONAL

Level Two Activities (Application) for Individual Goal 1

(Level Two activities are designed to demonstrate that the teacher has consistently over time applied specific skills and/or knowledge gained from Level One activities. Planned verification of the application activities is required. Verification of completion must be submitted to the building PDC.)

Activities		Dates	* C PE SP
1			
2			

Planned Verification for Level Two Activities

1

2

OPTIONAL

Level Three Activities (Impact) for Individual Goal 1

(Level Three activities are designed to demonstrate that the teacher has impacted student achievement because of the application of specific skills and/or knowledge gained form Level One activities. Results demonstrating impact must be submitted to the building PDC.

Activities		Dates	* C PE SP
1			
2			

*C=Content, PE=Professional Education, SP=Service to the Profession

Appendix C:

Unified School District 242

In-Service Education Activity Report

NAME OF ACTIVITY						
DATE OF ACTIVITY				**PLACE**		
The number of clock hours the participant was involved in this activity.						
Please check one of the following three areas:						
Content Endorsement Standards	Professional Education Standards		Service to the Profession			
Describe, summarize, and / or evaluate the activity:						
I HEREBY CERTIFY that I participated in the activity described above and that it supports my individual development plan. I request that the professional development council approve _____ in-service points for my participation.						
SIGNED				**DATE SIGNED**		
PDC action (A) Approved		(D) Disapproved			(Circle One)	
PDC Chair					Date	

Renwick USD 267

Professional Development Plan
2025-2030



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

5-year Professional Development Plan Approval

The USD 267 Professional Development Council approved the following plan, at its meeting held on April 22, 2026 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 4.23.26
Signature Date

Plan Updates & Amendments

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

PHILOSOPHY AND PURPOSE

It is the philosophy of USD 267, Renwick School District that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the USD 267 Professional Development Council is to facilitate the professional learning of licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students.

Renwick USD 267 Professional Development Council

Administration	Groups Represented
Lacee Sell	District Office
Teachers	**Schools Represented**
Jessica LaFay	PreK-8 Andale Elementary
Alecia Omo	PreK-8 Colwich Elementary
Molly Eck	PreK-8 Garden Plain Elementary
Sarah Persinger	K-8 St. Marks Elementary
Sallye Yost	Andale High School
Eric Rockers	Garden Plain High School

DISTRICT DIRECTION

Mission Statement

Vision and Mission: Cultivating Excellence in All Students
Renwick USD 267 will develop all students into contributing members of society.

We Believe:
-All students can learn and must have access to academic opportunities to succeed
-Education is a shared responsibility between students, parents, community members, and district personnel
-Relationships must be built between staff, parents, community partnerships, and students
-All students learn differently and we must differentiate
-All staff must work towards a common goal and collaborate
-The district must provide a safe learning environment to educate our students academically, physically, and socially

Strategic Priorities

Goal 1: Increase family engagement and community partnerships within the district
-Develop communication guidelines
-Parent engagement nights
-New family engagement
-Increase job shadow and workplace experiences
-Increase business partnerships
-Enhance partnerships with city governments

Goal 2: Increase reading and math scores, increase 6-12 student opportunities, and increase early childhood readiness opportunities
-Implement MTSS protocols
-Implement instructional practices for
-Align schedules across the district
-Align IPS practices, CTE opportunities, workplace experiences, and internships
-Explore 7-12 schedules
-Explore early childhood needs and opportunities curriculum alignment

Goal 3: Examine all fiscal efficiencies
-Improve staff pay and benefits
-Long-range facilities and capital planning
-Marketing of the district
-Building and increasing community partnerships

Professional Learning Goals

1. Follow the Kansas Professional Learning/Licensure regulations by attending professional learning sessions, developing new procedures for the staff and conducting professional development that is meaningful for all staff.

2. Continue facilitating implementation of PLC, district strategic priorities, building action plans, and KESA goals.

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

Renwick Professional Development Council (RPDC) -- Recognizing the importance of an in-service education program which meets the needs of the district and staff, the parties agree to establish a district-wide in-service committee. A minimum committee shall consist of one teacher from each attendance center, as selected by each building's teaching staff and or one licensed leader/administrator. The RPDC shall meet a minimum of 2 times per year. The RPDC will evaluate the use of each non-contact day to assure quality and effectiveness, based upon guidelines developed by the RPDC. A yearly survey will be given to the staff to determine their needs and along with input from SBC, RPDC as well as any State Authorized staff development requirements, the Superintendent's designee will establish the next year's non-contact days to be placed on the calendar.

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

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
PreK-8 Andale Elementary	1-3
PreK-8 Colwich Elementary	1-3
PreK-8 Garden Plain Elementary	1-3
K-8 St. Marks Elementary	1-3
Andale High School	1-3
Garden Plain High School	1-3
Total	6-18

1.22 Licensed Teacher Group Selection Process:

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

Building administration consults with staff and the council members to suggest and pursue volunteers to serve.

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

Upon a member's departure, the building administrator and the PDC will ensure that the position is filled so that the building is continuously represented by a PDC member.

When a group represented has an opening, in what month or timeframe is the position selected? Spring Semester

In the event of a vacancy within a represented group, the building administrator shall coordinate the selection of a replacement within a reasonable timeframe to ensure continuous and effective representation.

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

If a licensed teacher would like to become a member of the PDC, all volunteer requests shall be submitted to the building administrator or designated PDC representative.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? Who tallies/documents the selections?
A Google Form will be used to collect the selections. The survey results will be tallied and documented on the Google Form itself.

Who reports the results to the PDC Chair or designee? Building Administrator

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District	1
Pre-K to 8	1
9-12	1
Total	3

1.24 Licensed Leader Group Selection Process:

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

How long is the term for a leader/administrator PDC chair? 2 years

A PDC chair shall serve until they voluntarily resign from the position. In the event the Chair position becomes vacant, the Professional Development Council shall select a new Chair from among the current PDC members.

If any, what are the term limits? None

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

When a group represented has an opening, in what month or timeframe is the position selected? Spring Semester

In the event of a vacancy within a represented group, the PDC shall coordinate the selection of a replacement within a reasonable timeframe to ensure continuous and effective representation.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? Leadership will discuss and select their representatives during a DLT meeting.

Who tallies/documents the selections? The process and results will be in the DLT meeting minutes

Who reports the results to the PDC Chair or designee? District Administration

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

1.3 Responsibilities

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

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

Functions of the Committee
The Professional Development Committee will:

1. establish criteria to determine whether activities meet the district, building and individual goals.

2. distribute information to staff on aspects and opportunities available for professional growth.

3. At the end of each year, the Professional Learning Committee will reflect upon the successes and areas needing modification with regard to the professional learning process.

4. update the Professional Development handbook each year to be approved by the BOE at the October meeting.

5. participate in an annual training session.

PROFESSIONAL DEVELOPMENT OPERATIONAL PROCEDURES

The Professional Development Council will:

1. Meet as needed, throughout the school year.
2. Review and assess district and building level data and information regarding outcomes established by state guidelines in order to design professional development activities that enhance instruction, provide growth in subject knowledge and skills, increase job effectiveness, or promote professional development.
3. Advise the administration and professional staff regarding the development and implementation of professional development programs for the district.
4. Provide the structure and means through which licensed personnel may use participation in the professional development program for renewal of licensure as well as acquire knowledge/skills needed to help all students achieve academic targets.
5. Have representatives available in each building to assist in filling out forms and answering questions about the plan.
6. Participate annually in the KSDE approved training for PDC members that is provided through the local educational service center.
7. Oversee the Individual Professional Development plans of licensed individuals residing within the district who choose to file an IPD plan for purposes of renewing a license.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

Renwick USD 267 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The superintendent is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in Annual PDC Training. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

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

1.50 Officers

How long is the term for PDC officers? 5 years

If any, what are the term limits? None

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

In what month or timeframe are officers selected? Spring semester

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? As soon as possible

Officer Title: Chair Duties

1. Provides leadership, keeps the work focused, and ensures the committee produces a clear PD plan.
2. Set agendas and meeting schedule
3. Facilitate meetings
   Keeps discussion on track and balanced
   Ensures all voices are heard (certified staff representation is important in Kansas)
4. Guide decision-making process
   Leads consensus-building or voting when needed
5. Coordinate with district leadership
   Works closely with Superintendent
6. Ensure alignment
   Connects PD decisions to: District goals, Student data (KAP, local assessments), and KESA needs
7. Oversee final recommendations
8. Reviews and approves the committee's final PD plan before it moves forward

Officer Title: Vice Chair Duties

1. Supports the Chair and ensures continuity if the Chair is unavailable.
2. Facilitate meetings in the Chair's absence
3. Assist with agenda planning and follow-up
4. Help monitor progress on action items
5. Serve as a liaison Often helps communicate between buildings or departments
6. Step into leadership as needed. Ensures the process doesn't stall if leadership changes

Officer Title: Recorder Duties

1. Take meeting minutes
2. Track supporting data
3. Maintain official records
4. Distribute documentation
5. Organize records for audit/accreditation

1.51 Meetings

In what months does the PDC operate? Academic year

How often are meetings held to ensure the timely approval of PD the district's Professional Development Plan and the 5-year renewal plan?

The Professional Development Committee (PDC) shall meet no fewer than two (2) times per year, with the intent to convene quarterly, to ensure the timely review and approval of professional development activities, the district's Professional Development Plan, and the five-year renewal plan.

If there is no set schedule, how will a meeting be scheduled? What is the process for scheduling extra meetings, if needed?
Meetings will be as needed, at a time and place established by the PDC through informal communications. The chairperson may cancel meetings if there is not sufficient business.

Can meetings be online or electronically?
Yes

Besides the PDC, who is expected or allowed to attend?
All meetings will be "public" and "open" to whoever wishes to attend.

1.52 Decision-making

To call for, conduct and document the creation of the district's Professional Development plan, the yearly completion of IPDPS and the 5-year PD Plan renewal.

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 50% of the current PDC members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

1. **Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:**
   Frontline

2. **When are staff trained to use the system?**

   Back to school in-service days.

3. **List the names of the forms used in the system for PDC activities and business:**

   The Individualized Professional Development Plan
   PD points Request

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	N/A			
IPDP's	X	Frontline	Bldg. Admin	Y
Meeting Minutes	X	Google Drive	Recorder	Y
Member Selection				
Officer Selection	X			
PD Plan Process	X	Google Drive	PDC Chair	Y
PD Points	X	Frontline	Recorder	Y
Staff PD Needs Assessments	N/A			

1.54 Communications

As appropriate, the PDC Chair represents the Professional Development Council to the governing body regarding PDC business. The PDC building representative will communicate information related to PDC meetings, outcomes, and other PDC activities to their respective school staff. Staff will be notified in advance of scheduled PDC meetings, and meeting notes and outcomes will be shared with staff within one week following each meeting.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

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

If the annual evaluation in one school year shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

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

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

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

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 267 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the District Office at 316-444-2165.

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

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

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

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

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

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

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

Individual Professional Development Plans (IPDPs) will be completed by licensed professionals within the first 30 days of the school year. Building principals are responsible for ensuring compliance with this requirement.

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments

- HS Graduation and
- Postsecondary Effectiveness

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.

- Clearly identify what students must know and be able to do.

- Access and utilize balanced assessment data effectively.

- Maintain high expectations in each classroom so each student can access grade level content and standards.

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

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

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their

Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.

- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

PROFESSIONAL LEARNING AND GOALS SELECTION PROCESS FOR THE INDIVIDUAL, BUILDING, AND DISTRICT

Individual: Focus – is determined by identified individual needs reflected by an analysis of skills related to student learning needs and licensure requirements.

Goals – are written based on identified individual professional learning needs and professional teaching standards. Goals are designed to move the individual from Knowledge to Application with Impact demonstrated by change. Goals support the learning of the individual through activities in the areas of content endorsement, professional education standards, and service to the profession.

Building: Focus – is determined by identified student achievement gaps reflected by an analysis of students' assessment data, including those of disaggregate groups of students. Each building's professional learning needs are those which will enable staff to attain the knowledge and skills necessary to ensure researched-based strategies are implemented to assist students in achieving academic targets.

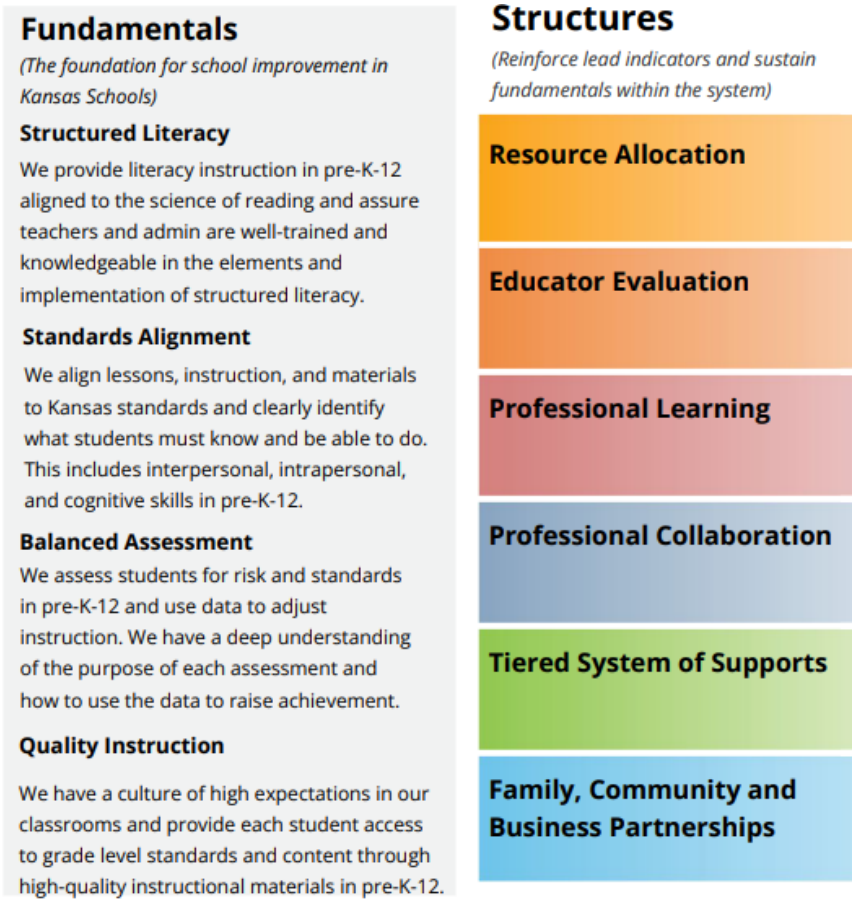
Goals – are reflective of identified student academic targets and are statements of those professional skills and the knowledge necessary to assist students in achieving those targets. Results will be measured by growth in content knowledge and skills, effective application of the knowledge/skills, and impact.

District:
Focus – is determined through review of the district's Strategic Plan. The Plan was developed by a team of members from the school district that included parents, patrons, staff, administration, and students. District needs are determined by the schools needs also.

Goals – are based upon strategies identified in the district's Strategic Plan to meet student needs and building needs.

2.2 Identification of goals and objectives to achieve professional development needs

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



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.
Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.
As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.
Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.
Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

DISTRICT PROFESSIONAL DEVELOPMENT EDUCATION GOALS

The essential goal of the district professional development education program is to reinforce the District

Strategic Plan. The district holds high expectations for staff to provide effective instructional leadership and a quality environment, which improves student performance.

In order to achieve this goal, all staff will engage in on-going, job-embedded professional development based on student academic learning needs, as well as professional staff learning needs, identified in each school's results-based staff development plan. This will ensure continuing improvement and enhancement of the programs of instruction for all students.

Based on School Improvement Outcomes and the strategies identified in the district Strategic Plan, evaluations and staff input, the following district areas of emphasis include:

1. School Improvement Outcomes
2. Provide opportunities within the curriculum to allow every student to meet their educational goals.
3. Provide college and career ready professional development opportunities.
4. Provide current technology and technology professional development opportunities.

We will use evaluation data as determined by our Strategic Plan to guide the decisions that will lead to the achievement of district goals.

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

2.5 Reporting results of evaluation of in-service needs

In-service evaluated using surveys, feedback from PLCs and building leadership teams, and a review of student and staff performance data to identify priority professional learning areas.

Section Three

Individual Professional Development Plans (IPDP)

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

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

3.0 Introduction

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

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

INDIVIDUAL PROFESSIONAL DEVELOPMENT (IPD) PLAN

The District Professional Development Plan allows teachers and administrators to renew licenses. Professional development points may be earned by participation in district staff development activities resulting from the development and implementation of building improvement plans and activities outside these plans when an Individual Professional Development Plan (IPD Plan) is filed and approved by the designated supervisor. **An IPD Plan is required of *all teachers* as part of each building's School Improvement Plan** and for educators wishing to renew licenses based upon professional development points. The IPD Plan describes the professional development goals to be achieved and activities to be completed by the individual and is written in collaboration with the individual's immediate supervisor.

The IPD Plan is –

- Written in cooperation with the individual's immediate supervisor (i.e. building administrator);
- Reflective of professional learning needs based upon analysis of student learning needs and licensure renewal requirements or progress toward a license not previously held;
- Written to reflect one year's work, with the option to renew upon an annual basis if necessary; and

- Submitted in Frontline Professional Growth.

The IPD Plan approval process includes the following steps:

- Complete the Individual Professional Development Plan electronically in Frontline Professional Growth system.
- Submit plan to the building administrator for approval.

Points may not be earned until an approved IPD Plan is completed and submitted.

IPD Plans not approved may be appealed. Concerned individuals need to submit a written request to appear before the PDC. A meeting will be scheduled at the earliest convenience of the parties concerned.

Amendments to IPD Plans

To participate in professional development activities not cited in the original IPD Plan, an individual may amend the plan by following this process:

- Revise the IPD Plan and mark “Amendment” at the top of the page”; and
- Submit the amended plan to the building principal for approval. If the amended plan is approved, the principal will forward it to the Building PDC Representative.

Upon approval by the PDC, the plan is placed in the individual’s personnel file at the building level.

If the IPD Plan is not approved, the individual may appeal using the designated process. Concerned individuals need to submit a written request to appear before the PDC. A meeting will be scheduled at the earliest convenience of the parties concerned.

A plan may be amended at any time, and all activities must be submitted on an IPD Plan prior to participation with exception to summer activities. Professional development activities occurring during the summer requiring an amended IPD Plan must be submitted prior to September 1.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development

points for licensure renewal.

3.4
Determine individual professional development strategies.
Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

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

3.5 Write the Individual Professional Development plan.

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

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

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

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

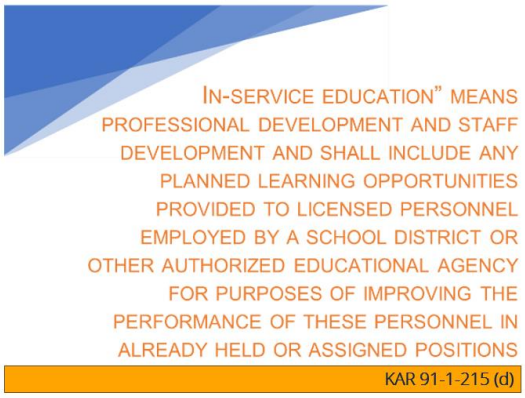
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not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

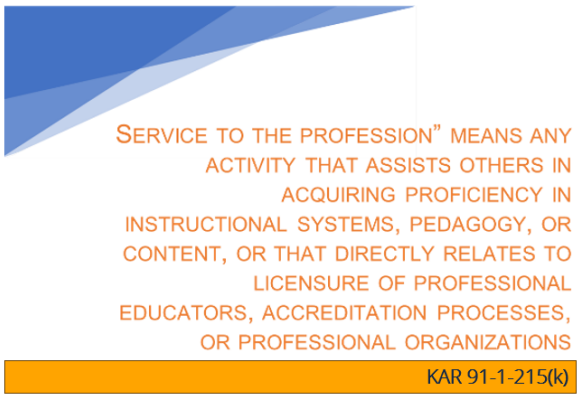
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on the type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the training that provides knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

HOW TO COMBINE PROFESSIONAL DEVELOPMENT POINTS AND/OR COLLEGE HOURS

1. Professional employees with a Bachelor of Science (BS) or Bachelor of Arts (BA) degree can renew their certificates with the following option:
    - 4 approved college hours (equal to 80 professional development points) and 80 professional development points.

2. Professional employees with a Master of Science (MS) or Master of Arts (MA) degree can renew their certificates with one of the following options:
    - 6 approved college hours and 0 inservice points, or
    - 5 approved college hours and 20 inservice points, or
    - 4 approved college hours and 40 inservice points, or
    - 3 approved college hours and 60 inservice points, or
    - 2 approved college hours and 80 inservice points, or
    - 1 approved college hour and 100 inservice points, or
    - 0 approved college hours and 120 inservice points.

    To use points for renewal of a license, professional development education credit requirements are as follows:
    If the highest degree earned is a bachelor's degree, 80 inservice points are allowed. The remaining half for re-licensure must be college/university credit.

    If the highest degree earned is a master's or other advanced degree(s), then all 120 professional development education points may be earned from professional development education activities and no points must be earned from college/university credit.

    Points earned must be accumulated during the five-year period preceding the renewal of a license. After re-licensure, existing points are eliminated and new points must be earned.

HOW TO USE YOUR PROFESSIONAL DEVELOPMENT POINTS FOR RENEWAL OF CERTIFICATION

Beginning August 1, 1992, each certified employee of USD 267, whose highest degree is a bachelor's degree, may earn 80 in-service education points for recertification every five years, with some points earned each year. A certified employee holding a master's degree or other advanced degree(s) may earn 120 in-service education points for recertification every five years, with some points earned each year. Each individual teacher can see how to renew his/her license by referencing the license itself on the KSDE License Lookup site.

RECORD OF INDIVIDUAL PROFESSIONAL DEVELOPMENT POINTS

1. Individual teachers will be able to access their Professional Development points on-line at any time in the Frontline Professional Growth system.
2. Request a transcript from the Central Office at least 30 days prior to your re-licensure filing date.
3. An accurate accounting of individual professional development points will be provided at least once a year by the Central Office.

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	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable

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

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

AWARDING OF PROFESSIONAL DEVELOPMENT POINTS

Participation in the professional development program is required for all USD 267 licensed personnel unless dispensation has been granted in writing from the superintendent.
Reimbursement of workshop fees, travel expenses, etc. may be required of those who do not submit the necessary paperwork.

1. All licensed staff will receive professional development using Frontline Professional Growth, an internet tool and software program, by the Building Level PDC member or during a district meeting at the beginning of the year.
2. Each KSDE-licensed staff will complete an Individual Professional Development Plan (job targets) and submit it to the building principal within the first 30 school days of the year.
3. All Professional development that has been accomplished during the school year must be entered by May 31st of that same school term.
4. All summer activities must be entered by August 31st, of that same summer.
5. There will be no extensions for PD not entered by the above dates.

District staff will participate in activities such as the following to demonstrate professional growth as a result of staff development: (Application and Impact do not occur concurrently; impact follows application.)

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

Knowledge level can be partial points from several knowledge level activities.

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level 1 – Knowledge (1 hour of professional development equals 1 professional development point – no limit)

- Logs which include descriptions of significant components of staff development activities or course work and personal reflections; and/or

Level 2 – Application (2 x knowledge points)

- Demonstration of instruction, with a brief description of the activity;
- A video of a lesson, with a brief summary or checklist provided by a colleague or administrator as documentation of the lesson;
- Practice with feedback from a trained peer coach or supervisor, which takes place throughout at least one semester of work;
- Videos/audio tapes made throughout at least one semester; and/or
- Documentation through the use of lesson plans throughout at least one semester.

Level 3 – Impact (3 x knowledge points)

Teachers

- Pre- and post- student assessment results with a narrative detailing the impact of instruction on performance (over the course of at least one school year);
- Evidence of student work with a narrative detailing the impact of instruction on performance (over the course of at least one school year);
- An agenda with written narrative describing a presentation to educators; and
- Other (pre-approved by PDC Chairperson).

Administrators

- Documentation of related district or school policy change;
- Revision of district, grade level, or content area curriculum;
- Evidence of application by others; and/or
- Documentation of positive changes in student behaviors over the course of at least one academic year (i.e. improved attendance, decreased drop-out rate; increased student participation in school-related activities)

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Serving on an onsite team for another school or district and an explanation of the time spent.

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

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

Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

Salary Movement - Purpose and Procedures

Purpose:

The purpose of this agreement is to provide the district with policy that will support improved student learning through professional development (PD). In addition to providing resources that promote professional development by paying for substitutes, registration fees, honorariums,

materials, and days for PD during the contract day, it is the belief of the Board of Education, Administration, and teachers that additional incentives are appropriate.

This policy supports improved student achievement through the implementation of best practices inside classrooms. It addresses the three levels of professional development and learning approved by the KSBE: knowledge, application and impact.

Procedures:

For this policy to be productive, the procedures must be in place. Therefore,

1. The PDC representatives are charged with the responsibility of discussing the process of applying for and being awarded PD points, for both re-licensure and salary enhancement.
2. On a yearly basis, PD points may be used for salary enhancement in the following ways:
   - Knowledge level points, professional development points – 20 points per year
   - Knowledge level points, graduate level courses – credit hours will be converted to points @ 20 points per hour. Graduate hours are unlimited.
   - Application and Impact points – unlimited, as approved by the building principal.
3. An up-to-date record of each teacher's points will be available through Frontline Professional Growth at any time.

Salary Movement - Staff Handout

The following information outlines the required college hours and combination of college hours and professional development points needed for movement on the salary schedule for certified staff.

- Accumulation of points may cover a span of many years (relicensure points expire in five years, while salary points never expire).
- All Professional development that has been accomplished during the school year must be entered by May 31st of that same school term.
- All summer activities must be entered by August 31st, of that same summer.
- There will be no extensions for PD not entered by the above dates.
- All official transcripts of college credit MUST be received in District Office before September 1st.

Staff can move horizontally on the salary schedule one of three ways:

1) Professional Development Points
2) Professional Development Points AND College Credit
3) College Credit.

PROFESSIONAL DEVELOPMENT POINTS (200 POINTS):

- Using Frontline Professional Growth, professional development points are tracked.

PROFESSIONAL DEVELOPMENT POINTS AND COLLEGE CREDIT (200 POINTS):

- The Educator requests official transcript(s) from college or university, and provides them to the District Office prior to September 1st.
- The Educator must enter the college credits in the Frontline Professional Growth system by completing the "College Credit" form.
- If you have questions, visit with your building representative.
- *It is recommended that you begin this process six months before the deadline.*

COLLEGE CREDIT (200 POINTS):

- 1 college credit = 20 points, 10 college credit hours = 200 points; Movement beyond a BA +30 requires a Master's degree
- Educators request official transcript(s) from college or university and provide the transcript(s) to the District Office prior to September 1st.

Salary Movement - Staff Checklist

Checklist	Steps to be taken:
	Email your District Office representative if you have questions about the points you need to move over on the salary schedule.
	Finalize all professional development entries in Frontline Professional Growth by May 31st for the finalized school year.
	Enter any summer professional development activities in Frontline Professional Growth and finalize those entries by September 1st.
	Official transcripts must be received at the District Office via mail or electronically before September 1st.
	Any educator that is able to be moved over on the pay scale will automatically be moved if the May 31st/September 1st deadlines are met for entry of points in Frontline Professional Growth system and official transcripts are received.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Professional Development Plan

Brewster Schools
USD 314

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

5-year Professional Development Plan Approval

The USD 314 Professional Development Council approved the following plan, at its meeting held on May 18, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lynda McKee
Signature

5-18-26
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The purpose of a Professional Development Plan is to encourage certified staff and the school district to move toward a common goal of continual school improvement and instructional effectiveness. The ultimate goal is improved learning opportunities and outcomes for all students and continuous professional growth for certified personnel. We believe that:

1. An effective professional development plan will help meet individual and school goals, support the KESA process, and be meaningful to the participants.

2. A professional development plan allows each certified staff member the opportunity to be responsible for his or her own professional development.

The Brewster Professional Development Plan details how the system addresses the professional development program including 1) establishment of a professional development council; 2) an assessment of professional development needs; 3) identification of goals and objectives; 4) identification of activities and actions to accomplish goals; 5) evaluative criteria for the system's program, and 6) awarding of professional development points for licensure renewal.

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

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

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

PROFESSIONAL DEVELOPMENT COUNCIL

Brewster Schools has established a Professional Development Council (PDC) for licensed personnel. The PDC council consists of two teachers, one administrator, as selected annually by the faculty (spring of each year). The PDC advises the local Board of Education in matters concerning the planning, development, implementation, and operation of the Professional Development Plan.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
District	2
Total	2

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair
How long is the term for a teacher/specialist PDC member? One year

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

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

When a group represented has an opening, in what month or timeframe is the position selected?
Spring of each year.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?

All the above activities take plan in an In-service meeting.

Who reports the results to the PDC Chair or designee? PDC Chair monitors the process

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District	1
Total	1

1.24 Licensed Leader Group Selection Process:

The Superintendent/Principal is the only licensed leader in the district and is therefore the default PDC member for the group.

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

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

If any, what are the term limits?

If the terms are staggered, how is that done?

When a group represented has an opening, in what month or timeframe is the position selected? Spring of each year.

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

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

Who tallies/documents the selections?

Who reports the results to the PDC Chair or designee?

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

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

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

The Brewster Professional Development Council has established Operational Procedures. The duties and functions of the PDC are as follows:

1. Participate in required KSDE annual online training for PDC members

    - Spring training of all PDC members

2. Develop and provide training for Professional Development Plan

    - Spring training of faculty for PDC point submission requirements
    - Fall training of faculty for Individual Development Plans (IDP)

3. Assess staff development needs to determine the focus of professional development

4. Review and approve individual development plans (IDP) for license renewal

5. Review, approve and award professional development points

6. Annual review of USD 314 Professional Development Plan

7. Provide access to any licensed person who lives or works within the district boundaries to participate for license renewal purposes

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

USD 314 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored locally through a sign in sheet and scanned to the District Google Drive Folder. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers? 5 years based on the PD Plan cycle.

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

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

In what month or timeframe are officers selected? Previous Spring

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? As soon as possible

Officer Title: Chair
Duties

1. Keep track of teacher in-service and faculty meeting attendance logs.
2. Collect all PD plans yearly for certified staff.
3. Train new staff on how to document and submit PD plans.
4. Schedule PDC meetings yearly to review certified staff PD plans.

1.51 Meetings

In what months does the PDC operate? Academic year

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? Spring

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed? Additional meetings will be scheduled through communication with the PDC committee and administration approval.

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? Typically, PDC members only.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 2 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no

member requests a formal vote.

- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:

   Google Drive, Docs, Spreadsheets

2. When are staff trained to use the system?

   Yearly as needed before submitting documentation.

3. List the names of the forms used in the system for PDC activities and business:
   Appendix A: Individual Development Plan
   Appendix B: Individual Development Plan

4. All forms that are paper or self-created are included in the appendices.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	N/A			
IPDP's	X	GOOGLE DRIVE FOLDER PDC	INDIVIDUAL, CHAIR	Y
Meeting Minutes	N/A			
Member Selection	N/A			
Officer Selection	N/A			
PD Plan Process	X	GOOGLE DRIVE FOLDER PDC	COMMITTEE	Y
PD Points	X	GOOGLE DRIVE FOLDER PDC	CHAIR	Y
Staff PD Needs Assessments	X	GOOGLE DRIVE FOLDER PDC	INDIVIDUAL, COMMITTEE	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email or in paper form to the committee and superintendent of the district.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

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

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

Individual Professional Development Plans

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an IPDP by the PDC

> **KAR 91-1-206. Professional development plans for license renewal.**
> (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

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

Professional Development Points

Direct Approval-The PDC reviews and approves all PD activity points during PDC Spring meeting.

Delegated Approval- The PDC delegates its authority to allow any PDC member to approve PD points that are not approved at the Spring PDC meeting. If the PDC member does not approve the number and type of PD activity points, the PDC Chair will immediately schedule the PDC Review of the PD Points as soon as possible. All PDC members who approve PD points as delegated approvers will keep the PDC informed of the progress and status of the types and amounts of PD points

Appealing the non-approval of the number or type of PD points by the PDC

At the Spring PDC meeting, all decisions about the type and amount of PD points that the PDC awards are final.

If the delegated approver denies points, the request will go to the whole PDC for an appeal. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, the decision about the type and amount of PD points that the PDC awards is final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 314 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the Superintendent at jessica.mccoy@usd314.com.

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

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

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

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

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

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

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

Professional development should center around the following KESA Outcomes:

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

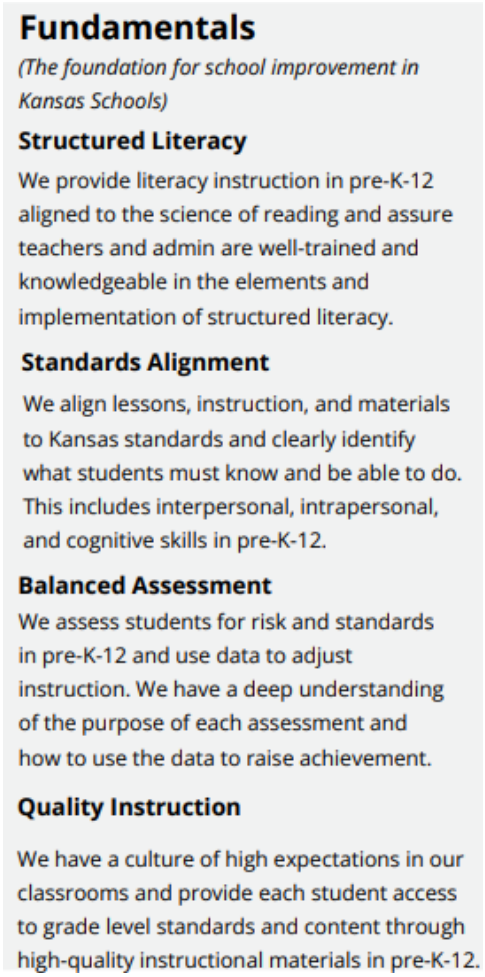
A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs



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

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

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

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize

the most critical high-leverage actions through
collaborative conversations around the responses to guided reflective questions.

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

Each District Leadership Team (DLT) will

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

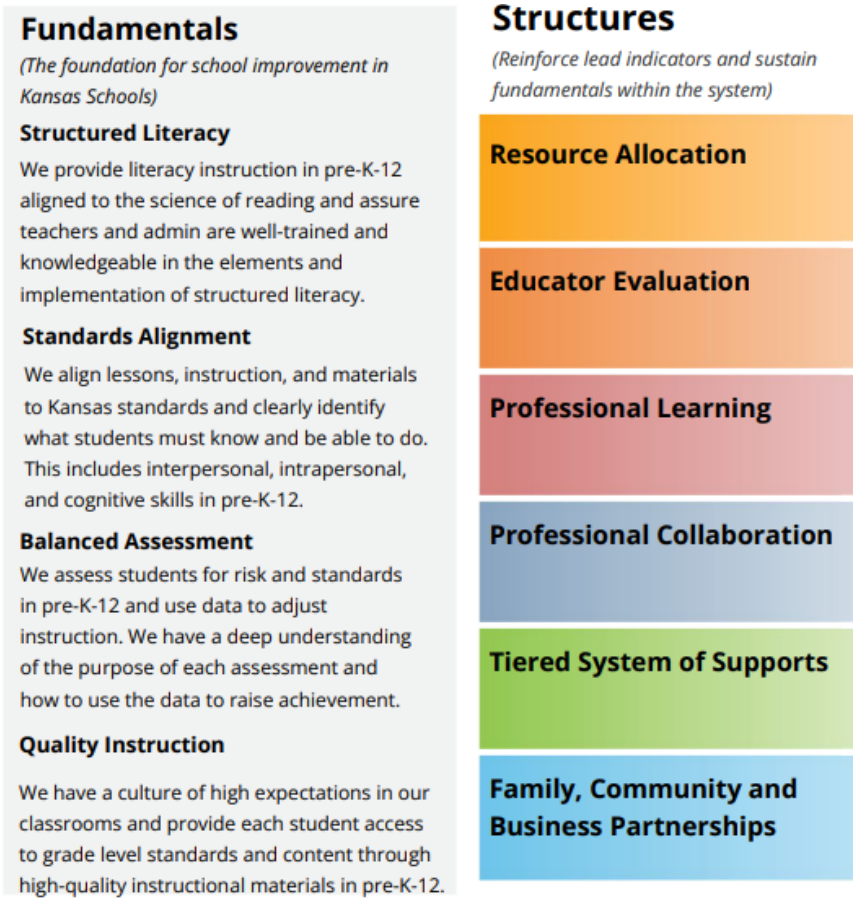
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT

Self-evaluation in the school improvement process is conducted by the district for the purpose of identifying the needs and determining goal priorities. This self-evaluation uses disaggregated student data to determine professional learning priorities, monitor progress, and help sustain continuous improvement. Assessing student needs occurs during weekly collaboration meetings and in individual classrooms weekly. Evidence of these assessments are charted in collaboration meeting minutes and in the PowerSchool grade system.

Professional Development activities and actions are aligned with the district KESA process and goals. The data collected identifies the needs and directs staff development decisions. This process is reviewed annually.

2.2 Identification of goals and objectives to achieve professional development needs

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



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.
Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.
As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.
Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.
Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

Professional growth to increase educators' effectiveness through continuous/ongoing professional development opportunities.

1. Instruction: Build content knowledge, improve and adapt instructional methods and strategies, develop lessons that challenge and engage all students, individualize and differentiate instruction, and teach higher level thinking skills and thought processes.

2. Curriculum: Evaluate, update, and improve curriculum resources. Implement Kansas College and Career Readiness Standards with an emphasis in curricular areas assessed at the state level.

3. Student Development: High expectations for all students' learning and achievement. Expect one year's growth in one year's time in reading/ELA and mathematics. This is achieved by individual and differentiated instruction and conducting a variety of assessments regularly to determine students' strengths, needs, and progress. Use formative and summative data to drive and inform instruction.

4. Teacher Collaboration: 100% of Brewster School teachers will participate in regularly scheduled PLC collaborative time, utilizing data to inform instructional decisions.

5. Technology: Provide ongoing training and integrate technology as an educational tool in classroom instruction and student learning for 21st-century skills.

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

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

The MOP's for Professional Learning include the following:

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

- User Defined MOP

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

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

ACTIVITIES AND ACTIONS TO ACCOMPLISH GOALS

1. Educator professional learning experiences that contribute to the professional growth of the certified staff, approved by the PDC.
2. Curriculum review schedule cycle is designed to evaluate core resource needs.
    - K-8 Mathematics (last update 2024)
    - K-6 Reading (last update 2025)
    - 6-12 Science (projected update 2027)
    - 7-12 ELA (projected update 2026)

- 9-12 Mathematics (projected update 2026)
- K-6 Social Studies (last update 2025)
- K-5 Science (projected update 2027)
- 7-12 Social Studies (projected update 2026)

Upon textbook adoption, faculty are trained on best practices for implementation.

3. Implementation of Tiered Time to not only address individual skills needed to achieve grade-level standards in reading/ELA and mathematics but to also challenge the higher level students. Lexia is integrated into the K-12 curriculum. Assessments are given to determine students' development: State Assessments including the Interims, AimsWeb, Study Island, Pre-ACT, and Lexia. KESA monthly progress review with faculty as evidenced in faculty meeting agendas.
4. Teachers were trained in effective collaboration practices. To ensure effective collaboration meetings, teachers follow a scripted agenda focused on KESA initiatives. Meeting notes are shared weekly with faculty and administration. KESA monthly progress review with faculty as evidenced in faculty meeting agendas.
5. The district has hired a Technology Coordinator to keep our technology updated and running. Coordinator trains faculty and staff on the devices in their classrooms. To address the 21st Century skills, Brewster School has provided grades 4-12 with 1:1 Chromebooks, and K-3 with 1:1 iPads.

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

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

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

EVALUATION OF THE PDC PROGRAM

Evaluation includes measures for assessing the impact of the program on the improvement of the skills of licensed personnel to determine the effectiveness of instructional skills and improvement of student academic performance. The continuous and systematic evaluation of the Professional Development Program will be the responsibility of the PDC.

The evaluation will involve an annual review of the following:

- Student academic performance
- Assessment results
- Appropriateness of activities to specific goals/objectives
- Professional development activities aligned with the KESA program

The annual spring evaluation (April) of the Professional Development Program will be the responsibility of the PDC. The evaluation will include:

- Review and revision of program priorities based on identified needs
- KESA Mid-Year Review
- Participant recommendations for changes and/or improvements
- Implementation/PDC Program Operations - A review of policies, procedures, and efficiency of record keeping

2.5 Reporting results of evaluation of in-service needs N/A

Section Three

Individual Professional Development Plans (IPDP)

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

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

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

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

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

(1) The plan results from cooperative planning with a designated supervisor.

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

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

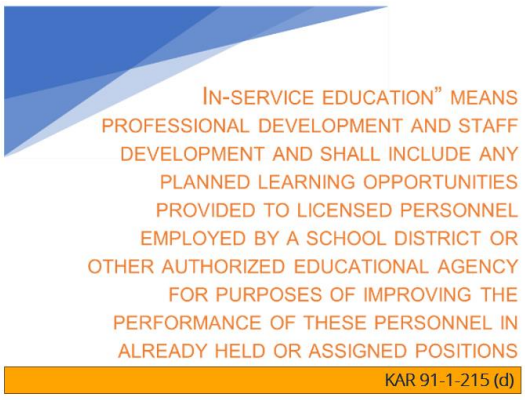
agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

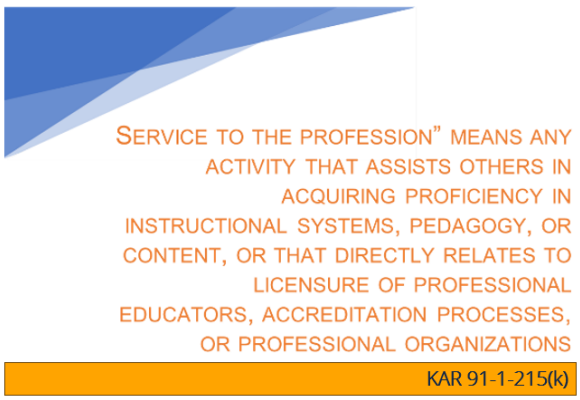
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

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

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

Licensed personnel are responsible for knowing the procedures required for gaining

professional development points for licensure.

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Serving on an onsite team for another school or district and an explanation of the time spent.

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

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

Verification required may include one of the following: Independent observation such as:

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

Evidence such as:
- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points
Verification required may include one of the following:
- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

do not issue this type of endorsement.

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendix A

INDIVIDUAL DEVELOPMENT PLAN
EVALUATION AND DOCUMENTATION FORM

Name_____ **Date of Activity**_____

Name of Activity_____
(Workshop, conference, seminar, clinic, class, etc.)

Check the appropriate level of activity & attach the documentation to this form.

☐ **Level 1 – Knowledge** – **1 point for each contact hour** = _____ pts. **(breaks, meal time, etc. will not be counted)**

At the baseline or knowledge level, documentation should include one of the following:

- Handouts
- Agenda
- College transcripts
- Written outline of most important aspects of the workshop
- Written reflections about what was learned

For Service to the Profession, documentation should include a time log that would include an explanation of time spent on:

- A school committee, council or team
- Samples of published articles or newsletters
- Providing staff development
- Minutes noting contributions and time spent at meetings

date_____

☐ **Level 2 – Application** – **double "Level 1" points** Signature_____ date_____
Required for observations) date_____

At the application level, documentation that the knowledge and skills have been applied for at least one semester should include two of the following:

- Lesson plans
- Pre and post samples of students' work
- Multimedia projects
- 3-4 observations over a semester by administrator or colleague
- Journals, portfolios, or other artifacts such as videotapes of classroom lessons

☐ **Level 3 – Impact** – **triple "Level 1" points**

If a person has earned application level points, he/she can earn impact level points. Impact level points are based upon the impact on student learning or a program as a result of applying knowledge and skills at least 2 semesters or one academic year. At the impact level, documentation should include:

For administrators (or other licensed personnel not in the classroom):

- 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
- Other documentation pre-approved by the PDC Council

For teachers (2 statistical indicators):

- Evidence of improved student academic performance
- Samples of positive changes in students' behaviors: study habits, improved school attendance, improved homework completion rates, increased enrollment in advanced classes
- Other documentation pre-approved by the PDC Council

Name _____ Highest Degree Earned & Date _____ New Amendment _____

Employee Signature _____ Social Security Number _____ Years for Plan Certificate Expiration (M-D-Y) _____

DISTRICT/BUILDING OBJECTIVES:

- Instructional techniques with an emphasis but not limited to mathematics, reading and writing.
- Continued curriculum development aligned to state standards and student progress.
- Optimize student learning environment to be physically and emotionally safe, orderly, and supportive.
- Service to profession.

Personal Staff Development Goal(s):

1.
2.
3.
4.

Name of Activity	Projected Dates	Level of Integration	# of Points		PDC Approval
			Estimated	Actual	

Designated PDC Supervisor (Signature) Date

PDC Chairperson (Signature) Date

Professional Development Plan
2025-2030



Burrton USD 369

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

5-year Professional Development Plan Approval

The Burrton USD 369 Professional Development Council approved the following plan, at its meeting held on May 11, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Kara A Schmidt (Signature) 5/11/26 (Date)

Board President – [signature] 5/11/26

Plan Updates

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

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Section One

Professional Development Council (PDC)

1.1 Introduction

The Burrton USD 369 Professional Development Committee (PDC) exists to support the district's mission of **providing high-quality, student-centered education** through the ongoing growth and professional learning of its licensed staff. The PDC serves as a collaborative body of teachers and leaders that **guides, monitors, and approves professional development activities** to ensure they are meaningful, research-based, and aligned with district goals.

The committee's purpose is to:

- Promote **continuous professional learning** for all licensed staff.
- Oversee the development, implementation, and approval of **Individual Professional Development Plans (IPDPs)** and five-year renewal plans.
- Ensure **equitable representation** of teachers and leaders in all PDC activities.
- Maintain compliance with **KSDE regulations (K.A.R. 91-1-215 through K.A.R. 91-1-219)**.
- Support the district's vision of fostering **highly effective educators** who positively impact student achievement and school culture.

The PDC is committed to creating a **transparent, collaborative, and efficient process** for professional development, including reviewing PD points, facilitating training, and providing guidance for professional growth opportunities.

1.2 Membership and Vacancies

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

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

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

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

Membership Overview:

- Members of the Burrton USD 369 PDC are staff who are **licensed teachers and/or leaders**. Each member is selected by the licensed teachers and leaders in the groups they represent.
- The PDC will have as many or more teachers than licensed leaders, with a **minimum of two members**.

- The membership of the PDC is dictated solely by the **KSDE-licensed groups** that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.
- The **PDC Chair** is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.
- If a PDC member needs or intends to **resign, retire, or otherwise leave the PDC**, they should send notice to the PDC Chair via email or letter.

Oversight of Vacancies:

- The **Superintendent**, who serves on the committee, provides advice and administrative support as needed. There are only two administrators in the district available to assist.

Term of Service:

- Teacher and specialist PDC members are asked annually if they wish to continue participation; this is annual
- There are **no term limits**, but the committee encourages recruitment of new members to promote broader involvement in the FALL.

Vacancy Timeline:

- When a position becomes vacant, it is filled immediately at the next meeting or within the following month.

Nomination and Volunteering:

- Staff may nominate themselves or others (with the nominee's permission) for a PDC membership slot.
- An annual email is sent by the PDC Chair inviting participation.
- For mid-year vacancies, the PDC Chair may send an additional email or personally approach potential nominees.

Selection Process:

- Nominations and selections are collected and reviewed using a **Google Form**.

Representation Needs:

- Currently, one special/secondary representative is needed to ensure full group representation.

1.21 Licensed Teacher Groups Represented:

People Represented	Number
District	4
Total	4

1.22 Licensed Administrators Represented:

Groups Represented	Number
Elementary Principal/Superintendent	1
Total	1

1.3 Responsibilities

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

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

1.4 Annual PDC Training

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

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

Annual Training for PDC Members

- **Timing of Training:**
    - New PDC members will receive training on their roles and responsibilities under **K.A.R. 91-1-215 through K.A.R. 91-1-219** before starting their duties, but no later than **the end of September** of their first academic year in office.
    - Returning members who receive **refresher training** must complete it by the **end of the first semester** of the new academic year.
- **Training Methods:**
    - Training may be delivered through a variety of methods, including **in-person, online, video, or other formats**, and may be conducted **in-house or in partnership with external organizations**, such as an educational service center.
- **Committee Responsibilities:**
    - The PDC is responsible for ensuring that training is **timely, completed by all members**, and

documented for verification.
    - Documentation of completed training will be stored on **Google Drive**.

- **Professional Development Credit:**

    - PDC members are eligible to earn **one PD point for each clock hour** served on the council during their license period.

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.

1.5 Operational Procedures

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

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

1.50 Officers

Officers:

- The officers of the PDC shall consist of a **Chairperson**, **Vice-Chairperson**, and **Secretary**.
- Officers are recommended to have at least **one year of prior experience** on the PDC.
- Officers will be listed on the **Professional Development Committee Information page**.
- Officers are **elected by PDC members** in the spring for the upcoming year, with terms beginning **August 1**.
- Officers serve a **two-year term** and may be re-elected for up to **two successive terms**.

Required Training:

- All council members shall participate in **annual training** related to their roles and responsibilities, including requirements under KAR 91-1-215 through KAR 91-1-219.

Duties of Officers:

- **Chairperson:**

    - Presides at all regular and special meetings.
    - Prepares agendas for meetings and distributes them at least **two (2) days in advance**.
    - Provides notification of all meetings.

- Appoints PDC members to subcommittees as needed.
- Receives resignations from PDC members and ensures proper documentation.
- Establishes yearly PDC tasks, timelines, and carries out other duties as described or assigned.
- Ensures **Individual Professional Development Plans (IPDPs)** are completed and maintained accurately in a centralized location.
- Ensures the **ratio of teachers to leaders** on the PDC is maintained in compliance with KSDE regulations.

- **Vice-Chairperson:**

  - Fulfills all duties of the Chairperson in their absence.
  - Prepares an **annual report** summarizing PDC activities, staff participation, upcoming renewals, and planned activities for the next year.
  - Works with the Chairperson to outline yearly PDC tasks and timelines.
  - Carries out other duties as assigned by the Chairperson.

- **Secretary:**

  - Keeps accurate **minutes of all meetings** and distributes them to all PDC members for posting in each attendance center.
  - Maintains all **local PDC documents**, including minutes, IPDPs, correspondence, and other records, and submits them to the **clerk of the Board of Education** for recording and storage.

PDC Officers: Terms, Selection, and Current Assignments

- **Term of Service:**

  - Officer positions are **discussed at the beginning of each year** to determine if current officers wish to continue or if new volunteers want to assume a role.
  - There are **no fixed term limits**; officers may continue service with the agreement of the council.
  - Terms are **not formally staggered**, but the council may choose to rotate roles for continuity.

- **Officer Selection Timeline:**

  - Officers are typically selected **at the beginning of the academic year**.
  - If a vacancy occurs mid-year, the position is filled **as quickly as possible** once notification is given to the Chair.

- **Current Officer Assignments:**

  - **Chair:** Courtney Johnson
  - **Vice-Chair:** Lorie Goodale
  - **Secretary:** Hillary Weller

- **Officer Duties:**

  - See “Duties of Officers” section for detailed responsibilities of the Chair, Vice-Chair, and

Secretary.

1.51 Meetings

PDC Operations and Meetings

- **Operational Months:**
    - The PDC operates from **September through May** each academic year.
- **Meeting Frequency:**
    - Meetings are held **once a month** to ensure the timely review and approval of:
        - **Professional Development (PD) points**
        - **Individual Professional Development Plans (IPDPs)**
        - **Five-year renewal plans**
    - Monthly meetings typically occur on **in-service days**.
- **Scheduling Additional Meetings:**
    - If there is a need for an extra meeting outside the regular schedule, the **PDC Chair will send an email** to notify members.
    - Meetings may be conducted **online or electronically**, such as via **Zoom**, when needed.
- **Attendance:**
    - In addition to PDC members, **any staff, community members, or board members** may attend meetings.

1.52 Decision-making

PDC Decision-Making

- **Voting and Quorum:**
    - All decisions of the PDC, including approval of **PD points, IPDPs, five-year PD plan renewals**, and other official business, are determined by a **simple majority vote** of the authorized membership.
    - A **quorum** consists of **at least three members**, with **50% or fewer being leaders**.
- **Tie Votes:**
    - In the event of a tie, the **PDC Chair or designee** may:

        - Delay the vote
        - Call another meeting
        - Conduct the vote later **electronically or by phone**

- **Unanimous Consent:**

    - Unanimous consent may be recognized and stated by the Chair as the decision of the Council when a **simple majority of the authorized membership is present**, provided no member requests a formal vote.

- **Passing Motions:**

    - If consensus is not reached, a motion passes with a **simple majority of the quorum present**.

1.53 Documentation

- **Documentation System:**

    - The PDC uses **Frontline** as the electronic documentation management system to create and maintain records of all PDC activities and business.

- **Staff Training:**

    - Staff are trained to use the system at the **beginning of each academic year**.

- **Forms Used in the System:**

    - The following forms used for PDC activities and business are maintained within Frontline.

        - Personal Goals/Objectives
        - Professional Development Request Form

    - Any forms **not included in Frontline** (paper or self-created) should be included in the **appendix** of this policy for reference.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Google Drive/Email	Committee	Yes
IPDP's	X	Frontline/Personal Goals/Objectives	Committee	Yes
Meeting Minutes	X	Google Drive/PDP Committee	Committee	Yes
Member Selection	X	PD Plan	Committee	Yes
Officer Selection	X	PD Plan	Committee	Yes
PD Plan Process	X	PD Plan	Committee	Yes
PD Points	X	Frontline/Professional Development Request Form	Committee	Yes
Staff PD Needs Assessments	X	PD Plan	Committee	Yes

1.54 **PDC Communications**

- The **Superintendent** provides updates to the **Board of Education** at regular board meetings regarding the **status of staff PD points** and other relevant PDC activities.

1.55 Approvals

Approval Authority:

- All approval authority for professional development activities lies **solely with the PDC**, except for the **local Board of Education (BOE)**, which may also approve the Professional Development Plan (PDP) and its amendments.
- The PDC may exercise approval in three ways: **direct, recommended, or delegated**, particularly for **Individual Professional Development Plans (IPDPs)** and **Professional Development Points**.

5-Year Professional Development Plan Review:

- The **five-year district Professional Development Plan (PDP)** is approved through the **KSDE process**, which includes:

    1. Plan review and revision
    2. Final draft approval
    3. Local district approval
    4. State Board of Education approval

- The PDC approves the plan, and the BOE is updated regarding its status.

Annual Review and Amendments:

- The PDP is subject to **annual review**.
- If the September evaluation identifies gaps or the need for revisions to meet plan goals, the PDC will **amend the plan**.
- Amendments are approved following the **voting procedures in Section 1.5 (Operational Procedures)**.
  - Once approved, the **Secretary** records the amendment on the **Plan Updates form** at the beginning of the PDP, including a description of the change and the date of PDC approval.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Superintendent/Elementary Principal

Direct Approval-The PDC reviews and approves all plans during PDC meetings with one approver due to being a small school. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Superintendent/Elementary Principal

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

IPDPs for Licensed Professionals Who Live or Work in the District but Are Not Employed by the District

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

- The Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the liaison at schwindtk@usd369.org
- 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 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.

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

Refer to 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.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,

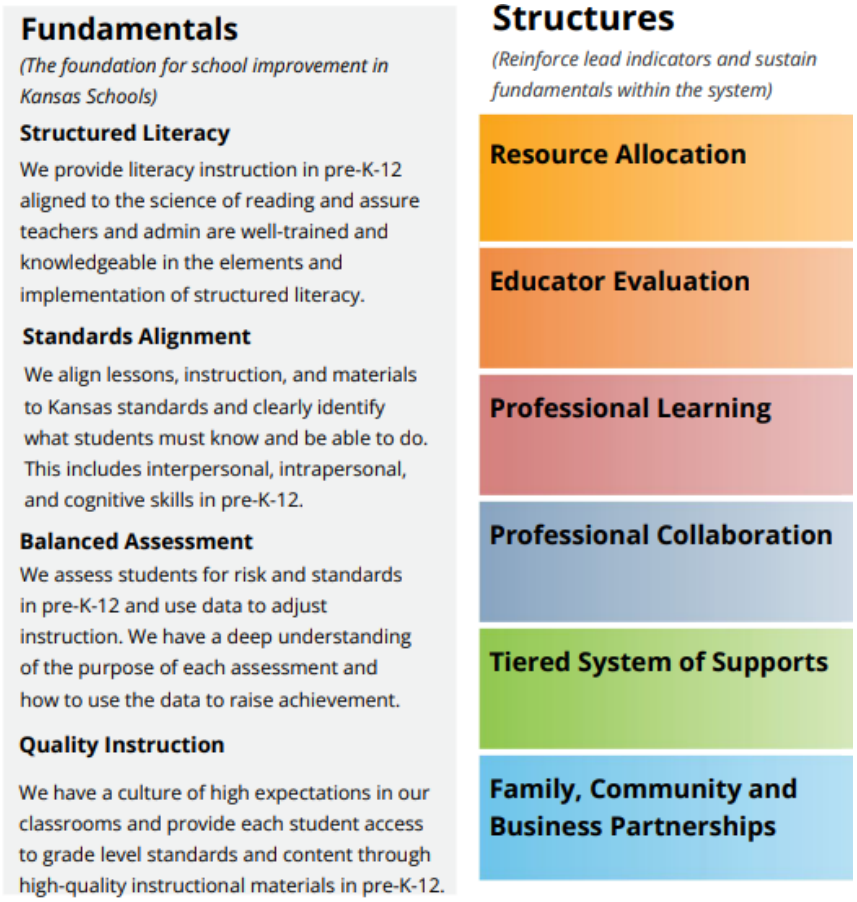
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based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

- Based on an analysis of 2024–2025 Kansas State Assessment data, Burrton students demonstrated overall growth in both English Language Arts and Math. The percentage of students scoring in Level 1 decreased, while more students moved into Levels 2 and 3, indicating progress toward proficiency. However, a continued focus is needed to increase the number of students performing at Levels 3 and 4.

- FastBridge data, reviewed three times per year (fall, winter, spring) using the ORID process, supports these findings and highlights the need for greater alignment between curriculum, instruction, and Kansas Standards. Staff discussions revealed inconsistencies in how standards were prioritized and taught across grade levels, identifying **standards alignment** as a key improvement priority for the 2024–2025 school year.

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

Goal: By March 2026, 100% of Burrton staff will receive training in standards alignment and begin aligning their curriculum to Kansas Standards using the ESSDACK alignment tool.

Rationale: Our data analysis revealed variability in how standards are addressed, resulting in inconsistent instructional outcomes. Standardized alignment will ensure all students receive consistent, rigorous instruction.

Action Steps:

- Partnered with **ESSDACK** for a full-day standards alignment training.
- Implementing an alignment tool to map standards to existing curriculum.
- After goal completion in March, the next step will be to select one content area for full curriculum revision and implementation.
- ESSDACK will return to support K–6 teachers with classroom strategies for teaching aligned standards.
- Kagan training (PK–12) will be provided to strengthen cooperative learning and student engagement strategies.

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

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

The MOP's for Professional Learning include the following:

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

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

Progress toward standards alignment will be monitored through teacher implementation check-ins, lesson plan reviews, and grade-level discussions. Leadership teams will use the ORID data process during FastBridge reviews to connect student outcomes with implementation of aligned standards. ESSDACK follow-up visits and classroom observations will provide additional feedback on fidelity and instructional impact.

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

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

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

Evidence of impact will include improved alignment of curriculum maps, consistent use of standards-based instructional strategies, and student growth data reflected in FastBridge and Kansas State Assessments. Observations and PLC documentation will show increased teacher collaboration around standards, and Kagan structures will support higher student engagement across grade levels.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

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

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

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

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

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

(1) The plan results from cooperative planning with a designated supervisor.

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

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

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

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her Individual Professional Development Plan (IPDP). The IPDP serves as the bridge between schoolwide improvement goals and individual educator growth.

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

Our school's focus this year is grounded in the analysis of Kansas State Assessment (KSA) data, which revealed priority needs in **ELA comprehension and writing skills** and **Mathematics problem-solving and application**. These areas, supported by our FASTBridge data, will drive both schoolwide professional learning and individual goal setting.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

Each staff member will work with their designated supervisor to develop an IPDP that aligns with:

- Schoolwide KESA goals and assessment-driven priorities.
- Identified gaps in student performance, particularly in **standards alignment** and **core instructional practices**.
- Professional development themes identified for the year (e.g., *standards alignment, instructional rigor, and data-informed teaching*).

Supervisors will ensure that IPDP goals connect to the professional learning strands in Section 2 (e.g., ELA writing strategies, math conceptual reasoning, and data team collaboration).

3.2 Assess individual needs.

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

Individual needs will be identified using multiple data sources, including:

- Kansas State Assessment results showing trends in reading and math proficiency.
- FASTBridge progress monitoring data highlighting specific sub-skill gaps.
- Classroom walkthrough and observation data emphasizing instructional delivery and student engagement.

Teachers will compare grade-level and subgroup performance to identify where student learning gaps exist, helping shape their professional growth focus (for example, “increasing student mastery of constructed-response writing tasks”).

3.3 Determine individual professional development goals.

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

Goals will be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and derived from both building-level priorities and personal instructional growth areas.

Each goal should also align to at least one of the KESA rubrics and contribute to schoolwide improvement metrics.

3.4 Determine individual professional development strategies.

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

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

Strategies include:

- Participation in district-led professional development on **standards alignment** and **rigor in questioning**.
- Engagement in **collaborative data team meetings** to monitor formative and summative data.
- Independent study or classroom-based action research on instructional techniques in the identified content areas.
- Attendance at targeted workshops, webinars, or instructional coaching sessions.

Staff are encouraged to connect PD activities to both the district's Professional Development Plan and their individual student performance data.

3.5 Write the Individual Professional Development plan.

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

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

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

Each IPDP will include:

- Clear goals (what the teacher aims to learn and apply).
- Aligned activities or professional learning opportunities.
- Indicators of progress for **knowledge**, **application**, and **impact**.

Example Indicator Set (ELA Writing Focus):

- *Knowledge:* Learn evidence-based writing strategies for Grades 3–8.
- *Application:* Implement strategies during weekly writing blocks.
- *Impact:* Increase student proficiency on writing constructed-response questions on state and district assessments.

3.6 Analyze progress.

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

Throughout the school year, staff will review progress by:

- Reflecting on formative and summative student data after key instructional units.
- Documenting learning applications and student responses in reflective journals or PLC notes.
- Comparing classroom data to schoolwide KSA and FASTBridge trends to determine whether changes in instruction are resulting in improved outcomes.

Building administrators will assist in analyzing data trends and identifying next steps during mid-year and end-of-year reviews.

3.7 Revise the plan as necessary

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

As new data emerge from interim assessments, classroom observations, or PLC feedback, staff may revise IPDP goals and strategies. Adjustments will ensure continued alignment with district improvement goals and individual growth areas.

Ongoing revision also supports responsiveness to student needs, allowing teachers to pivot based on what data reveal throughout the year.

Each certified staff member will 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 is approved with reservation, a statement providing reasons will be provided. In any eventuality, the Council will forward the forms to the chairperson of the **Burrton Professional Development Council (PDC)** for consideration. A plan may be withdrawn if the submitting individual decides to do so.

All plans, professional development point 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 **369 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.

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.

- 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.

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 used by the **Burrton USD 369 Professional Development Council (PDC)** for awarding professional development (PD) points for the re-licensure of licensed staff.

One professional development point (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 licensure renewal. Limiting points—for example, requiring staff to choose between earning PD points or being paid for attending an in-service, or denying points because the training occurred during contract hours—is **contrary to KSDE regulation**. Any such limitations in a negotiated agreement or employment contract are invalid under Kansas Administrative Regulation (KAR) 91-1-206.

The **PDC awards points collectively as a council**. No individual member has the authority to approve or deny points independently.

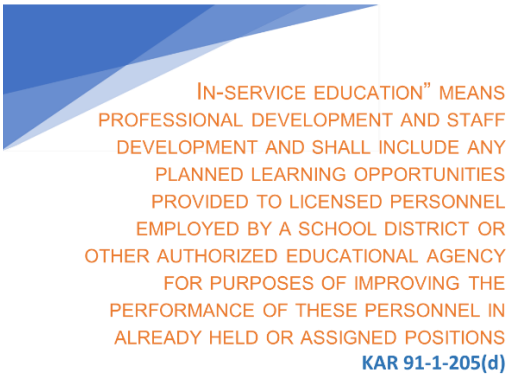
If the PDC has questions about how knowledge-level (baseline) points were determined, it will request clarification from the staff member during a PDC meeting or through written correspondence.

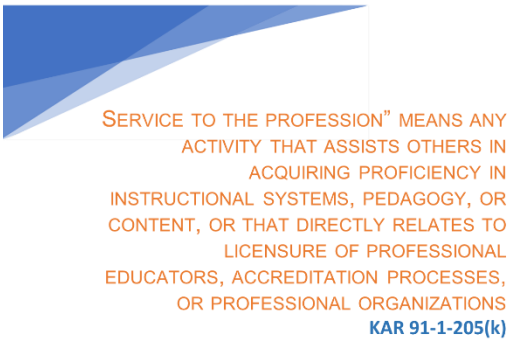
The **PD Crosswalk for KESA 2.0**, once fully developed by KSDE, will further assist the PDC in determining the appropriate level and category of PD points for activities connected to Foundation, Structure, Lead Indicators, and Measures of Progress. This tool will help distinguish professional learning aligned to specific licensure areas—teacher, specialist, or leader—and clarify whether activities should be classified as *content knowledge*, *professional education*, or *service to the profession*.

Burrton USD 369's Professional Development Council supports a culture of continuous growth, ensuring that professional learning directly enhances instructional practice, aligns with district goals, and ultimately improves student outcomes.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

- Bachelor's Degree Holders: Must submit 160 PD points for renewal; at least 80 points must come from college/university credit. One semester credit hour = 20 PD points.
- Advanced Degree Holders: Must submit 120 PD points for renewal. Points may be earned from a combination of semester credit hours and other professional development activities. Graduate degree holders are not required to earn points from semester credit hours.

- Semester credit hours may be applied directly for licensure renewal only if earned as part of an approved teacher preparation program for an added endorsement, school specialist, or leadership license.
- PD points must be earned in at least one of the following areas:
    1. Content Endorsement Standards
    2. Professional Education Standards
    3. Service to the Profession

Verification and Reporting:

- Verification may include course descriptions, reflection journals, pre/post assessments, committee minutes, lesson plans, student work, or other artifacts demonstrating participation and application.
- Points and activities must be documented on an official PD transcript, including date, hours, college/university (if applicable), and designation (content, pedagogy, or service).
- Knowledge points used as a baseline for application or impact points may come from previous licensure periods, but application and impact points must be earned within the current licensure period.

Special Cases:

- Retired educators or those holding graduate degrees with experience may have modified requirements.
- Coaching clinics or professional development outside the standard endorsement area may qualify if aligned with an approved Individual Development Plan and verifiable as professional education or service to the profession.

4.3 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. Each level builds on the baseline knowledge acquired:

Level I – Knowledge

- **Definition:** Points awarded for knowledge gained through in-service education or service to the profession.
- **Rate:** 1 PD point per clock-hour.
- **Verification:** Descriptions of staff development, personal reflections, pre/post assessments, committee minutes, or other evidence of participation.
- **Notes:** Knowledge-level points form the **baseline** for Application and Impact points. Points can come from multiple activities and do **not** need to be earned during the same licensure period as Application or Impact points.

Level II – Application

Definition: Points awarded for applying knowledge gained at Level I in the classroom, school, or district to improve student outcomes or programs.

- **Rate:** 2 × Level I points.

- **Verification:** Independent observations, lesson plans, samples of student work, journals, portfolios, or structured interviews demonstrating application of knowledge.
- **Notes:** The PDC determines requirements for Application, including duration and evidence of use.

Level III – Impact

- **Definition:** Points awarded for demonstrating measurable impact on student performance, program effectiveness, or school/district policies.
- **Rate:** 3 × Level I points.
- **Verification:** Evidence of improved student performance, positive behavior changes, curriculum revisions, policy changes, or implementation of Level II activities by others.
- **Notes:** The PDC determines requirements for impact, including how results are evaluated.
- **Notes on Activities:** College/university coursework and other professional development activities are unique to each individual. The criteria for awarding points at three levels ensures **fairness** and **quality** in recognizing meaningful professional development.

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Serving on an onsite team for another school or district and an explanation of the time spent.

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

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

Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

PD points may also be awarded for activities related to local employment responsibilities, district initiatives, or other school/district-specific professional contributions, provided:

- Activities align with one of the three areas for licensure renewal (Content, Professional Education, Service to the Profession).
- Documentation and verification meet PDC standards.
- Points are recorded accurately on the official PD transcript.

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

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

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

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

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

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

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE

staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Professional Development Plan

Kismet-Plains
USD 483

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

5-year Professional Development Plan Approval

The USD 483 Professional Development Council approved the following plan, at its meeting held on 5/21/26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 5/21/26
Signature Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

U.S.D. #483 Professional Development Program

Mission Statement

"Educated to become adaptive, productive citizens"

Purpose of the Professional Development Plan

To provide teachers the opportunity to acquire and refine skills needed to carry out the district mission and school improvement plan, as well as to provide documentation for teacher licensure.

Functions of the Professional Development Council Team

To access the professional development needs of the district and provide input as to professional development activities. Review individual staff development plans. Complete an annual evaluation of the district **IPD** plan and recommend possible changes.

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 483 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups

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

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

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

Composition and Terms of Professional Development Council Team

The team will consist of one certified staff member from each attendance center. The team will consist of one administrator from each building.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Kismet Elementary	2
Plains Elementary	2
Junior High	2
High School	2
Total	8

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? Principal Leadership/Administration will also reach out to a teacher(s) to and ask them to serve on the council.

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

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

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

When a group represented has an opening, in what month or timeframe is the position selected?
Fall
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Inform the principal.

The district has created a Ballot to allow teachers to vote on potential PDC Committee members. It is in the appendix.
Who tallies/documents the selections? The PDC Chairperson or the Supt.
Who reports the results to the PDC Chair or designee? The PDC Chairperson or the Supt.

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Kismet Elementary	1
Plains Elementary	1
Junior High	1
High School	1
District	1
Total	5

1.24 Licensed Leader Group Selection Process:

Each of the above groups only has one member who, therefore, is the representative for that group by default. If more members are added to one or more of the groups, then the following questions will be answered and the PD Plan amended.

Which position/s oversee the process of filling vacancies in the groups represented?
How long is the term for a leader/administrator PDC member?
If any, what are the term limits?

If the terms are staggered, how is that done?
When a group represented has an opening, in what month or timeframe is the position selected?
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?
Who reports the results to the PDC Chair or designee?
List any groups represented with only one member of staff and, therefore, the default PDC member:

1.3 Responsibilities

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

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

1.4 Annual PDC Training

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

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

USD 483 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The Superintendent (Insert PDC Chair or other title) is responsible for ensuring training is

timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the District office (Insert location. If there is an electronic link, include it here). PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers? Three years

If any, what are the term limits? Not currently

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

In what month or timeframe are officers selected? Fall at first PDC meeting

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? ASAP

Officer Title: Chair

Duties

1. Presides at all regular and special meetings.
2. Provides notification of all meetings.
3. Receives resignations from PDC members and ensures proper documentation.
4. Ensures Individual Professional Development Plans (IPDPs) are completed and maintained accurately in a centralized location.
5. Ensures the ratio of teachers to leaders on the PDC is maintained in compliance with KSDE regulations.

1.51 Meetings

In what months does the PDC operate? Year round

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? Once a semester

If there is no set schedule, how will a meeting be scheduled?

What is the process for scheduling extra meetings, if needed? PDC Chair works with Superintendent to schedule meetings with the PDC.

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? Typically, PDC only but not a closed meeting.

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 50% of the current members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: N/A

2. When are staff trained to use the system? N/A

3. List the names of the forms used in the system for PDC activities and business: N/A

4. Copies of all forms used in the system for PDC activities and business are included in the appendices.

   Appendix A-PD Points Form
   Appendix B-IPDP Form
   Appendix C-PDC Ballot
   Appendix D- Appendix D-PDC Minutes and Attendance

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Central Office	Supt.	Y
IPDP's	X	Central Office	Supt.	Y
Meeting Minutes	X	Central Office	Designee	Y
Member Selection-See meeting minutes	X	Central Office	Supt.	Y
Officer Selection-See meeting minutes	N/A			
PD Plan Process	X	Central Office	Supt.	Y
PD Points	X	maintained in the Central office in a spreadsheet in individual staff files	District Secretary	Y
Staff PD Needs Assessments	N/A			

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development

Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by The PDC Chairperson and/or the Superintendent to the PDC.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

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

Individual Professional Development Plans

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

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the

Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

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

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

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 483 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at dfrisby@usd483.com

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

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

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

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

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

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

- determining if each district student is receiving instruction to meet academic standards,

- assessing how instruction align with state and district curriculum content and standards,

- Describing current activities that are helping to ensure that district students reach the curriculum standards, and

- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments

- HS Graduation and
- Postsecondary Effectiveness

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

Kansas Education Systems Accreditation (KESA) Resources

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

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

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

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

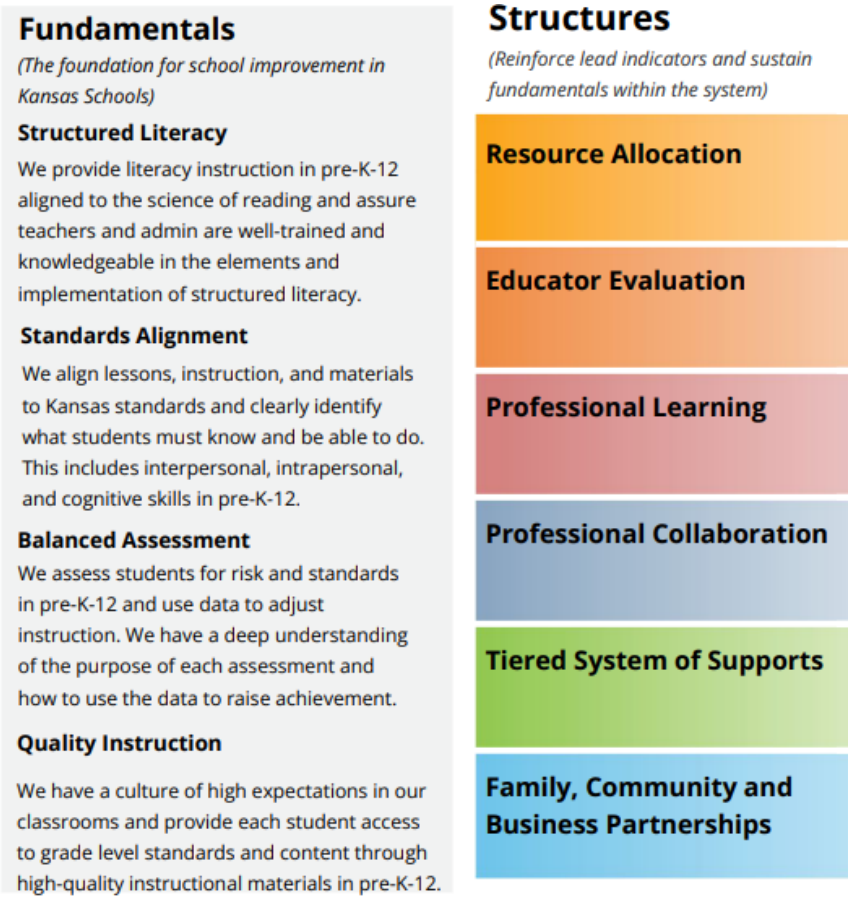
Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,

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

2.2 Identification of goals and objectives to achieve professional development needs

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



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff

development goals and objectives are focused upon helping teachers and other staff members close those gaps.

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

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

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

3.0 Introduction

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

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

IPD Plan Process

1. IPD plans must be approved by the district Professional Development Council Committee before points will be awarded.

2. The PDC Committee will meet every semester.

3. IPD plans will run concurrently with individual teacher certification dates.

4. Inservice taken for college credit must be converted to IPDP points.

5. All documentation and point requests for knowledge points must be completed in the current semester, or the beginning date of school.

6. Teachers may elect to receive IPDP points at knowledge (in-service, workshops, district committees, curriculum work, etc.), application (documentation and evidence shown), or impact (documentation and evidence shown) levels.

7. Forms for the IPD plan format, prior approval (by committee) and activity reporting are contained in this document and are available from each building principal.

8. A cumulative point total will be given to each plan participant at the end of each semester.

9. Points will be awarded for in-service activities related to the school improvement plan or to the teacher individual professional development plan and to those that meet the definition of in-service education. These must include two of the three following.

A. Content Endorsement Standards

1. Workshops or in-services for curricular areas.

B. Professional Education Standards

1. Workshops or inservices for discipline, motivation, etc. (applicable to any educator)

C. Service to the Profession

i. Committee work- IPD, SIT, Negotiations, etc. (No application or impact points can be awarded)



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

development needs.

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

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service,

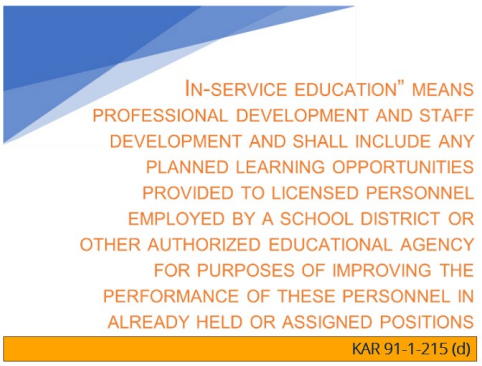
not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

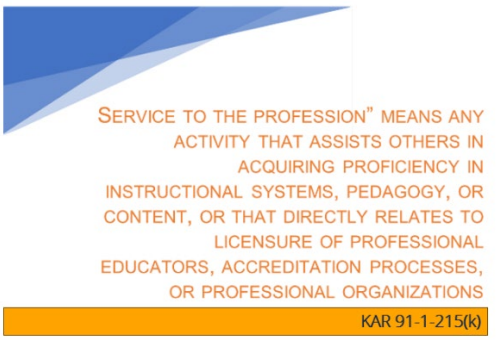
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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





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. Teachers can renew 2 times using accredited experience with an advanced degree.

College Credit must be converted to points for licensure unless

- you are national board certified;
- you held an advanced degree before July 1, 2003; or
- you are adding an endorsement.

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

Accumulating Points

Knowledge Level

1. Points will be allotted for attendance (seat) time.
2. One hour attendance = **1** point
3. Webinar attendance

a. Prior administrative approval required.
b. One of the following must be arranged with administration.

i. Presentation to staff (only presentation points may be requested)
ii. Paper written and submitted (only seat points may be requested)
4. For salary schedule advancement, a maximum of forty (40) knowledge non-university points will be allowed per year.

Application Level

1. Three indicators from the following list must be submitted.
a. Lesson plans
b. Classroom observation by administrator
c. Video Presentation
d. Teacher Log or Journal
e. Peer Coaching/Teaching
f. Written Paper
g. Teacher Project
h. Other (must be approved)
2. Knowledge Level Attendance Points X 2
3. Fourteen (14) point maximum for salary movement unless prior approval by PDC.

Impact Level

1. Two indicators from the following list must be used as evidence of student improvement.
a. Student achievement (standardized or state testing}
b. Positive Changes in behavior (study habits, attendance, homework completion, participation in school related activities, decrease dropout)
c. Teacher log/Journal Evaluation/Pmtfolio
d. Student project evaluations
e. Data Collection
f. Other (must be pre-approved)
2. Knowledge Level Attendance Points X 3
3. Twenty-one (21) point maximum for salary movement unless prior approval by PDC.

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Serving on an onsite team for another school or district and an explanation of the time spent.

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

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

Verification required may include one of the following: Independent observation such as:

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

Knowledge Level

1 Points will be allotted for attendance (seat) time.

2. One hour attendance = **1** point

3. Webinar attendance

A. Prior administrative approval required.

B. One of the following must be arranged with administration.

1. Presentation to staff (only presentation points may be requested)
2. Paper written and submitted (only seat points may be requested)

C. Maximum of eight (8) points per webinar allowed.
D. Maximum of forty (40) webinar or PublicSchool Works points will be allowed per year (required district trainings are NOT included in the max of 40 points).
4 Collaborative Effort (PLC, Grade Level, Department)
E. May not exceed 7 points per semester and 7 points per summer
F. Must have Principal/Administrative Approval
G. Must show documentation (agenda, Google folder, etc.) as Principal requests.

Sharing Knowledge

1. Knowledge shared with colleagues at district in-service --5 points per hour. (1pt.- presentation and 4pt. - preparation)
2. Knowledge shared with colleagues at out-of-district meetings -- 5 points per hour. (submit program – 1 pt. - presentation and 4 pt. - preparation)
3. Twenty-five (25) point maximum unless prior approval by PDC.
4. Multiple topics implementation from individual in-service must have approval of PDC.
5. If you are financially compensated, points will not be awarded.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

   No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript,

including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

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

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

- the points are not counted as semester credit hours; AND

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendices

Appendix A-PD Points Form
Appendix B-IPDP Form
Appendix C-PDC Ballot
Appendix D-PDC Minutes and Attendance

Appendix A-PD Points Form

Kismet-Plains Unified School District No. 483
Individual Professional Development PD Points Form

Rev. 5/14/2026

Name:__ Date:_____ Date of Activity:__

Title of Activity: _____ Location of Activity: _____

Level	Type of Activity C= Content Standards PE= Professional Education SP=Service to Profession (No application or Impact points awarded) Licensure Renewal requires at least one of the 3 areas.	**Hours in Attendance** (Hours to present if submitting points for a presentation)	**Point Values**	**Total Points Requested**
Knowledge What do you know now that you did not know before?			x1	
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?			x2	
Impact How has student performance Improved? What has changed about the program?			x3	

Knowledge Level: Complete the following and attach evidence. Because of attending this activity, what knowledge/skills did you acquire?

Describe how this activity connects to district strategic priorities, building goals, and/or individual goals. **Application Level: Check three indicators and attach evidence.**

☐ Lesson Plans ☐ Classroom Observation ☐ Video Presentation
☐ Teacher Log/Journal ☐ Peer Coaching/Teaching ☐ Written Paper
☐ Teacher Project ☐ Other (must be pre-approved)

Impact Level: Check two indicators and attach evidence.

- ☐ Student achievement (standardized or state testing)
- ☐ Student Project Evaluations
- ☐ Other (must be pre-approved)
- ☐ Teacher Log/Journal Evaluation/ Portfolio
- ☐ Data Collection
- ☐ Evidence of Application Level by others

Applicant's Signature _____ **Date:** _____

Approved ☐ **Not Approved** ☐

PDC Designated Approver (Superintendent) Signature: _____ **Date:** _____

USD 483 Kismet-Plains
Individual Professional Development Plan Form

Name: _____ **Signature/Date:** _____
School: _____ **Teaching Assign. By Subject/Grade:**
_____

My Goals

Level 1: Knowledge *(What do you know now that you did not know before?)*

1. _____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____

Level 2: Application *(What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?)*

1. _____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____

Level 3: Impact *(How has student performance improved? What has positively changed about the program?)*

1. _____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____

Individual Professional Development Plan Approval

Designated Supervisor Signature: _____
Date Approved: _____

PDC Designated Approver Signature: _____
Date Approved: _____

Professional Development Committee Election Ballot

Thank you for participating in the election for the **Professional Development Committee (PDC).** Your vote helps select a representative dedicated to our team's growth and learning initiatives.

Candidate Selection

*Please select **one** candidate by marking an "X" in the box next to their name.*

Selection -	Candidate Name	Department / Role
☐		
☐		
☐		
☐		
☐		
☐	**Write-in:**	

Voting Instructions & Eligibility

- **Eligibility:** All active staff members are eligible to cast one vote.
- **Deadline:** Ballots must be submitted by **4:00 PM on [Date].**
- **Confidentiality:** This is a secret ballot. Your specific selection will remain anonymous.
- **Submission:** Please return this form to Mrs. Stanfield or Mr. Frisby.

PDC Mission Statement

"The Professional Development Committee (PDC) is dedicated to fostering a culture of continuous learning, providing resources for skill advancement, and supporting the career growth of all members within the organization.

Appendix D-PDC Minutes and Attendance

USD #483 - Professional Development Committee (PDC) Meeting Minutes:

Date:_____ Time: _____

Teachers Present: Admin. Present:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____

_____

Minutes of Meeting:

_____

_____

_____

_____

_____

_____

_____

_____

Superintendent Signature (reviewed):

_____Date: _____

PDC Designated Approver (approved):

_____Date: _____

Professional Development Plan

2024- 2029
Shawnee Mission School District
USD #512

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

5-year Professional Development Plan Approval

The USD 512 Professional Development Council approved the following plan, at its meeting held on May 13, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Brittany Gonser _____ May 18, 2026

Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
The PDC member term length was modified from 2 years to 3 years.	Spring 2024
Selection section now includes language that is inclusive of administrators and teachers.	Spring 2024
The Chairperson of the PDC is now designated as the Director of Professional Learning.	Spring 2024
The previous Licensure Review section has been removed and incorporated in other sections.	Spring 2024
The previous KSDE Regulations section has been removed and embedded utilizing the provided template.	Spring 2024
The previous Forms section has been removed.	Spring 2024
The previous FAQ section has been temporarily removed. It may be reincorporated after further discussion with the PDC.	Spring 2024
The Responsibilities sub section of the PDC Section now includes "Supporting the school improvement process and serving on the Building Leadership Team."	Spring 2024
Outdated guidance, sample goals, and licensure information were removed from Section 3 Individual Professional Development Plans.	Spring 2024

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Definition

The Shawnee Mission School District's Professional Development Council (PDC) is a representative group of district licensed personnel which advises the Board of Education and district administration on the planning, development, implementation and operation of the district's professional development plan.

Purpose

The purpose of the USD 512 Professional Development Council is to:

1. Inform the Board of Education and district administration regarding the development and implementation of professional development.

2. Provide the structure and the means through which licensed personnel may use participation in professional development activities for licensure renewal.

3. Support school improvement plans, the district's long-range strategic plan, and the implementation of results-based staff development.

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

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.
The PDC shall consist of at least one member from each elementary, middle and high school building, including at least as many teachers as administrators. Representatives are selected by their respective groups.

1. Composition

a. Teachers - Members should be from each of the following areas: elementary school, middle school, high school and special personnel. Special personnel may include, but are not limited to, librarians, special education teachers, psychologists, nurses, social workers and guidance counselors who hold a teaching license.
b. Administrators - Members may include representatives from elementary school, middle school, high school and representatives from the central office or at-large and/or the district's human resources administration.

2. Qualifications

a. Teachers - Teachers shall be defined as all licensed teacher/specialist members of the Shawnee Mission School District who are not currently employed under an administrative contract.

b. Administrators - Administrators shall be defined as those persons who receive an administrator's contract approved by the Shawnee Mission Board of Education.

3. Selection

a. All new PDC members will be selected in the fourth quarter of each school year and will be eligible to serve a three-year commitment. They will attend the annual fall training for the Council on licensure regulation updates and procedures used in SMSD.

b. Members will be nominated by their representative group. This includes administrators and teachers.

Resignations and Replacements

A member of the PDC may resign membership at any time. A letter of resignation will be submitted to the PDC chairperson at least one regular meeting prior to the effective date of resignation. The resigning member's constituency shall then be notified immediately by the Council.

The Professional Development Council is empowered to request the replacement of a member from the constituent group for the good of the Council. Any vacancies will be filled according to the selection procedure described below.

1.21 Licensed Teacher Groups Represented:

Groups Represented (One PD member/facility)	Number
Elementary Schools	34
Middle Schools	5
High School	6
District Centers CTE Academy Achievement	3
Total	48

1.22 Licensed Teacher Group Selection Process:

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

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

If any, what are the term limits? None

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

When a group represented has an opening, in what month or timeframe is the position selected? During the fourth quarter of each school year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? Staff members can volunteer themselves or nominate a peer by completing the PDC Representative Nomination Form and submitting it to the building principal.

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

A Google Form will be disseminated to all certified staff within the building. The form will include the names of all nominees/ volunteers and staff will be asked to select their preferred representative.

Who tallies/documents the selections? The building principal will disseminate, collect and tally all selections.

Who reports the results to the PDC Chair or designee? The building principal is responsible for submitting results to the Director of Professional Learning by the last teacher contract day of the school year.

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

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary Schools	1
Middle Schools	1
High School	1
District Centers	1
District Office	1
Total	5

1.24 Licensed Leader Group Selection Process:

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

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

If any, what are the term limits? None

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

When a group represented has an opening, in what month or timeframe is the position selected? During the fourth quarter of each school year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? Licensed Leaders can submit their interest in writing to the Director of Professional Learning.

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

A Google Form will be disseminated to all certified staff to use at a group meeting during the fourth quarter. The form will include the names of all nominees/ volunteers and staff will be asked to select their preferred representative.

Who tallies/documents the selections? Director of Professional Learning

Who reports the results to the PDC Chair or designee? Director of Professional Learning

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

1.3 Responsibilities

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

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

Major responsibilities of the USD 512 Professional Development Council include

- Developing and approving a five-year professional development plan with recommendations from the Board of Education and district administration.
- Reviewing and approving professional development point allocations.
- Reviewing and approving individual professional development plans.
- Supporting requests for licensure renewal.
- Supporting the school improvement process and serving on the Building Leadership Team.
- Maintaining confidentiality of any information disseminated on file review.

1.4 Annual PDC Training

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

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

USD 512 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in Frontline. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

The members of the PDC select their chairperson as described below. The Director of Professional Learning acts as an advisor to the PDC Chair and helps facilitate the activities of the PDC to ensure the PDC members know and can integrate varied aspects of the district PD program into their decisions.

How long is the term for PDC officers? Every year

If any, what are the term limits? None

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

In what month or timeframe are officers selected? Fourth quarter.

Chairperson Duties:

- Coordinates writing and submission of the district's five-year professional development plan
- Coordinates selection process for PDC members
- Outlines yearly Professional Development Council tasks and timelines
- Coordinates yearly and on-going training for PDC
- Prepares and distributes an agenda for each meeting
- Presides at all regular meetings
- Calls and presides at all special meetings
- Serves as an ex officio member for any subcommittees
- Receives any resignations from Professional Development Council
- May select designee to serve in his/her absence

Although not a member, USD 512 provides staff support as the PDC Secretary with the following duties:

- Prepares a list of files for review by PDC
- Keeps minutes of all meetings
- Prepares minutes for distribution to all members of the Professional Development Council
- Prepares and distributes in-district transcripts
- Carries out other duties as requested by the chairperson

1.51 Meetings

- An annual PDC training will take place at the beginning of each school year, reflective of KSDE requirements. This training will be held as, or as part of, the first PDC meeting of the year, and will be facilitated by the PDC chair, or trained designee.
- Quarterly meetings will be held on regularly scheduled dates from August through May, with optional meetings in June, July and August.
- Special meetings may be called by the chairperson as needed. Meetings shall also be called by the chairperson at the request of the majority of the Council. One week's prior notice should be given for special meetings.
- All meetings will be open. However, any licensed district teacher or administrator may request to present at a regularly scheduled PDC meeting by submitting a written request to the PDC chairperson at least one week prior to the scheduled meeting.
- Necessary clerical staff, facilities for meetings, record keeping, communication, and other necessary services of the Council will be furnished by USD 512.

Agendas

- Formulation of the agenda for meetings of the PDC can come from items contributed and suggested by members, teachers, administrators, and/ or the Board of Education.
- Items must be submitted in writing to the chairperson of the Council at least one week prior to the scheduled meeting of the Council so that they may be considered for the publicized agenda prepared by the chairperson.
- Items may be added to the agenda of a regular meeting at the discretion of the chairperson, with approval of the Council.
- Meetings shall be conducted in accordance with state statutes.

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 50% of the current membership roster, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

Records

- Minutes of all meetings shall be distributed to the PDC members.
- Copies of records, minutes, reports and materials submitted to the PDC will also be kept in the office of Human Resources.
- A master file of PD points will be maintained in the human resources office. Access to these records will be in accordance with board of education policy.
- Records needed for licensure will be made available to the employees upon request.

We will utilize the Frontline Professional Learning platform for plan documentation, approval, and submissions from 3.0. Staff are trained during the annual pre-service with PDC representatives

The following is a list of the names of the Frontline forms used for PDC business:
Historical PD Request Form
Individual Professional Growth Plan
Mentee Log
Mentor Log
PDC Representation Nomination Form

Copies of PDC forms that are not part of Frontline will be included in appendix.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications				
IPDP's	X	Frontline	PDC Secretary	Y
Meeting Minutes	X	PDC Shared Google Drive	PDC Secretary	Y
Member Selection	X	Frontline	PDC Secretary	Y
Officer Selection				
PD Plan Process				
PD Points	X	Frontline	PDC Secretary	Y
Staff PD Needs Assessments				

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by all members of the PDC as well as the PDC Chairperson. This information is communicated to district and building leaders and all staff members.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

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

If the annual evaluation in the spring meeting shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5, provided that these amendments have been introduced in writing at a preceding regular meeting. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Individual Goal-Designated Supervisor
2nd-	Director of Professional Learning

Delegated Approval-The PDC delegates its authority to allow the Director of Professional Learning to approve IPDP's for USD 512. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

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

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	PDC Rep confirms completion
2nd-	Direct Supervisor of Staff

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 512. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approvers will also keep the PDC informed of the progress and status of the types and amounts of PD points.

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 512 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

Any community member residing in the Shawnee Mission School District attendance area is eligible to submit and maintain an individual professional learning plan with the Shawnee Mission School District. The Frontline Professional Learning Platform will be utilized for all community member professional learning plans in a fashion similar to all SMSD staff members. The Director of Professional Learning will approve all community member plans and activities. To initiate a plan and Frontline account, any community member should contact the SMSD Human Resources department for assistance.

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

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

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

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The

district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

● Effectively teach students to read.

● Clearly identify what students must know and be able to do.

● Access and utilize balanced assessment data effectively.

● Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

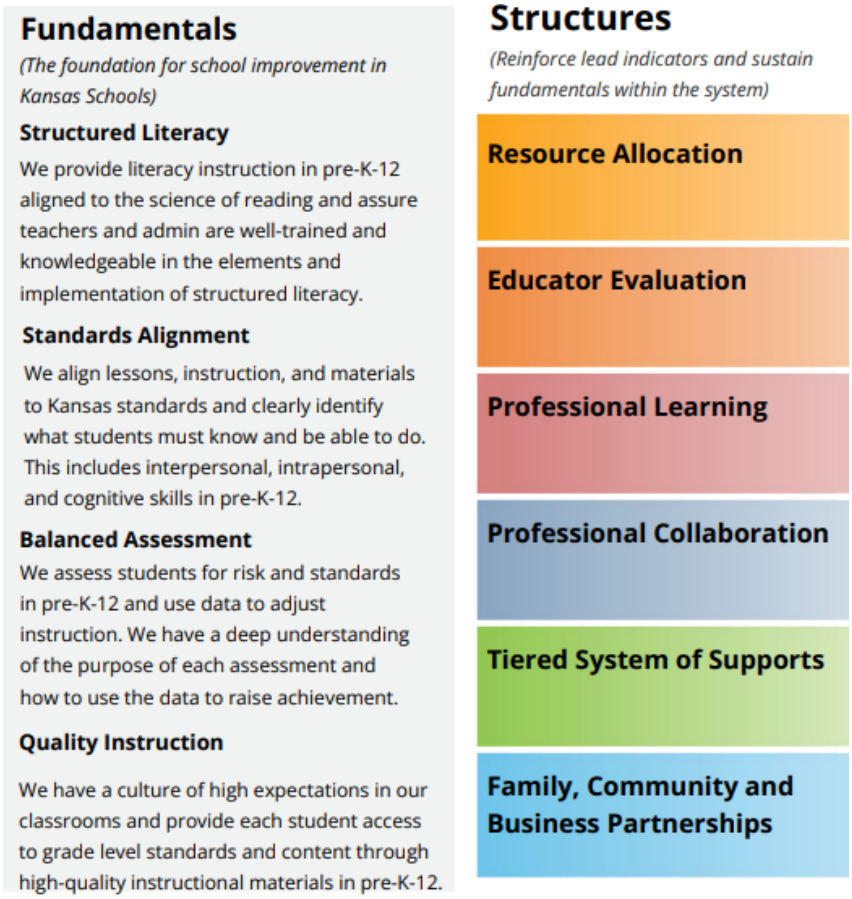
- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

All professional learning needs in the Shawnee Mission School District are determined and directed by the 2024- 2029 SMSD Strategic Plan and the affiliated Action Teams along with the Board of Education.

A year-long process including all stakeholders was conducted to determine needs and objectives.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



The *Employee Experience Survey* identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT),

staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

Professional Learning goals and objectives are outlined in the six strategies of the 2024- 2029 SMSD Strategic Plan.

Strategy 1: Learning

- Design and implement ongoing, job-embedded professional learning experiences for all staff to support personalized learning for all students.
- Embed interpersonal skills within all district curriculum maps to guarantee their use in daily instruction and commit to providing teacher professional learning on the implementation of interpersonal skills into lesson design.
- Increase professional learning for differentiated core instruction to meet individual student needs.

Strategy 2: Belonging

- Implement training on restorative practices for all staff to foster relationships, facilitate equitable dialogue, and address causes of conflict and harm.
- Provide internal training to ensure consistent implementation of communication policies and procedures.
- Continue ongoing professional development for staff and increase student voice and student learning opportunities that foster a sense of belonging for all.

Strategy 3: People

- Grow teacher efficacy by implementing current best practice and research based professional development

Strategy 4: Technology

- Provide professional learning resources and staffing on an ongoing basis to ensure all employees and students are equipped to utilize current, accessible, and future technology to promote self-efficacy and effectively impact instruction.
- *Note: this Strategic Plan strategy is new and therefore not yet fully developed.

Strategy 5: Mental Health

- Develop goals and objectives for professional learning on mental health topics for all staff. Use these objectives to develop a comprehensive plan for professional learning
- *Note: this Strategic Plan strategy is new and therefore not yet fully developed.

Strategy 6: Facilities (There are no current professional learning goals affiliated with this strategy.)

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

There are multiple Action Teams aligned with each strategy of the 2024- 2029 SMSD Strategic Plan. Each Action Team is responsible for identifying the specific actions to achieve the goals and objectives of their strategy. These Action Teams began meeting in Fall of 2024 and have not yet completed their work. As those items are defined, updates will continue to be made. The Full 2024- 2029 SMSD Strategic Plan can be viewed in the Appendix.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

A variety of tools will be utilized to determine successful implementation of each professional learning objective. These include but are not limited to:

- Staff member surveys
- Student performance data
- Board reports presented by individual Action Teams
- District level data analysis

2.5 Reporting results of evaluation of in-service needs

Strategic Plan Action Team leaders will meet quarterly to document completion and progress toward each professional learning objective. A Gantt chart of those timelines and goals can be viewed in the Appendix.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

All certified team members will have a consistent professional learning plan with goals aligned to the 2024-2029 SMSD Strategic Plan. Individually developed goals can be added to the plan if the professional employee chooses to do so. The following steps below only need to be completed if the professional employee chooses to add individual goals.

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

All Shawnee Mission School District certified team members are eligible to create an individual professional learning plan. We will utilize the Frontline Professional Learning platform for plan documentation, approval, and submissions.

In addition to an optional individually developed plan, all certified team members will also have consistent professional learning goals aligned with the 2024- 2029 SMSD Strategic Plan. Professional learning opportunities can be aligned with these goals in the Frontline Professional Learning platform and will be aligned with building and district level professional learning opportunities.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for

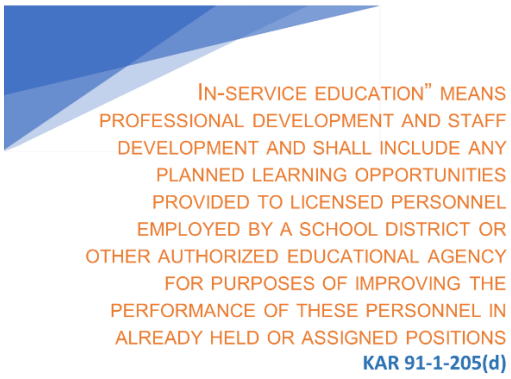
attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

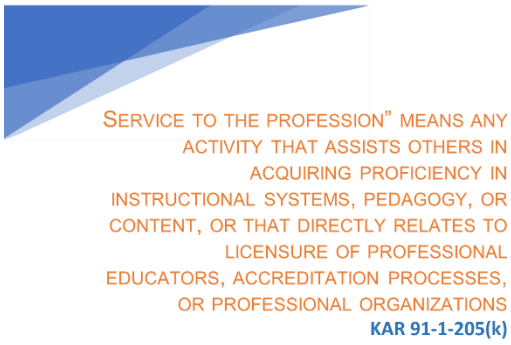
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

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.





Service to the Profession Learning Points

Service to the Profession points are awarded at one point per hour. Some examples of Service to the Profession include:

- Serving on a curriculum development council
- Serving on a textbook adoption committee
- Serving on a School Improvement committee
- Serving on PDC
- Supervision of a Student Teacher

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

License Renewal Requirements

According to the Kansas State Board of Education revised regulations, renewal of teacher licensure based on in-service education shall meet the following requirements within the five-year licensure period.

Highest Degree Earned	Required Professional Learning Points
Bachelor's Degree	160 points, including 80 points for college credit If retired and participating in an educational retirement system, 60 points with at least 40 points for college credit
Graduate Degree	120 points If retired and participating in an educational retirement system, 60 points
When determining licensure requirements, individuals should always reference their individual license as well as the KSDE Teacher Licensure website for specific needs.	

Note: Individuals who hold a two-year Initial Teaching License will also follow the above point requirements for renewal every time they renew an Initial Teaching License until they are able to document the district-sponsored mentoring requirement to upgrade to a five-year professional license. For further information regarding mentorship requirements, please see the SMSD Mentorship Program Handbook.

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning

= 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide

an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**

- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE

staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be

appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendix 1
2024- 2029 SMDS Strategic Plan

The 2024- 2029 SMSD Strategic Plan was approved by the Board of Education in June of 2024. Following approval, Action Teams began meeting to carry out the vision set forth by the Steering Committee. The full Strategic Plan document can be viewed by clicking on the hyperlinked image below or using the included URL.



https://www.smsd.org/about/strategic-plan-2024-2029

Appendix 2

2024- 2029 SMDS Strategic Plan Gantt Chart

The full Gantt Chart and all available updates can be viewed by clicking on the hyperlinked image below or using the included URL. Updates are made to each strategy quarterly to show progress toward completion.



https://www.smsd.org/about/strategic-plan-2024-2029/implementation-updates

Professional Development Plan

Coffeyville Public Schools
445

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Coffeyville Public Schools Professional Development Council approved the following plan, at its meeting held on May 5, 2026 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Susan Hunt
Signature

5/5/26
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Created & accepted wording for Individual Professional Development plan	11/3/2025
Updated PD points for Service to Learning Points to include separation of PD point for licensure vs. PD points for pay scale step. PDC cannot limit number of points awarded for licensure purposes but will consider if the amount of PD points requested are reasonable before final approval.	11/3 2025
Adjusted wording regarding how Admin/District level groups are elected to the PDC. This cannot be an assignment that is not chosen by the particular group.	11/3/2025

Add pages as needed

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COFFEYVILLE PUBLIC SCHOOLS

Coffeyville Public Schools Professional Development

5-Year Plan

2025–2026

Vision:

To build the instructional capacity of all educators through focused, ongoing professional learning that ensures equitable student outcomes, high-quality instruction, and strong collaboration grounded in data-driven decision-making.

Priority Areas:

1. Professional Learning Communities (PLC)
2. Structured Literacy: Seal of Literacy & LETRS
3. Instructional Alignment and Consistency
4. Data-Informed Decision-Making
5. Ongoing Support for District and State Initiatives

Year-by-Year Breakdown

2024–2025: Foundation & Framework

- Establish district-wide PLC expectations (agenda, norms, meeting cadence).
- Begin foundational training on the PLC process using DuFour's model.
- Identify teacher leaders to support PLC facilitation.
- Assess current literacy practices and prepare for LETRS implementation.
- Initial cohort of teachers begin LETRS Year 1 training.

2025–2026: Initial Implementation

- Implement weekly PLC meetings across all buildings with administrative monitoring.
- Train all administrators and instructional coaches in effective PLC leadership.
- LETRS Year 1 completed by Cohort 1; Cohort 2 begins Year 1 training.
- Integrate LETRS concepts into PLC discussions for ELA teachers.
- Begin using PLC time for literacy data analysis (DIBELS, screeners, curriculum-based assessments).

2026–2027: Expansion & Alignment

- Full PLC implementation in all grade levels/content areas with fidelity checks.
- Refine district PLC non-negotiables (data protocols, collaboration structures).
- LETRS Year 2 completed by Cohort 2;
- Begin aligning walkthrough tools to instructional priorities and LETRS-aligned practices.
- Admin retreat focuses on Seal of Literacy, PLC accountability, and walkthrough consistency.

2027–2028: Instructional Rigor & Coaching

- Leverage PLCs to implement core instructional models with consistency.
- Use PLCs to build capacity around ELA Tier 1 instruction, structured literacy, and intervention strategies.
- LETRS training continues for any new educators who do not have the Seal of Literacy.
- Embed LETRS-informed strategies into district PD offerings and induction mentoring.
- Prepare for KSDE's Seal of Literacy requirement:
    - All required staff have completed LETRS or equivalent training.
- Use walkthrough and PLC artifacts for coaching conversations.
- Develop literacy-based unit planning guidance to embed LETRS principles.

2028–2030: Monitoring, Sustainment & Seal of Literacy Readiness

- Use PLCs as the engine for school improvement and instructional reflection.
- Embed LETRS-informed strategies into district PD offerings and induction mentoring.
- Prepare for KSDE's Seal of Literacy requirement:
    - All required staff have completed LETRS or equivalent training.
    - Literacy team formed to lead literacy seal compliance.
- Evaluate fidelity of implementation using PD feedback, walkthrough data, and student growth metrics.
- Sustain PLC model with rotating facilitators, embedded admin support, and quarterly data summits.

Section One

Professional Development Council (PDC)

1.1 Introduction

Philosophy

COFFEYVILLE EDUCATORS BELIEVE…

- Professional learning is job embedded; we see ourselves as teachers of adults and view the development of others as one of our most important responsibilities.
- Educators teaching others adds to the validity and excellence of professional learning. All staff members have the responsibility to work together for mutual growth.
- Professional networking among individuals, buildings, districts, universities, and professional organizations encourages professional growth.
- Professional learning is a responsibility of each individual...personal and professional growth is non-negotiable.
- Staff members develop ownership through input and through commitment to improve instructional practices.
- Increased student success is the goal of professional learning.
- Professional learning is an ongoing process and teachers should therefore model lifelong learning by active participation in professional learning.
- Professional learning and collaboration are essential components of a PLC.
- Professional learning activities should be research/evidence-based, instructionally focused, and based on best practices.
- Professional learning should be aligned with and clarified by the Learning Forward definition and standards for professional learning.

FOCUS

The focus of the USD 445 Professional Development Committee is to emphasize the importance of appropriate professional learning that leads to increased teacher effectiveness and improvement in student learning

Decisions Regarding Focus:

- *At the district level,* professional learning decisions are based on recommendations from the district Professional Development Council, district level leadership teams, building administration, district administration, and the Board of Education.

- *At the building level,* professional learning is designed to address the skills teachers need in order to improve student learning, ensuring student success. This is determined by data collected relative to the needs of students and teachers in each individual building.

- *At the individual level,* professional goals are set by the individual, which are aligned with building and district level improvement plans.

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 Coffeyville Public Schools PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The council members will represent:

- Central Office Administrators
- One Building Administrator from each of the following: CES, RMS, FKHS, ELC
- One Licensed Staff Member representing FKHS
- One Licensed Staff Member representing RMS
- Three Licensed Staff Members representing CES
- One Licensed Staff Member representing ELC

Professional Development Committee Members		
District Office	Lora Stalford - Assistant Superintendent	
Field Kindley High School	Travis Stalford - Administration Justin Cartwright- HS Rep.	2028
Roosevelt Middle School	Julie Dunham- Administration Elizabeth Thompson - Middle School Rep.	2029
Community Elementary School	Angela Krause - Administration Jamie Robinett- K-2 Rep Leslie Lewellen - 3-4 Rep/Sec Julie Thompson- 5-6 Rep Susan Lunt - 5-6 Rep District Chair	 2028 2029 2026 2028
Early Learning Center	Amanda Cavaness - Administration Amy Walker- Vice Chairperson	2028

The PDC Chair and Assistant Superintendent are responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Jerry Hamm Early Learning Center (ELC)	1
Community Elementary School (CES)	

K-1	1
2-3	1
4-5	2
Roosevelt Middle School (RMS)	1
Field Kindley High School (FKHS)	1
Total	7

1.22

1.23 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

Chair &/or Assistant Superintendent

How long is the term for a teacher/specialist PDC member?

- Terms of office for each building representative shall be three years.
  - A vacancy shall be declared when a member
    - resigns or
    - transfers.
  - His/her replacement will serve the remainder of the term.

Vacancies on the PDC caused by expiration of terms of office shall be filled by the first day of September each year.

If any, what are the term limits? N/A

If the terms are staggered, how is that done? Terms are in three-year rotations. See "Professional Development Committee Members" in the https://docs.google.com/presentation/d/1ooEngd6roDHq_YCyTrE7-4KDiEU91ekhnDElt4SRUvg/edit?usp=sharingrotation schedule.

When a group represented has an opening, in what month or timeframe is the position selected?

By the first day of September each year.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

Through email

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

Google form

Who tallies/documents the selections?

Assistant Superintendent/PDC Chair

Who reports the results to the PDC Chair or designee?

Assistant Superintendent

List any groups represented with only one member of staff and, therefore, the default PDC member: N/A

1.24 Licensed Leader Groups Represented:

Groups Represented	Number
Early Learning Center	1
Community Elementary School	1
Roosevelt Middle School	1
Field Kindley High School	1
Central Office	1
Total	5

1.25 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

Assistant Superintendent/PDC Chair

How long is the term for a leader/administrator PDC member?

- Terms of office for each Leader representative shall be three years.
  - A vacancy shall be declared when a member
    - resigns or
    - transfers.
  - His/her replacement will serve the remainder of the term.

If any, what are the term limits? 3 years

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?

By the first day of September each year.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? N/A

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? N/A

Who tallies/documents the selections? N/A

Who reports the results to the PDC Chair or designee?

District Office Leader

List any groups represented with only one member of staff and, therefore, the default PDC member:

ELC only has 1 leader within their building.

1.26 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group/s, the Assistant Superintendent &/or PDC Chair will send out the list of names of all licensed teachers in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

In addition to the duties established by statute, the PDC will:

- Review various district and building data to ascertain the effectiveness of the district's professional learning program and make recommendations for improvement.
- Report yearly progress to the Board of Education.
- Notify licensed staff of the Council's decisions and activities.

ADDITIONAL DISTRICT PROFESSIONAL DEVELOPMENT GUIDELINES

1. Proposed activity shall be directly related to the district school improvement process and/or IDP goals that the employee has on file in the district office.

2. Pending approval, actual mileage (a set by district policy) will be paid only if district vehicle is not available.

3. All expenses, except mileage, must be verified cash receipts from the business rendering the service. Meal receipts must be itemized. Hotel receipts must be returned or the staff member is charged for the cost of the room. Turn in all receipts to board office.

4. Conference/travel request forms must be submitted to District Office at least on or before the early bird registration for a national conference, and 10 school days prior to the date of the conference. All parts of the form must be filled out and have required building approval. You will be notified of district approval/disapproval and a copy of your registration form will be returned to you. Registration form and fees will be mailed from the district office.

5. The District Office, based on the most economical arrangements, will make travel reservations for hotel, airlines, and automobiles.

6. Request for professional development points are recommended to be submitted for

validation of Level 1 **within 30 school days** of completion of activity. If points for an activity are denied, an appeal may be made to the PDC. Their decision will be final.

7. Acceptable List of Activities for points is included in handbook.

8. A building administrator has the authority to request in writing, an exception for a staff member to attend an activity/conference that pertains to their job performance.

9. If the activity is a regular part of a person's job, and the PDC determines it is a professional responsibility, it will not be approved for points.

Service to the Profession – Committee Participation

District-Level Committees
Staff who serve on a **District-Level Committee** that meets the KSDE definition of *Service to the Profession* may request **one professional development point per hour (Level 1)**.
These committees contribute to the improvement of educational systems, policies, and practices within the district.
Examples include (but are not limited to):

- Professional Development Council (PDC)
- Curriculum Council

Building/Grade-Level Committees
Staff who participate on a **Building or Grade-Level Committee** that meets the KSDE definition of *Service to the Profession* may request **one professional development point per hour (Level 1)**.
These committees focus on supporting the professional community and advancing school-level improvement efforts.
Examples include (but are not limited to):

- Site Council
- Target or School Improvement Committees

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

Coffeyville Public Schools USD 445 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center, Greenbush.

The Assistant Superintendent & District PDC Chair are responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored on a Google Doc. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Coffeyville Public School School Board and the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

How long is the term for PDC officers?
1 school year
If any, what are the term limits?
N/A
If the terms are staggered, how is that done?
N/A
In what month or timeframe are officers selected?
No later than September of each year
Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? Special or scheduled PDC meeting, whichever is sooner.

Local Operation Procedures

- **Officers -** Chairperson, Vice Chairperson, Secretary

- **Terms of Officers -** Chairperson, Vice Chairperson and Secretary will be elected by the PDC by September of each year and assume duties at the September meeting.

- **Duties of Officers and Council Members**

Chairperson

- Approves agenda as prepared by Curriculum Director
- Conducts meetings of the Council
- Provides progress reports to the Superintendent and Board of Education
- Carries out any other duties described in this document or assigned by the PDC

Vice-Chairperson

- Serves in the absence of the chairperson
- Carries out all other duties assigned by the chairperson

Secretary

- Records minutes
- Maintains records of meetings and activities

1.51 Meetings

In what months does the PDC operate?
September through May of the school year

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? October, January & April and as needed

If there is no set schedule, how will a meeting be scheduled?
N/A
What is the process for scheduling extra meetings, if needed?
Email is sent out with reason and purpose of meeting

Can meetings be online or electronically?
Yes
Besides the PDC, who is expected or allowed to attend?
Meeting are open. The PDC may adjourn to executive session for reasons designated in the Kansas Open Meetings Law.

- The PDC will meet as needed, September through May of the school year

- Meetings will be held at the USD 445 district office, or other designated place
- The chairperson or a majority of the voting PDC with prior notice may call special meetings.
- A simple majority of the voting PDC membership will constitute a quorum
- Consensus will be used to handle most of the decisions on the council.
- All meetings will be public and open.
- Necessary clerical and accounting staff, facilities for meetings, record keeping, communications and other necessary services of the Council will be furnished by USD 445.
- Minutes of all meetings will be made available upon request.

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 7 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: Frontline

2. When are staff trained to use the system?
   Staff are trained as part of our Mentor/Buddy Program. A staff member is assigned to the new teacher who will work with them on inputting PD points.

3. List the names of the forms used in the system for PDC activities and business:
   1. PD Form 2. Graduate Form 3. Admin PD Form 4. IPDP Form (See Appendices A&B)

Copies of forms that are not part of one of the electronic systems should be included in appendix.

4. If all forms are paper or self-created forms, they should be included in appendix.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications				
IPDP's	X	Frontline Professional Growth	Certified Staff, Admin & PDC Chair	Y
Meeting Minutes	X	PDC Google Shared Drive	PDC Secretary & PDC Chair	Y
Member Selection	X	PDC Handbook within PDC Google Shared drive and District Website	Chair/Assistant Superintendent	Y
Officer Selection	X	PDC Handbook within PDC Google Shared drive and District Website	Sec./Chair/Assistant Superintendent	Y
PD Plan Process	X	PDC Handbook	ALL	Y
PD Points	X	PDC Handbook within PDC Google Shared drive and District Website	Teacher/Building Reps/Assistant Superintendent	Y
Staff PD Needs Assessments		A link to the annual data report and PDC Professional Learning Summary Report will also be linked into the final slide of PDC Handbook.	Assistant Superintendent/&or Chair	y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email to all staff. PDC Reps also provide information as needed to their groups.

1.54 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan . The Plan will be presented to the Coffeyville Board of Education. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation or input by PDC members or other staff shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. This document is automatically amended by any changes in state in-service regulations. Any amendments may also be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Assistant Superintendent will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

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.

Local Appeal Process: Individual Professional Development Plan (IPDP)

If a licensed staff member's **Individual Professional Development Plan (IPDP)** is not approved by the Professional Development Council (PDC), the following appeal process is available:

Step 1: Revision & Resubmission

- The staff member will receive written feedback identifying areas needing revision.
- The staff member may revise and resubmit the IPDP for reconsideration at the next PDC review cycle.

Step 2: Local Appeal to the PDC

If the revised IPDP is not approved:

- The staff member may submit a **written appeal** to the PDC Chair within **10 working days** of notification.
- The appeal should include:
    - clarification or additional rationale
    - supporting documentation
    - explanation of how the plan aligns with professional growth and district goals
- The PDC will review the appeal and provide a written decision.

Step 3: State Appeal Process

If the PDC denies the appeal, licensed staff may appeal to the **Kansas State Department of Education Licensure Review Board** in accordance with **KAR 91-1-206(d)**.

To begin this process:

- Contact **KSDE Licensure** at **785-296-2288**
- Ask for the **Licensure Review Board Coordinator**
- Follow KSDE guidance for submitting the appeal

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Teacher/Central Office PDC Representative
2nd-	District PDC Chair
3rd-	Assistant Superintendent

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal from the PDC as described below.

If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver will keep the PDC informed of the progress and status of the types and amounts of PD points.

Appealing the non-approval of the number or type of PD points by the PDC

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

1.55 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district



Any licensed person who is not employed by but who works or resides within Coffeyville USD 445 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Assistant Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the Assistant Superintendent at 620-252-0798.

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.
KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing

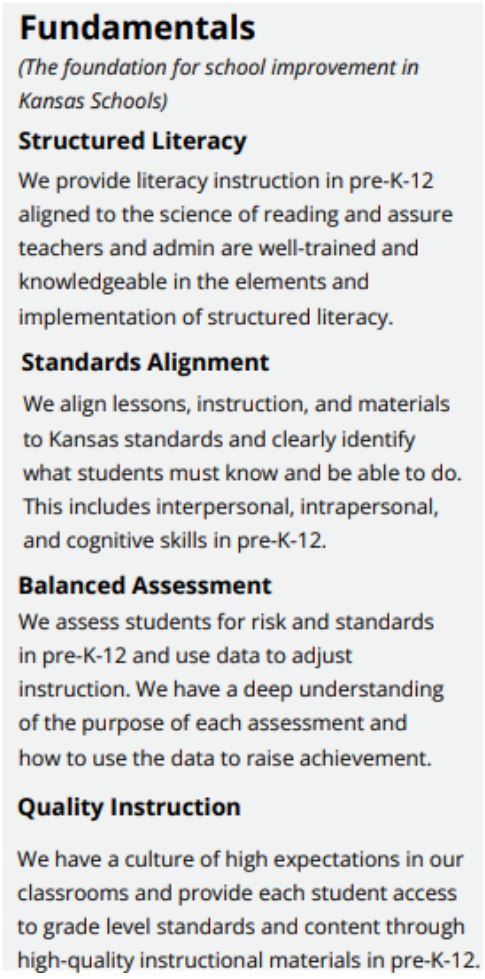
plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs



Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development. The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.
The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize

the most critical high-leverage actions through
collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

NEEDS ASSESSMENTS

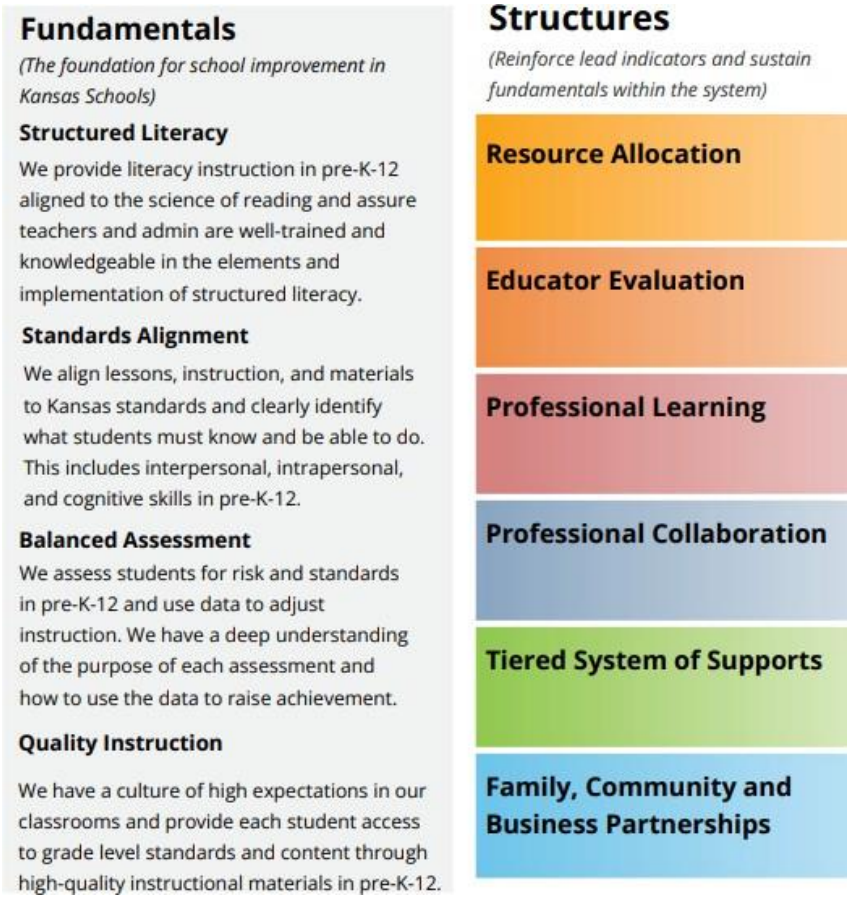
- Professional learning must align with the district mission/motto and Strategic Plan, building-school improvement goals, and/or individual professional goals.

- The needs identification process comes from the district Success Plan goals, district accreditation goals, district committee goals. building improvement plans, and collaborative teams (PLC's).

- The data collected from the information disseminated will be used to establish priorities for professional learning planning. On an annual basis, a summary of the data collected from the needs assessments will be shared with district staff. A link to the annual data report and PDC Professional Learning Summary Report will also be linked into the final slide of PDC Handbook.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.
Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.
As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.
Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.
Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

As USD 445 is aligning this process with its staff evaluations over the next three years (See Appendices A and B), it is developing a process to complete new IPDPs for all licensed staff by the end of the 2025-2026 school year. The plans will have fewer goals and there will be fewer designated supervisors involved than in the future process, which will be completed in May 2029. However, the interim process will meet the need to have PDC-approved IPDPs in place for licensed staff to earn PD points for licensing renewal. KSDE will monitor progress for this until its completion.

Coffeyville Public Schools Individual Professional Development Plan

Each subsequent year, **t**eachers and administrators who are on-cycle for evaluation will complete or update their IPDP.
By May 2026, 100% of Coffeyville USD 445 teachers and administrators will have an active, approved IPDP in Frontline Professional Growth.
All new teachers and administrators will complete their IPDP as part of their onboarding and mentoring process.

Monitoring and Oversight

The Coffeyville Professional Development Council (PDC) will:

- Review and approve all IPDPs in accordance with KSDE guidelines.

- Develop clear handbook language outlining the IPDP process, timeline, and expectations for teachers and administrators.

- Monitor submission and completion rates annually to ensure compliance and alignment with district professional learning goals.

Building Administrators will ensure that IPDP completion is embedded within the evaluation process for teachers and administrators and that progress is reviewed mid-year and at the end of each cycle.

Documentation and Recordkeeping

All IPDPs will be created, approved, and archived in Frontline Professional Growth.
PDC chairs and district leadership will generate annual reports verifying completion and renewal point tracking.
Records will serve as evidence for KSDE audit and licensure renewal requirements.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points

for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

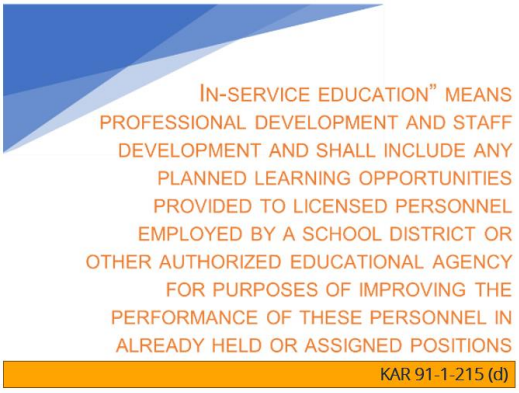
agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

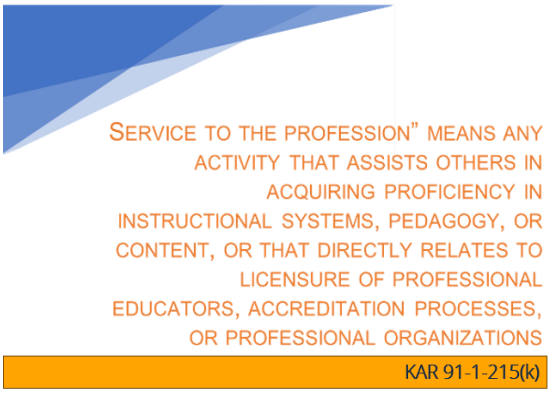
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before

awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining

professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be

applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements 91-1-206 Professional Development Plans 91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions 91-1-216 Inservice Plans

91-1-217 Professional Development Council 91-1-218 Professional Development Points 91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education? PDC Membership Selection (2/14/23)

Verifying College Credit

Coffeyville Public Schools Individual Professional Development Plan Implementation Plan

Purpose

To align individual professional development plans (IPDP) with the formal staff evaluation schedule.

To ensure Coffeyville Public Schools is in full compliance with Kansas regulations regarding Individual Professional Development Plans (IPDPs) as required for all licensed teachers and administrators, this plan outlines the phased process for districtwide implementation and accountability

Implementation Timeline

All teachers and administrators scheduled for formal evaluation during the 2025–2026 school year will complete an Individual Professional Development Plan (IPDP) in collaboration with their supervising administrator.
Each plan will include:

- At least one professional growth goal aligned to district and building improvement plans.
- Specific professional learning activities, evidence of implementation, and impact measures.

Completed IPDPs will be entered and housed in Frontline Professional Growth for review and documentation.

Each subsequent year, **t**eachers and administrators who are on-cycle for evaluation will complete or update their IPDP.
All new teachers and administrators will complete their IPDP as part of their onboarding and mentoring process.

Monitoring and Oversight

The Coffeyville Professional Development Council (PDC) will:

- Review and approve all IPDPs in accordance with KSDE guidelines.
- Develop clear handbook language outlining the IPDP process, timeline, and expectations for teachers and administrators.
- Monitor submission and completion rates annually to ensure compliance and alignment with district professional learning goals.
-

Building Administrators will ensure that IPDP completion is embedded within the evaluation process for teachers and administrators and that progress is reviewed mid-year and at the end of each cycle.

Documentation and Recordkeeping

All IPDPs will be created, approved, and archived in Frontline Professional Growth.
PDC chairs and district leadership will generate annual reports verifying completion and renewal point tracking.
Records will serve as evidence for KSDE audit and licensure renewal requirements.

District Commitment Statement

Coffeyville USD 445 affirms its commitment to meeting all KSDE professional development requirements through the consistent implementation of this plan. The district will ensure that all teachers and administrators have equitable access to high-quality professional learning opportunities that strengthen instructional effectiveness, leadership capacity, and student outcomes.

Coffeyville USD 445 – Individual Professional Development Plan (IPDP)

(Meets KSDE minimum requirements for certified personnel)

Name:	
Position/Grade Level:	
Building:	
License Expiration Date:	
Date Submitted:	

1. Professional Learning Goal

Describe one clear professional growth goal that connects to your teaching/leadership role and district/building goals.

Goal Statement:

2. Alignment Category (Select one)

- ■ Content Endorsement Standards
- ■ Professional Education Standards
- ■ Service to the Profession

3. Planned Activities / Strategies

List the professional learning activities you plan to complete to meet your goal.

Activity / Strategy	Timeline	Estimated Points

4. Evidence / Evaluation

Briefly describe how you will show that your learning made an impact (on practice, students, or school).

5. Signatures

Educator Signature:	Date:
Supervisor (if applicable):	Date:
PDC Approval:	Date:

Minimum Compliance Checklist:
• One goal identified • Goal aligns to KSDE category • Activities listed with points • Evidence stated • Signed by educator, supervisor, and PDC.

Professional Development Plan

Wellington Christian Academy
Z0067

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Wellington Christian Academy Professional Development Council approved the following plan, at its meeting held on May 8, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cindy Johnston
Signature

5-8-26
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Goals for Professional Development Plan - Z0067

a. Z0067 will encourage and facilitate staff development for all licensed personnel in the school for the purpose of maintaining, refining, and/or extending professional skills and knowledge that coordinate with meeting the needs and objectives of the educational program of the school as it relates to school improvement guided by the KESA process.

b. The Professional Development Council will facilitate opportunities for licensed personnel in Z0067 to increase knowledge and strengthen skills in specific content areas by providing building level and school-wide in-service.

c. The Professional Development Council will facilitate opportunities for licensed personnel in Z0067 to develop or improve individual knowledge and skills which support or enhance the role of the staff member by approving appropriate professional development plans of licensed personnel.

d. The Professional Development Council will facilitate opportunities for licensed personnel in Z0067 to improve skills and knowledge in the development, implementation, and evaluation of curriculum by providing curriculum in-service when requested by school administration or when warranted by needs assessment.

e. The Professional Development Council will strive to facilitate opportunities for outcome or results-based staff development for licensed staff in Z0067.

f. The Professional Development Council will attempt to maintain the same forms throughout the year. New forms will not be introduced except at the beginning of the new school year unless absolutely necessary.

g. The Professional Development Council will allow licensed persons living in the area to utilize the processes outlined in this manual.

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 Wellington Christian Academy PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

The Professional Development Council is a representative group of Z0067 licensed personnel which will advise the WCA School Board in matters which concern the planning development, implementation, and operation of the school in-service development plan.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
District	All
Total	All

1.22 Licensed Teacher Group Selection Process:

All licensed teachers are members of the PDC.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District	1
Total	1

1.24 Licensed Leader Group Selection Process:

The Superintendent / Principal is the only licensed leader in the system.

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 of the Professional Development Council

1. Implement the 5-year Professional Development Plan in Z0067 within the guidelines and criteria established by the State Department of Education and the WCA Board.

2. Meet all Annual Kansas State Department of Education training requirements for PDC members.

3. Review, approve or reject the Individual Professional Development Plans and all building level forms submitted to the Council by each participating licensed staff member.

4. Review, upon request, the actual progress of each participating licensed staff member, determine the number of in-service points earned for each completed activity, and notify the staff member of his/her in-service points awarded.

5. Recommend to the WCA Board transcripts with in-service credit for Board approval.

6. Report at least once each year to the WCA Board concerning Professional Development Council's activities and make recommendation for improving the program and its administration.

7. Necessary clerical and accounting staff and facilities for meetings, recordkeeping, communication, and other necessary business of the Council shall be furnished by the school.

(a) Minutes of all meetings will be kept.

(b) Minutes of all meetings will be forwarded to the Principal for distribution to all members of the Professional Development Council, WCA Board, and other interested persons.

(c) All Professional Development Council correspondence will be handled by the secretary to the Professional Development Council/PDC chairperson or said chairperson.

(d) A file of Professional Development Council minutes, correspondence, and all other pertinent documents will be maintained.

1.4 Annual PDC Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

The Wellington Christian Academy will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in an office file with PDC Chair. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Offices of the Professional Development Council

Officers: The officers of the WCA Professional Development Council shall consist of a chairperson, vice chairperson, and secretary.

Selection of officers: All officers shall be elected each year in May, and their term of office shall begin with the next academic year.

Terms of office: All officers shall hold office for one year. They may be re-elected to serve a maximum of three successive terms.

Resignation: Any officer may resign from office at any time provided a letter of resignation is submitted to the Professional Development Council at least one meeting before the resignation is to become effective.

Vacancies: Vacancies in officers' positions will be filled by a majority vote of a quorum of the Professional Development Council at the meeting the resignation is effective.

Chairperson-duties:

1. Presides at all regular meetings.
2. Scrutinize prepared minutes and agenda and return to Council secretary. The secretary will send out agenda in advance of regular meetings.
3. Calls and presides at all special meetings.
4. Serves as ex-officio member of any PDC committee or subcommittee.
5. Interprets guidelines between meetings.

6. Receives all resignations from the Professional Development Council.

7. Yearly reviews PDC plan with Council.

8. Ensures that Individual Professional Development Plans and In-service Activity Plans are safely and accurately processed by the Council.

9. Carries out any other duties as described in this document.

Vice-Chairperson-duties:

1. Fulfills all of the duties of the Chairperson in the Chairperson's absence.

2. Carries out all other duties requested by the Chairperson.

Secretary Duties:

1. Distribute PDC meeting agendas and needed documents to members.
2. Record and archive PDC meeting minutes.
3. Assist PDC Chair in the development of needed professional development documents.

1.51 Meetings

Meetings of the Professional Development Council

1. Meetings will be held from September through May as needed.

2. Notification of all regular meetings shall be given at the beginning of the school year.

3. Meetings will be held at a predetermined location determined annually.

4. Special meetings may be called by the Chairperson or a majority of the Professional Development Council.

5. Although not typical, meetings may be online or electronically broadcast.

Procedure for Development of Agenda for Professional Development Council

A. Items for consideration by the Professional Development Council may be proposed by the members of the Professional Development Council or licensed personnel of Z0067.

B. Items should be submitted to the Office at least one (1) week prior to the scheduled meeting of the Council.

C. The agenda and notification of the meeting shall be distributed to members of the Professional Development Council. One copy will be provided for posting in the building and copies will be given to the principal.

D. The Council shall determine the amount of time to be spent on each agenda item. Meetings shall be limited to 90 minutes unless there is a majority vote to extend the meeting.

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 50% of the licensed staff ~~6 members~~, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

Procedure for Taking and Maintaining Records

These materials, upon review by the chairperson, shall be maintained in the office for safekeeping.

A copy of the records of meetings and materials submitted to the Professional Development Council shall be forwarded to the principal.

Minutes of meetings shall be kept by the PDC secretary for the Professional Development Council. Minutes will be distributed to authorized personnel to be posted in the building and distributed to the WCA Board.

A master file of individual and group Professional Development Plans shall be maintained in the office. Prudent supervision of files by the PDC Chair/Principal should guarantee confidentiality of

information through a system of monitoring those having access to personnel records.

Professional Development Council information shall be available to employees subject to the following stipulations:

1. All Professional Development Council records except those of a confidential nature shall be available at reasonable times in the Office.

2. Third party access to Professional Development Council records is subject to the same stipulations and shall also be governed by the following procedure: A log shall be kept of all occasions of third party access to Professional Development Council materials giving time, date, material being accessed and name of person.

3. Individuals will have access to his/her file or records subject to the same stipulations as in #1 above.

Only those persons designated as the official family shall have access to the Professional Development Council records unless written permission has been granted and verified. The official family shall be designated as Principal, PDC Chairperson and WCA Board, acting in official capacity.

The Board, while in session, may have access to all Professional Development Council materials, but shall respect the confidentiality of such files. An individual Board member may be authorized by the Board to have access to personnel records for specific purposes under the same constraints as applicable to the Board as a whole and the administrative staff.

Professional Development Council files may not be taken out of the building and copies shall not be made except as previously noted.

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: N/A

2. When are staff trained to use the system? N/A

3. List the names of the forms used in the system for PDC activities and business: N/A

4. Copies of all forms are located in the appendices.

Appendix A: Indiv Prof Development Plan
Appendix B: Prof Transcript for Renewal of License
Appendix C: Service to Profession
Appendix D: Level 1 Form
Appendix E: Level 2 Form
Appendix F: Level 3 Form

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	N/A			
IPDP's	X	Principal Office	Secretary	Y
Meeting Minutes	X	Principal Office	Secretary	Y
Member Selection	N/A			
Officer Selection	N/A			
PD Plan Process	X	PDC Minutes (Principal Office)	Secretary	Y
PD Points	X	Transcripts & Recording Forms (Principal Office & PDC Chair)	Secretary & PDC Chair	Y
Staff PD Needs Assessments	X	IPDP's & PDC Minutes (Principal Office)	Secretary	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC.

Procedure Used to Inform Professional Educators and the WCA Board of Decisions and Activities of the Council

The secretary for the Professional Development Council shall prepare minutes of all meetings and distribute them to all members of the Professional Development Council, Principal, WCA Board representative, and other interested persons. One copy of the minutes will be distributed to each building for posting.

For staff members that are not in the building on a daily basis, staff should contact the PDC secretary for information on the status of their file.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the

Professional Development Points

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure below.

If the annual evaluation at the May meeting shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair or designee will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the PDC Chair to approve IPDP's. If the PDC Chair does not approve an IPDP, he/she will immediately schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. As the delegated approver, he/she will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Evaluating Supervisor
2nd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow PDC Chair to approve PD points. If the PDC Chair does not approve the number and type of PD activity points, he/she will immediately schedule the PDC Review of the PD Points at the next scheduled meeting. As the delegated approver, he/she will keep the PDC informed of the progress and status of the types and amounts of PD points.

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

1.56 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by, but who works or resides within a unified school district is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

As a private accredited school in Kansas, the Wellington Christian Academy does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

However, school nurses and speech pathologists possessing Kansas licensure may participate in the Professional Development Council process for the renewal of their teaching license. School nurse/speech pathologists are to develop an Individual Professional Development Plan and meet the requirements set forth by KSDE for renewal. The Individual Professional Development Plan, IPDP, is to be submitted to the immediate supervisor for review prior to being forwarded to the Professional Development Council for approval. IPDP forms and processes for licensure renewal are otherwise the same as for the professional educator.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

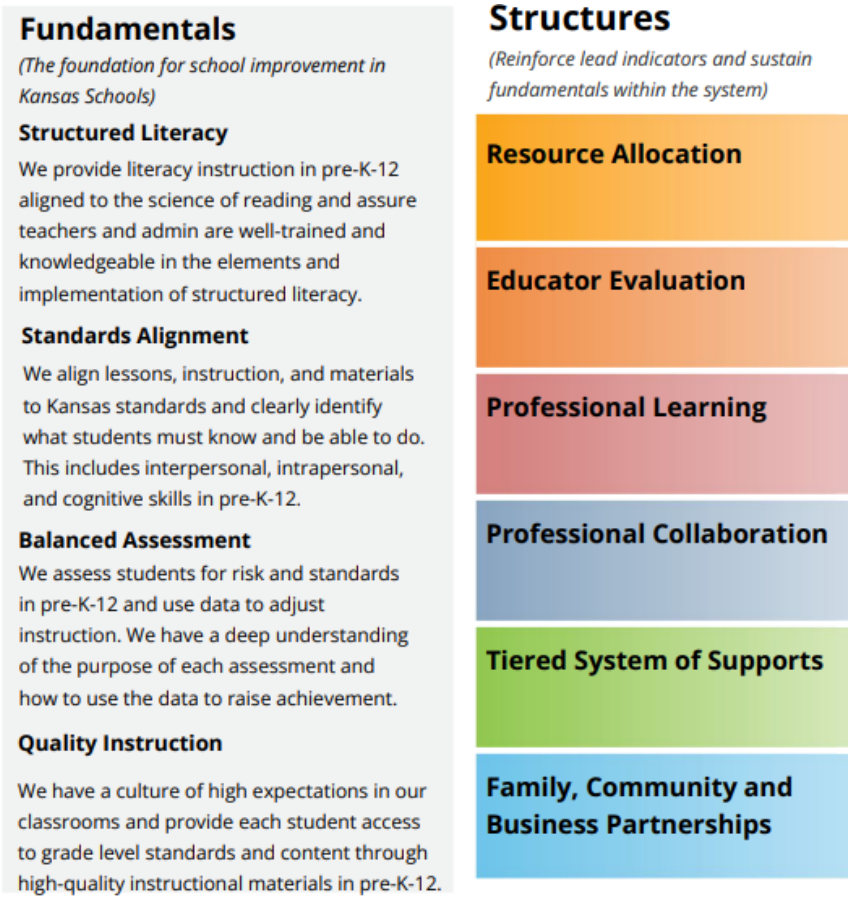
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

2.3 Identification of activities and actions to achieve the goals and objectives

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures *(Reinforce lead indicators and sustain fundamentals within the system)*	Lead Indicators *(Actions that support implementation of the Fundamentals)*	Measures of Progress *(How we know the action is being implemented effectively)*
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	• Measure • 6 Month Target • 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	• Measure • 6 Month Target • 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	• Measure • 6 Month Target • 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	• Measure • 6 Month Target • 1 Year Target

Criteria and Procedures by Which the Professional Development Program Will be Evaluated

Procedures and criteria for individual activities

1. Each group in-service activity approved for in-service credit may be evaluated by the Professional Development Council based on data from the participants.

2. Each participant in a group in-service activity must evaluate the in-service activity at the conclusion of the activity in order to receive points. The Professional Development Activity Evaluation form or a form specifically for the activity will be utilized as the evaluation instrument.

3. Evaluations are not confidential and will be tabulated by the Professional Development Council or its designee. The group data will be available to the presenter of the activity.

4. Criteria used to review the tabulated evaluation data will include the following:

- the effectiveness of the activity,
- the degree to which the activity met the objective, and
- the relevance of the activity to the needs of the participants.

Procedures and criteria for annual review

1. The Professional Development Council shall evaluate the total Professional Development program and its effectiveness by soliciting feedback from administrators and professional educators to determine the progress of the in-service program toward its goals and objectives. Changes needed by the professional staff and/or review of staff development needs that relate to school improvement goals that are related to the KESA process.

2. The Professional Development Council shall evaluate the general administration of the Professional Development Plan by analyzing the effectiveness of the needs clarification process; the coordination of in-service activities; the efficiency of the record keeping system; the operation of the Professional Development Council; the selection, monitoring and validation of activities; and the evaluation process itself.

3. The Professional Development Council will recommend needed changes based upon the evaluation of the program.

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Participant Eligibility

In accordance with Kansas Statute, any employee holding a license issued by the Kansas State Board of Education, may prepare an individual development plan (IPDP) and/or be included in a building development plan for the school year in which he/she is employed. Employment may include other than K-12 classroom assignments-for example substitute teachers, early childhood teachers, GED instructors, para educators, teacher aides, parent educators, and other adult educators who meet the above criteria would be eligible. Individuals meeting the above criteria would be eligible to apply for in-service points through the Kansas In-service Program. Residents

who are not employees that choose to run their points and college classes through Z0067 Professional Development Council may be charged a fee to reimburse Wellington Christian Academy for any extra costs.

Procedure for Development and Approval of Individual Professional Development Plan

1. Licensed staff members or local area residents are to complete the Individual Professional Development Plan form, keeping in mind improvement of individual performance of the area in which they are licensed or additional areas of licensure.

2. Individual Professional Development Plan (IPDP): All professional development plans shall be submitted on the Individual Professional Development Plan form to the designated supervisor. The designated supervisor shall review the plan. If the designated supervisor feels a plan should not be approve or has a question about the validity of the request, a written statement providing reasons is to be attached to IPDP. The form shall be forwarded to the building PDC representative then to the chairperson of the PDC in care of the office of the Principal for PDC consideration.

3. The Individual Professional Development Plan shall be based upon the school and personal goals/objectives and participant's needs as determined through self-evaluation of career needs and interests as determined in conjunction with his/her immediate supervisor. IPDP's shall be reviewed annually prior to the end of the first nine weeks.

4. Each plan submitted to the Professional Development Council shall be reviewed by the Council. If the plan is disapproved, the participant shall be notified of the reasons for the disapproval of his/her plan and be given suggested procedures for either revising and re-submitting the plan to the Council, or submitting an appeal to the Council.

Individual Professional Development Plans

Criteria for the Individual Professional Development Plan

1. Each activity meets needs as expressed in the goals of Z0067 and/or the Professional Development Plan or needs which were addressed in formal and informal assessments at the individual or building level.

2. Goals and objectives are clearly stated.

3. Professional Development activities must relate directly to identified Z0067 goals. These goals should be reviewed annually and may include areas of professional growth and recertification such as, but not limited to, the following:

(a) curriculum development, implementation and/or evaluation,
(b) knowledge of subject or service area,
(c) extension of teaching skills or methods,

(d) exploratory or innovative activities
(e) development of management or administrative skills,
(f) other professional activities such as participation in workshops or special projects, presentations, the publication of articles, etc. and
(g) technology.

4. Appeals procedure See Section 1.55

Procedure for recommending validation of the Individual Professional Development Plans

1. The Professional Development Council shall recommend to the WCA Board all individual plans for renewal of certification which have met or exceeded the requirements for plans as set forth in the approved local Professional Development plan. Assurances that an individual professional development plan has met or exceeded the Professional Development plan criteria shall include the following:

(a) a copy of the Individual Professional Development Plan, and
(b) statement of approval by the PDC.

2. The procedure for recommending validation of Individual Professional Development Plans shall include the assurances listed above and shall originate with the participant. After assurances and signatures by participant and their supervisor are in place, the completed plan is submitted to the WCA Board for approval if requested by the current Board President.

When Individual Professional Development Plan activities are completed and validated, the number of in-service points earned will be entered on the participant's Professional Development Record.

4. An Individual Professional Development Plan must be reviewed and submitted annually by the end of the first nine weeks in order to earn all possible professional development points. If a new/reviewed plan is not on file, professional development points will be denied.

5. A list of participants whose plans and in-service points have been approved will be included in the minutes of each council meeting which are posted in the building.



In-service Activity Plans

A. Criteria and procedure for submitting In-service Activity Plans

1. Any group of licensed staff members may submit an in-service plan for a common purpose.

2. The completed In-service Activity Plan will be submitted to the Principal or designated supervisor for review and approval

3. The Principal or designated supervisor shall forward the plan to the chairperson of the Professional Development Council in care of the central office no later than the next regularly scheduled PDC meeting.

B. Criteria and procedure for approving In-service Activity Plans

1. Each activity meets the needs as expressed in the goals and objectives of Z0067 and the Professional Development Plan, or needs which are addressed in the formal and informal assessments of the individual or building level.

2. Goals and/or objectives are clearly stated.

3. In-service Activity Plans directly relate to one or more areas of professional growth or development and recertification such as, but not limited to, the following:

(a) curriculum development, implementation, and or evaluation,
(b) knowledge of subject or service areas,
(c) extension of teaching skills or methods
(d) exploratory or innovative activities,
development of management or administrative skills, in workshops, special projects, presentations, publication or articles, etc.
(e) new teacher sessions, mentorships
(f) CPR, Crisis Intervention techniques

C. Procedure for validation of In-service Activity Plans

The Professional Development Council shall recommend to the WCA Board or its designee all In-service Activity Plans and in-service points which have met with the approval of the Council if requested by the Board President. The Council/Principal will consult on questionable activities.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

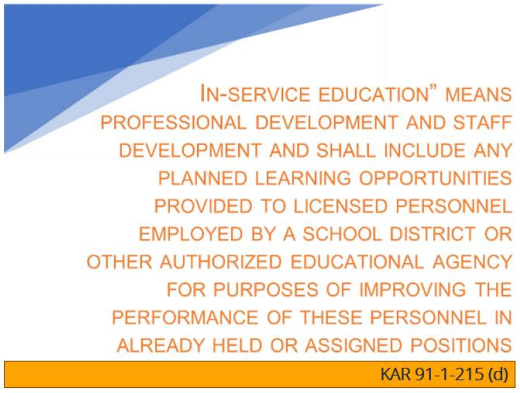
agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

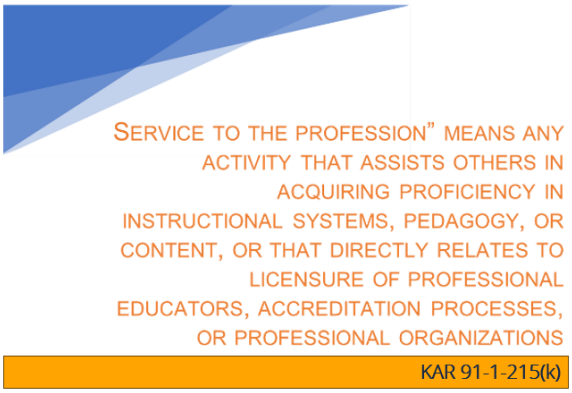
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the original knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.

- Structured interviews with participants and their supervisors.

Evidence such as:
- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points
Verification required may include one of the following:
- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:
- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Credit

A. Higher education - no maximum

1. Prior approval of proposed higher education classes is strongly recommended. Proof of successful completion of college classes should be attached to Levels 2-3, e.g. grade card or copy of transcript.

2. One (1) semester hour of college/university credit= 20 points.

B. In-Building In-service

1. Local in-services, those sponsored by Z0067, are to be placed on the "Knowledge/Skills Level 1" in-service form. Knowledge (Level 1) points for contracted staff development will be equivalent to seat time. The Knowledge (Level 1) form must be submitted **within 2**

weeks of the end of the activity. During their first year, new teachers to the school will be allowed a one time extension to turn in their Level **1** forms. They must have them in by the first meeting in October.

C. Out-of-Building In-service

1. In-services outside of the school building must be listed on the "Knowledge/Skills Level 1" in-service form. Knowledge (Level I) points will be valued at seat time. The Knowledge (Level **1)** form must be **submitted within 2 weeks of the end of the activity.** During the first year, new teachers to the school will be allowed a one time extension to turn in their Level 1 forms. They must have them in by the first meeting in October.

2. No points are given for conference registration.

3. When there is a conference with multiple sessions, each session must be listed on the "Knowledge Level 1" form under "Session Titles for Multiple Session Workshops". The verification section of the form includes an attendance record of actual time in attendance at each session.

4. The principal may recommend that a new teacher may attain PDC points for a required building in-service the summer prior to employment. The new teacher must have and IPDP on file.

D. The following items apply to In-Building In-service, Out-of-Building In-service and Higher Education.

1. Levels of implementation are:

(a) Level 2 (Application) 2 x Knowledge level points
(b) Level 3 (Impact) 3 x Knowledge level points

2. Each level is a separate activity and will be considered separately on its own basis. Level 2 would take place over the course of at least one semester and Level 3 would take place over the course of at least one school year or semester (for semester course) and may overlap two licenses. Examples of ways to show Level 2 (Application) and Level 3 (Impact) are located below in Section F.

E. Examples of Level **1** Knowledge Activities - must have IPDP on file in order to acquire points. These are examples only. Other activities may be considered. Pre-approval is highly recommended.

1. Observation of program or classroom related to the educational setting.
2. Study Groups
3. Make-it, Take-it Workshops - Documentation of product required.
4. E-Leaming
5. Curriculum Planning
6. Journaling about teaching practices

7. School Improvement, Building Improvement Team, Site Council Committee Work - Principal will verify membership and time logged
8. Mentoring/Student Teacher (This does not include observation time.)
9. Other activities as approved by the PDC
10. Presenter for an in-service/workshop (Log time on the Service to Profession Log Sheet.)

F. Level 2 Application and Level 3 Impact Activities - Must have an IPDP on file in order to acquire points. Pre-approval is highly recommended. Approval of a Level 1 activity does not guarantee that Level 2 and 3 points will be granted.

1. Indicators for Application: Peer observation, samples of student work, participation in study or support group, audio/video tape, lesson plans, other activities as approved by the PDC.

2. Indicators for Impact: Pre/Post tests, portfolios, anecdotal records, student survey, reflective analysis, present a workshop/in-service training, grades-analyze project, projects, other

G. In-service credit guidelines

1. If a professional educator is receiving a stipend for the activity, professional development points may be awarded.

2. Prior approval of activities is recommended in order to avoid activities not being acceptable to the Professional Development Council for credits- e.g. informal discussions are not approved activities.

3. PDC members present at council meetings may clarify questions regarding in-service attended by staff knowledgeable about the issues. PDC may use this information to approve/disapprove items submitted.

4. Points denied due to no IPDP on file must be resubmitted at the next meeting at which time the new IPDP and points may be considered.

5. Evaluate the in-service activity at the conclusion of the activity in order to receive points. The Professional Development Activity Levels must be completed in sequential order.

6. Staff may not receive points for attending the same identical in-service within their five-year licensure period. This would include training for CPR/First Aid and CPL.

7. Participants have until one week prior to the first meeting of the year to submit summer in-service activities for approval by the Professional Development Council. Exception for new teachers given in Section XII, Band C.

H. Service to the Profession Log

1. Service to the Profession Logs are generally for ongoing activities/groups that meet

throughout the year such as: mentoring a student teacher, book study groups, workshop presenter/preparation logs, committees (as listed on the top of the form).

2. Keep a separate log for each activity and submit each log separately (i.e. submit all site council meeting together, submit all book study meeting together, etc.)

3. Submit Service to Profession Logs at the end of the activity or no less than annually.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

points were awarded for semester credit hours and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. **Can points be earned for attending a coaching clinic or course?**

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendices

Appendix A: Individual Prof Development Plan
Appendix B: Prof Transcript for Renewal of License
Appendix C: Service to Profession
Appendix D: Level 1 Form
Appendix E: Level 2 Form
Appendix F: Level 3 Form

Wellington Christian Academy

Individual Professional Development Plan Form

Name: _____ **Signature/Date:** _____

School: _____ **Teaching Assign. By Subject/Grade:** _____

Principal's Signature/Date: _____ **Approved:** _____

PDC Chairperson's Signature/Date: _____ **Approved:** _____

Level 1: Knowledge *(What I will learn, understand, complete, etc.)*

My Goals

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Level 2: Application *(What I will do in the classroom.)*

My Goals

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Level 3: Impact *(The students will…improve test scores, complete a project, etc.)*

My Goals

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
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_____

Appendix B: Prof Transcript for Renewal of License

Wellington Christian Academy

205 N. Hoover Rd.
Wellington, KS. 67152
Tel.: 620-326-5596
Fax: 620-326-5599
www.wcacademy.com

Kansas State Department of Education
Certification and Teacher Education
120 SE 10th Ave, Topeka, KS 66612-1182

INSERVICE EDUCATION TRANSCRIPT

Legal Name of School District: Wellington Christian Academy

Telephone (620) 326-5596

Name of Applicant:

Social Security Number:

Title of Professional Development Education Activities:	Date Completed	Professional Development Points Awarded	College Credit Hours

Total Professional Development Points:

VERIFICATION:

Applicant (signature)

_____

Chairperson, Professional Development Council (signature)

_____

Principal, Member, Professional Development Council (signature)

_____

Appendix C: Service to Profession

Z0067 - Wellington Christian Academy
Service to the Profession
Knowledge Level-Recertification Points Only

Name _____

Committee/Meeting Name_____ Date Submitted _____

Date	Start/End Time	Hours in Attendance
	Total	

Reminder: Submit at the completion of the committee/activity.

_____ _____
Applicant Date

_____ _____
Principal Date

_____ _____
PDC Chairperson Date

Total Points Awarded: _____

Appendix D: Level 1 Form

Z0067 - Wellington Christian Academy
Knowledge/Skills Level 1
Knowledge Level – Seat Time
Attach a copy of conference agenda for out of district inservices.

Name _____ Check one: In District_____
Out of District _____
Prior Approval _____

Type of Activity – Circle One: Observation Study Group Committee Work E-Learning Mentoring
Journaling Visiting Other Schools Curriculum Planning Other_____
Is this activity related to: Content ____ Professional Education ____ Service to the Profession ____

Workshop/Activity: _____

Location: _____ Date(s): _____

Session Title	Start Time	End Time
	am or pm	am or pm

Attendance at staff development activities related to improvement of instruction and/or in-depth investigative or research of literature pertaining to the goal.

This form must be submitted to PDC Office within 30 days of attendance/completion.

************Evaluation Section***********

Please respond to the following statements by circling the number that best represents your feelings about this presentation.

Key: 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

a. The program had clearly stated learning objectives.	4	3	2	1	
b. The learning objectives were adequately covered.		4	3	2	1
c. I have increased my knowledge of the topic.	4	3	2	1	
d. The presenter was knowledgeable of the subject.		4	3	2	1
e. The format of the program was conducive to the learning objectives of the program.		4	3	2	1
f. I can apply information learned in this program.		4	3	2	1
g. Overall, I am pleased with the quality of the program.	4	3	2	1	

****

Describe how this activity connects to district outcomes, building improvement plans and/or individual goals:

_____

_____

As a result of attending this activity, what knowledge/skills have you acquired?

_____

_____

Number of points requested: _____

Applicant_____ Date_____

PDC Chairperson _____ Date _____

Principal_____ Date_____

Number of points awarded: _____

Appendix E: Level 2 Form

Prior Approval _____
Completion _____

Z0067 - Wellington Christian Academy
Application/Skills Level 2

Name _____

Name of Activity _____ Date(s) of Activity _____

Attach a copy of approved Level 1 and supporting documentation showing <u>Application</u>.

Indicators of implementation: Circle all that apply

Lesson Plans	Teacher	Written Paper
Peer Observation	Formal/Informal Data Collection	Presentation
Review of Student Product	Video Presentation	Student Teacher
Classroom Observation	Project	
Participation in Study or Support Group	Samples of Student Work	Other _____

1. Process of Implementation: Describe you steps from the knowledge level to the implementation level. Attach sheet(s) if needed.

2. Evidence of Application: What evidence was collected to document accomplishment of the identified outcome? Attach sheet(s) if needed.

3. Student Impact: What learning, behavior change, or impact was realized? Attach sheet(s) if needed.

Points awarded at Knowledge Level: _____ x 2 = _____ Application Points

_____ _____
Applicant Date

_____ _____
Principal Date

_____ _____
PDC Chairperson Date

Appendix F: Level 3 Form

Prior Approval _____
Completion _____

Z0067 - Wellington Christian Academy
Impact/Skills Level 3

Name _____

Name of Activity _____ Date(s) of Activity _____

Attach a copy of approved Level 1 and supporting documentation showing <u>Impact</u>.

Indicators of implementation: Circle all that apply

Lesson Plans	Teacher	Written Paper
Peer Observation	Formal/Informal Data Collection	Presentation
Review of Student Product	Video Presentation	Student Teacher
Classroom Observation	Student Achievement	Project
Participation in Study or Support Group	Samples of Student Work	Grades Analyze Project
Pre/Post Tests	Anecdotal Records	Reflective Analysis
Portfolios	Student Survey	Present Workshop/Inservice Training-
Other _____		include handout resources

1. Process of Implementation: Describe your steps from the knowledge level to the impact level. Attach sheet(s) if needed.

2. Evidence of Impact: What evidence was collected to document accomplishment of the identified outcome? Attach sheet(s) if needed.

3. Student Impact: What learning, behavior change, or impact was realized? Attach sheet(s) if needed.

Points awarded at Knowledge Level: _____ x 3 = _____ Impact Points

_____ _____
Applicant Date

_____ _____
Principal Date

_____ _____
PDC Chairperson Date

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on recommendations for Visiting Scholar Licenses

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Jake Steel, Commissioner of Education regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.
Outstanding distinction or exceptional talent in the field.
Significant recent occupational experience which is related to the field.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham
Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2026-27 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past 13 school years.

Ms. Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2026-27 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens
Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2026-2027 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last eleven school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2026-2027 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Deborah Bremer		Jake Steel		

Item Title:

Act on Licensure Review Committee Recommendations (May Be Deleted)

Recommended Motion:

It is moved that the Kansas State Board of Education

Explanation of Situation Requiring Action:

This item may be deleted. It is a place holder at the moment...

Sorry!

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Jen Ashley		Jake Steel		

Item Title:

Act on request from USD 400, Smoky Valley, McPherson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 400, Smoky Valley, McPherson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 400, Smoky Valley, McPherson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 400 plans to use the bond proceeds (not to exceed **$21,000,000**) to pay costs to: construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, including construction of a new agricultural facility, and all necessary improvements related thereto(the "Project"), at an estimated cost of $21,000,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Jen Ashley		Jake Steel		

Item Title:

Act on request from USD 400, Smoky Valley, McPherson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 400, Smoky Valley, McPherson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 400, Smoky Valley, McPherson County has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 1, 2026.

USD 400 plans to use the bond proceeds (not to exceed **$21,000,000**) to pay costs to: construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, including construction of a new agricultural facility, and all necessary improvements related thereto(the "Project"), at an estimated cost of $21,000,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 400 Smoky Valley**

Yes	1. The vote to submit the bond application by the local board of education passed unanimously.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
Yes	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District USD 400 Smoky Valley County: McPherson

1. Current equalized assessed tangible valuation *	$104,018,354	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$14,562,569	
4. State Aid Percentage	0%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$21,000,000	20.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$21,000,000	20.2%
8. Estimated amount of bond indebtedness authorized without approval	$14,562,569	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,437,431	6.2%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

May 14, 2026
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To:	**State Board Members**
Re:	**Application for capital improvement state aid for USD 400 Smoky Valley**

Yes	1. The vote to submit the bond application by the local board of education was unanimous.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
Yes	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

Date of Application	Election Date	Last Election	Last Successful Election
12-May-26	4-Aug-25	1-Jun-1996	1-Jun-1996

Amount of Bond	Length of Bond	Mill Rate
$ 21,000,000	25	13.750

Mail In Ballot	Interest Rate
No	5.00%

Project Details:

Construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, including construction of a new agriculutral facility, and all necessary improvements related to the project.

12% of project is for site improvement on the Behany College Campus for turf and track. This is an allowable bond expenditure per AG Opinion No 2025-10.

Additional Project Details

KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3 e
Meeting Date:	6/9/2026

Staff Initiating:	Director:	Commissioner:
Jen Ashley		Jake Steel

Item Title:

Act on request from USD 215, Lakin, Kearny County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 215, Lakin, Kearny County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 215, Lakin, Kearny County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 215 plans to use the bond proceeds (not to exceed **$15,000,000**) to pay costs to: acquire,

improve, construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, and all necessary improvements related thereto in the District (the "Project"), at an estimated cost of $15,000,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the

necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Jen Ashley	Frank Harwood	Jake Steel		

Item Title:

Act on request from USD 215, Lakin, Kearny County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 215, Lakin, Kearny County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 215, Lakin, Kearny County has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 1, 2026.

USD 215 plans to use the bond proceeds (not to exceed **$15,000,000**) to pay costs to: acquire, improve, construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, and all necessary improvements related thereto in the District (the "Project"), at an estimated cost of $15,000,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.

2. The district is experiencing growth in enrollment.

3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. Several buildings are being consolidated under this proposal.

10. Bond Project does not include facilities that may be used primarily for Extracurricular Activities.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 215 Lakin **County: Kearny**

1. Current equalized assessed tangible valuation *	$64,886,991	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$9,084,179	
4. State Aid Percentage	0%	2025-26 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$15,000,000	23.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$15,000,000	23.1%
8. Estimated amount of bond indebtedness authorized without approval	$9,084,179	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,915,822	9.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

May 14, 2026
Date

Dale Brungardt
Director, School Finance

May 14, 2026
Date

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to exceed the bond debt limit for USD 215 Lakin**

Yes	1. The vote to submit the bond application by the local board of education passed unanimously.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
No	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

To:	**State Board Members**
Re:	**Application for capital improvement state aid for USD 215 Lakin**

Yes	1. The vote to submit the bond application by the local board of education was unanimous.
No	2. The district is experiencing growth in enrollment.
Yes	3. The community was involved in the process of the building proposal.
Yes	4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes	5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes	6. An outside architect was utilized in determining school district needs.
Yes	7. The age of the existing building(s) appears to justify a bond election.
Yes	8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Yes	9. Several buildings are being consolidated under this propsal.
No	10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District USD 215 Lakin County: Kearny

1. Current equalized assessed tangible valuation *	$64,886,991	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$9,084,179	
4. State Aid Percentage	0%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$0	0.0%
6. Amount of bond indebtedness requested	$15,000,000	23.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$15,000,000	23.1%
8. Estimated amount of bond indebtedness authorized without approval	$9,084,179	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,915,822	9.1%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

May 14,2026
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

Date of Application	Election Date	Last Election	Last Successful Election
12-May-26	4-Aug-25	1-Oct-1997	1-Oct-1997

Amount of Bond	Length of Bond	Mill Rate	Mill Rate with State Aid
$ 15,000,000	20	20.250	20.250

Mail In Ballot	Interest Rate
No	5.125%

Project Details:

pay for costs to acquire, improve, construct, equip, furnish, repair, remodel and make additions to buildings and facilities used for school district purposes, and all necessary improvements related to the district.

Additional notes and details on project from Q3a's answer: district will address roofs, windows, safety and security (secure entryway, cameras, fire alarms, intercoms, perimeter fence, ground cover for playground equipment, phones for elevators), ADA issues, mechanical (HVAC units, electrical panels, and lighting), pay off current lease, purchase two buses and possibly shut down one of our seven learning centers.

Additional Project Details

KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 f

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Deborah Bremer		Jake Steel		

Item Title:

Act on the KSHSAA 500 mile rule for competitions

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 500 Mile Rule Waiver for select virtual competitions.

Explanation of Situation Requiring Action:

KSHSAA *Bylaw Article XVI – Amendments, Section 1* details any Bylaw amendment requires two levels of approval. First, approval by the KSHSAA Board of Directors, and then approval by the Kansas State Board of Education. Following the vote of affirmation by the KSHSAA BOD relative to the item detailed below, the KSHSAA requests the Kansas State Board of Education include the item on an agenda for consideration at an upcoming State Board meeting.

500-MILE RULE WAIVED FOR SELECT VIRTUAL COMPETITIONS

A motion was made by E. Skoglund, seconded by K. Adams, to **modify Section 2 of** ***Bylaw XIV – Approval of Events*** by adding the following language:

For interstate events involving virtual competition (including, but not limited to, Esports, Debate, and Speech/Drama), the 500-road mile rule shall be interpreted based upon the actual distance students travel to the location from which they will participate in the contest. If students will compete from a location within Kansas, the 500-road mile limit shall not apply, regardless of the location of the host institution.

The proposal was approved by a vote of 62 in favor, 0 opposed.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 g

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Christine Macy	Bert Moore	Jake Steel		

Item Title:

Recommendations for Continued Funding of Kansas 21st Century Community Learning Centers for 2026-2027.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for continued funding of Kansas 21st Century Community Learning Centers Grants for 2026-2027.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members when school is not in session. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in rural communities.

The current 21st CCLC grantees included in the attached list are recommended for continuation of funding for a total amount not to exceed $6.3 million for 2026-2027.

	State Fiscal Year		FY27
	USD	21st CCLC Grantee Name	Award Amount
1	387	Altoona-Midway	$81,174
2		BGC Hutch (Avenue A)	$110,000
3		BGC Hutch (Shadduck Park)	$115,560
4		BGC Kansas City (Breidenthal Unit)	$124,999
5		BGC Lawrence (Cordley)	$150,000
6		BGC Lawrence (New York)	$150,000
7		BGC Lawrence (Prairie Park)	$110,000
8		BGC Lawrence (Schwegler)	$120,000
9		BGC Lawrence (Sunflower)	$70,000
10		BGC Lawrence (Teen Center)	$125,000
11		BGC Manhattan (Bluemont)	$150,000
12		BGC Manhattan (Eisenhower)	$110,000
13		BGC Manhattan (High School)	$150,000
14		BGC Manhattan (Northview)	$120,000
15		BGC Manhattan (Woodrow Wilson)	$150,000
16		BGC Topeka (Logan)	$150,000
17	286	Chautauqua	$144,022
18	445	Coffeyville (Preschool)	$64,779
19	315	Colby	$119,455
20	216	Deerfield	$150,000
21	283	Elk Valley	$92,530
22	495	Ft. Larned	$110,011
23	457	Garden City (Brown/Wilson)	$67,862
24	457	Garden City (Wilson/Ornelas)	$125,000
25	475	Geary County (Eisenhower)	$59,000
26	475	Geary County (Lincoln)	$73,993
27	475	Geary County (Milford)	$53,379
28	475	Geary County (Seitz)	$110,000
29	475	Geary County (Ware)	$110,000
30	475	Geary County (Westwood)	$75,000
31	248	Girard	$69,449
32	390	Hamilton	$106,227
33	257	Iola (McKinley/Lincoln)	$70,000
34	500	Kansas City (Emerson)	$150,000
35	500	Kansas City (ME Pearson)	$150,000
36	500	Kansas City (Schlagle)	$150,000
37	506	Labette County (Meadow View)	$109,948
38	506	Labette County (Mound Valley)	$119,324

39	480	Liberal	$98,852
40	209	Moscow	$80,473
41	290	Ottawa (Garfield)	$66,170
42	290	Ottawa (Lincoln/Sunflower)	$69,019
43	250	Pittsburg	$118,060
44	466	Scott County	$70,000
45	349	Stafford (Elementary)	$67,940
46	349	Stafford (MS/HS)	$65,000
47	374	Sublette	$148,832
48	501	Topeka (McCarter)	$150,000
49	501	Topeka (Meadows)	$150,000
50	235	Uniontown (4-6)	$134,919
51	235	Unionton (K-3)	$124,967
52	498	Valley Heights	$81,705
53	259	Wichita (Adams)	$64,993
54	259	Wichita (Cessna)	$149,955
55	259	Wichita (Ortiz)	$64,983
56	259	Wichita (Washington)	$125,000
			$6,097,580

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 h**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Christine Macy	Bert Moore	Jake Steel		

Item Title:

Recommendations for Funding New Kansas 21st Century Community Learning Centers for 2026-2027.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding New Kansas 21st Century Community Learning Centers Grants for 2026-2027.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members when school is not in session. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in rural communities.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The 2026-2027 new grant applicants included in the attached list are recommended for funding for a total amount not to exceed $2.4 million.

	USD	State Fiscal Year 21st CCLC Grantee	FY27 Award Amount
1		BGC Lawrence (Hillcrest)	$125,000
2		BGC Lawrence (Woodlawn)	$125,000
3	244	Burlington	$105,845
4	436	Caney Valley	$124,714
5	499	Galena	$124,995
6	457	Garden City (Hubert/Walker)	$125,000
7	261	Haysville	$124,697
8	446	Independence	$124,987
9	257	Iola	$125,000
10	500	Kansas City (Banneker)	$125,000
11	500	Kansas City (New Chelsea)	$150,000
12	407	Russell	$125,000
13	259	Wichita (Anderson)	$124,945
14	259	Wichita (Buckner)	$149,998
15	259	Wichita (Dodge)	$149,832
16	259	Wichita (Gordon Parks)	$149,832
17	259	Wichita (Jefferson)	$149,998
			$2,229,843

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 i

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Bert Moore	Bert Moore	Jake Steel		

Item Title:

Special Education Advisory Council Recommended Membership Renewal for a Second Term

Recommended Motion:

It is recommended that the Kansas State Board of Education approve the following individuals for a second term on the Special Education Advisory Council: Lindsey Graf, Administrator of Programs for Exceptional Children; Charity Porter, Representative of a Community or Business Organization Interested in the Provision of Transition Services; and Roxanne Zillinger, State Agency Representative Who Carries Out Activities Under the Federal McKinney-Vento Homeless Education Act.

Explanation of Situation Requiring Action:

The Special Education Advisory Council major responsibilities are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning serving students with exceptionalities. The Council performs such duties as specified by IDEA and as outlined in the Kansas SEAC Bylaws.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 j

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Sarah Reed	Bert Moore	Jake Steel		

Item Title:

Act on FY27 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants (Kerry Haag)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed IDEA Title VI-B Special Education Targeting Improvement Plan grants.

Explanation of Situation Requiring Action:

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 77 federal IDEA Title VI-8 Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically the areas identified by the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2026-2027 school year is the twentieth year the Targeted Improvement plan grants have been awarded. Participants use funds to implement systems of evidence-based practices and includes regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS "meets requirement" level of determination for compliance with IDEA receive supplemental funds in the amount of $2,000 - $5,000.

To be eligible for funding, LEAs must submit an application which identifies the SPP Indicators to be targeted, a description of activities, a detailed budget, and annual fiscal report. Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistive and instructional technology for students.

See the attached list for individual special education schools and districts that are to receive funding. **Total amount of federal funds available for 2026-2027 are not to exceed $3,703,617.**

2026-2027 Targeted Improvement Plan (TIP)

District Number	District/Agency Name
D0115	Nemaha Central (Marshall-Nemaha Co Ed Serv Coop)
D0202	Turner-Kansas City
D0203	Piper
D0207	Ft Leavenworth
D0229	Blue Valley
D0230	Spring Hill
D0231	Gardner Edgerton
D0232	De Soto
D0233	Olathe
D0234	Ft Scott
D0244	Burlington (Coffey Co Spec Educ Coop)
D0253	Emporia (Flint Hills Spec Educ Coop)
D0259	Wichita
D0260	Derby
D0261	Haysville
D0262	Ark Valley Special Education Coop
D0263	Mulvane
D0265	Goddard Special Education Coop
D0266	Maize Special Education Coop
D0273	Beloit (Beloit Spec Educ Coop)
D0282	West Elk (Chautauqua & Elk Co Spec Educ Srvcs)
D0290	Ottawa
D0305	Salina (Central Kansas Coop in Educ)
D0308	Hutchinson Public Schools
D0320	Wamego (Spec Srvcs Coop of Wamego)
D0321	Kaw Valley
D0330	Mission Valley
D0333	Concordia (Learning Coop of North Central Kansas)
D0336	Holton (Holton Spec Educ Coop)
D0345	Seaman
D0353	Wellington
D0364	Marysville (Marshall Co Spec Educ Coop)
D0368	Paola (East Central KS Spec Educ Coop)
D0372	Silver Lake
D0373	Newton (Harvey Co Spec Educ Coop)
D0379	Clay Center (Twin Lakes Educ Coop)
D0383	Manhattan-Ogden
D0389	Eureka
D0405	Lyons (Rice Co Spec Srvcs Coop)
D0409	Atchison Public Schools
D0418	McPherson (McPherson Co Spec Educ Coop)
D0428	Great Bend (Barton Co Coop Program of Spec Services)
D0437	Auburn Washburn
D0450	Shawnee Heights

Continued

District Number	District/Agency Name
D0453	Leavenworth
D0457	Garden City
D0458	Basehor-Linwood
D0465	Winfield (Cowley Co Spec Srvcs Coop)
D0469	Lansing
D0475	Geary County Schools
D0480	Liberal
D0489	Hays (Hays West Central KS Spec Educ Coop)
D0495	Ft Larned (Tri-Co Spec Srvcs Coop)
D0497	Lawrence
D0500	Kansas City (Wyandotte Comprehensive Spec Educ Coop)
D0501	Topeka Public Schools
D0512	Shawnee Mission Public Schools
D0602	Northwest KS Educational Serv Center
D0603	ANW Special Education Coop
D0605	South Central KS Spec Ed Coop
D0607	Tri County Spec Education Coop
D0608	Northeast KS Education Serv Center
D0610	Reno County Education Coop
D0611	High Plains Educational Coop
D0613	Southwest Kansas Area Coop
D0614	East Central KS Coop in Education
D0615	Brown County KS Special Education Coop
D0616	Doniphan Co Education Coop
D0617	Marion County Spec Education
D0619	Sumner Co Educational Services
D0620	Three Lakes Educational Coop
D0636	North Central Kansas Spec Ed Coop Interlocal
D0637	Southeast Kansas Special Education Interlocal
D0638	Butler Co Spec Education Interlocal
S0507	St Hospital Training Center Parsons
S0521	Dept of Corrections-Lawrence Gardner High School
S0604	School for the Blind
S0610	School for the Deaf

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 k

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Brian Dempsey		Jake Steel		

Item Title:

Act to supplement current contract for investigation of special education formal complaint

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to supplement the current contract with PRISM, Inc. for the investigation of special education complaints for the final two years of the contract, July 1, 2026 to June 30, 2028, for an amount not to exceed $300,000 out of IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) entered into a contract with PRISM, Inc. to meet KSDE's obligation to conduct special education formal complaint investigations so as to comply with both federal and state special education requirements. The contract term is January 15, 2024 through June 30, 2028. KSDE expended the funds allocated for this contract and KSDE anticipates and ongoing need for formal complaint investigations based on trend data of filed formal complaints over time and the increase in complexity of formal complaints. Approved funds not expended for formal complaint investigations return to KSDE's IDEA VI-B set aside.

Pursuant to both Federal (at 34 C.F.R. 300.151) and State (at K.A.R. 91-40-51) special education regulations, the Kansas State Department of Education (KSDE) is required to monitor the statewide implementation of the Individuals with Disabilities Education Act (IDEA) and the Special Education for Exceptional Children Act. These statutes and their implementing regulations obligate KSDE on behalf of the state of Kansas to see that each and every exceptional child attending a Kansas school is provided with a Free Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Further, KSDE has a duty to ensure that parents and guardians of exceptional Kansas children are empowered to assert the rights afforded to their child by the Acts and implementing regulations. Under both state and federal regulations, it is the right of a parent, guardian, or any person or organization to file a formal complaint with the State Department of Education alleging that an educational agency, such as the State Department of Education or a local school district, has violated a State or Federal special education statute or regulation. Whenever such a complaint is filed, it is the responsibility of Kansas and thereby KSDE to timely investigate and resolve the allegation through its Dispute Resolution process. T**his request is made to enable KSDE to continue to meet the state of Kansas's obligation to implement procedures to investigate and prepare written reports in response to formal complaints alleging a violation of special education statutes or regulations.**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 I

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/9/2026**
Brian Dempsey		Jake Steel		

Item Title:

Act to supplement current contract for investigation of special education formal complaints

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to supplement the current contracts with ACERI, Inc., Jacqueline Kelleher, JQ Investigations & Consulting, North Star Education LLC, and Noto Consulting, LLC for the investigation of special education complaints for the term of the contract, July 1, 2026 to June 30, 2029, for an amount not to exceed $250,000 out of IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) entered into contracts with ACERI, Inc., Jacqueline Kelleher, JQ Investigations & Consulting, North Star Education LLC, and Noto Consulting, LLC to meet KSDE's obligation to conduct special education formal complaint investigations so as to comply with both federal and state special education requirements. The contract term is July 1, 2026 through June 30, 2029. KSDE anticipates the funds approved for this contract will be insufficient. KSDE anticipates an ongoing need for formal complaint investigations based on trend data of filed formal complaints over time and the increase in complexity of formal complaints. Approved funds not expended for formal complaint investigations return to KSDE's IDEA VI-B set aside.

Pursuant to both Federal (at 34 C.F.R. 300.151) and State (at K.A.R. 91-40-51) special education regulations, the Kansas State Department of Education (KSDE) is required to monitor the statewide implementation of the Individuals with Disabilities Education Act (IDEA) and the Special Education for Exceptional Children Act. These statutes and their implementing regulations obligate KSDE on behalf of the state of Kansas to see that each and every exceptional child attending a Kansas school is provided with a Free Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Further, KSDE has a duty to ensure that parents and guardians of exceptional Kansas children are empowered to assert the rights afforded to their child by the Acts and implementing regulations. Under both state and federal regulations, it is the right of a parent, guardian, or any person or organization to file a formal complaint with the State Department of Education alleging that an educational agency, such as the State Department of Education or a local school district, has violated a State or Federal special education statute or regulation. Whenever such a complaint is filed, it is the responsibility of Kansas and thereby KSDE to timely investigate and resolve the allegation through its Dispute Resolution process.

This request is made to enable KSDE to continue to meet the state of Kansas's obligation to implement procedures to investigate and prepare written reports in response to formal complaints alleging a violation of special education statutes or regulations.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	3. m.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/29/2026
R. Scott Gordon	R. Scott Gordon	Jake Steel		

Item Title:

Act to approve the dissolution of the Wyandotte Comprehensive Education Cooperative

Recommended Motion:

It is moved that the Kansas State Board of Education approve of the dissolution of the Wyandotte Comprehensive Education Cooperative ("Cooperative") as requested by USD 500 (Kansas City) and USD 204 (Bonner Springs).

Explanation of Situation Requiring Action:

The boards of any two or more school districts in Kansas may enter into cooperative agreements for the provision of special education and related services for exceptional children on a shared-cost basis. Such agreements require approval of the Kansas State Board of Education prior to taking effect, and their partial or complete termination also requires State Board approval.

As of July 1, 2025 the two participating districts in the Wyandotte Comprehensive Education Cooperative ("Cooperative") are USD 500 (Kansas City) and USD 204 (Bonner Springs). For the last year, the two districts have worked toward complete termination of the Cooperative. As required by state law, the Kansas State Department of Education ("KSDE") has reviewed the request filed by the two districts to ensure complete termination is in the best interests of the involved school districts and of the state as a whole in the provision of special education services for exceptional children.

KSDE recommends approval of the requested termination.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 n

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Frank Harwood	Frank Harwood	Jake Steel		

Item Title:

Notification to the Kansas State Board of Education of the intention of one participating qualified school to participate in the Tax Credit for Low Income Student Scholarship Program

Recommended Motion:

This is information only. By statute, these entities must give notice to the State Board of their intent to participate in the Tax Credit for Low Income Student Scholarship.

Explanation of Situation Requiring Action:

One participating qualified school, Christ Classical Academy, Manhattan, KS, meets the requirements and this is to notify the Kansas State Board of Education of their intention to participate in the Tax Credit for Low Income Students Scholarship Program (TCLISSP).

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), 72-4351 (ksrevisor.org) etal, requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

Agenda Number: 7

Meeting Date: 6/9/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on Authority for accreditation of Public and Non-Public Schools in Kansas

From: Deputy Commissioner Frank Harwood

Due to recent changes in Kansas statute, KSDE staff will provide information to the State Board on their authority and responsibility for accrediting both public and private schools in Kansas. The presentation will cover the types of schools and the role of third-party accrediting agencies.

Agenda Number: 8

Meeting Date: 6/9/2026

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Legislative Update: Cell Phone Policy Certification and Student Walkout Complaint Procedure

From: Jen Ashley

HB 2299 requires the State Board of Education to collect certifications from accredited public and nonpublic schools on the implementation of policies that restrict the use of cell phones for student and social media for staff.

HB 2513 required the State Board to adjudicate complaints pertaining to student walkouts in public schools.

KSDE staff will present proposed procedures for both items for the board's consideration at a future meeting.

Agenda Number: 9

Meeting Date: 6/9/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Quality Instruction: Reading Corner and Math Corner

From: Dr. Laurie Curtis and Jennifer Hamlet

To emphasize the Board's focus on Quality Instruction, each month there will be two presentations from local schools on various topics. Reading, which is a major emphasis for Kansas education, will be often included, with Math, History and other topics each month.

READING CORNER:

This month the Reading Corner will be presented by: Dr. Carrie Mugridge, Executive Director of Learning Services in Sante Fe Trail USD 434. Attached is a PowerPoint which gives a great deal of data about what is happening in USD 434 to ensure literary success for every student.

Attending the presentation will be:

Faith Flory, Superintendent
Dr. Carrie Mugridge, Executive Director of Learning Services
Kyle Ellis, High School Principal
Mike Maloun, Middle School Principal
Lorle Bolt, Elementary Principal
Kaytee Deines, Middle School Interventionist

MATH CORNER:

This month will be the first time a Math Corner has been offered.

Samantha Wright from Minneola will be talking about Technical Math that is an applied Geometry class designed for students who are not planning to attend a four-year college. It focuses on engaging students, hands-on learning, and practical application while maintaining the rigor of state standards.

Literacy in Santa Fe Trail USD 434



Educator Preparation

- **LETRS Training:** 100% of PreK-5 Teachers completed LETRS training.
- **Admin LETRS Training:** Required Administrators completed LETRS training.
- **KESA Action Plan:** USD 434 completed their KESA action plan focusing on structured literacy.

Collaborative MTSS Meetings

Preschool Collaboration

Monthly Meeting

Regular strategic sessions to align on preschool developmental goals.

SPED Integration

Bi-weekly Monday SPED team meetings for integrated support.

K-12 Grade Level Teams

Bi-Weekly Meeting

Structured meetings every two weeks to analyze student progress and adjust instructional tiers.

Screening Procedures

1. Screening

Preschoolers must screen before enrollment. PreK & K complete the ASQ before school. PK-12 assesses using universal screening measures (FastBridge) in the Fall.

2. Diagnostics

If student scores below benchmark, administer diagnostics to determine appropriate intervention placement via tests.

3. Monitoring

K-8 Collect progress monitoring data weekly or every two weeks depending on initial placement and specific student needs.

9-12 Monitors monthly.

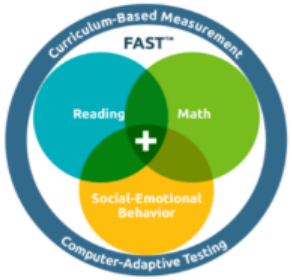
Parent Communication

- **Initial MTSS Info:** Provided at beginning of year.
- **Screening Results:** Sent after each of the 3 yearly screenings.
- **Tier Transitions:** Contact before initiating or discontinuing intervention levels.
- **Reporting Intervals:** Parent/Teacher conferences and report card comments.

FastBridge Learning Student Name: School Year: 2025-2026

Throughout the year, students in USD 434 complete screening assessments via FastBridge Learning. These screeners in math, reading, and behavior take place at the beginning, middle, and end of the year. The information from these screeners helps our faculty provide focused instruction in both our core classes and scheduled intervention where smaller groups of students receive instruction at their personal levels of learning in reading and math.

Teachers review screening scores and compare data with other information about school performance. Students who are not meeting grade level goals are provided additional instruction. Please find information below about your student's screening data and recommended interventions.



First Grade FastBridge Information

First Grade Measures	Goal & Benchmark Information	Your Student's FAST Scores
EarlyReading: assessment suite allows you to screen and monitor a student's progress in developing reading skills. Teachers work with a student individually to complete four assessments. These measures are designed for students in the early primary grades.	Beginning of the Year Goal: **33** Middle of the Year Goal: **52** End of the Year Goal: **66**	Beginning: _____ Middle: _____ End: _____
EarlyMath: allows you to screen and monitor a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.	Beginning of the Year Goal: **28** Middle of the Year Goal: **51** End of the Year Goal: **60**	Beginning: _____ Middle: _____ End: _____

Recommended Interventions

Recommended interventions will be listed for reading and math if the student's score falls below the screening goal. If the student's score is above the screening goal, then enrichment activities will be provided during intervention blocks.

	Fall	Winter	Spring
Reading:			
Math:			

Meets Every Child Can Read Act Requirements

Professional Support Network – TASN

Kansas Technical Assistance System Network



Overview of Learning Targets

Systems Alignment for Literacy: Created a blueprint for evidence based resources

Specialized Interventions: Targeted strategies for diverse learners (pre-emergent readers, cognitive disabilities, AAC users).

Instructional Coaching: Three years of TASN with meetings and site visits

MTSS Alignment: Multi-tiered support frameworks to ensure strong, tiered instruction and meet state accreditation for all buildings

Instructional Framework: Tier 1 & Interventions

Tier 1 Core Instruction

New ELA Resources at Elementary, Middle & High School

Rigor at Grade Level: Due to increased grade-level rigor within core instruction, our Tier 2 and Tier 3 numbers have declined.

Alignment to Structured Literacy: USD 434 utilized a curriculum adoption process to ensure resources aligned with the foundations of the Science of Reading and Structured Literacy practices.

Tiers 2 & 3 Intervention

Operational Structure Elementary, Middle & High School

Daily Session: Additional 30 min. in Master Schedule

Frequency: 5 days per week.

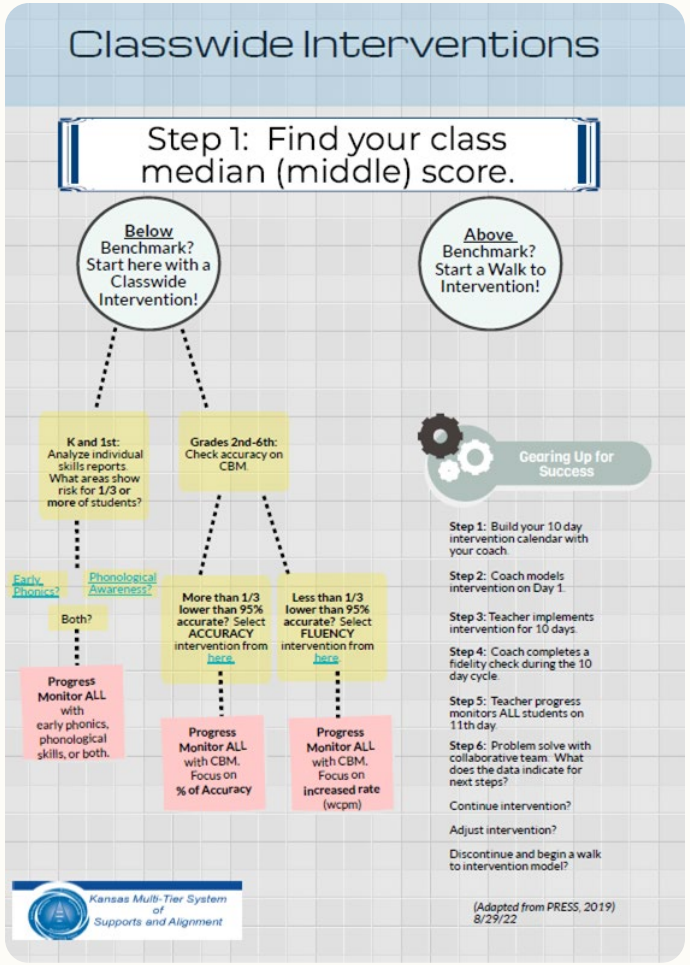
Providers: Interventionists, classroom teachers, SPED teachers, and paras.



Elementary

Classwides

Classwide interventions are brief, targeted strategies implemented for an entire classroom to address foundational skill gaps.



Walk to Intervention

During a dedicated intervention block, students “walk to” targeted small groups with peers from multiple classrooms based on their specific skill needs.

Middle School – Lit Labs

Benchmark Groups

Students meeting grade-level expectations continue to build advanced literacy skills through specialized laboratory rotations.

- Advanced Analysis
- Critical Reading
- Collaborative Projects

Comprehension

Focused on extracting meaning, making inferences, and synthesizing complex informational and literary texts.

- Evidence-Based Questioning
- Vocabulary in Context
- Main Idea & Summarizing

Fluency Group

Prioritizes reading speed, accuracy, and proper expression to bridge the gap between decoding and deep comprehension.

- Guided Oral Reading
- Prosody Exercises
- Repeated Readings

High School

1. Screening & Diagnostic

Initial Identification: FastBridge screener used 3x/year targeting below 40th percentile.

Data Challenges: Fluctuating effort led to unreliable measurement of growth.

Multiple Data Points: Supplemental teacher surveys and academic reviews added for accuracy.

Role of Coordinator: Manages all screening schedules and data, relieving English teachers.

2. Grouping

Quadrant Sorting: Students sorted by Phonics, Fluency, Comprehension, and Benchmark based on TASN guidance.

Structure: Small groups (10-12) in circle format for engagement.

Splits: Standalone 9th grade groups; combined 10th/11th based on skill.

Teacher Alignment: Cross-departmental volunteers lead based on strengths.

Flexibility: Dynamic regrouping every six weeks based on growth.

3. Enrichment

Opportunity for All: Daily 25-minute "Success Strategies" for both intervention and enrichment.

Curriculum Pivot: Transitioned from grade level whole building lessons/activities to teacher-led specialized courses.

Rotation: 6-week cycles with student choice to maintain interest.

Post-Secondary: Mandatory Executive Functioning for all Juniors and optional sections such as ACT Prep.

Evidence of Literacy Success

State Assessment Growth (ELA Levels 3 & 4)

24% — **38.9%**

Spring 2022 — Spring 2026

Longitudinal FastBridge Success Highlights

Primary Grade Strength: First Grade Reading proficiency reached 72% in Spring 2026, a significant climb from 19% in Fall of '22.

District - Wide Stability: Grades PreK-1 proficiency reached 68% spring of '26 as compared to 49% Fall of 2022.

Targeted Growth: Eighth Grade Reading performance showed marked improvement, moving from 45% Tier 1 in Fall 2022 to 60% by Spring 2026.



Questions?

Ensuring literacy success for every student at Santa Fe Trail.

Santa Fe Trail USD 434

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Regulations/Rules Review

Recommended Motion:

It is moved that the Kansas State Board of Education approve the conceptual changes to licensure regulations to align licensure requirements with the State Board's Goal #3 Policy, Regulation and Alignment.

Explanation of Situation Requiring Action:

Regulations/Rules Review.

The Board has implemented multiple changes that now necessitate corresponding updates to licensure regulations.

These conceptual changes are intended to:

Align licensure requirements with the Kansas school improvement model.
Reduce duplicative or outdated requirements.
Allow districts to easily identify licensure requirements for candidates to fill positions and to process applications more efficiently and effectively.
The Licensure Team will present:

A summary of legislative changes impacting licensure regulations
Update on the Interstate Teacher Mobility Compact and the Interstate School Psychologist Compact.
Propose changes requiring Board consideration.
Regulations Impacted

91-1204 — Licensure of Out-of-State and Foreign Applicants

Background

In July 2021, **K.S.A 48-3406. Expedited state licensure procedure if licensed, registered or certified in another state for military servicemembers, military spouses or individuals who have established or intend to establish residency in this state; military spouses exempt from application or renewal fees; temporary emergency licenses; paper-based and verified electronic credentials; license verification portal; reports by licensing bodies** went into effect which impacted how out of state teaching licenses. In Spring 2023 the State Board recommended approval of membership in the Interstate Teacher Mobility Compact, and in April 2023, the compact was signed into law by the governor. The Interstate Teacher Mobility Compact significantly changed requirements and processes for reviewing and issuing licenses to out of state candidates licensed

in other compact states. Currently, three sets of rules are applied to review and issue out of state licenses.

New Items for Board Consideration

1. Update Out-of-State licensure requirements to adopt language and requirements consistent with the Interstate Mobility Compacts for all out of state licensure candidates.

The proposed updates ensure Kansas' licensure system is coherent, efficient, and aligned with statewide goals for continuous improvement and high-quality instruction. The recommended revisions:

Reduce regulatory redundancies,
Support districts in meeting staffing needs

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Act on Licensure Application Fee Changes

Recommended Motion:

It is moved that the Kansas State Board of Education approve changes to the application fee structure.

Explanation of Situation Requiring Action:

State statute creates the Teacher and Administrator Fee Fund and authorizes the State Board of Education to charge fees for the licensure of teachers and other licensed personnel in Kansas. The current fees were set in 2014 and have not been adjusted since.

Beginning in FY 2023, expenditures from the Teacher and Administrator Fee Fund have exceeded revenues. This imbalance was caused primarily by increased expenditures for staff salaries due to pay increases approved by the Legislature and a decline in revenue due to a decrease in the number of licensed educators. Expenditures could temporarily exceed revenues due to a cash balance that had slowly accumulated. However, that cash balance has been spent down and additional revenue is needed to provide the same level of customer service to Kansas educators and schools.

KSDE proposes a one-time increase of $20 to all licensure fees, effective October 1, 2026. If the fee for each license had been annually adjusted for inflation after the last increase in 2014, then the fees would be $21 to $28 higher than their current levels.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/10/2026
Frank Harwood	Frank Harwood	Jake Steel		

Item Title:

Act on Orion Adult Alternative Education Waiver Application

Recommended Motion:

It is moved that the Kansas State Board of Education approve the waiver applications for school districts whose school boards approve partnership with the Orion for Adult Alternative Education Pilot for the 2026-27 and 2027-28 school years as presented.

Explanation of Situation Requiring Action:

Adult Alternative Education has evolved over the last several years but the mechanism for counting students for funding has remained the same. Orion Education & Training center works with districts to provide adult alternative programs. With the scheduling flexibility allowed by on-line learning platforms, Orion is working with their partner districts to seek a waiver that would allow more flexibility in the way adult alternative learners are counted for funding. KSDE staff support this waiver as a limited pilot program as a way to modernize adult alternative education.

Note: The local school boards must approve the partnership with Orion at their May Board meetings prior to the State Board approving the waiver applications.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Catherine Chmidling	Shane Carter	Jake Steel		

Item Title:

Act on educator preparation provider standards for Agriculture Education 6-12 and Speech/Theatre Education 6-12 and Evaluation Review Committee for higher education program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education

approve the new educator preparation program standards for Agriculture Education 6-12 and Speech/Theatre Education 6-12, and accept the recommendations of the Evaluation Review Committee for educator preparation program approvals for Pittsburg State University and Wichita State University.

Explanation of Situation Requiring Action:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are reviewed by the Professional Standards Board (PSB) and posted to receive public comments via the KSDE website. Each standards work group reviews any input from the PSB and public comment and a final draft is developed. The final draft standards are then sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Agriculture Education 6-12 and Speech/Theatre Education 6-12, and crosswalks showing changes from the previous standards. Staff and representatives from the standards revision committees will explain the process, present the standards and answer questions. These revisions were presented during the May 2026 State Board meeting as a Receive item.

This agenda item will be presented with the Evaluation Review Committee recommendations for higher ed programs.

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Pittsburg State University and Wichita State University.

The educator preparation program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations and assessment instruments.

Following the institutional application and receipt of program reports, review teams of trained evaluators were appointed to review the educator preparation r programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will present the recommendations

and be available to answer any questions. These recommendations were presented during the May 2026 State Board meeting as a Receive item.

This agenda item will be presented with the Action Item higher education preparation standards.

Agriculture Education 6-12
Draft revised per KSBE, 5/12/2026

Standard 1: Program Foundations

The teacher candidate can describe and implement the three-circle model of School-based Agricultural Education (SBAE) programming integrating classroom instruction and laboratory experiences, work-based learning opportunities through Supervised Agricultural Experiences (SAEs), and leadership and personal development through FFA.

Function 1: The teacher candidate is able to accurately describe SBAE Program of Study (POS) design and evaluation.

Content Knowledge (CK)

1.1.1 CK The teacher candidate can identify industry trends and other local needs data to design an SBAE POS.

1.1.2 CK The teacher candidate can identify potential local business and community partnerships to support the SBAE POS.

1.1.3 CK The teacher candidate can describe the secondary and postsecondary course sequencing and alignment for career pathways.

Professional Skills (PS)

1.1.4. PS The teacher candidate is able to organize an Advisory Committee to evaluate and advise the SBAE POS.

1.1.5 PS The teacher candidate can guide students through their Individual Plan of Study (IPS) in identifying potential paths within the SBAE POS.

Function 2: The teacher candidate can accurately describe classroom instruction and laboratory experiences as a part of the broader POS design.

Content Knowledge (CK)

1.2.1 CK The teacher candidate can identify National Agriculture Cluster Standards and Kansas Course Competencies for SBAE courses.

Professional Skills (PS)

1.2.2. PS The teacher candidate can create an SBAE POS Scope and Sequence that aligns standards and competencies for the courses to be taught within a pathway.

Function 3: The teacher candidate can identify the steps used to create work-based learning opportunities through Supervised Agricultural Experiences (SAEs) as a part of the broader POS design.

Content Knowledge (CK)

1.3.1. CK The teacher candidate can explain how work-based learning impacts readiness for postsecondary success.

1.3.2. CK The teacher candidate can identify the levels of work-based learning through SAEs available to students. (ie. Career Awareness, Career Exploration, and Career Preparation)

1.3.3. CK: The teacher candidate will identify and describe the different types of Supervised Agricultural Experience Programs.

1.3.4. CK: The teacher candidate demonstrates the knowledge and skills to encourage each student to develop their own SAE that can enhance their real-world experiences.

Professional Skills (PS)

1.3.5. PS The teacher candidate can create a scope and sequence of SAE programming available to students by career interests.

1.3.6. PS The teacher candidate utilizes Supervised Agricultural Experiences to reinforce student development of life and career skills.

Function 4: The teacher candidate is able to describe leadership and personal development through FFA as a part of the broader POS design.

Content Knowledge (CK)

1.4.1. CK The teacher candidate can explain the levels of involvement and benefits of leadership for personal growth through FFA available to students. (ie. Career and Leadership Development Events, Leadership role opportunities, Conferences and Conventions, and Awards & Grants).

Professional Skills (PS)

1.4.2. PS The teacher candidate can create a scope and sequence of FFA programming available to students based on career and leadership interests.

Standard 2: Content Knowledge.

The teacher candidate will possess knowledge of agriculture in each of the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Function 1: The teacher candidate possesses a knowledge of each of the Kansas approved AFNR pathways.

Content Knowledge (CK)

2.1.1 CK The teacher candidate can identify and describe career opportunities in each of the career pathways.

2.1.2 CK The teacher candidate can explain current practices in each of the current pathways.

2.1.3 CK The teacher candidate is aware of current issues in each of the current pathways.

2.1.4 CK The teacher candidate can provide examples of the relevance of each current pathway to the consumer.

Professional Skills (PS)

2.1.5 PS The teacher candidate integrates knowledge of each current pathway into instructional planning, delivery, and assessment.

Standard 3: Core Academic Integration.

Knowledgeable teacher candidates can integrate reading, writing, mathematics, science, and social studies content into instruction in agriculture.

Function 1: The teacher candidate integrates reading content into agricultural content and instruction.

Content Knowledge (CK)

3.1.1 CK The teacher candidate identifies reading strategies appropriate for agricultural content.

Professional Skills (PS)

3.1.2 PS The teacher candidate incorporates reading strategies into instruction in agriculture.

Function 2: The teacher candidate integrates technical writing content into agricultural content and instruction.

Content Knowledge (CK)

3.2.1 CK The teacher candidate identifies technical writing strategies appropriate for agricultural content.

3.2.2 CK The teacher candidate identifies the different styles of writing appropriate for agricultural content, such as APA vs. MLA.

Professional Skills (PS)

3.2.3 PS The teacher candidate incorporates technical writing strategies into instruction in agriculture.

3.2.4 PS The teacher candidate incorporates and demonstrates APA style writing into instruction in agriculture.

Function 3: The teacher candidate integrates mathematics content into agricultural content and instruction.

Content Knowledge (CK)

3.3.1 CK The teacher candidate identifies math principles appropriate for agricultural content.

3.3.2 CK The teacher candidate utilizes correct math terminology in agricultural content.

3.1.3 CK The teacher candidate can explain and demonstrate the application of basic formulas and conversions used in agricultural content.

Professional Skills (PS)

3.3.3 PS The teacher candidate incorporates math principles into instruction in agriculture.

3.3.4. PS The teacher candidate demonstrates and uses basic formulas and conversions in instruction in agriculture.

Function 4: The teacher candidate integrates science content and lab skills into agricultural content and instruction.

Content Knowledge (CK)

3.4.1 CK The teacher candidate identifies science principles appropriate for agricultural content.

3.4.2 CK The teacher candidate utilizes correct science terminology in agricultural content.

3.4.3 CK The teacher candidate demonstrates proper use of basic scientific equipment (example, but not limited to, a compound microscope, electronic balance, etc.).

Professional Skills (PS)

3.4.4 PS The teacher candidate incorporates science principles and lab skills into instruction in agriculture.

3.4.5 PS The teacher candidate incorporates and demonstrates scientific equipment use into agricultural instruction.

Function 5: The teacher candidate integrates social studies content into agricultural content and instruction.

Content Knowledge (CK)

3.5.1 CK The teacher candidate identifies social studies principles appropriate for agricultural content.

3.5.2 CK The teacher candidate utilizes correct historical terminology in agricultural content.

Professional Skills (PS)

3.5.3 PS The teacher candidate incorporates social studies principles into instruction in agriculture.

Standard 4: Instructional Practice.

Effective instructional practice requires that teacher candidates are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, practice instructional strategies in classroom and laboratory settings and apply knowledge in real-world agricultural settings and address life and career skills: critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content within the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Function 1: The teacher candidate develops assessments for use in classroom and laboratory learning in Kansas-approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.1.1 CK The teacher candidate identifies and practices creation of multiple forms of traditional and authentic assessments appropriate to the content area and level of cognition.

Professional Skills (PS)

4.1.2 PS The teacher candidate constructs and implements multiple forms of valid and reliable assessments appropriate to the content area and level of cognition.

4.1.3 PS: teacher candidate utilizes authentic assessments to evaluate hands-on skills of students.

Function 2: The teacher candidate plans for classroom and laboratory learning in Kansas-approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.2.1 CK The teacher candidate has knowledge of Post-Secondary Success skills as reflected in instruction, FFA, and SAE.

4.2.2 CK The teacher candidate has knowledge of Kansas AFNR Pathways and is utilizing the agriculture competencies.

4.2.3 CK The teacher candidate has knowledge of instructional strategies and tools appropriate to agriculture in classroom and laboratory settings.

Professional Skills (PS)

4.2.4 PS The teacher candidate develops instructional plans.

4.2.5 PS The teacher candidate implements and maintains approved career pathways.

4.2.6 PS The teacher candidate plans course curriculum units and sequence for a comprehensive agriculture education program.

Function 3: The teacher candidate provides classroom instructional opportunities for student learning in Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.3.1 CK The teacher candidate identifies teaching strategies appropriate to agricultural content.

Professional Skills (PS)

4.3.2 PS The teacher candidate uses teaching strategies appropriate to agricultural content.

Function 4: The teacher candidate provides laboratory instruction opportunities for student learning in Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.

Content Knowledge (CK)

4.4.1 CK The teacher candidate identifies specific safety issues in various agricultural laboratory settings.

4.4.2 CK The teacher candidate has knowledge of agricultural equipment, materials, and practices.

Professional Skills (PS)

4.4.3 PS The teacher candidate utilizes best agricultural management practices in laboratory settings.

4.4.4 PS The teacher candidate safely operates and maintains agricultural equipment.

4.4.5 PS teacher candidate teaches appropriate laboratory safety procedures to students.

Function 5: The teacher candidate applies information, media and technology skills to assure learner mastery of agricultural content.

Content Knowledge (CK)

4.5.1 CK The teacher candidate identifies appropriate information and communication technology tools and strategies for delivery of agricultural content.

Professional Skills (PS)

4.5.2 PS The teacher candidate utilizes information, media and technology in classroom and laboratory instruction.

Standard 5: Professional Responsibility.

Teacher candidates engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.

Function 1: The teacher candidate participates in Professional Organizations.

Content Knowledge (CK)

5.1.1 CK The teacher candidate identifies the benefits of joining the different professional organizations available in agricultural education.

Professional Skills (PS)

5.1.2 PS The teacher candidate attends local, district, and state professional meetings, professional development opportunities, and joins professional organizations in

Agriculture Education and Career and Technical Education. (ex. KAAE, NAAE, K-ACTE, ACTE).

Function 2: The teacher candidate regularly examines practice through self-reflection.

Content Knowledge (CK)

5.2.1 CK The teacher candidate follows self-reflection guidelines.

Professional Skills (PS)

5.2.2 PS The teacher candidate practices self-reflection continuously and modifies practices based on those reflections.

Function 3: The teacher candidate regularly examines practice through collaborative feedback.

Content Knowledge (CK)

5.3.1 CK The teacher candidate engages in and seeks out collaborative feedback from other teachers in the Ag Ed community through networking and mentoring programs in professional agricultural organizations.

5.3.2 CK The teacher candidate engages in and seeks out collaborative feedback from educational professionals outside school-based agriculture education.

Professional Skills (PS)

5.3.3 PS The teacher candidate utilizes and/or modifies practice based on collaborative feedback.

Function 4: The teacher candidate exhibits ethical behavior in and out of the classroom

Content Knowledge

5.4.1 CK The teacher candidate serves as a role model for students with actions and words that reflect ethical principles.

Professional Skills

5.4.2 PS The teacher candidate maintains professional boundaries and acts with honesty and integrity during all interactions.

DRAFT Crosswalk: 2015 versus 2026 Agriculture Education Standards

General Information about this Revision:

» Updated language

» Created focus on foundational philosophies and overall program management

» Original standard 4 was removed. Concepts were combined into original standard 5. Original standard 5 has become proposed standard 4 and original standard 6 has become proposed standard 5.

» Added adaptability to changing high school standards

» Added Post-Secondary Success and professional behavior.

Standard 1

2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Learner Difference. The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.	**Standard 1: Program Foundations** **The teacher candidate can describe and implement the three-circle model of School-based Agricultural Education (SBAE) programming integrating classroom instruction and laboratory experiences, work-based learning opportunities through Supervised Agricultural Experiences (SAEs), and leadership and personal development through FFA.**	● Updated language ● Created focus on foundational philosophies and overall program management

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Content Knowledge. The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.	**Standard 2: Content Knowledge.** **The teacher candidate will possess knowledge of agriculture in each of the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.**	● Updated language ● Written for adaptability to changing high school standards

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge. Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.	**Standard 3: Core Academic Integration.** **Knowledgeable teacher candidates can integrate reading, writing, mathematics, science, and social studies content into instruction in agriculture.**	● Updated language ● Added social studies and lab skills.

~~Standard 4~~

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 4: Content Knowledge. Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.	**none**	• Removed old standard 4 • Integrated contents into proposed standard 4

Standard 4 (Originally Standard 5)

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Instructional Practice. Effective instructional practice requires that teachers of agriculture can: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.	**Standard 4: Instructional Practice.** **Effective instructional practice requires that teacher candidates are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, practice instructional strategies in classroom and laboratory settings and apply knowledge in real-world agricultural settings and address life and career skills: critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content within the Kansas approved Agriculture, Food, and Natural Resources (AFNR) Pathways.**	• Renumbered from standard 5 to standard 4 • Updated language • Moved SAE concepts to new standard 1 • Moved instructional practice from old standard 5 • Added Post-Secondary Success. • Original standard 4 was removed. Concepts were combined into proposed standard 4.

Standard 5 (Originally Standard 6)

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: Professional Responsibility. Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.	**Standard 5: Professional Responsibility.** **Teacher candidates engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.**	● Updated language ● Original standard 6 has become proposed standard 5. ● Added professional behavior

SPEECH/THEATRE
Early Adolescence through Late Adolescence
Grades 6-12
DRAFT 2026

Standard 1: Communication
The teacher candidate of speech/theatre has practical knowledge of and skills in teaching human and mass communication, including intrapersonal, interpersonal, small group, public speaking, listening, as well as foundational mass and human communication theories.

Knowledge

K1.1 The teacher candidate understands foundational communication processes and theories (intrapersonal, interpersonal, small group, public speaking, listening, and mass communication).

K1.2 The teacher candidate understands how to develop and use criteria for evaluating and selecting materials for speech instruction appropriate to the communication context.

K1.3 The teacher candidate understands various assessment techniques and strategies appropriate to the communication context.

Performance

P1.4 The teacher candidate guides students to select and evaluate their communication for the appropriate context.

P1.5 The teacher candidate enhances preparation, presentation, and assessment of student communication in a variety of ways.

P1.6 The teacher candidate uses pedagogical technology.

P1.7 The teacher candidate applies contemporary trends in communication.

Standard 2: Debate and Forensics (Speech/Drama)
The teacher candidate of speech/theatre has practical knowledge and skills in teaching, coaching, and evaluating debate and forensics (speech/drama) as recognized by the Kansas State High School Activities Association (KSHSAA) to develop students' research, writing, critical thinking, performance, listening, and communication skills within competitive co-curricular settings.

Knowledge

K2.1: The teacher candidate understands the structure, rules, objectives, and educational value of KSHSAA-recognized policy debate and forensics (speech/drama) events and workshops.

K2.2: The teacher candidate understands how to design and deliver instruction that builds students' rhetorical, interpretive, analytical, and performance skills in debate and forensics (speech/drama) contexts.

K2.3: The teacher candidate understands the principles of constructive feedback, tournament adjudication, and performance evaluation aligned with judging standards.

K2.4: The teacher candidate understands ethical and legal considerations related to authorship, intellectual property, performance rights, and responsible research practices.

K2.5: The teacher candidate understands methods for ensuring safety and accessibility in competitive and classroom environments.

K2.6: The teacher candidate has the knowledge to plan, organize, promote, and manage local, regional, or state competition that reflects best practices in organization, hospitality, and compliance with KSHSAA rules.

K2.7: The teacher candidate has the knowledge to build and sustain safe and competitive student-centered programs that emphasize collaboration, sportsmanship, and continuous improvement.

Performance

P2.8: The teacher candidate effectively explains, models, and coaches debate and forensics (speech/drama) events that foster student growth in communication and critical thinking.

P2.9: The teacher candidate designs instructional and practical experiences that align with KSHSAA and national standards for debate and forensics (speech/drama).

P2.10: The teacher candidate evaluates student performances using appropriate rubrics, judging criteria, and constructive oral and written feedback.

P2.11: The teacher candidate teaches and models ethical and legal research, performance, and authorship practices, including responsible use of digital and AI-assisted tools.

Standard 3: Theatre

The teacher candidate of speech/theatre has practical knowledge and skills in dramatic analysis, dramatic literature and history, stagecraft, technical theatre, design, performance techniques, and directing.

Knowledge

K3.1 The teacher candidate recognizes the styles, major movements, and interaction between theatre history and dramatic literature.

K3.2 The teacher candidate understands the artistic and pragmatic purposes, procedures, and challenges of theatre designers.

K3.3 The teacher candidate understands the duties and role of the stage director and technical director of a theatrical production.

K3.4 The teacher candidate recognizes contemporary trends in dramatic literature, technology, and performance techniques.

Performance

P3.5 The teacher candidate identifies, analyzes, and interprets human actions, conflicts, and themes expressed in scripts and improvisations.

P3.6 The teacher candidate identifies characters in classroom, improvisation, and formal theatre presentations.

P3.7 The teacher candidate can select appropriate scripts and communicate appropriate/effective choices to actors and technicians during rehearsals and production meetings.

P3.8 The teacher candidate designs and participates in the construction of unified scenic elements, properties, costumes, make-up, lighting, sound, and technology with available resources to effectively communicate concepts appropriate to selected scripts and improvisations.

Standard 4: Program management

The teacher candidate of speech/theatre has practical knowledge, skills, and professional ethics necessary for development, direction, and administration of theatre, competitive debate, and competitive forensics (speech/drama) programs.

Knowledge

K4.1 The teacher candidate understands how to select, plan, produce, and direct theatrical productions, including script selection, casting, rehearsal planning, staging, costuming, technical design, and coordination of lighting, sound, and scenic construction.

K4.2 The teacher candidate understands the rules, standards, and best practices governing KSHSAA- recognized debate, forensics, and theatre activities, including tournament operations,

classification and eligibility, adjudication protocols, supervision expectations, and ethical conduct guidelines.

K4.3 The teacher candidate understands the principles of program administration, including budgeting, resource allocation, fundraising, procurement, and the securing of royalties, licensing, and copyright permissions for performance and competition use.

K4.4 The teacher candidate understands how to organize and manage logistics for program activities—including scheduling, transportation coordination, travel supervision, facility reservations, equipment management, and seasonal planning for productions, and competitions

K4.5 The teacher candidate understands publicity and program-promotion strategies, including communication with families and stakeholders; development of advertising; and collaboration with school and community partners to enhance visibility and support.

K4.6 The teacher candidate understands legal, ethical, and safety expectations governing debate, forensics, and theatre programs, including safety protocols for scene-shop operations, electrical/lighting work, tool and equipment handling, rigging, prop/weapon safety, and emergency response procedures.

K4.7 The teacher candidate understands strategies for cultivating culturally responsive programs that encourage broad participation by all students, and reduce barriers to involvement in performance and competitive activities.

K4.8 The teacher candidate understands strategies to collaborate with administrators, district personnel (such as transportation, custodial, and maintenance departments), colleagues, parents, booster groups, and professional organizations to sustain and grow program offerings.

K4.9 The teacher candidate has the knowledge to administer and sustain comprehensive theatre, debate, and forensics programs that foster artistic, academic, and social development while aligning with district and KSHSAA policies.

<u>Performance</u>
P4.10 The teacher candidate plans, organizes, and executes productions and debate and forensics drama competitions, including scheduling, budgeting, transportation arrangements, facility preparation, equipment management, volunteer coordination, and documentation.

P4.11 The teacher candidate develops, manages, and monitors program budgets; secure financial resources; coordinate fundraising; and appropriately obtain, track, and maintain royalties, rights, and copyright permissions.

P4.12 The teacher candidate implements and maintains safety procedures for theatrical environments, including scene-shop operations, audio, video, and electrical systems, backstage organization, costume/prop handling, and emergency planning.

P4.13 The teacher candidate promotes programs by preparing publicity materials, coordinating communication with stakeholders, supporting school-approved online presence, and cultivating community engagement in debate, forensics, and theatre activities.

P4.14 The teacher candidate creates safe environments for all students that uphold professional ethics and support student leadership, collaboration, creative risk-taking, and responsible competition/performance practices.

P4.15 The teacher candidate hosts, manages, and assists with debate and forensics tournaments and theatre festivals, ensuring efficient operations, ethical conduct, safety compliance, proper documentation, and adherence to district and KSHSAA requirements.

P4.16 The teacher candidate advocates for debate, forensics, and theatre as essential components of a comprehensive education by communicating their academic, artistic, and community value to administrators, colleagues, families, and the public.

Standard 5: Pedagogy and real world connections

The teacher candidate in speech/theatre has practical content knowledge and skills in curriculum design and instructional methodology specific to the teaching of speech, debate, forensics (speech/drama) and theatre at the secondary level, using techniques that enable students to understand the world through communication.

Knowledge

K5.1 The teacher candidate knows how to develop and use criteria for evaluating and selecting materials for instruction, recognizing issues that reflect the world's population.

K5.2 The teacher candidate understands the ramifications of ethics and artistic choices in the uses and/or presentations of speech and theatre.

K5.3 The teacher candidate has knowledge of current and emerging legal and ethical considerations and requirements.

Performance

P5.4 The teacher candidate explains and demonstrates how diverse skills used in speech/theatre transfer to students' own lives.

P5.5 The teacher candidate utilizes cultural and historical information when preparing for, collaborating with, and evaluating student work.

P5.6 The teacher candidate implements strategies that promote self-discovery, build productive and creative relationships, manage communication apprehension, and empathize with the human condition.

P5.7 The teacher candidate uses a variety of strategies to stimulate students' creativity, critical thinking skills, and self-awareness.

P5.8 The teacher candidate helps students prepare for performance readiness in speech, debate, forensics (speech/drama), and theatre.

P5.9 The teacher candidate ensures physical, emotional, and psychological safety of students and others.

Standard 6: Field experience

The teacher candidate of speech/theatre has practical field experience working with secondary students in the areas of speech and theatre content classrooms, theatrical performance (stage and technical), and competitive debate and forensics (speech/drama).

Knowledge

K6.1 The teacher candidate knows how to interact professionally with secondary students.

K6.2 The teacher candidate is knowledgeable of the KSDE Code of Ethics.

K6.3 The teacher candidate has knowledge of legal, ethical, safety expectations, and emergency response protocol governing debate, forensics, and theatre programs.

Performance

P6.4 The teacher candidate engages and interacts appropriately with students in educational, supervisory, rehearsal, performance, and public settings.

P6.5 The teacher candidate engages professionally in the mechanics of running a tournament.

DRAFT Crosswalk: 2001 versus 2026 Speech/Theatre Education Standards

General Information about this Revision:

- » Updated language
- » Rearranged previous standards and concepts
- » Aligned with KSHSAA standards
- » Added stand-alone pedagogy, management, and field experience standards

Standard 1

2001 PREVIOUS STANDARD	2026 NEW STANDARD	WHAT CHANGED?
Standard #1 The teacher of speech/theatre has practical knowledge and skills in teaching and critically evaluating intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.	**Standard 1: Communication** **The teacher candidate of speech/theatre has practical knowledge of and skills in teaching human and mass communication, including intrapersonal, interpersonal, small group, public speaking, listening, as well as foundational mass and human communication theories.**	● Updated language ● Moved mass media from standard 3 to standard 1.

Standard 2

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard #2 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating debate and forensic co-curricular activities.	**Standard 2: Debate and Forensics (Speech/Drama)** **The teacher candidate of speech/theatre has practical knowledge and skills in teaching, coaching, and evaluating debate and forensics (speech/drama) as recognized by the Kansas State High School Activities Association (KSHSAA) to develop students' research, writing, critical thinking, performance, listening, and communication skills within competitive co-curricular settings.**	● Updated language ● Aligned to KSHSAA standards. ● The events published by KSHSAA serve as the standard for most districts' supplemental pay for co-curricular activities. ● Policy Debate is identified as the fall activity supported by KSHSAA. ● Forensics (speech/drama) identifies the collection of activities supported by the KSHSAA. ● The skills students learn in the activities are emphasized.

Standard 3

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #3 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating mass media.	**Standard 3: Theatre** **The teacher candidate of speech/theatre has practical knowledge and skills in dramatic analysis, dramatic literature and history, stagecraft, technical theatre, design, performance techniques, and directing.**	● Updated language ● Moved mass media to standard 1. ● Moved Theatre from standard 4.

Standard 4

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard #4 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating technical theatre, design, history, dramatic literature, performance techniques, and directing.	**Standard 4: Program management** **The teacher candidate of speech/theatre has practical knowledge, skills, and professional ethics necessary for development, direction, and administration of theatre, competitive debate, and competitive forensics (speech/drama) programs.**	● Updated language ● Moved old standard 5 to standard 4 and added debate and forensics. ● Created a management standard that addresses all program areas.

Standard 5

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #5 The teacher of speech/theatre has practical content knowledge and skills needed in managing theatrical presentations in collaboration with others.	**Standard 5: Pedagogy and real world connections** **The teacher candidate in speech/theatre has practical content knowledge and skills in curriculum design and instructional methodology specific to the teaching of speech, debate, forensics (speech/drama) and theatre at the secondary level, using techniques that enable students to understand the world through communication.**	● Updated language ● Moved old standard 5. ● Created a new pedagogy standard. ● Moved self and culture from old standard 6.

Standard 6

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard #6 The teacher of speech/theatre has practical knowledge and skill in teaching and critically evaluating theatre as a tool for learning about self and culture.	**Standard 6: Field experience** **The teacher candidate of speech/theatre has practical field experience working with secondary students in the areas of speech and theatre content classrooms, theatrical performance (stage and technical), and competitive debate and forensics (speech/drama).**	● Updated language ● Moved self and culture to standard 5. ● Created a new field experience standard.

KANSAS STATE DEPARTMENT OF EDUCATION

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March 31, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Pittsburg State University

Introductory Statement:

On March 30, 2026, the Evaluation Review Committee reviewed an application for program approval for Pittsburg State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University program through December 31, 2030:

English for Speakers of Other Languages, PreK-12, A
Areas for Improvement
Standards 1-7
None

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March 31, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On March 31, 2026, the Evaluation Review Committee reviewed applications for new program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "new-program approved-with-stipulation" status for the following programs through June 30, 2028:

> Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

Innovative Early Childhood Unified B-3 and Elementary Unified K-6 combined MAT new program

> Early Childhood Unified Birth – Grade 3, I
> Areas for Improvement:
> Standards 1-8, Science of Reading
> None
>
> Elementary Unified K-6, I
> Areas for Improvement:
> Standards 1-11, Science of Reading
> None

Visually Impaired B-3, PreK-12 traditional & LRL, new program

> Areas for Improvement:
> Standards 1-9
> None

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Agenda Number: 14

Meeting Date: 6/9/2026

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Receive educator preparation provider standards for Mathematics 5-8, General Mathematics 6-12, and Advanced Mathematics 6-12, and Evaluation Review Committee for higher education accreditation and pro

From: Catherine Chmidling

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are reviewed by the Professional Standards Board (PSB) and posted to receive public comments via the KSDE website. Each standards work group reviews any input from the PSB and public comment and a final draft is developed. The final draft standards are then sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Mathematics 5-8, General Mathematics 6-12, and Advanced Mathematics 6-12, and crosswalks showing changes from the previous standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. These revisions are planned to be submitted to the July 2026 State Board agenda as an Action item.

This agenda item will be presented with the Evaluation Review Committee recommendations for higher ed accreditation and program reviews.

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider accreditation for Barclay College and program approvals for Bethany College, Kansas State University, Newman University, Ottawa University, and University of Saint Mary.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations and assessment instruments.

Following the institutional application and receipt of accreditation materials or program reports, review teams of trained evaluators were appointed to review the educator preparation provider or programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee which reviews each educator preparation provider's unit accreditation, license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will present the recommendations and be available to answer any questions. These recommendations are planned to be presented in July as an Action item.

Mathematics 5-8 educator preparation standards
2026 DRAFT

Standard 1: Mathematics Content Knowledge

The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.

Function 1: Number and Operation

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of number and operations, including fundamental ideas of number theory, fractions, ratios, rates, and proportions.

Content Knowledge

1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Professional Skills

None

Function 2: Algebra and Functions

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, as well as the relationship between a function's table, graph, and equation.

Content Knowledge

1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each

step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.
1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.
1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots,

scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale (perimeter, area, surface area, and volume) for two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.
1.4.7 Understands coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes.

Professional Skills
None

Function 5: Trigonometry

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle trigonometry.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Applies trigonometry to solve right triangles.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, and integration.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete mathematics, including sets and set theory, permutations and combinations, logic, and applications of discrete mathematics.

Content Knowledge
1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.
1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Understands and can apply discrete structures.

Professional Skills
None

Standard 2: Mathematical Processes

The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge

2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills

2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge

2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.
2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.

2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge
2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge
3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills

None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge

3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills

3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

Content Knowledge

3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills

3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

Standard 4: Planning for Mathematical Learning
The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

Function 1: Using knowledge of students and mathematics to plan rigorous and engaging instruction that provides all students opportunities to learn and apply mathematics concepts, skills, and practices.

<u>Content Knowledge</u>
4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

<u>Professional Skills</u>
4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge
4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills
4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge
4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.
4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills
4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.
4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate

positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.
5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.
5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills

5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas

5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge

5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.

5.4.2 Engage in continuous self-reflection to improve teaching practices.

5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills

5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.

5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning

The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge

6.1.1 Verify that students demonstrate conceptual understanding.

6.1.2 Verify that students demonstrate procedural fluency.

6.1.3 Verify that students demonstrate logical reasoning.

6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills

6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge
6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills
6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across middle school settings that involve varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced middle school mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills
7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism
The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge
8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.
8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.
8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills

8.1.4 Communicates effectively with families about students' learning.
8.1.5 Communicates effectively with community members about students' needs and assets.
8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge

8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.
8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics
8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

General Mathematics 6-12 educator preparation standards
2026 DRAFT

Standard 1: Mathematics Content Knowledge
The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including matrices, Euclidean and non-Euclidian geometry, right triangle and unit circle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.

Function 1: Number and Operations
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of number and operations, including fundamental ideas of number theory, fractions, ratios, rates, proportions, vectors, and matrix operations.

Content Knowledge
1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
1.1.3 Understands vector and matrix operations, modeling, and applications.

Professional Skills
None

Function 2: Algebra and Functions
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, as well as the relationship between a function's table, graph, and equation.

Content Knowledge
1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and

justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.
1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean and non-Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale (perimeter, area, surface area, and volume) for two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.
1.4.7 Understands analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

Professional Skills
None

Function 5: Trigonometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle and unit circle trigonometry, trigonometric identities, and trigonometric equations.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Understands, applies, and verifies trigonometric identities.
1.5.3 Graphs trigonometric functions and understands their periodic properties.
1.5.4 Understands and can graph trigonometric functions with polar coordinates.
1.5.5 Understands the unit circle, radians, and their relationship to the coordinate plane.
1.5.6 Solves trigonometric equations.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, and integration.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete mathematics, including sets and set theory, permutations and combinations, logic, and applications of discrete mathematics.

Content Knowledge
1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.

1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Understands and can apply discrete structures.

Professional Skills
None

Standard 2: Mathematical Processes
The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge
2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills
2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply

and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge
2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.
2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Professional Skills
None

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge
2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Professional Skills
None

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge

3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills

None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge

3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills

3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials

that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

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3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills

3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

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Content Knowledge

4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

Professional Skills

4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge

4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills

4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge

4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.
4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills

4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.

4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge
5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills
5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.
5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills
5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge
5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.
5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills
5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas
5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge
5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.
5.4.2 Engage in continuous self-reflection to improve teaching practices.
5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills
5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.
5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning

The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge
6.1.1 Verify that students demonstrate conceptual understanding.
6.1.2 Verify that students demonstrate procedural fluency.
6.1.3 Verify that students demonstrate logical reasoning.
6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills
6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge
6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills
6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced secondary mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced secondary mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills
7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism

The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge

8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.
8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.
8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills

8.1.4 Communicates effectively with families about students' learning.
8.1.5 Communicates effectively with community members about students' needs and assets.
8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge

8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.
8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics
8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Advanced Mathematics 6-12 educator preparation standards
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Standard 1: Mathematics Content Knowledge

The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidean and non-Euclidian geometries, right triangle and unit circle trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.

Function 1: Number and Operations

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of Number and Operations, including fundamental ideas of number theory, fractions, ratios, rates, and proportions.

Content Knowledge

1.1.1 Understands fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.
1.1.2 Understands quantitative reasoning and relationships that include fractions, ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Professional Skills

None

Function 2: Algebra and Functions

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of algebra and functions, including algebraic notation and structure, traits and patterns of various function families, the relationship between a function's table, graph, and equation, vectors, matrices, and abstract algebra (such as groups, rings, and fields).

Content Knowledge

1.2.1 Understands algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between

concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.
1.2.2 Interprets the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.
1.2.3 Understands function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.
1.2.4 Understands functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.
1.2.5 Understands patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.
1.2.6 Understands linear algebra including vectors, matrices, and transformations.
1.2.7 Understands abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.
1.2.8 Understands the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum.

Professional Skills
None

Function 3: Statistics and Probability
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of statistics and probability, including statistical variability, randomness, statistical inference, univariate and bivariate data distributions, and theoretical probability of both simple and compound events.

Content Knowledge
1.3.1 Understands statistical variability and its sources and the role of randomness in statistical inference.

1.3.2 Can create and implement surveys and perform investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.
1.3.3 Understands univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.
1.3.4 Understands Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.
1.3.5 Understands random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

Professional Skills
None

Function 4: Geometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of analytical geometry, including core concepts of Euclidean and non-Euclidean geometry, transformations, formulas of two and three-dimensional objects, geometric constructions, and coordinate geometry.

Content Knowledge
1.4.1 Understands core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.
1.4.2 Understands and can perform transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.
1.4.3 Understands congruence, similarity and scaling, and their development and expression in terms of transformations.
1.4.4 Understands identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.
1.4.5 Understands formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.
1.4.6 Understands and can perform geometric constructions and demonstrates inductive and deductive reasoning, axiomatic reasoning, and proof.

1.4.7 Understands analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

Professional Skills
None

Function 5: Trigonometry
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of trigonometry, including right triangle and unit circle trigonometry, trigonometric identities, and trigonometric equations.

Content Knowledge
1.5.1 Understands right triangle trigonometry.
1.5.2 Understands, applies, and verifies trigonometric identities.
1.5.3 Graphs trigonometric functions and understands their periodic properties.
1.5.4 Understands and can graph trigonometric functions with polar coordinates.
1.5.5 Understands the unit circle, radians, and their relationship to the coordinate plane.
1.5.6 Solves trigonometric equations.

Professional Skills
None

Function 6: Calculus
The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of calculus, including limits, continuity, rates of change, differentiation, integration, parametric functions, polar functions, vector functions, sequences, series, multivariate functions, and applications of prior mathematics concepts to solve problems using calculus.

Content Knowledge
1.6.1 Understands limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.
1.6.2 Understands parametric, polar, and vector functions.
1.6.3 Understands and evaluates sequences and series.
1.6.4 Understands multivariate functions.
1.6.5 Solves calculus problems by applying concepts of function, geometry, and trigonometry.

Professional Skills
None

Function 7: Discrete Mathematics

The teacher candidate demonstrates and applies an understanding of major mathematics concepts, procedures, knowledge, and applications within the mathematical domain of discrete Mathematics, including sets and set theory, permutations and combinations, logic, proof, and applications of discrete mathematics.

Content Knowledge

1.7.1 Understands discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.
1.7.2 Understands enumeration including permutations, combinations, iteration, recursion, and finite differences.
1.7.3 Understands propositional and predicate logic as a foundation of proof.
1.7.4 Applies propositional and predicate logic to write proofs.
1.7.5 Understands and can apply discrete structures such as modeling and solving linear programming problems and designing data structures.

Professional Skills

None

Standard 2: Mathematical Processes
The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.

Function 1: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge

2.1.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
2.1.2 Represent and model generalizations using mathematics.
2.1.3 Recognize structure and express regularity in patterns of mathematical reasoning.
2.1.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
2.1.5 Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills

2.1.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
2.1.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 2: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge

2.2.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.
2.2.2 Make sense of a wide variety of problems and persevere in solving them.
2.2.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
2.2.4 Formulate and test conjectures in order to frame generalizations
2.2.5 Monitor and reflect on the process of mathematical problem solving

Professional Skills

None

Function 3: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge

2.3.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.
2.3.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.
2.3.3 Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
2.3.4 Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Professional Skills

None

Standard 3: History and Context of Mathematics
The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.

Function 1: Understand the historical development of mathematics across multiple cultural contexts.

Content Knowledge
3.1.1 Understands the historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and multiple cultures.
3.1.2 Understands the historical development and perspectives of algebra including contributions of significant individuals and multiple cultures.
3.1.3 Understands the historical development and perspectives of statistics and probability including contributions of significant figures and multiple cultures.
3.1.4 Understands the historical development and perspectives of geometry and trigonometry including contributions of significant figures and multiple cultures.
3.1.5 Understands the historical development and perspectives of calculus including contributions of significant figures and multiple cultures
3.1.6 Understands the historical development and perspectives of discrete mathematics including contributions of significant figures and multiple cultures.

Professional Skills
None

Function 2: Recognize the roles of discrimination and distribution of resources in the history of mathematics education and are equipped to analyze and evaluate existing educational systems that persistently fail to serve particular populations and communities.

Content Knowledge
3.2.1 Recognize schools do not exist in a vacuum; administrators and teachers implement policies and practices on the basis of the historical contexts of their schools and communities.
3.2.2 Stay abreast of professional standards documents and how these documents have evolved to include more (or less) attention to teaching practices that support all students.
3.2.3 Understand that mathematics education is part of a broader system of mechanisms used to determine what is valued, what is right, and what is normal in society.
3.2.4 Stay familiar with literature that presents strategies for providing high quality mathematics learning and success for students who have historically not experienced either.

Professional Skills

3.2.5 Engage in conversations to address or question learning experiences that do not serve all students, especially with current challenges in mathematics education.
3.2.6 Critically examine the demographic trends in school districts, segregation and re-segregation policies that result in unequal educational experiences, and the adoption of various textbook and instruction policies.
3.2.7 Analyze how students are recommended and placed in extension/enrichment and remedial/intervention programs, whether the placement of students across various programs is representative of the school population, who determines the type of instructional materials that are available to students to support their learning of rigorous mathematics, and how information regarding various mathematics programs is communicated to parents.

Function 3: Advocate for all students to ensure every student has access and opportunity for advancement in their learning of mathematics.

Content Knowledge
3.3.1 Know and believe that all students are capable of success in mathematics, given the right supports and opportunities.
3.3.2 Know that access to engaging and rigorous mathematics is essential for mathematics education that supports all students; requires all students to have the opportunity to learn important mathematics from qualified teachers; and that access is threatened when false hurdles are inherent in the system.
3.3.3 Recognize that mathematics teachers have power to shape the mathematical experiences of students, and that professional actions can affect them beyond the classroom to their families, communities, and educational trajectories.

Professional Skills
3.3.4 Identify when curriculum and/or instruction is insufficient for a particular student or population and work to adapt and develop materials and practices that better serve those students.
3.3.5 Use curriculum materials that include high-quality, meaningful tasks that go beyond the basic skills often tied to standardized testing.
3.3.6 Exercise ethical practice in decision making and teaching when working with children, families, and colleagues, including the elimination of deficit-based thinking, integration of family/community funds of knowledge into lesson design and implementation, attention to cultural differences, and protection of the rights of privacy.
3.3.7 Advocate for proportional representation of all students in advanced placement, recognizing the inadequacy of defining success solely by the teacher or standardized tests but also additional data points, for example, students' own academic and career goals.

Standard 4: Planning for Mathematical Learning
The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge

to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

Function 1: Using knowledge of students and mathematics to plan rigorous and engaging instruction that provides all students opportunities to learn and apply mathematics concepts, skills, and practices.

Content Knowledge

4.1.1 Know how students construct knowledge, develop skills and processes that support learning, and apply mathematical ideas to tasks and contexts.
4.1.2 Know how the mathematics content intersects with real-world contexts.
4.1.3 Understands that in mathematics there are multiple representations and often many solution pathways to solve a particular task.

Professional Skills

4.1.4 In lesson planning, exhibits understanding of how students construct knowledge that includes inquiry and problem-solving.
4.1.5 Through planning and teaching, provides opportunities for mathematics content to be seen in the world and for the world to be modeled by mathematics.
4.1.6 Through planning and instruction, provides opportunities for students to explore and utilize multiple representations and multiple solution strategies.
4.1.7 Can identify and teach a "low-floor, high-ceiling" task without lowering cognitive demand or limiting opportunities for extension.

Function 2: Understanding of adolescent development.

Content Knowledge

4.2.1 Understand that adolescence is a unique time period of development and that students are rapidly developing cognitively and socially, as they develop their sense of self and place in the community and world at large.

Professional Skills

4.2.2 Demonstrate responsiveness to the cognitive, social, and identity-focused challenges of teaching adolescents.

Function 3: Leverages students' existing assets and prior knowledge to support learning.

Content Knowledge

4.3.1 Understands the importance of building new content and concepts from those that a student already knows and understands.
4.3.2 Understands the interconnected nature of mathematics topics across and throughout the curriculum.

4.3.3 Understands that students come to schools with differing mathematical resources and experiences, but that it is the responsibility of the school and teacher to ensure that regardless of these differences, all students are provided high quality mathematical experiences and opportunities.

Professional Skills

4.3.4 Can identify the mathematical funds of knowledge in a community and/or individual student.
4.3.5 Given a particular mathematical topic within the curriculum, can identify the prior knowledge that it builds upon.
4.3.6 Can identify and/or evaluate unanticipated solutions to a mathematics task and determine the validity and/or limitations of the solution pathway.
4.3.7 Has a positive disposition to students' creative solution strategies.
4.3.8 Can adapt curriculum/materials to incorporate students' existing assets and resources to improve instructional quality and engagement for all students.
4.3.9 Advocates for high quality mathematics instruction for all students.
4.3.10 Continuously seeks to learn and understand more about students and communities from all backgrounds to better support the learning of all students.

Standard 5: Content Pedagogy
The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

Function 1: Prepare and teach lessons and units that incorporate a variety of strategies, differentiated instruction for all students, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.1.1 Include mathematics-specific instructional technologies in planned lessons and units.
5.1.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.1.3 Plan lessons and units that incorporate a variety of instructional strategies.
5.1.4 Plan lessons and units addressing student differences, realizing how these differences influence student learning of mathematics.

5.1.5 Build all students' conceptual understanding and procedural proficiency in planned lessons and units.

Function 2: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.2.1 Design and implement activities and investigations that develop communication about mathematics.
5.2.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.2.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 3: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.3.1 Implement techniques for actively engaging students in learning and doing mathematics.
5.3.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.
5.3.3 Engage students in communicating about mathematics.

Professional Skills

5.3.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas
5.3.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning

Function 4: Foster a positive and productive disposition toward teaching mathematics by creating an encouraging learning environment, engaging in reflective practice, and demonstrating enthusiasm.

Content Knowledge

5.4.1 Provide positive reinforcement and constructive feedback to build students' confidence and motivation in learning mathematics.
5.4.2 Engage in continuous self-reflection to improve teaching practices.
5.4.3 Communicate high expectations for all students and provide differentiated instruction needed to achieve those expectations.

Professional Skills

5.4.4 Encourage students to persist, take risks, and build a growth mindset in mathematics.
5.4.5 Exhibit passion and enthusiasm for mathematical problem solving.

Standard 6: Assessing Student Learning

The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative assessments. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.

Function 1: Preservice teacher candidates will verify that students demonstrate conceptual understanding; procedural fluency; logical reasoning and the application of mathematics in a variety of contexts.

Content Knowledge

6.1.1 Verify that students demonstrate conceptual understanding.
6.1.2 Verify that students demonstrate procedural fluency.
6.1.3 Verify that students demonstrate logical reasoning.
6.1.4 Verify that students can apply mathematics in a variety of contexts.

Professional Skills

6.1.5 Create assessments that document student conceptual understanding
6.1.6 Create assessments that document student procedural fluency
6.1.7 Create assessments that document logical reasoning
6.1.8 Create assessments that document student understanding of the application of mathematics

Function 2: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge

6.2.1 Understand the difference between a formative and summative assessment.
6.2.2 Know when to use a diagnostic, formative, and summative assessment.
6.2.3 Use diagnostic, formative, and summative assessment results to determine student growth in mathematical proficiencies modify future group and individual instruction.

Professional Skills

6.2.4 Create formative and summative assessments to assess student learning outcomes.
6.2.5 Effectively uses diagnostic, formative, and summative assessments at appropriate points in the learning.
6.2.6 Demonstrate sustained and meaningful use of data to inform instructional practice.
6.2.7 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

Standard 7: Field Experiences and Clinical Practice
The teacher candidate engages in a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status. Candidates experience clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.

Function 1: The teacher candidate engages in a planned sequence of field experiences that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations.

Content Knowledge
7.1.1 Develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across middle school settings that involve varied groupings of students.

Professional Skills
None

Function 2: The teacher candidate experiences a full-time clinical practice with an experienced middle school mathematics cooperating teacher while being supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge
7.2.1 Experience working with various stakeholders for student success, including student family members, colleagues, and other school staff members (i.e. paraeducators, librarians, school counselors, and building principals).

Professional Skills

7.2.2 Utilize effective, research-based instructional practices and student performance data to inform instructional planning and delivery of mathematics content.

Standard 8: Professionalism

The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and utilize resources from professional mathematics education organizations to reflect on their own practices and growth.

Function 1: Recognizes that continual growth and development requires professional learning that is collaborative and engages multiple stakeholders in students' education. This includes family, community leaders, colleagues, and other school professionals.

Content Knowledge

8.1.1 Can communicate student strengths and areas for growth to relevant adult family members.

8.1.2 Can identify community members whose expertise and influence are relevant to the classroom.

8.1.3 Can identify the strengths and expertise of various colleagues and building-based professionals to support individual students as needed.

Professional Skills

8.1.4 Communicates effectively with families about students' learning.

8.1.5 Communicates effectively with community members about students' needs and assets.

8.1.6 Leverages colleagues and other building-based professionals to support students as whole humans.

Function 2: Is engaged in the community of professional mathematics educators beyond their school; this includes engagement with the community of mathematics teachers and mathematics education researchers at state and/or national levels to continually grow and improve their mathematics teaching practice.

Content Knowledge

8.2.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.

8.2.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

8.2.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics

8.2.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Appendix A: Glossary

Balanced Assessment – an assessment system that includes multiple assessments for multiple purposes. For example, diagnostic assessment (to measure students' knowledge and skills before instruction), formative assessment (to adjust instruction based on student progression toward learning targets), interim assessment (to measure progress toward academic goals and standards) and summative assessment (to measure student mastery of standards and drive local district decision making).

Clinical Practice – Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Field Experience – Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

Learner – a PK-12 student; includes children and teens with disabilities or exceptionalities.

Low Floor, High Ceiling – a mathematics task that is designed to be mathematically accessible, often with multiple entry-points or viable solution strategies, while also having built-in extension opportunities.

Appendix B: Comparison of Standard 1 Across the Three Licensure Pathways

The table below restates Standard 1 for each of the three mathematics licensure pathways, with the differences highlighted by bolded text. Differences in mathematics content knowledge preparation between these pathways are primarily indicated in the mathematical domains of calculus, discrete mathematics, geometry, trigonometry, and algebra.

Licensure Pathway	Text of Standard 1: Mathematics Content Knowledge
Middle Level (5-8)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, **basic** concepts of calculus, and **basic** concepts of discrete mathematics.
Secondary General (6-12)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, Euclidean and **non-Euclidian** geometry, **right triangle and unit circle trigonometry**, statistics and probability, **basic** concepts of calculus, and **basic** concepts of discrete mathematics.
Secondary Advanced (6-12)	The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra **including linear and abstract concepts**, Euclidean and **non-Euclidian** geometries, **right triangle and unit circle trigonometry**, statistics and probability, analytical geometry and calculus, and discrete mathematics.

Crosswalk: 2015 versus 2026 Mathematics Standards

Draft

General Information about this Revision:

» Conducted by a group of stakeholders spanning KSDE, public and private teacher preparation programs, school districts, non-profits, and involved input from those focused on mathematics, mathematics education, assessment, district-level hiring, and community engagement.

» Updated to meet current research and disciplinary needs for mathematics teacher preparation so that Kansas mathematics teachers (and therefore students) will continue to be competitive nationally and internationally. To do this, we compared the 2015 standards to national teacher preparation standards from the National Council of Teachers of Mathematics (updated in 2020) and the Association of Mathematics Teacher Educators (published in 2018), as well as the InTASC standards (published in 2013 by the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium) and the Council for the Accreditation of Educator Preparation (CAEP; updated in 2022). This work was also informed by the Mathematical Education of Teachers II (published by the Conference Board of Mathematical Sciences in 2012) and the charge that a third teacher licensure pathway be created that existed between the current Middle Level (5-8) and Secondary (6-12).

» Re-ordered, and in some cases, reorganized, the standards. This was in part to increase alignment with national standards (NCTM and CAEP) for ease of assessment and to maintain Kansas mathematics teachers' (and thereby Kansas students) competitiveness on the national scale.

» Updated language to consider balanced assessment, types of mathematical tasks that should be used in instruction, and to align fieldwork descriptions with the glossary from CAEP.

Crosswalk: Mathematics 5-8

Standard 1 Mathematics 5-8		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Mathematical Connections to the Learner and Learning Effective teachers of middle level mathematics exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual	Standard 1: Mathematics Content Knowledge The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry, and right triangle trigonometry, statistics and probability, basic concepts of calculus, and basic concepts of discrete mathematics.	• 2015 Standard 1 moved to 2025 Standard 4. • 2025 Standard 1 is updated from 2015 Standard 3. • Revised to consider its place within the three licensure pathways. • Updated to align to national standards.

resources to enhance learning while recognizing the possible limitations of such tools.		
Standard 2 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Impact on Student Learning Effective teachers of middle level mathematics provide evidence demonstrating that as a result of their instruction, middle level students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that	Standard 2: Mathematical Processes The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology	• Portions of 2015 Standard 2 moved to 2025 Standards 3 and 4 as needed. • 2025 Standard 2 is updated from 2015 Standards 2 and 4. • Updated to align to national standards.

are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.	appropriately within these mathematical processes.	
Standard 3 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge Effective teachers of middle level mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry and trigonometry, statistics and probability, basic concepts of calculus, and discrete mathematics.	Standard 3: History and Context of Mathematics The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.	• 2015 Standard 3 mathematics content moved to 2025 Standards 1. • 2025 Standard 3 foregrounds history of mathematics in the Standard text and pairs it with contexts. • Updated to align to national standards.
Standard 4 Mathematics 5-8		

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4: Mathematical Practices Effective teachers of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	Standard 4: Planning for Mathematical Learning The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.	• 2015 Standard 4 mathematics content moved to 2025 Standard 2. • 2025 Standard 4 draws on 2015 Standards 1, 2, and 5. • Updated to align to national standards.
Standard 5 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Pedagogy Effective teachers of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student	Standard 5: Content Pedagogy The teacher candidate implements teaching practices to support rigorous mathematical learning for a	• Updated to align to national standards.

learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.	full range of students by incorporating multiple instructional strategies and mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.	
Standard 6 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: Professional Knowledge and Skills Effective teachers of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences	Standard 6: Assessing Student Learning The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They	• 2015 Standard 6 moved to 2025 Standard 8. • 2025 Standard 6 draws on 2015 Standard 2. • Updated to align to national standards.

specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	analyze learning gains by implementing formal and informal assessments, as well as formative and summative. The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.	
Standard 7 Mathematics 5-8		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Middle level Mathematics Field Experiences and Clinical Practice Effective teachers of middle level mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse	Standard 7: Field Experiences and Clinical Practice The teacher candidate progresses through a planned sequence of field experiences and clinical practice that occur across middle school settings with practicing mathematics teachers. These experiences include varied groupings of students and diverse populations, which may include race, gender, social economic status, language status, disability status, and/or family status.	• Updated to align to national standards.

range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics with supervision by university or college faculty with middle-level teaching experience and mathematics content knowledge base.	Candidates experience a full-time clinical practice with an experienced middle school mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.	
Standard 8 Mathematics 5-8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
[None]	Standard 8: Professionalism The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and	• 2025 Standard 8 is updated from 2015 Standard 6. • Updated to align to national standards.

	mathematics education, draw upon mathematics education research, and/or utilize resources from professional mathematics organizations to reflect on their own practices and growth.	

Mathematics 6-12 General

No previous standards; no crosswalk

Identified content and pedagogy appropriate to the 6-12 General endorsement level.

- Standard 1 (Mathematics Content Knowledge) was written with special consideration for its place within the three licensure pathways.

Mathematics 6-12 Advanced

Standard 1 Mathematics 6-12 Advanced		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Mathematical Connections to the Learner and Learning Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.	Standard 1: Mathematics Content Knowledge The teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidean and non-Euclidian geometries, right triangle and unit circle trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.	• 2015 Standard 1 moved to 2025 Standard 4. • 2025 Standard 1 is updated from 2015 Standard 3. • Revised to consider its place within the three licensure pathways. • Updated to align to national standards.

Standard 2 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.	Standard 2: Mathematical Processes The teacher candidate demonstrates, within or across mathematical domains, essential mathematical processes. These mathematical processes are demonstrated by their knowledge of and ability to: represent mathematical ideas, apply the mathematical processes of problem solving, reason and communicate mathematically, engage in mathematical modeling, generalize, and make connections. Candidates apply technology appropriately within these mathematical processes.	• Portions of 2015 Standard 2 moved to 2025 Standards 3 and 4 as needed. • 2025 Standard 2 is updated from 2015 Standards 2 and 4. • Updated to align to national standards.
Standard 3 Mathematics 6-12 Advanced		

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.	Standard 3: History and Context of Mathematics The teacher candidate demonstrates knowledge that the social, historical, and institutional contexts of mathematics affect teaching and learning. As a result, they create learning environments and experiences that are non-discriminatory and accessible through commitment to their role as advocates for every student.	• 2015 Standard 3 mathematics content moved to 2025 Standards 1. • 2025 Standard 3 foregrounds history of mathematics in the Standard text and pairs it with contexts. • Updated to align to national standards.
Standard 4 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 4: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	Standard 4: Planning for Mathematical Learning The teacher candidate uses knowledge of students and mathematics to plan rigorous and engaging mathematics instruction. This instruction is informed by knowledge of adolescent development and leverages students' existing assets and prior knowledge to support their access and learning. The mathematics instruction developed provides meaningful and responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.	• 2015 Standard 4 mathematics content moved to 2025 Standard 2. • 2025 Standard 4 draws on 2015 Standards 1, 2, and 5. • Updated to align to national standards.
Standard 5 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical	Standard 5: Content Pedagogy The teacher candidate implements teaching practices to support rigorous mathematical learning for a full range of students by incorporating multiple instructional strategies and	• Updated to align to national standards.

experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.	mathematics-specific tools and technology. Through theoretical and real-world contexts, candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, demonstrate positive and productive dispositions toward teaching mathematics, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.	
Standard 6 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice,	Standard 6: Assessing Student Learning The teacher candidate assesses and uses evidence of students' learning of rigorous mathematics to improve instruction and student learning. They analyze learning gains by implementing formal and informal assessments, as well as formative and summative.	• 2015 Standard 6 moved to 2025 Standard 8. • 2025 Standard 6 draws on 2015 Standard 2. • Updated to align to national standards.

continuously reflect on their practice, and utilize resources from professional mathematics organizations.	The results of these assessments are disaggregated and analyzed to adjust for planning and teaching. They demonstrate that students are engaged in mathematical assessments that are developmentally appropriate and require active engagement.	
Standard 7 Mathematics 6-12 Advanced		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student	Standard 7: Field Experiences and Clinical Practice The teacher candidate progresses through a planned sequence of field experiences and clinical practice that occur across middle and high school settings with practicing mathematics teachers. These experiences include varied groupings of students and multiple populations. Candidates experience a full-time clinical practice with an experienced secondary mathematics cooperating teacher and supervised by higher education faculty with secondary mathematics teaching experience or	• Updated to align to national standards.

teaching/internship in secondary mathematics with supervision by university or college faculty with secondary teaching experience and mathematics content knowledge base.	equivalent knowledge base. They develop a broad experiential base of knowledge, skills, and professional behaviors, including collaborating with families and other advocates for student success. They develop effective and research-based instructional practice for the teaching and learning of mathematics.	
Standard 8 Mathematics 6-12 Advanced		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
[None]	Standard 8: Professionalism The teacher candidate recognizes that professional learning is collaborative with colleagues and other stakeholders. They participate in educational experiences beyond the teacher preparation program that are specific to mathematics and mathematics education, draw upon mathematics education research, and/or utilize resources from professional mathematics organizations to reflect on their own practices and growth.	• 2025 Standard 8 is updated from 2015 Standard 6. • Updated to align to national standards.

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Barclay College

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Barclay College Department of Teacher Education.

Documents that were received and considered include the Institutional Self-Study Report and evidence, Review Team Formative Feedback Report, Institutional Addendum, Review Team Final Report, and EPP Review evidence.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2029:

KSDE Accreditation Stipulation Visit, Initial, Standard 5

Standard 5
Areas for Improvement
None

Standard 5
Stipulations
None

Previous KSBoE Decision August 08, 2023

Standards	Initial
R1: Content and Pedagogical Knowledge	*Met 08/08/2023*
R2: Clinical Partnerships and Practice	*Met 08/08/2023*
R3: Candidate Quality, Recruitment, and Selectivity	*Met 08/08/2023*
R4: Program Impact	*Met 08/08/2023*
R5: Provider Quality Assurance and Continuous Improvement	MET

Next Accreditation Review: Fall 2029

Following a stipulation visit, the EPP can be given the status of:
“Accreditation” for 5 years if the concerns were resolved and Standard Met,
“Probationary Accreditation” for 2 years with targeted visit if a revised/new stipulation is assigned but the original stipulation and Not Met standard were reduced in severity, or
“Revoke Accreditation” if the earlier stipulation is not resolved and the standard Not Met.

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Bethany College

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed applications for program approvals for Bethany College.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Bethany College programs through December 31, 2033:

Art PreK-12, I
Areas for Improvement
Standards 1-7
None

Elementary PreK-6, I
Areas for Improvement
Standards 1-8 (2024 Science of Reading embedded standards)
None

English for Speakers of Other Languages PreK-12, I
Areas for Improvement
Standards 1-7
None

History, Government, and Social Studies 6-12, I
Areas for Improvement
Standards 1-5
None

Next program reviews Spring 2033

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Kansas State University

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for new program approval for Kansas State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and Final Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following Kansas State University program through June 30, 2028:

Innovative Secondary MAT (Professional Education standards & Science of Reading)
Areas for Improvement:
Standards 1-10, Science of Reading
None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for program approval for Newman University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Newman University program through December 31, 2033:

Reading Specialist, PreK-12, A
Areas for Improvement
Standards 1-7, Science of Reading
None

Next program reviews Spring 2033

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May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Ottawa University

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for program approval for Ottawa University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" status for the following Ottawa University program through December 31, 2033:

Elementary PreK-6, I
Areas for Improvement
Standards 1-8 (2024 Science of Reading embedded standards)
None

Next program reviews Spring 2033

KANSAS
STATE DEPARTMENT OF
EDUCATION

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(785) 296-3201
www.ksde.gov

May 19, 2026

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for University of Saint Mary

Introductory Statement:

On May 18, 2026, the Evaluation Review Committee reviewed an application for new program approval for University of Saint Mary.

Documents that were received and considered include the Innovative/Experimental program application and supporting documents.

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following University of Saint Mary program through June 30, 2028:

Innovative Elementary Education Unified LERP new program
Areas for Improvement:
Standards 1-11, Science of Reading
none

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.
(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and

specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the

initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program

report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state

board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Frank Harwood	Frank Harwood	Jake Steel		

Item Title:

Receive Innovative Assessment Demonstration Authority Item Development Funding

Recommended Motion:

It is moved that the Kansas State Board of Education approve federal assessment funding, up to $483,014, be granted to the participating districts to facilitate the process of testing.

Explanation of Situation Requiring Action:

At the April meeting, the State Board approved KSDE's submission of an application for the Innovative Assessment Demonstration Authority. In order for the pilot to begin in the fall of 2026, districts will need to have the testing company develop test items for a secure testing platform. KSDE is requesting approval to grant federal assessment funding to the participating districts to facilitate this process. Due to the time needed to have this work completed before the fall testing can begin, KSDE also requests that the approval be given at the June meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Recommendations of the Professional Practices Commission (revocation)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and revoke the license in 24-PPC-27.

Explanation of Situation Requiring Action:

On January 13th, 2025, a Complaint was filed by the Kansas State Department of Education seeking revocation of a professional license. The Complaint alleged that on or about October 2, 2020, the Kansas Department for Children and Families substantiated a finding of abuse which named the Licensee as a perpetrator of physical abuse. The Complaint further alleged that on or about November 9, 2020, the Kansas Department for Children and Families substantiated a finding of abuse which no perpetrator of physical abuse was identified but the Licensee and the other identified parent were the primary care providers of the child. The Professional Practices Commission conducted an evidentiary hearing on July 17-18, 2025 after which deliberations were tabled for further consideration and deliberation until January 30, 2026. The Commission voted 6-2 to recommend the Kansas State Board of Education revoke the professional license. **The Initial Order of the Professional Practices Commission, all exhibits admitted during the evidentiary hearing, the video recording of the evidentiary hearing, and briefs submitted by KSDE and the Licensee will be provided to the State Board in a separate, sealed packet not subject to public disclosure until final resolution.**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/9/2026
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on the recommendations of the Professional Practices Commission (denial)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in denying the application in 24-PPC-28.

Explanation of Situation Requiring Action:

On December 13, 2024, a Complaint was filed by the Kansas State Department of Education seeking denial of a pending application. The Complaint alleged that on or about October 2, 2020, the Kansas Department for Children and Families substantiated a finding of abuse which named the Applicant as a perpetrator of physical abuse. The Complaint further alleged that on or about November 9, 2020, the Kansas Department for Children and Families substantiated a finding of abuse which no perpetrator of physical abuse was identified but the Applicant and the other identified parent were the primary care providers of the child. The Professional Practices Commission conducted an evidentiary hearing on July 17-18, 2025 after which deliberations were tabled for further consideration and deliberation until January 30, 2026. The Commission voted 8-0 to recommend the Kansas State Board of Education deny the pending application for an emergency substitute teaching license. **The Initial Order of the Professional Practices Commission will be provided to the State Board in a separate, sealed packet not subject to public disclosure until final resolution.**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 1

Staff Initiating:	Director:	Commissioner:	Meeting Date: 6/10/2026
Pat Bone	Renee Nugent	Jake Steel	

Item Title:

Act on request for proposal related to the Kansas Blueprint for Literacy

Recommended Motion:

It is moved that the Kansas State Board of Education approve the RFP Request for Proposal for a statewide universal screening tool.

Explanation of Situation Requiring Action:

The Board received information in May from Dr. Nugent and Dr. Curtis regarding the RFP related to the Kansas Blueprint for Literacy, established through Senate Bill 438 (2024) and further advanced through Senate Bill 517 (2026). The RFP supports statutory requirements for a statewide universal screening tool designed to identify students at risk for reading difficulties early and to guide timely literacy interventions.

Agenda Number: 2

Meeting Date: 6/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: School Improvement Update

From: Jay Scott and Renee Nugent

During this information-only presentation, the Kansas State Board of Education will hear an update on school improvement, including a summary of participant feedback from the 25-26 School Improvement Days, 25-26 KESA Action Plan trends, and a preview of the 26-27 School Improvement Days. Additionally, current work undertaken by the school improvement working group will be highlighted as well as the upcoming reorganization within KSDE and its potential impact on school improvement. Drs. Nugent and Scott will co-present this update.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/10/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Receive on Professional Standards Board Nominations (to be voted on in July)

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint [**Amy Turner, Gretl Shelton, Sharon Mueller, or Sydney Rummer]** to the Professional Standards Board representing a Public School Teacher at-large position, effective upon appointment through June 30, 2029.

It is moved that the Kansas State Board of Education act to appoint [**Amy Turner, Gretl Shelton, Sharon Mueller, or Sydney Rummer**] to the Professional Standards Board representing a Public High School Teacher position, effective upon appointment through June 30, 2029.

It is moved that the Kansas State Board of Education act to appoint **Amy Ward**, to the Professional Standards Board representing a Private School Teacher position, effective upon appointment through June 30, 2029.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

There are three vacant teacher positions on the Professional Standards Board:

1. Public School Teacher at-large position.

2. Public High School Teacher position.

3. Private School Teacher position.

Recommended nominees to fill each category vacancies are:

1. Public School Teacher at-large position.

Amy Turner, High School Special Education Teacher, Great Bend USD 428, (SBOE District 7).

Gretl Shelton High School English and Speech Teacher, Gardner Edgerton USD 231, (SBOE District 3,4)

Sharon Mueller, High School English Teacher and Librarian, Leavenworth USD 453, (SBOE District 1).

Sydney Rummery, High School Spanish Teacher, Andover USD 385, (SBOE District 8, 10).

2. <u>Public High School Teacher position.</u>

Amy Turner, High School Special Education Teacher, Great Bend USD 428, (SBOE District 7).

Gretl Shelton High School English and Speech Teacher, Gardner Edgerton USD 231, (SBOE District 3,4)

Sharon Mueller, High School English Teacher and Librarian, Leavenworth USD 453, (SBOE District 1).

Sydney Rummery, High School Spanish Teacher, Andover USD 385, (SBOE District 8, 10).

3. <u>Private School Teacher position.</u>

Amy Ward, Elementary Teacher, St. James Catholic School, Wichita Catholic Diocese, (SBOE District 8).

Nomination forms and candidate resumes are attached as well as the PSB roster.

PSB Nominee Application

First Name	Last name
Amy	Turner
Name of Committee(s)	Professional Standards Board
	Evaluation Review Committee
	Licensure Review Committee
	Teacher Vacancy and Supply Committee
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	Pre K - 12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	SPED
Level you teach	Middle school and High school
School district you work in	428 - Great Bend
Private school/dicese you teach in	
Name of the private school building	
Size of school district or post-secondary stitution you represent	1201-2500
KSBE district(s) your district or institution is in	District 5
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am Amy Turner, Ed.S., and I currently serve as a special education teacher at Great Bend High School. My educational background includes an Education Specialist degree in Leadership and a master's degree in Special Education. I have experience working with students with a wide range of academic, behavioral, social-emotional, and adaptive needs. In addition to my classroom experience, I have been involved in leadership roles within the district, including problem-solving, staff collaboration, and helping support systems that improve outcomes for both students and educators.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am currently certified and have been actively practicing as an educator during the immediately preceding three years. My current role as a special education teacher allows me to bring practical classroom experience, knowledge of student needs, and an understanding of the challenges educators face. My background in special education, leadership, and collaboration would allow me to contribute thoughtfully and responsibly to this appointment.

Amy M. Turner

Professional Summary

Dedicated and experienced Educational Leader and Special Education Teacher with over 12 years of progressive experience in K–12 education. Recognized for fostering inclusive learning environments, mentoring peers, and advocating for professional standards through union leadership. Skilled in classroom management, behavior intervention, IEP implementation, and team collaboration to support student success.

Core Competencies

- Special Education Instruction
- Behavior & Cognitive Skill Development
- Classroom & Behavior Management
- IEP Development & Implementation
- Cross-Department Collaboration
- Scheduling & Organizational Proficiency
- Student Mentoring & Motivation
- Job Readiness Training
- Social Skills Development

Leadership & Affiliations

- President, Great Bend National Education Association (GBNEA)
- Collective Bargaining Team Member
- L.E.A.D. Teacher
- Boy Scout Leader
- Unity Co-Leader
- Active Member, Sigma Alpha Pi (National Society of Leadership and Success)

Professional Experience

- Special Education Teacher

USD 428 | Great Bend, KS
August 2020 – Present

- Support students with severe behavioral challenges through consistent implementation of individualized behavior intervention plans.

- - Deliver individualized instruction to students with diverse learning needs and disabilities.

- - Collaborate with general education teachers across multiple content areas to optimize student success.
- - Build rapport with students and families to foster trust and engagement.
- - Establish clear learning objectives and track student progress.
- - Address developmental delays through targeted behavioral and academic interventions.
- Special Education Teacher

USD 347 | Kinsley, KS
August 2017 – May 2019

- - Developed life skills programs for students with autism through explicit instruction and structured repetition.
- - Facilitated successful transitions for students moving between grade levels.
- - Integrated motivational tools and visual aids to bridge learning gaps.
- Adjunct Instructor

Dodge City Community College | Dodge City, KS
August 2018 – December 2018

- - Designed and delivered engaging coursework aligned with course objectives.
- - Provided additional academic support through tutoring and personalized guidance.
- - Maintained accurate academic records and communicated student progress.
- - Supported students in achieving personal and professional development goals.
- Special Education Teacher

USD 381 | Spearville, KS
February 2017 – October 2018

- - Led inclusive instruction for students with a range of developmental disorders.
- - Implemented individualized education plans in collaboration with school teams.
- - Supported student social, emotional, and functional skill development.
- Special Education Teacher

USD 502 | Lewis, KS
August 2014 – December 2016

- - Delivered small group and individualized instruction based on student needs.
- - Promoted inclusive, positive classroom environments.
- - Integrated physical, emotional, and social development into daily routines.

Education & Credentials

Specialist in Education (Ed.S.) – Educational Administration
Fort Hays State University | Hays, KS
Graduated: December 2019 | GPA: 3.90

Master of Science – Educational Administration
Emporia State University | Emporia, KS
Graduated: May 2017 | GPA: 3.80

Master of Science – Special Education
Fort Hays State University | Hays, KS
Graduated: May 2015 | GPA: 3.91

PSB Nominee Application

First Name	Last name
Amy	Ward
Name of Committee(s)	Professional Standards Board
Nominated by	KAIRS
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	Elementary
Level you represent	
Which of the following do you teach	
Level you teach	Elementary
School district you work in	
Private school/diocese you teach in	Wichita Catholic Diocese
Name of the private school building	St. James Catholic School
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	9, 10
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I have served on the Leadership Team at St. James Catholic School since 2022. I have served as a mentor teacher since 2021. I have been the Lead Teacher at St. James since 2024.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

Amy L. Ward

SKILLS

- Classroom Management & Lesson Planning
- Faith Integration Across Subjects
- Student Engagement & Differentiation
- Data-Driven Instruction
- Parent Communication
- Educational Technology: Google Classroom, IXL, interactive review games

EXPERIENCE

4th & 5th Grade Teacher — St. James Catholic School, Augusta, KS
(Aug 2019 – Present)

- Plan and deliver engaging lessons in Math, Science, and Religion aligned with curriculum and diocesan standards
- Integrate Catholic teachings and virtues into daily instruction and classroom culture
- Create a structured, positive learning environment supporting academic and spiritual growth
- Contributed to rapid growth in student state assessment scores through targeted, data-driven instruction
- Differentiate instruction to support diverse learners and maximize student success
- Communicate consistently with parents through newsletters, conferences, and progress updates
- Lead students in prayer, Adoration, and faith-based activities

EDUCATION

Bachelor of Arts in Elementary Education
Wichita State University, Wichita, KS — *July 2020*

- Kansas State Teaching License

LEADERSHIP EXPERIENCE

- **Lead Teacher (2024 – Present):** Support staff collaboration, provide instructional guidance, lead school initiatives
- **Building Leadership Team (2022 – Present):** Collaborate with administration and staff to support school improvement and student achievement

FAITH & COMMUNITY

- Participate actively in school Masses, prayer services, and liturgical celebrations.
- Model and promote Christian values: faithfulness, respect, responsibility
- Support school-wide Catholic initiatives and community-building activities

PSB Nominee Application

First Name	Last name
Gretl	Shelton
Name of Committee(s)	Professional Standards Board
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	231- Gardner Edgerton
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	3,4
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	In my tenure as an educator, I have had the privilege of developing curriculum for multiple districts. I also had the unique experience of researching then starting the International Baccalaureate Programme at Robinson Middle School for Wichita Public Schools. In the capacity of IB Coordinator, I interviewed and helped hire instructors who would be appropriate for that program as well as trained teachers to implement quality instruction to address specific needs in the IB curriculum in order to ensure rigorous content. I was also involved in conversations with instructors regarding professional behavior in my role as a coordinator for that program. I have also always been an advocate for teachers while at the same time supportive of high standards that promote quality instruction and demand that qualified personnel are hired for Kansas students.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am a certified, currently employed instructor at Gardner Edgerton High School and have taught in both rural and urban districts. I feel I have a solid handle on the standards that need to be in place for schools to run efficiently while meeting necessary skills that we should want Kansas students to possess. I am fortunate to have been on Olathe's English Curriculum alignment team as well as the rural community of Prairie View where I headed the initiative to raise test scores and align curriculum. I also initiated a vocabulary enrichment program at Prairie View and wrote common assessments for the middle school and high school teachers to administer. Currently I'm serving on the Intervention Team with the GEHS Building Leadership Team. We are working on developing formative and summative assessments that can easily be built into the curriculum to identify advanced and struggling students, then provide streamlined intervention methods to address their needs. I look forward to bringing my expertise and experience to the KSDE position.

Gretl Shelton

Speech Communications & English

CONTACT

PROFILE

* Competent and dynamic classroom teacher capable of forging worthwhile connections with students while maintaining rigor and encouraging grit.

* Engages students where they are and walks alongside as they relish in attaining academic and personal goals.

* Enjoys advancing students outside their comfort zones until they realize and fulfill their full potential.

SKILLS

- Presenting & engaging
- Facilitating discussions
- Writing coach
- Peer collaboration
- Canva Skills

EXPERIENCE

Gardner-Edgerton High School (Gardner, KS)

2023-present **English, Speech Communications, and Debate & Forensics Coach**

-Taught 10th grade English & prepared students for state assessments.

-Selected to take over the Debate & Forensics Program—qualified two competitors for Nationals in Congressional Debate.

-Taught beginning and advanced forensics.

-Taught speech communications to 9-12th grade students.

-Implemented a school-wide speech contest.

-Served on the BLT committee.

Owner–Catfish Corner Investors (Linn Valley, KS)

2018-present **Business Owner for Private Investment Company**

-Developed partnership with real estate advisors to acquire properties and flip them in desirable markets.

-Purchased, held, and sold properties in response to market analysis.

-Worked with and employed contractors to provide skilled labor for sites.

Prairie View Middle School (LaCygne, KS)

2020-2023 **English Teacher & Cheer Coach**

-Taught 8th grade English & prepared students for assessments.

-Implemented a school-wide persuasive research speech contest.

-Prepared students for FastBridge testing & CBM assessments.

-Served as head of department and teacher mentor.

EDUCATION

Masters of Teaching

2001 **Friends University**

-Hybrid Masters Pilot Program

-Delivered Action Research Thesis on “Use of Rubrics in Raising Classroom Expectations & Competency”

-Cum Laude

Bachelor of Arts

1991 **Wichita State University**

-Studied English Literature & Theater

-Participated in Student Government

-Philanthropy Chair (Alpha Omicron Pi)

-Graduated Cum Laude

-Head middle school & high school cheer coach.

Olathe East High School (Olathe, KS)

2006-2020 **English & Speech Communications Teacher**

-Taught 9th-12th grade English & prepared students for assessments.

-Taught Advanced/Pre-AP English to 9th and 10th graders.

-Taught Speech Communications & competed in local competitions with students.

-Implemented initial speech curriculum in the district.

-Nominated for Teacher of the Year & wrote grants for the department.

-Served as the National Honor Society Sponsor.

-Served as a curriculum developer for district English curriculum.

Granite Direct–Hiring Manager (Overland Park, KS)

2006-2018 **Granite & Quartz Small Business Co-Owner**

-Began private business to service construction needs in KC Metro area.

-Worked to expand small business into a multi-million dollar company.

-Helped bid jobs and negotiated bids in a competitive market.

-Hired competent members of sales and labor teams.

-Assisted in overseeing the training of employees.

-Provided HR support to ensure smooth operations.

PSB Nominee Application

First Name	Last name
Sharon	Mueller
Name of Committee(s)	PSB
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	
Level you represent	High School
Which of the following do you teach	
Level you teach	
School district you work in	High School
Private school/diocese you teach in	
Name of the private school building	453 Leavenworth
Size of school district or post-secondary institution you represent	1201-2500
KSBE district(s) your district or institution is in	1
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	24 year KS educator, licensed in ELA and Library Sciences, Adjunct College Instructor, Professional member of ALA, KASL, NEA, KNEA.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.

SHARON E. MUELLER

Librarian K-12
English Educator 9-12,
Adjunct Instructor, Comp 099-102

PROFILE

Career Educator who enjoys worklng with students to foster a love of reading, develop life long learning and study skills. Passionate advocate for public education and public libraries.

WORK EXPERIENCE

TEACHER AND LIBRARIAN, GRADES 9-12

USD 453, Leavenworth HS, Leavenworth, KS

August 2002-Presemt

- English Grades 9-12
- Dual Enrollment College Comp I/II (KCKCC)
- AVID Instructor, 9-12
- District Librarian
- Building Leadership Tea
- LNEA President

AJUNCT INSTRUCTOR

Kansas City Kansas Community College, KC, KS

August 2007-Present

- Intro To College Reading 099
- Pre-Composition EN099
- College Compostiion 101-102

EDUCATION

- UNIVERSITY OF SAINT MARY, 2002 B.A. ENGLISH
- UNIVERISTY OF KANSAS, 2005 M.S. ENGLISH EDUCATION
- PITT STATE UNIVERSITY 2019 M.S. LIBRARY SCIENCES

CERTIFICATIONS

- STATE OF KANSAS PROFESSIONAL LICENSES:
  K-12 LIBRARIAN, 7-12 ELA

PSB Nominee Application

First Name	Last name
Sydney	Rummery
Name of Committee(s)	Professional Standards Board
Nominated by	KANAAE
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	385 - Andover
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	401-1200
KSBE district(s) your district or institution is in	8, 10
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am going into my 10th year as a Kansas public educator. Throughout my time, I learned how to balance continuing education, receiving my Master's during COVID and taking many college hours afterward to continue my education to best serve my students. I've been through this recently, so I feel I have experience both as a newcomer and as a seasoned teacher to bring to the table.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I am currently certified and have actively practiced educating in the public school system for 10 years. I have also been an adjunct at a private university, though I am not currently.

SYDNEY RUMMERY

CAREER GOALS

To leverage a decade of pedagogical expertise to mentor emerging teachers and foster a school culture of collaborative excellence, ensuring that the next generation of educators feels supported, empowered, and equipped to succeed.

PROFESSIONAL ATTRIBUTES

- Bilingual in Spanish and English, able to professionally communicate with stakeholders
- Previous experience educating Pre-K-Adults in Spain, Mexico, and Panama
- Strong project management skills, including creating, assessing, and problem-solving
- Experienced in grant-writing and data organization with a strong attention to detail
- Strongly commited to integrity, inclusion, and confidentiality
- Positive attitude and very technology-adept; including Microsoft Suite, Zoom, and Google

EDUCATION

MAY 2020

M.A. in Secondary Education (Educational Leadership)
Emporia State University - Emporia, KS

- GPA: 3.9/4.0 (Summa Cum Laude)
- Online education while teaching at Andover Central High School
- Completed Courses: Practicum/Action Research MEd, Curriculum Leadership: Models and Strategies

MAY 2017

B.A. in Spanish and Spanish Education (Translation and Interpretation)
Friends University - Wichita, KS

- GPA: 3.96/4.0 (Summa Cum Laude)
- Dual-sport athlete, president of Spanish Honor Society
- Completed courses: Advanced Spanish Conversation, Spanish Composition, Spain Today, Advanced Spanish Grammar, Spanish Culture Through Film, Advanced Spanish Translation

EXPERIENCE

AUG 2017 - PRESENT

SECONDARY EDUCATOR - SPANISH I-V • FORMER HEAD COACH XC/ASST. TRACK
Andover Central High School - Andover, KS

- Educates and manages ~150 students with experience in multiple Spanish classes
- Prepares materials for lessons, assignments, activities, projects, and assessments and evaluates, grades, and gives feedback on individual performance
- Integrates STEAM education with Spanish to strengthen student overall success
- Co-created a full K-5 online Spanish curriculum for online district academy
- Teacher leader on Building Leadership Team, Redesign Team, and committees

AUG 2022 - MAY 2023

ADJUNCT PROFESSOR - SPAN101, SPAN102
Friends University - Wichita, KS

- Educated ~15 adults for 75 minutes, three times a week at night
- Integrated technology to enhance learning, investment, and participation
- Used strong organizational skills to ensure information including expectations, assignments, and other documentation was accessible and easy to understand
- Coordinated program activities, utilized resources effectively and created lasting relationships to encourage learners to rise to higher success

SYDNEY RUMMERY

PROFESSIONAL MEMBERSHIPS & COMMITTEES

- ERC: Kansas State Department of Education Evaluation Review Committee Member (2020-2025)
- KANAAE: Kansas Association of American Educators (2017 - Present)
  - Appointed to the Board of Directors (2021 - 2023)
- AATSP: American Association of Teachers of Spanish and Portuguese (2017 - Present)
- KATSP: Kansas Association of Teachers of Spanish and Portuguese (2017 - Present)
  - Vice President - Previously Board Communications Coordinator (January 2020 - 2023)
- KSWLA: Kansas World Langage Association (2017 - Present)

ACCOMPLISHMENTS & AWARDS

- USD 385 2026 Outstanding Service Award nominee: Golden Apple award (5+ years of service)
- Previous volunteer interpreter for Kansas Medical Center & Wichita Public Schools
- Community Mentor for Friends University Latino Leaders program
- USD 385 2020 Bright Red Apple Award Winner (Outstanding educator with <4 years experience)
- The Foundation for Andover Schools 2020 grant recipient: *Graphic Novels for Literary Success*
- 2019 KANAAE Statewide $500 grant recipient: *Teach Your Heart Out*
- USD 385 2018 Horizon Award secondary nominee for the Kansas State Department of Education
- 2017 Teacher of Promise award from the Kansas State Department of Education

Kansas State Board of Education

- Professional Standards Advisory Board
- License Review Committee
- Professional Practices Commission

KANSAS STATE DEPARTMENT OF EDUCATION

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Kansas leads the world in the success of each student.

As of 1/31/2025

Kansas State Board of Education

Professional Standards Advisory Board

Executive Committee

Structure- The Executive Committee shall consist of the chairperson, vice-chairperson and three at-large members, all of whom shall be elected from the voting membership of the professional standards board. The vice-chairperson shall preside in the absence of the chairperson. A quorum for the Executive Committee shall be a simple majority of the membership.

Responsibilities:
(a) Determine orientation procedures for new members of Professional Standards Board.
(b) Review attendance of members of the Professional Standards Board when consideration is given for reappointing of members by the State Board of Education.
(c) Review all committees on an annual basis in regard to:
(1) Membership attendance
(2)Progress
(3) Need for the committee
(d) Review and recommend agenda to the Professional Standards Board.
(e) Call additional meetings as needed.

Evaluation Review Committee

Structure- The Evaluation Review Committee shall be composed of thirteen members. Members shall be appointed by the Professional Standards Board with four members representing higher education, four members representing administrators, four members representing teachers, and one member serving at-large.

Responsibilities:
(a) Reviews and evaluates all appropriate documents in order to make recommendations to the State Board of Education concerning the approval or disapproval of unit accreditation and program approval of teacher education programs.
(b) Responsibilities also include the training of on-site team members and the scheduling of on-site team visits to each institution.

Teacher Vacancy & Supply Committee

Structure- The Teacher Vacancy and Supply Committee shall be compsed of ten members, two classroom teachers, two district administrators, two building administrators, two higher education, and two community members. Members shall be appointed by the Professional Standards Board.

Responsibilities:
(a) Monitor teacher vacancy and supply data and annually report on the status of recruitment and retention efforts across the state

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As of 7/8/2025

Professional Standards Board

KSBE Liaison

Cathy Hopkins
KSBE District 5
2026

Higher Ed (1 KBOR, 1 Private)

Amy Hogan
Ottawa U.
2027
KSBE District 4

Paul Adams
FHSU
2028
KSBE District 5

Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)

John Wyrick
USD 506
2028
KSBE District 9
Admin-District

Stacey Green
USD 271
2027
KSBE District 5
Admin-Middle

Michelle Smotherman
USD 232
2027
KSBE District 4
Admin-SPED

Kristin Schmitz
Wichita Catholic Diocese
2027
KSBE District 7,8,9,10
Admin-Private

Kelly Whittaker
USD 290
2027
KSBE District 9
Admin-HS

Vacant
USD ###
20##
KSBE District #
Admin-CTE

Vacant
USD ###
20## (1)
KSBE District #
Admin-Elem

KS PTA Member (1)

Patty Jurich
2026

Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)

Karen Wilson
USD 489
2026
KSBE District 5
Teacher

Libby Devin
USD 437
2028
KSBE District 6
Elementary

Leona Engelcke
USD 422
2028
KSBE District 7
Middle

Kim Raeazin
USD 101
2026
KSBE District 9
Teacher

Michael Reed
USD 361
2027
KSBE District 7,10
CTE

Phillip Wrigley
USD 501
2026
KSBE District 1,4,6
Secondary

Roy Freeman
USD 308
2028
KSBE District 7
Middle

Sara McCarter
USD 320
2028
KSBE District 1,6
SPED

Vacant
USD ###
20##
KSBE District #
Teacher-Private

Vacant
USD ###
20## (1)
KSBE District #
Teacher

Board of Education of a School District

Judi Price
USD 453
2029
KSBE District 1
School Board

KANSAS STATE DEPARTMENT OF EDUCATION

Individuals second term is up or they are stepping down after June 2026

Individuals first term is up and will start second term July 2026

Individuals that have 2026 as an end date are finishing their partial term and start first full term July 2026

As of 4/10/2026

PSB Executive Committee

Chairperson

Phillip Wrigley
USD 501
2026
KSBE District 5,7

Vice-Chairperson

Amy Hogan
Ottawa U.
2027
KSBE District 4

At-large

John Wyrick
USD 506
2028
KSBE District 9
Admin-District

Stacey Green
USD 271
2027
KSBE District 5
Admin-Middle

Karen Wilson
USD 489
2026
KSBE District 5
Teacher

KANSAS
STATE DEPARTMENT OF
EDUCATION

As of 4/10/2026

Evaluation Review Committee

Higher Education (4)

Dr. Tonnie Martinez
K-State
2026
KSBE District 1

Dr. Amy Hogan
Ottawa
2028
KSBE District 9

Dr. Scott Gregory
FHSU
2026
KSBE District 5

Dr. Shane Kirchner
McPherson
2028
KSBE District 5

Administrators (4)

Jason Wheeler
USD 364
2026
KSBE District 5

Liz Plunkett
USD 494
2027
KSBE District 5

Eric Sjogren
USD 400
2027
KSBE District 2

Vacant
USD ###
20##
KSBE District #

Teachers (4)

Sarah Gregory
USD 233
2027
KSBE District 2,3,4

Todd Gruber
USD 233
2027
KSBE District 2,3

Brenda Blackman
USD 501
2028
KSBE District 1,4,6

Vacant
USD ###
20##
KSBE District ##

At-Large (1)

Jamila Walton
USD 500
2027
KSBE District 1,2,4

KANSAS STATE DEPARTMENT OF EDUCATION

As of 2/19/2026

Teacher Vacancy & Supply Committee

KSBE Liaison

Cathy Hopkins
KSBE District 5

Debby Potter
KSBE District 10

Higher ED

Cheryl Reading
St. Mary
2028
KSBE District 1

Mischel Miller
K-State
2028
KSBE District 1

District Administrator

Rebecca Kramer
USD 430
2027
KSBE District 1

Jeff Sells
USD 107
2027
KSBE District 5

Building Administrator

April Baugh
USD 381
2028
KSBE District 5

Laurel Scott
USD
2028
KSBE District 7

Teacher

Libby Devin
USD 437
2028
KSBE District 6

Drey Lou Ybarra
USD 214
2027
KSBE District # 5

Sara McCarter
USD 320
2027
KSBE District # 5

Community

Sherri Schwanz
2027
KSBE District all

Cris Seidel
2027
KSBE District all

KANSAS STATE DEPARTMENT OF EDUCATION

As of 2/19/2026

Kansas State Board of Education

License Review Committee

Structure-The License Review Committee shall be composed of seven members appointed by the State Board of Education on the recommendation of the Teaching and School Administration Professional Standards Advisory Board.

Responsibilities:
(a) 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 as specified in regulations, and who are referred for review by the Commissioner of Education

KANSAS STATE DEPARTMENT OF EDUCATION

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License Review Committee

Higher ED

Jessica Bird
Newman
2027
KSBE District 8

Administrator (1, Building, 1 District)

Kellen Adams
USD 453
2026
KSBE District 1
District

Jessica Ralston
USD 459
2028
KSBE District 5
Building

Classroom Teacher (1 Elementary, 1 Middle, 1 Secondary, 1 SPED)

Tricia Schechter
USD 376
2027
KSBE District 7
Middle

Michele Harrison
USD 450
2027
KSBE District 4,6
SPED

Anita White
USD 250
2026
KSBE District 9
Secondary

Allen Gallaway
USD 259
2027
KSBE District 8

KANSAS STATE DEPARTMENT OF EDUCATION

As of 4/10/2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/10/2026
Shane Carter	Shane Carter	Jake Steel		

Item Title:

Receive Licensure Review Committee (LRC) Nomination (Act on this in July)

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint [Phillip Wrigley or Stacy Wall) to serve on the Licensure Review Committee representing the Public High School position. The appointed nominee will serve a three-year term through June 30, 2029.

Explanation of Situation Requiring Action:

In accordance with K.A.R 91-1-211 Licensure review committee, "Each member shall be recommended by the professional standards board and shall be appointed by the state board. The committee is 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. The committee is responsible to review cases referred to it by the commission or education and make written recommendation to the state board to approve or deny applications. The nominee to fill the position are:

- Phillip Wrigley, High School Social Studies Teacher, Topeka USD 501, (SBOE 1,4,6).
- Stacy Wall High School Math Teacher, Seaman USD 345, (SBOE 1, 6).

Nomination and resumes for the educators are attached for review.

PSB Nominee Application

First Name	Last name
Phillip	Wrigley
Name of Committee(s)	Licensure Review Committee
Nominated by	KNEA
KSBE Board Member nominated	
Represent Higher Education or PreK-12	PreK-12
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	501 Topeka Public Schools
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	5001 and over
KSBE district(s) your district or institution is in	1,4,6
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I am a National Board Certified Teacher in my 13th year at Topeka High School and my 18th year in public education. I have served on the Kansas Professional Standards Board for the past 6 years, the last two of which I served as PSB Chair. I am Social Studies Department Chair at THS, a member of the School Improvement Team, and a member of the TPS Social Studies Curriculum and Assessment Team. I am my district's 2027 KTOY Nominee and the first Kansas to be recognized with the American Civic Education Teacher Award.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	I hold an Accomplished License from KSDE in History, Government, and Social Studies, as well as English for Speakers of Other Languages. I have been a teacher leader at Topeka High School in Topeka Public Schools for many years.

Phillip Wrigley, M.Ed., NBCT

Certification & Licensure

National Board Certified Teacher (2018-Present)
Social Studies-History/Adolescence and Young Adulthood, Certificate #03043461
Kansas Accomplished License: **History, Government, and Social Studies 5 – 8 and 6 – 12**
English for Speakers of Other Languages P – 12 (2013-Present)

Teaching Experience (Present Post & Connected Positions)

Topeka High School, Topeka Public Schools, Topeka, Kansas
Teacher - Social Studies & ELL (2013-Present)
Courses: **US Government · World History · US History 1, 2, & 3 · Sociology ·**
· Hispanic Studies · Current Social Issues · AVID Elective 11 & 12 ·
· ESOL 1 · ESOL 2 · Seminar · Peer Tutor · Academic Support ·
· Numerous Sheltered (ELL) and Inclusion (SPED) Sections ·
District Social Studies Curriculum and Assessment Team (2021 - Present)
District ELL Curriculum and Assessment Team (2014 - 2019)
School Improvement Building Leadership Team (2016 - Present)
AVID Site Team (2014 - Present)
COVID-19 Response Team (2020 - 2021)
Cooperative Learning Coach (2016 - 2020)
Standards-Based Grading Committee (2017 - 2019)
Professional Learning Community Collaboration Co-Chair (2013 - 2016)
Communities in Schools Site Team (2013 - 2016)
Chair (2024 - Present) **- Social Studies Department - Member** (2013 - Present)
· Collaborated with 13 department members to fully implement PLC process
Chair (2018 - 2022) **- English Language Learners Department - Member** (2013 - 2023)
· ELL Graduation Rate steady rise, from 50% in 2013 to 97.8% in 2022 · Mandarin, Chuj, Ukrainian, French, Pohnpeian, Portuguese, Russian, Haitian Creole, & Spanish Speakers
Voting Club Advisor (2019 - Present) ·
· Team twice earned 1st Place Teamwork Award at Kansas Civics Games (2024 & 2025)
Scholars Bowl Head Coach (2013 - 2018)
Summer School Teacher (2019 & 2020)
Mentor, New Teacher Induction Program 2017 - 2019 & 2020 - 2022
Student Teacher Clinical Supervisor, University of Kansas, S 2017, S 2022, F 2024, S 2025
Student Teacher Mentor Teacher, Emporia State University, F 2022
Honors:
2025 American Civic Education Teacher Award
2027 Kansas Teacher of the Year - Topeka Public Schools Nominee
2026 Kansas NEA Jack Williamson Service Award,
2026 Civil Rights and Political Action Award - Living the Dream, Inc.
2014 Every Vote Matters Award - League of Women Voters

Volunteer Educational Leadership

Kansas Teaching and School Administration Professional Standards Board
Chair (2024 - Present), **Executive Committee** (2023 - Present)
Member - Classroom Teacher (1st Term 2020 - 2023, 2nd Term 2023 - 2026)
Seal of Literacy Committee (2024-2025), Mentoring Committee (2020 - 2024)
Substitute Shortage (2022) & Substitute License (2023-2024) Working Groups

American Civic Education Teacher Award (ACETA) Winner Team (2025 - Present)

Robert J. Dole Institute of Politics
Innovative Dole Education Ambassador (2025-2027; Inaugural Cohort)

Kansas 1st Amendment Foundation
Teacher Advisory Board & Professional Development Leader (2024 - Present)

Kansas National Education Association Board of Directors (2018 - 2024)
Board Director - Capital UniServ (1st Term 2018-2021, 2nd Term 2021-2024)
KNEA Resolutions Commission Board Liaison (2021 - 2024)
KNEA-KSO Contract Bargaining Negotiations Team (2022)
Strategic Focus Grant Committee (2018 - 2021)
Capital UniServ Political Advocacy Events Committee (2018 - 2024)
NEA Representative Assembly Delegate (2024)
KNEA Representative Assembly Delegate (2016 - Present)
Kansas EdTalkers Communications Team (2015 - 2024)
NEA Topeka Association Representative (2023 - 2025)
NEA-Topeka Executive Board - High School Representative & Ex-Officio (2016 - 2024)
NEA-Topeka Organizing Team (2015 - 2017, 2019 - 2020, 2023 - Present)
NEA-Topeka Governmental Relations Committee (2016 - 2020), Co-Chair (2025)

Jones Institute for Educational Excellence at the ESU Teachers College
Advisory Board - Secondary Teacher Representative (2019 - 2021)

Case Method Institute for Education and Democracy Teaching Partner (2019 - Present)

Volunteer Community Leadership

Douglas County Elections Office · 29 Elections
Supervising Election Judge (2010 - Present), **Election Clerk** (2008 - 2009)

Scout Troops 6060 (Girls) **& 60** (Boys)
Assistant Scoutmaster - Scout to First Class Advancement (2026-Present)
Cub Scout Pack 3370
Cubmaster (2023 - 2026) · *Cubmaster of the Year* - Pelathe District (2025)
· Wood Badge Advanced Leadership Training (2024-2025)
Assistant Cubmaster (2021-2023, 2026-Present)
Assistant Den Leader (2020 - Present)
Advancement Coordinator (2021-Present)
Venturing Crew 2059
Advisor (2009 - 2014) · *Eagle Scout Mentor Pin* (2010)
Scout Troop 59
Troop Committee: Asst. Advancement Chair & Junior Leader Training (2006 - 2015)
Assistant Scoutmaster (2003 - 2015) · *Eagle Scout* (2003)

Deerfield Elementary School **AVID Site Team** - Parent Member (2025 - Present)
New Principal Selection Committee - Parent Member (2024)

Douglas County Democratic Party **Precinct Committee Person**, Precinct 44.1 (2020 - Present)
Moderator for USD 497 School Board Candidate Forum (2021)

University of Kansas Scholarship Hall Strategic Planning Committee
Alumni Co-Chair (2018-2020)

AFS Intercultural High School **Study Abroad** Programs - **Participant & Host Family Liaison**
Exchange Students from Germany (2014 - 2015), Ghana (2016 - 2017), & Germany (2017 - 2018)

Education

Rockhurst University
Master of Education (August 2010 - December 2012)
Concentration: **Secondary Education - Social Science**
4.00 GPA · KDP Education Honor Society · *Ignatian Outstanding Student Teacher Award*

University of Kansas
Bachelor of Arts (August 2004 - May 2008)
Majors: **Anthropology** and **History**
3.92 GPA · Summerfield Scholar · KU Honors Program · Phi Beta Kappa Society · Battenfeld Scholar

Previous Teaching Experience (Schools)

Spring Hill High School, Spring Hill, Kansas & **Park Hill High School**, Kansas City, Missouri
Student Teacher (2012): US History · World History · Const. Government + Economics

Lawrence Public Schools, Lawrence, Kansas
Substitute Teacher (2008 - 2013): Music · Special Education · Elementary Classroom ·
· Social Studies · ELA · ESOL · Mathematics · Art · Science · World Languages ·
Assistant Swimming Coach, Lawrence High School (2008 - 2012)
Special Education Paraeducator, Summer School (2012)

Previous Teaching Experience (Outdoor Nonprofits)

Wildwood Outdoor Education Center, La Cygne, Kansas
Outdoor School Instructor & **Adventure Challenge Facilitator** (2013)

Heart of America Council Camps, Osceola, Missouri & Bonner Springs, Kansas
Camp Director (2013 - 2014), **Business Manager** (2010)
Assistant Program Director (2009), **Commissioner** (2008)
Aquatics Director (2007, 2009 - 2010), **Assistant Aquatics Director & Lifeguard Instructor** (2004 - 2006), **Aquatics Instructor** (2002 - 2003)

Select Recent Conferences, Workshops, & Presentations

Votes for Women Colloquium - Bill of Rights Institute, Wichita, Kansas (June 2019)
Harvard Case Method Project Workshop - HBS and LWV, Cambridge, Mass (August 2019)
Kansas Future Teacher Academy - Panelist, Emporia State University (June 2020)
Democracy and Women's Rights in America: The Equal Rights Amendment - Keynote Speaker and Discussion Leader, LWV (Jul 2021)
Madison, the "Federal Negative", and the Making of the US Constitution
Discussion Leader, League of Women Voters (March 2022)
Earning National Board Certification, Growing as K-12 Teacher Leaders -
Co-Presenter with 2 other NBCTs, MidTESOL Conference (Sept 2022)
Text Analysis Strategies in the Secondary Social Studies Classroom - Presenter, TPS (Oct 2022)
Gilder Lehrman Teaching Literacy and Civics through History Workshop - KSDE (June 2023)
Kansas Social Studies Conference (2019, 2020, 2022,2023,2025)
Civic Engagement and Leadership Conference, Robert J. Dole Institute of Politics
Presenter (2014, 2023), Civic Engagement Fellow (2025)
We the People: Empowering High-Need Students for Informed, Thoughtful, and Productive Citizenship
Center for Civic Education - James Madison Legacy Project Expansion (2024 - Present)
Teaching Constitutional Government: Challenges that Shaped the American Experience
Kansas 1st Amendment Foundation David J. Waxse Memorial Lecture Series (2022 - Present)
"The Small and the Mighty" Book Study - Emcee, Kansas 1st Amendment Foundation (Feb&Mar 2025)
NCSS Summer Leadership Institute, National Council for the Social Studies (2025)
PLC at Work Institute, Solution Tree, San Antonio, TX (July 2025)
Meet the ACETA Winners: Teaching Excellence in Action, Webinar Presenter, Center for Civic Education (Sept 2025)
NCSS 2025 Annual Conference, Washington, DC - **American Civic Education Teacher Award Panel**
Empowering, Inclusive, and Relevant: Civic Teaching That Works, Webinar Presenter, Center for Civic Education (Feb 2026)

PSB Nominee Application

First Name	Last name
Stacy	Wall
Name of Committee(s)	Licensure Review Committee
Nominated by	KANAAE
KSBE Board Member nominated	
Represent Higher Education or PreK-12	
Public or Private Institution	
Private Institution you represent	
Public Institution you represent	
Postion at your institution	
Who do you represent	Teacher
Please Select your building level	High School
Level you represent	
Which of the following do you teach	
Level you teach	High School
School district you work in	345 Seaman
Private school/diocese you teach in	
Name of the private school building	
Size of school district or post-secondary institution you represent	1201-2500
KSBE district(s) your district or institution is in	1,4
Please state, briefly, your working and educational experience which you feel is pertinent to this appointment.	I have experience in mathematics education, working directly with students in both instructional and evaluative settings. My background includes teaching high school mathematics, reviewing academic performance, and helping students meet state and curriculum standards through structured assessment and individualized support. This experience has strengthened my ability to evaluate qualifications fairly, apply standards consistently, and communicate decisions clearly and professionally. In addition, I have experience collaborating with other educators, coaches, parents, and administrators in decision-making roles that require professionalism, confidentiality, and sound judgment. I believe these experiences would allow me to contribute thoughtfully and objectively to the Licensure Review Committee's work in reviewing applicants for licensure in the State of Kansas. I have not worked with the state in a position like this before, but I feel like I would do a good job being fair and impartial.
Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications.	Please state, briefly, your qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three year, or serving as a member of the faculty of an institution of post - secondary education. TPA and KASB representatives are excluded from meeting these qualifications. I am currently certified teacher. I have taught in the state of Kansas since December of 2008. I serve on the board for KAN AAE

Stacy Wall

Objective To obtain a position on a licensure review committee.

Education

Emporia State University (ESU)**,** Emporia, Kansas — May 2019
Master of Science in Instructional Design & Technology
Certificate in E-Learning and Online Teaching
Certificate in Teaching with Technology

Kansas State University, Manhattan, Kansas — 2010 - 2011
English as Secondary Language Endorsement (ESL), 12 Hours

Emporia State University (ESU)**,** Emporia, Kansas — December 2008
Bachelor of Science in Secondary Education, Mathematics,

Highland Community College (HCC), Highland, Kansas — May 2006
Associate in Science, Associate in Arts

Marysville High School, Marysville, KS — May 2004
High School Diploma

Teaching Experience

Seaman High school	August 2012 – Current
Shawnee Heights High School	August 2010 – May 2012
Tonganoxie Middle School	December 2009 – May 2010

Coaching Experience

Shawnee Heights High School Volleyball and Softball 1 year
Tonganoxie High School Softball, 2 years
Tonganoxie Middle School Volleyball, 1 year
Assistant Youth Baseball Coach, 5 years
Assistant Youth Softball Coach, 2 years
Head Youth Softball Coach 4 years
Youth Basketball and Volleyball Coach 3 years

Softball Instructor

Various Locations Including: — 2012 - Present
Mammoth Sports Academy, Powerhouse Athletics, Personal Properties

- Provide instruction for pitching, hitting, catching and general defense lessons
- Continue to learn new instructional and coaching strategies
- Attend coaching clinics and seminars
- Maintain business and financial records
- Build relationships with athletes and parents
- Make personal connections and build trust with each athlete

Professional Leadership

Seaman USD 345
Blue Team Leader, Fishing Club Sponsor, Mentor, Kan AAE Board Member

Emporia State University
Kappa Mu-Epsilon, Phi-Theta Kappa, KNEA, Summa Cum Laude

Highland Community College
Academic All-American for Softball, Foundation Scholar, National Deans List, Student Leader, Student Government Secretary, Phi-Theta Kappa, and KNEA

Agenda Number: 5

Meeting Date: 6/10/2026

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Act on recommendation to adopt the Model Code of Ethics for Educators (MCEE)

From: R. Scott Gordon and Shane Carter

Motion:

It is moved that the Kansas State Board of Education approve the Model Code of Ethics for Educators (MCEE) as recommended by the Professional Standards Board with slight modifications from the national model.

Background:

Established by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators. The Model Code establishes principles for ethical best practices, mindfulness, self-reflection, and decision-making. As a professional code, the MCEE establishes a higher threshold of responsibility than policy, statutes or law and empowers the educators to engage in hard discussions about best practices without relying on the minimums typically created by codes of conduct.

General Counsel R. Scott Gordon and Director of Teacher Licensure, Shane Carter, gave a presentation on this Code during the May meeting.

This month the Board is asked to vote on it.

KANSAS STATE BOARD OF EDUCATION

KCEE

Kansas Code of Ethics for Educators

Principle I: Responsibility to the Profession

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself and the profession by:

1. Holding oneself responsible to Kansas Code of Ethics for Educators (KCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
7. Recognizing a lack of knowledge or understanding of the KCEE is not, in itself, a defense of unprofessional conduct.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Identifying and taking reasonable steps to resolve conflicts between the KCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the KCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the KCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

C. The professional educator demonstrates competence by acting in the best interest of all students by:

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

Principle III: Responsibility to Students

The professional educator has a primary obligation to promote the health, safety and wellbeing of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of all students by:

1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to sex, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. The professional educator promotes appropriate and effective relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes appropriate and effective relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that is free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefiting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

D. The professional educator promotes appropriate and effective relationships with employers by:

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students' learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Kansas Open Records Act (KORA) and other public access laws;
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Family Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

Operational Definitions

Boundaries:

The verbal, physical, emotional and social distances that an educator should consider to provide structure, security and predictability. Challenges with boundaries often relate to role, time and place. Appropriate boundaries are established for the school community by respecting contracted roles, working hours and the location of the learning environment.[1]

Culture:

The customary beliefs, social forms, and material traits of a racial, religious or social group, including the characteristic features of everyday existence shared by people in a place or time.[2]

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through directives, policies, regulations or statutes.

Harm:

Any potential action that may impair physical, emotional, psychological, sexual or intellectual safety and well-being of a student or a member of the school community.

Learning Community:

Educators working together to achieve the shared goals of strengthening professional practice and student growth.

Multiple Relationships:

Multiple relationships occur when an educator is having both a professional and personal affiliation with a member(s) of the school community.

New Educators:

Pre-service educators and recently employed in-service educators.

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1 Stone, Carolyn (2013). *School counseling principles: ethics and law* (3rd ed.). Alexandria, VA: American School Counseling Association, 58

2 https://www.merriam-webster.com/dictionary/culture

Professional Educators:

Licensed educators and other professionals employed by a school entity who demonstrate the highest standards of ethical and professionally competent practice and are committed to advancing the interests, achievements, and well-being of students. Professional educators are also commited to supporting the school community and the education profession. They include, but are not limited to, licensed educators, paraprofessionals, teachers, teacher leaders, student support personnel, administrators, coaches, administrative assistants, custodians and other school staff.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Risk:

A non-desirable consequence that may occur as a result of the situation (e.g., risk to student(s), educator, colleagues, school, profession). School Community: Stakeholders invested in the welfare of a school and its community. A school community includes school employees, students, their parents and families, school board members and other community members.[3]

Sensitive Information:

Information gathered through one's professional practice that, if shared, could cause harm.

Student:

A learner enrolled in or receiving services from a P-12 school unless otherwise defined by state statute.

Technology:

Current and future tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices (e.g., computers, laptops, phones and other hardware/software) that deliver text, audio, images, animation and streaming video.

Third Party:

Third party refers to a person or a group besides those primarily involved in a situation.

Transparency:

An educator's openness with respect to one's behaviors, actoons and communications.

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3 https://www.edglossary.org/school-community/

For more information, contact:

Teacher Licensure
(785) 296-2288
TLALicense@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.gov

The Kansas State Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Apr. 21, 2026

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/10/2026
Frank Harwood	Frank Harwood	Jake Steel		

Item Title:

Receive KSDE Budget Options for 2027-2028

Recommended Motion:

(To be voted on in July) It is moved that the Kansas State Board of Education approve the budget enhancements for the 2027-2028 fiscal year.

Explanation of Situation Requiring Action:

KSDE staff will provide an overview of the budgeting process using the State Board's budget as a specific example. Staff will also present suggestions for budget enhancements for the 2027-2028 fiscal year for the State Board to consider in July.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/10/2026**
Frank Harwood	Frank Harwood	Jake Steel		

Item Title:

Act on Public Innovative District Application (Dr. Harwood)

Recommended Motion:

It is moved that the Kansas State Board of Education approve the application of USD 329 Wabaunsee to become a Public Innovative District.

This needs to be voted on in June because of recent changes in state statute.

Explanation of Situation Requiring Action:

KSDE staff will provide background information about the Coalition of Innovative Districts and the State Board's role in the process. Information about the USD 329 Wabaunsee's application to become a Public Innovative District will be presented along with options for State Board Action. Due to recent changes in state statute to the approval timeline, the State Board will need to take action at the June meeting.

KANSAS STATE DEPARTMENT OF EDUCATION

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Innovative District Summary

District Name: USD 329 Wabaunsee

District Superintendent: Dr. Troy Pitsch

Local School Board President: Aaron Popelka

District Address: 213 E 9th, Alma, KS 66401

Contact Name: Dr. Troy Pitsch

Contact Title: Superintendent

Email: tpitsch@usd329.org Phone: 785-765-3394

District Classification: ☐ Urban ☐ Suburban ☑ Rural

KSHSAA Rating: 1A

Number of Schools in District: 1 Elementary 1 Middle/Junior 1 High

____ Other (please specify) ____

Current District Enrollment: 388

Precent of students that qualify for free or reduced-price meals: 31%

Superintendent

Board President

Submission Date: 4/30/2026

Kansas leads the world in the success of each student.

Innovative District Application

Narrative

The applicant must explain the process as to how the district is being innovative. The narrative must include:

- Description of educational programs;
- Description of parental and community support;
- Specific goals and measurable pupil outcomes to be obtained;
- Explanation of how pupil performance in achieving the specified outcomes will be:
    - Measured
    - Evaluated
    - Reported; and
- Description of what state laws, rules and regulations from which the district is requesting to be exempt.

(Please limit narrative to no more than 10 pages.)

Applications are due May 1, 2026 to:

Dr. Frank Harwood, Deputy Commissioner at

frank.harwood@ksde.gov

Or

Attn: Dr. Frank Harwood

Kansas State Department of Education

900 SW Jackson St.

Topeka, KS 66612

April 28, 2026

Kansas State Board of Education
900 SW Jackson Street
Topeka, KS 66612

Re: USD 329 Wabaunsee Public Innovative District Application

Members of the State Board,

On behalf of the USD 329 Wabaunsee Board of Education, please accept the district's Public Innovative District application pursuant to K.S.A. 72-4223 and K.S.A. 72-4225, as amended by Senate Substitute for House Bill 2402 (2026). The application maintains full compliance with the accountability requirements set forth in K.S.A. 72-4223(d). USD 329 will continue to participate in all applicable Kansas assessments, abide by all financial and auditing requirements, comply with applicable health, safety, and access laws, and fulfill all commitments set forth in the submitted application. The district is not seeking relief from KAP, KESA, special education requirements, financial accountability, the open meetings act, or the open records act, all of which remain fully applicable to Public Innovative Districts under K.S.A. 72-4223(e)(2).

USD 329 has fully satisfied the preliminary approval requirement established under K.S.A. 72-4225(a). Because fewer than two Public Innovative Districts are currently operating, the district submitted a request for formal approval to the Chairperson of the Senate Committee on Education, Senator Erickson, the Chairperson of the House Committee on Education, Representative Estes, and the Governor. The district received approval from the Chairperson of the Senate Committee on Education and the Chairperson of the House Committee on Education, who together constitute a majority, thereby satisfying the statutory prerequisite for submission. The enclosed application includes all elements required under K.S.A. 72-4223(b): a description of the district's educational programs; a description of parent and community interest and support; the specific goals and measurable pupil outcomes to be obtained; and an explanation of how pupil performance will be measured, evaluated, and reported.

Pursuant to K.S.A. 72-4223(c), as amended by Senate Substitute for House Bill 2402, the State Board is charged with reviewing this application for compliance with the statutory requirements. If the application is determined to be in compliance, the statute provides that the State Board **shall** approve the application and grant USD 329 authority to operate as a Public Innovative District. The statute further provides that if the application is neither approved nor denied within the 45-day review period, it is deemed approved by operation of law.

USD 329 respectfully submits that this application is complete, satisfies all statutory requirements, and is consistent with the legislative purpose of the Public Innovative District Act.

The district is not asking for less accountability; it is choosing to be held to higher standards by committing to outcomes that include not only academic performance but also workforce readiness, credential attainment, and community sustainability.

USD 329 is seeking authority to operate as a Public Innovative District to implement a locally delivered, industry-aligned instructional model to ensure long-term support and success for the district's existing Construction and Design Career and Technical Education pathway. The application is intentionally narrow in scope and seeks relief in two specific areas:

1. Teacher Licensure / Instructor Flexibility USD 329 seeks relief from Kansas teacher licensure provisions, including K.S.A. 72-2157 and K.S.A. 72-2159, to the extent those provisions *require recurring annual waiver approval*, create inherent barriers to providing structured student success and completion, and credit-bearing instruction within the pathway. Local industry professionals will provide stable, long-term support to licensed district staff in clearly defined instructional roles aligned with pathway standards.

2. Instructional Time / Seat-Time Flexibility USD 329 seeks relief from traditional instructional time requirements under K.S.A. 72-3115 to allow a defined portion of required seat time to be satisfied through supervised, standards-aligned, real-world learning experiences. These experiences include job-site work, applied field-based instruction, and structured project-based learning tied directly to course outcomes and the district's expectations for student safety, supervision, and instructional quality.

We appreciate the Board's timely review and stand ready to provide any clarification needed to confirm compliance.

Respectfully,

Troy Pitsch, PhD
Superintendent of Schools
USD 329 Wabaunsee
(785) 765-3394



Submitted by the USD 329 Wabaunsee Board of Education:

Public Innovative District Application

Expanding Local Workforce Pathways Through Community-Based Instruction

Submitted to the Kansas State Board of Education
April 23, 2026

Section 1: Description of Educational Programs, Student Needs, and Continuous Improvement

USD 329 serves a small, rural student population across multiple communities, allowing us to maintain a highly personalized, student-centered approach to education. The district operates a unified PreK–12 system with strong continuity between campuses and a high level of staff collaboration. Our staff is experienced, versatile, and committed to meeting students where they are, with strengths across core academic instruction, career and technical education (CTE), and student support services. In a rural setting where flexibility is essential, our educators consistently adapt to ensure students have access to meaningful opportunities across both academic and career pathways.

Our district provides a well-rounded educational experience that includes strong academic programming, career and technical education opportunities, and a full range of extracurricular offerings designed to support the development of the whole child. The district currently offers multiple CTE pathways, including agriculture, business, construction and design, family and consumer sciences, and media design, each structured with introductory, technical, and application-level coursework that allows students to build skills over time and apply learning in real-world contexts. Students have access to hands-on courses such as Intro to Trade Skills, Drafting, Woodworking, and Agricultural Mechanics, as well as opportunities for internships, work-based learning, and concurrent college coursework. This structure reflects a strong foundation in career readiness and a commitment to preparing students for multiple postsecondary pathways.

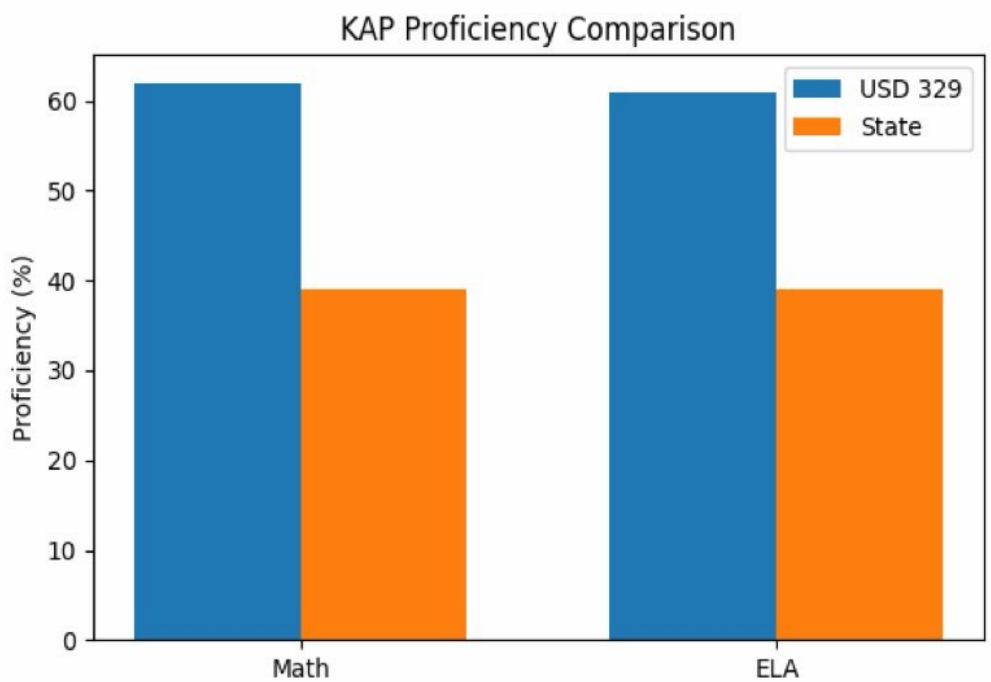
The USD 329 District provides a comprehensive approach to career and college preparation through a combination of strong core academics, structured CTE pathways, and expanded postsecondary opportunities. Students engage in a progression of coursework that includes introductory, technical, and application-level experiences, culminating in real-world application through courses such as Career and Community Connections, internships, and work-based learning opportunities. In addition, students have access to concurrent college coursework and technical school partnerships, allowing them to earn postsecondary credit and gain exposure to career fields before graduation. This layered approach ensures that students graduate with both a strong academic foundation and meaningful experiences that prepare them for success in college, technical training, or direct entry into the workforce.

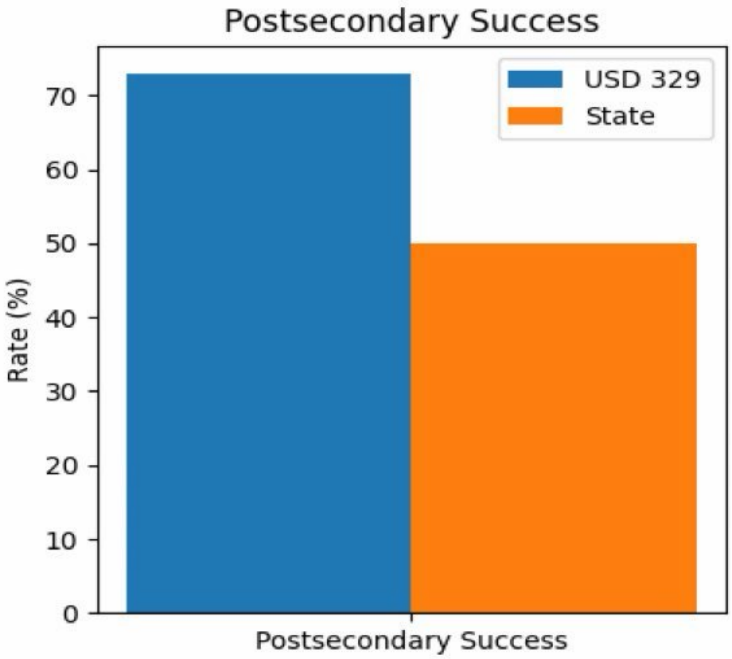
Our district maintains a strong, student-focused approach that meets individual student needs while preparing all learners for success beyond graduation. This is supported by

a commitment to continuous improvement grounded in data-driven decision-making, aligned instructional practices, and ongoing evaluation of both academic and program outcomes. The district utilizes Kansas Assessment Program data, local performance measures, and program participation trends to guide instructional adjustments and strategic planning. Recent investments in high-quality instructional materials and professional development in both mathematics and literacy reflect a disciplined approach to strengthening core instruction while allowing time for implementation to take hold and produce results. At the same time, the district actively evaluates the effectiveness of its CTE offerings, ensuring that programs remain relevant, accessible, and aligned to both student interests and workforce needs.

This commitment to improvement is reflected in district performance outcomes. USD 329 continues to perform well above state averages in both Mathematics and English Language Arts, with approximately 62% proficiency in Math (39% statewide) and 61% in ELA (39% statewide). In addition, approximately 73% of graduates meet postsecondary success indicators compared to roughly 50% statewide, demonstrating that students are not only achieving academically but are also prepared for life beyond high school. These results reflect strong instruction, aligned systems, and a sustained focus on student outcomes.

KAP & Post Secondary Success Performance Comparison





These results reflect a strong instructional foundation, allowing USD 329 to pursue targeted innovation without compromising academic performance.

Through ongoing analysis of student performance, enrollment trends, and program participation, USD 329 has identified a need to expand access to more focused, hands-on, industry-aligned pathways that connect directly to workforce needs. While current programming provides a foundation, reliance on off-site opportunities, such as technical school placements, limits access, increases costs, and results in lost instructional time due to daily travel. At the same time, the district is situated within a community that includes skilled trades professionals and business owners who represent a valuable and currently underutilized instructional resource. This need is further reinforced by local and regional workforce demand in the skilled trades, where employers continue to face shortages in areas such as plumbing and electrical, creating a clear opportunity to better align students' learning with high-demand, high-wage career fields.

As a district that has demonstrated strong outcomes, USD 329 is positioned to build on that success through thoughtful innovation. To ensure our efforts are effective, we will establish clear metrics for success, such as increased student participation in industry-aligned pathways and credential attainment rates. The next phase of our work is to expand opportunities for students to apply their learning in authentic settings and to graduate with both the academic foundation and the practical skills necessary for

long-term success. The need for innovation is not driven by deficiency, but by the opportunity to strengthen an already effective system and better align our programming with the needs of our students and our local workforce. As a district that is already demonstrating strong academic and postsecondary outcomes, USD 329 is well-positioned to use this designation not as a corrective measure but as a strategic tool to strengthen the alignment between student learning and future opportunities.

Section 2: Innovation Design

The proposed innovation will be implemented within USD 329's existing Construction and Design Career and Technical Education pathway, with a more defined and intentional focus on skill development in plumbing and electrical systems. To support sustainability, the district will actively collaborate with local industry partners, skilled trades professionals, and community organizations to align curriculum, provide mentorship, and facilitate work-based learning opportunities. As part of this work, the district will provide students with the opportunity to earn industry-recognized credentials, including OSHA-10 certification, as they progress through the pathway. Students will also be prepared to pursue additional industry certifications and licensure exams upon graduation, when they meet age and eligibility requirements. These areas will not operate as separate, standalone programs, but as focused components within the existing construction pathway, allowing students to develop deeper, more relevant skills aligned to workforce demand.

The pathway will be open to all students in Career and Technical Education programs who are interested in construction-related fields. To promote equitable access, the district will implement targeted outreach and support services to ensure students from diverse backgrounds can participate. The design emphasizes accessibility and flexibility, allowing students to engage at varying levels based on interest, readiness, and postsecondary goals. Early exposure will begin at the junior high level, where students in grades 7 and 8 will participate in career awareness and exploration activities that introduce them to skilled trades and related career opportunities. This approach aims to eliminate barriers and foster a diverse pipeline of future skilled trades professionals.

At the high school level, students will engage in a structured sequence of coursework that progresses from foundational knowledge to applied learning. This includes a construction safety component, typically introduced in the early stages of the pathway, which may lead to OSHA-10 certification for students in pathways where it is appropriate and beneficial. While OSHA-10 is a recognized industry credential, it is

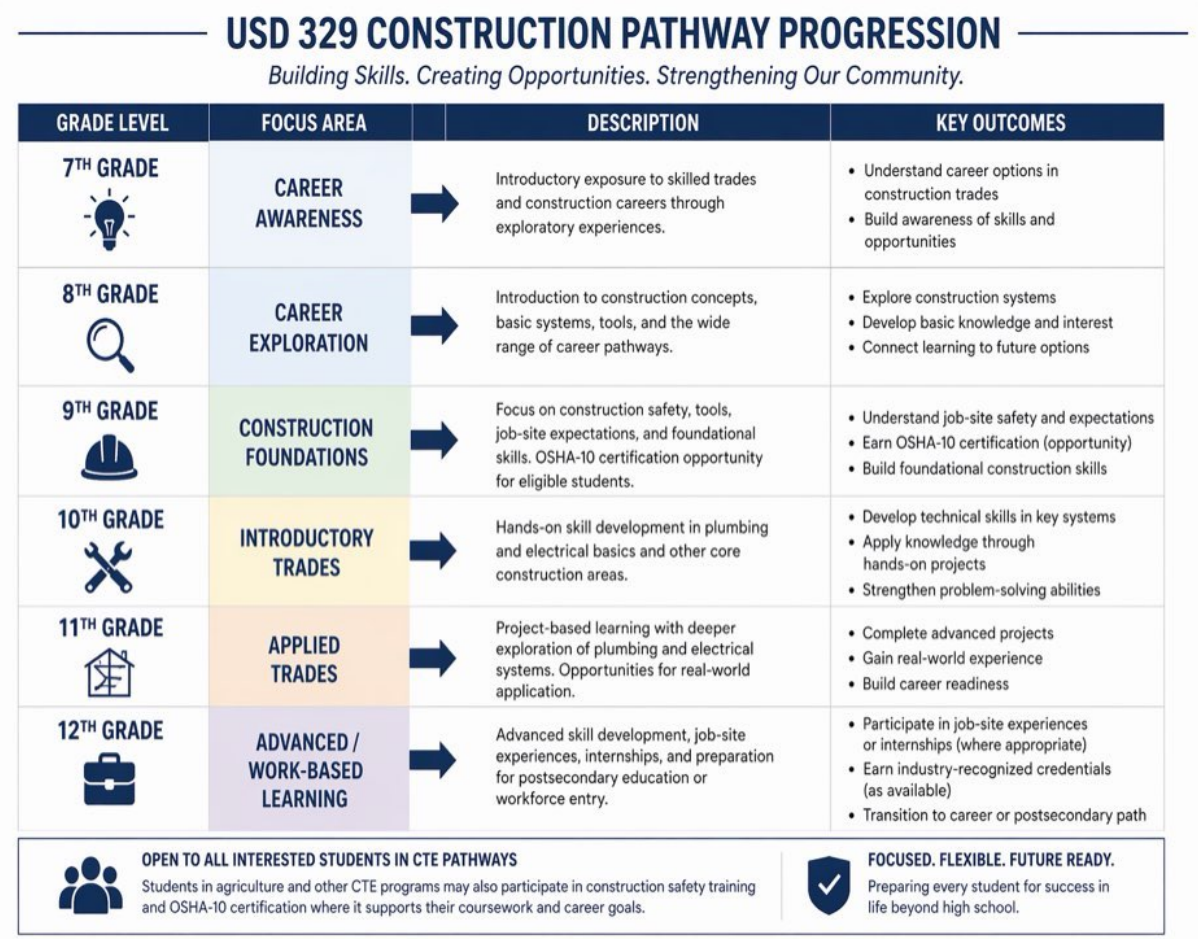
positioned as one component of a broader preparation strategy rather than the sole outcome.

Building on this foundation, students will have the opportunity to engage in more focused skill development in plumbing and electrical systems through hands-on coursework and instruction delivered by qualified members of the local community. As students advance, the pathway will allow for increasing levels of application, including project-based learning and, where appropriate, supervised real-world experiences aligned to their area of interest.

Students in related CTE pathways, including agriculture and other applied programs, may also have access to construction safety training and OSHA-10 certification where it aligns with their coursework and career interests. This approach allows the district to expand the impact of foundational skills across multiple pathways without overextending the program's scope.

This innovation builds directly on USD 329’s existing CTE structure and represents a refinement and expansion of current programming rather than the creation of an entirely new system. The purpose of the Innovative District designation is to provide the flexibility needed to strengthen delivery, improve access, and reduce structural barriers that limit the long-term sustainability of these opportunities.

A summary of the proposed pathway progression is provided to illustrate the sequence of student experiences from grades 7 through 12:



Section 3: Goals, Outcomes, and Measurement

The goal of this innovation is to expand meaningful career and workforce readiness opportunities for students while maintaining the district's strong academic foundation. This work is designed to provide students with access to industry-aligned learning experiences that build practical, job-site-ready skills and support the attainment of industry-recognized credentials, including OSHA-10 certification. USD 329 will measure the success of this work through a combination of participation data, concentrator and completer outcomes, credential attainment, and postsecondary placement, with a focus on ensuring that students are prepared for both career and college pathways.

A primary outcome of this work is increased student access to industry-aligned learning experiences within the district. USD 329 will track participation in the construction pathway, including the number of students progressing from introductory coursework

into concentrator-level experiences, with the expectation of increasing participation over current baseline levels as awareness and access expand.

The district will also monitor the number of students who reach pathway completer status within the construction pathway. As the program develops, USD 329 anticipates a gradual increase in the number of students completing a defined sequence of coursework aligned to construction, plumbing, and electrical skill development.

In addition, the district will measure the number of students who complete construction safety training and, where appropriate, earn OSHA-10 certification. While this credential is not the sole focus of the program, it serves as an indicator of foundational readiness and engagement in the pathway. USD 329 will expand access to this opportunity annually across relevant CTE pathways, including agriculture and related programs, where it aligns with student goals.

As students progress through the pathway, USD 329 will monitor engagement in advanced coursework and applied learning experiences, including project-based learning and supervised real-world opportunities. The district will track the number of students participating in these experiences and work to increase participation over time as the pathway becomes more fully established, with a goal of approximately a 10% increase over four years. This approach reflects a commitment to steady, sustainable growth while maintaining program quality and alignment with student needs.

Postsecondary outcomes will serve as a key measure of success. USD 329 will continue to monitor graduate placement data, including entry into the workforce, apprenticeships, technical training programs, and postsecondary education. The district anticipates that expanded access to locally delivered, industry-aligned pathways will increase the number of students who graduate as pathway completers with a clear, actionable next step aligned with their career goals. In addition, the district recognizes the importance of providing students with a viable pathway to remain in or return to their local communities after graduation. Given the district's proximity to regional economic centers such as Topeka and Manhattan, students will be positioned to pursue employment, apprenticeships, and entrepreneurial opportunities within a sustainable geographic range, supporting both individual success and long-term community vitality.

This work will also improve program access and efficiency by allowing USD 329 to deliver high-value, industry-aligned programming locally, reducing reliance on off-site technical school placements that require approximately 35 miles of one-way travel. This shift will allow the district to recapture instructional time, improve scheduling flexibility, and expand access for students who may not otherwise be able to participate.

Progress will be reviewed annually using the district's student information system to track concentrator and completer data, as well as Kansas state reporting measures that monitor postsecondary success, including employment, postsecondary enrollment, and attainment of industry-recognized credentials. This includes opportunities for students to graduate with industry-recognized certifications, such as OSHA-10, where applicable. Internal program evaluations will supplement this data to assess program quality and effectiveness. District leadership will use these measures to refine programming, adjust course offerings, and strengthen partnerships to ensure the pathway continues to meet student and community needs.

USD 329 is committed to implementing this work with fidelity and evaluating its impact over time. The district will provide regular updates to the Board of Education. It will use the flexibility afforded by the Innovative District designation to make thoughtful adjustments that improve access, strengthen outcomes, and ensure long-term sustainability.

Section 4: Parent and Community Support

Local workforce partners have expressed strong and consistent support for this direction. Conversations with community business owners, including Don Frank of Frank's Plumbing in Alma, reflect a clear interest in supporting student development through real-world exposure and hands-on skill building. Industry professionals have indicated that this model not only strengthens the future workforce but also creates opportunities to identify and retain talent within the local community. Additional discussions with regional providers, including Whittaker Electric, further demonstrate both the availability of and willingness to leverage local expertise in support of this work.

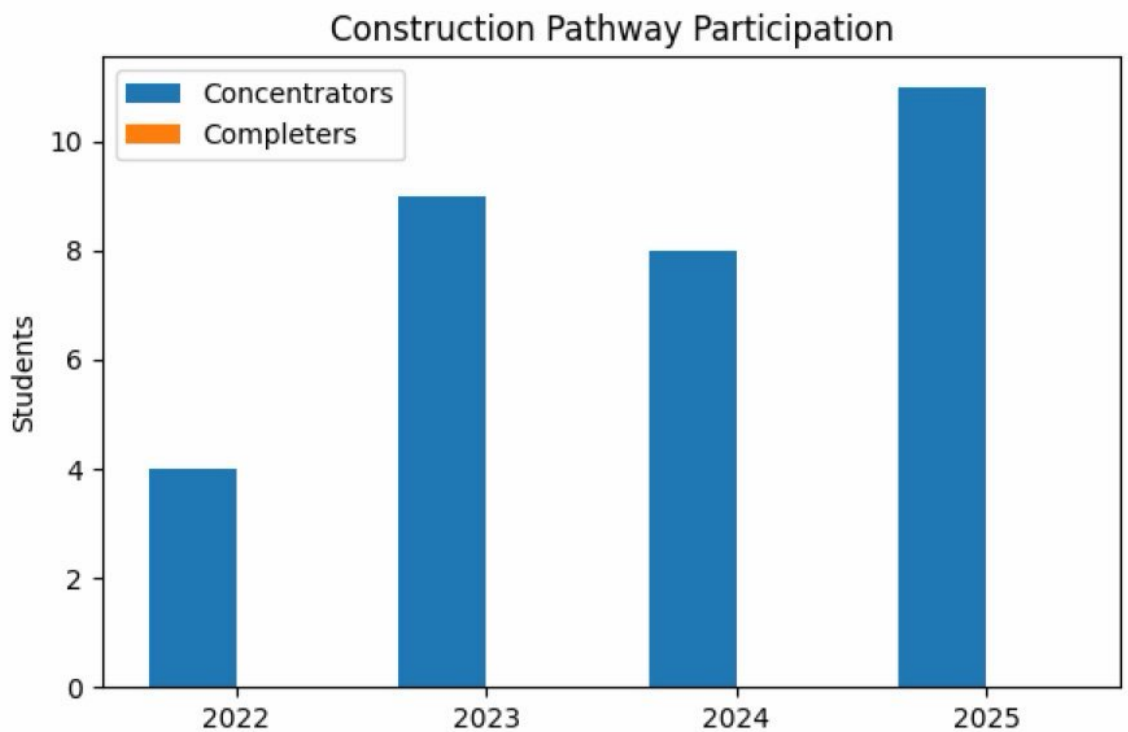
USD 329 has engaged in a comprehensive and intentional process to gather community input through strategic planning listening sessions held across Alma, Maple Hill, McFarland, Paxico, and with faculty and staff. These sessions, along with survey feedback, yielded consistent, clear themes from stakeholders regarding expectations for the district and the future of its programming.

A central takeaway from this process is the community's strong expectation that the district continue to expand meaningful career and technical education opportunities for students. Feedback across multiple respondent groups emphasized the importance of career-focused programming, real-world application of learning, and preparation for life beyond graduation. At the same time, respondents consistently identified the need for stronger alignment between school experiences and workforce readiness, including increased opportunities in skilled trades and hands-on learning environments.

Community sentiment gathered through direct engagement reinforces this alignment. Feedback from community events, including senior citizen luncheons and local gatherings across district communities, has consistently reflected strong enthusiasm for expanding locally delivered, hands-on career opportunities. There is a clear sense of ownership in this work, with community members expressing strong support for building programs that rely on local expertise and invest directly in local students and the community's future.

District data further supports the need for this work. Over the past four years, USD 329 has maintained consistent student interest in construction-related pathways, as reflected in concentrator counts; however, the number of students reaching completer status in these pathways has remained limited. For example, the Construction and Design pathway reported between 4 and 11 concentrators annually from 2022 through 2025, yet zero completers during that same period. Similar trends are reflected in related pathways such as Power, Structural, and Technical Systems, where concentrator participation exists, but completer outcomes remain at zero.

Construction Pathway Participation (2022–2025)



Consistent student interest with structural barriers limiting pathway completion under the current model.

Within a high school enrollment of approximately 125 students, these figures represent a meaningful portion of the student body expressing interest in construction-related fields. The absence of completers is not a reflection of student demand, but of structural limitations within the current delivery model. Students who wish to complete these pathways must often participate in off-site programming, including daily travel to Washburn Tech. This requirement results in a significant time commitment, reduces access to other coursework and electives, and creates scheduling barriers that limit students' ability to complete the full sequence of study.

The proposed innovation directly addresses this barrier by providing a locally delivered pathway that allows students to complete coursework within the school day. This approach expands access, reduces logistical constraints, and creates the opportunity for a full sequence of study that can lead to completion. Over time, this shift is expected to increase the number of students who can move from initial interest to full pathway completion, creating a compounding impact on student outcomes, workforce readiness, and community sustainability.

The USD 329 Board of Education has also demonstrated clear support for this direction. In April, the Board unanimously approved a resolution directing the district to move forward with the exploration and application process for the Public Innovative District designation. This 7–0 vote reflects alignment between the Board's priorities, community feedback, and the district's strategic planning work.

Collectively, this input demonstrates that the proposed innovation is not only aligned with district goals but is directly responsive to the values and expectations of the communities USD 329 serves. The emphasis on a strong work ethic, opportunities for advancement, and career and college readiness identified through the strategic planning process directly supports the expansion of industry-aligned pathways within the district.

Section 5: Statement of Innovation and Requested Relief, Barriers, Flexibility, and Exemptions

Statement of Innovation and Requested Relief

USD 329 is seeking approval to implement a locally delivered, industry-aligned instructional model within its Construction and Design Career and Technical Education pathway that integrates qualified members of the local workforce into structured, credit-bearing instruction and incorporates supervised, real-world learning experiences as part of the instructional day.

To support this innovation, the district is requesting relief in two specific areas:

1. Instructor Flexibility
Approval to utilize qualified local industry professionals in structured instructional roles, working alongside licensed educators to deliver defined portions of course content aligned to pathway standards. Under current regulations, this requires annual waiver approval, which limits the district's ability to build and sustain a consistent program over time.

2. Instructional Time Flexibility
Approval to allow a portion of traditional seat time to be replaced with supervised, standards-aligned, real-world learning experiences, including job-site work and applied field-based instruction. Under the current system, these experiences are limited to supplemental or extracurricular opportunities and cannot consistently serve as embedded, credit-bearing instructional time.

USD 329 is approaching this work with a narrow and clearly defined focus. The intent of this application is to address specific structural barriers that limit the district's ability to fully deliver industry-aligned programming within its existing Career and Technical Education pathways.

The district remains fully committed to all existing state accountability measures, including participation in the Kansas Assessment Program (KAP), KESA processes, and all required reporting systems. USD 329 views this work as an opportunity to strengthen accountability by expanding the measures used to define student success, including postsecondary readiness, credential attainment, and workforce placement.

USD 329 is seeking a more stable and predictable framework that allows for the sustained implementation of this pathway over time. The primary barrier addressed through this application is the current reliance on recurring KSDE credit and credentialing waiver processes. Under the existing system, the district must request annual approval to use qualified local professionals to support pathway instruction. The year-to-year approval cycle creates uncertainty and administrative burden that limits long-term program development and continuity.

USD 329 is also requesting targeted flexibility to incorporate qualified members of the local workforce into the instructional model in structured, supportive roles. These individuals would not replace licensed educators but would work alongside district staff to provide targeted expertise, mentorship, and applied skills instruction to enhance the program's relevance and quality. This approach aligns instruction to the realities of workforce preparation in skilled trades while maintaining the integrity of the district's instructional framework.

As students progress to advanced stages of the program, a portion of traditional seat time will be replaced with supervised, hands-on learning experiences, including job-site work and applied field-based instruction. These experiences will be structured and aligned with district expectations for safety and instruction.

For example, a student in an advanced stage of the pathway may spend part of the school day working alongside a licensed professional at a residential or commercial job site, applying skills in areas such as electrical installation or plumbing. In another case, a student may complete a structured project-based experience under the supervision of both a district instructor and a community partner, demonstrating competency in specific trade skills aligned to course standards. This approach allows students to engage in meaningful, real-world skill development while maintaining program quality, safety, and accountability.

Each of these requests is directly tied to the successful implementation of the proposed pathway. The intent is not to remove accountability or lower standards, but to remove barriers that prevent students from accessing and completing high-quality, industry-aligned programs.

USD 329 is a high-performing district that continues to exceed state averages in academic performance. This application reflects a commitment to build on that success by expanding opportunities for students and strengthening alignment between education and life beyond graduation. The district is intentionally broadening accountability by holding itself responsible not only for academic outcomes, but also for students' readiness to succeed in the workforce and their communities.

Section 6: Oversight and Accountability

USD 329 is committed to implementing this innovation with a high level of transparency, oversight, and continuous evaluation. The district will maintain full participation in all required state accountability systems, including the Kansas Assessment Program

(KAP), KESA processes, and all state reporting requirements. Academic performance will continue to be monitored as a foundational measure of district success.

In addition to these existing systems, USD 329 will implement a structured annual review process to evaluate the effectiveness of the proposed pathway. This review will include analysis of student participation, concentrator and completer data, industry-recognized credential attainment, and postsecondary outcomes, including workforce entry, apprenticeships, and continued education.

The district will provide regular updates to the USD 329 Board of Education, with a formal annual report summarizing progress, outcomes, and any recommended program adjustments. Additional updates will be provided as needed to ensure the Board remains actively engaged in overseeing both the implementation and the impact of the innovation.

District leadership will also utilize internal data systems and program-level evaluations to assess the quality and consistency of instruction, the effectiveness of community partnerships, and the alignment of student experiences with workforce expectations. Adjustments will be made as needed to strengthen the program and ensure it continues to meet the needs of students and the community.

USD 329 recognizes that the flexibility provided through the Public Innovative District designation carries with it an expectation of responsible implementation and measurable results. The district is committed to using this flexibility to improve access, strengthen outcomes, and create sustainable programming that prepares students for success beyond high school.

This work reflects a broader commitment to accountability, one that includes not only academic performance but also students' readiness to succeed in college, careers, and their communities. Through ongoing oversight and continuous improvement, USD 329 will ensure this innovation delivers meaningful, lasting benefits for students.

USD 329 is not asking for less—we are choosing to do more for our students and our community.